

**SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
BUSINESS MEETING
CENTRAL OFFICE**

WEDNESDAY, AUGUST 26, 2015

The meeting will begin at 6:30 p.m., for the possible purpose of considering a motion to enter executive session to discuss BTA negotiations. If there is an executive session, the meeting will return to public session at approximately 7:30 p.m. to consider the agenda and all other items which may properly come before the Board of Education. The tentative agenda and supporting information for this meeting will be posted at www.southcountry.org once it becomes available.

- A. Call to Order
 - Executive Session (*if necessary*)
 - Pledge of Allegiance
- B. Emergency Evacuation Procedures
 - Smoke Free School District
- C. Board Consent Agenda – Approvals
 - 1. Minutes- Business Meeting of August 5, 2015- pg. #3
 - 2. Treasurer's Report- July, 2015- pg. #8
- D. Communications and Announcements
 - 1. Superintendent's Report
 - 2. Trustee and Advisory Committee Reports (if any)
- E. Public Commentary (Agenda Items Only)
- F. Items for Discussion/Action
 - 1. Greater Bellport Brownfield Opportunity Steering Committee- pg. #29
 - 2. Substitute Plan
 - 3. Code of Conduct – *To Follow*
 - 4. Board of Education Retreat
- G. Board Consent Agenda – Curriculum and Instruction
 - 1. CSE/SCSE Minutes– pg. #42
 - 2. CPSE Minutes – pg. #44
 - 3. 2015-2016 District Comprehensive Improvement Plan (DCIP) pg. #45
 - 4. 2015-2016 School Comprehensive Education Plan (SCEP) pg. #68
 - 5. 2015-2016 District Professional Development Plan pg. #85
- H. Board Consent Agenda – Personnel pg. #87
 - 1. Resignations & Leave of Absence
 - 2. Instructional New Appointments
 - 3. Non-Instructional New Appointments
 - 4. Long-Term Substitutes
 - 5. Salary Schedule & Position Changes
 - 6. Additional Work
 - 7. Extra Duty Assignments

8. Responders & Guards
 9. Rates for Substitutes and Long-Term Substitutes
 10. Substitutes
- I. Board Consent Agenda – Business
 1. Consultant Services Contract- Neil Lederer pg. #94
 2. Budget Transfer Request Form pg. #99
 3. Memorandum of Understanding- St. Joseph's College pg. #100
 4. Health and Welfare Services Agreement- West Islip School District pg. #104
 5. Best Value Contracts pg. #110
 - J. Public Commentary (Non-Agenda Items)
 - K. Closing Remarks by Board Members
 - L. Adjournment

**BUSINESS MEETING PAGE 018 AUGUST 5, 2015
SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
MINUTES**

A. CALL TO ORDER

Board President, Chris Picini called a Business Meeting of the Board of Education to order at 6:35 p.m. The meeting took place at the District Central Office, 189 Dunton Ave, East Patchogue, NY.

Board of Education Members Present

Rocco DeVito	Regina Hunt
Lisa Di Santo (<i>arrived 6:40 pm</i>)	Chris Picini
Carol Herrmann	Danielle Skelly
Antoinette Huffine	Allison Stines

Board Members Absent: Julio Morales

Others Present: Superintendent Dr. Joseph Giani, Nelson Briggs, Sam Gergis, Cheriese Pemberton, Sara Cioffaletti.

EXECUTIVE SESSION

A motion (Herrmann / Hunt) to convene to executive session at 6:35 p.m. to discuss the candidate for the position of Director of Guidance, negotiations with the BTA and CSEA, an employee disciplinary matter and a legal settlement.

VOTE: *Motion carries unanimously.* 7-Yes, 0-No, Absent (Di Santo, Morales).

Public session reconvened at 7:45 pm.

Board member Allison Stines led all present in the Pledge of Allegiance.

B. EMERGENCY EVACUATION PROCEDURES / SMOKE FREE SCHOOL DISTRICT

Board President Picini discussed the exits to be used in the event of an emergency and reminded all present that the South Country School District is a smoke-free District, with smoking prohibited in all buildings and on school grounds.

C. BOARD CONSENT AGENDA –APPROVALS

A motion (Herrmann / Stines) to approve the following:

1. Minutes- Annual Re-Organization Meeting of July 1, 2015
2. Minutes- Business Meeting of July 1, 2015
3. Minutes- Special Meeting of July 7, 2015
4. New School Board Member Academy
RESOLVED, the Board of Education hereby approves Regina Hunt to attend NYSSBA's 2015 New School Board Member Academy, 8/14 to 8/15/2015 at the Islandia Marriott, Islandia and authorizes the associated costs pursuant to District policy.
5. Treasurer's Report –June, 2015.

VOTE: *Motion carries unanimously.* 8-Yes, 0-No, Absent (Morales).

A motion (Herrmann / DeVito) to approve the following:

6. Claims Report- May, 2015

VOTE: Motion carries unanimously. 8-Yes, 0-No, Absent (Morales).

A motion (Herrmann / Skelly) to approve the following:

7. SCOPE'S Annual Dinner Meeting

RESOLVED, the Board of Education hereby approves the attendance of Board member Rocco DeVito at SCOPE's Annual Dinner Meeting, Thursday, August 13, 2015, at St John's University, Oakdale, and authorizes the associated costs pursuant to District policy.

VOTE: Motion carries unanimously. 8-Yes, 0-No, Absent (Morales).

A motion (Hunt / Stines) to approve the following:

8. Appointment of Hearing Officer

WHEREAS, disciplinary charges of Misconduct and Incompetence have been filed and served against the employee named on the attached confidential list as "Employee A", (hereinafter referred to as "Subject Employee") pursuant to Section 75 of the Civil Service Law; it is

RESOLVED, that Steven Pluth be appointed as the Hearing Officer to conduct the hearing required by Civil Service Law 75 and make a determination of the disciplinary charges against the Subject Employee and to make a recommendation thereafter to the Board of Education.

The question of the adoption of the foregoing resolution was put to a vote on roll call, which resulted as follows:

Rocco DeVito	<u>Yes</u>
Lisa Di Santo	<u>Yes</u>
Carol Herrmann	<u>Yes</u>
Antoinette Huffine	<u>Yes</u>
Regina Hunt	<u>Yes</u>
Julio Morales	<u>Absent</u>
Chris Picini	<u>Yes</u>
Danielle Skelly	<u>Yes</u>
Allison Stines	<u>Yes</u>

The resolution was thereupon declared adopted.

D. COMMUNICATIONS AND ANNOUNCEMENTS

1. Superintendent's Report

- Work at the Brookhaven Annex is scheduled to be completed tomorrow.
- The Family Engagement Center is well on its way to completion.
- Unitech is the successful bidder for the abatement and cleanup at Frank P. Long.
- Assemblyman Dean Murray secured \$2,500 in aid for our Robotics Program.
- The 2015-2016 district calendar is at the printer and is currently available online on our website.
- Our UPK program has 133 students currently enrolled
- Recommendations regarding the lack of substitutes will be available at the next meeting 8/26.

2. Trustee and Advisory Committee Reports

- Student schedules will be out the week of the 24th.
- Approximately 35K in bullet aid is expected from the legislature. Mr. Picini will be following up with Senator Croci.

E. PUBLIC COMMENTARY

Ronald Kinsella (resident): Commented on procedures for flying the flag full staff when school is in session.

F. ITEMS FOR DISCUSSION/ACTION

1. Second Reading of Policy- Transportation of Students #5720
2. Second Reading of Policy- Use of School District Owned Vehicles #5721

A motion (DeVito / Stines) to approve:

- Policy # 5720 - Transportation of Students
- Policy # 5721 - Use of School District Owned Vehicles

VOTE: *Motion carries unanimously.* 8-Yes, 0-No, Absent (Morales).

3. Board of Education Advisory Committee Representatives.
4. Eligibility Policy.
5. Board of Education Facility Walk Through Schedule.
6. Board of Education School Liaison Representatives.

G. BOARD CONSENT AGENDA – CURRICULUM AND INSTRUCTION

A motion (Herrmann / DeVito) to approve:

1. CSE/SCSE Minutes
2. CPSE Minutes.
4. Career & Technical Education

RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education approves the Career and Technical Education New York State Education Department application for CTE programs in Culinary Arts, Microsoft Office Specialist, Finance and Business Ownership / Marketing.

VOTE: *Motion carries unanimously.* 8-Yes, 0-No, Absent (Morales).

A motion (Huffine / Herrmann) to approve:

3. AP European History Textbook Replacement

VOTE: *Motion carries unanimously.* 8-Yes, 0-No, Absent (Morales).

H. BOARD CONSENT AGENDA – PERSONNEL

A motion (Herrmann / Stines) to approve items # H1 through H8, excluding item 6.10:

1. Resignations, Excess & Leave of Absence
2. Instructional New Appointments
3. Non-Instructional New Appointments & Reinstatement
4. Salary Schedule Changes
5. Additional Work
6. Extra Duty Assignments

7. Responders & Guards
8. Substitutes

VOTE: Motion carries unanimously. 8-Yes, 0-No, Absent (Morales).

A motion (Herrmann / Skelly) to approve item # H 6.10:

VOTE: Motion carries. 7-Yes, 0-No, 1- Abstain (DeVito), Absent (Morales).

Dr. Giani introduced the new Director of Guidance, Sabrina Meehan, who was just approved this evening.

I. BOARD CONSENT AGENDA – BUSINESS

A motion (DeVito / Hunt) to approve items # I-1 through I-33 and Item # I-34:

1. Superintendent's Contract
2. Agreement with Syntax for 2015-2016 Website Maintenance and Hosting
3. Agreement with Dr. Mansour Banilivy, Ph.D
4. Agreement with Maxim Staffing Solutions
5. Agreement with Little Angels Center
6. Addendum to Agreement with Achieve Beyond
7. Agreement with Three Village Central School District
8. Agreement with Eastport-South Manor Central School District
9. Discard of Library Equipment at Frank P. Long
10. Donation of Books to Verne W. Critz School from The Book Fairies
11. Donation of \$50 from Target to Bellport Middle School
12. Donation of \$1250.00 from Jennifer Schatzman for the Jennifer Mejia Scholarship
13. Donation of \$2617.00 from the Staff Basketball Game for the Julia Nofi Scholarship
14. Agreement with Bilinguals Inc. for Federal Part B Flow-Through Allocations
15. Agreement with United Cerebral Palsy for Federal Part B Flow-Through Allocations
16. Agreement with New York Therapy for Federal Part B Flow-Through Allocations
17. Agreement with Cleary School for the Deaf for Federal Part B Flow-Through Allocations
18. Agreement with DDI for Federal Part B Flow-Through Allocations
19. Agreement with Just Kids Preschool for Federal Part B Flow-Through Allocations
20. Agreement with Kids in Action Preschool for Federal Part B Flow-Through Allocations
21. Agreement with Building Blocks for Federal Part B Flow-Through Allocations
22. Agreement with Leeway for Federal Part B Flow-Through Allocations
23. Agreement with Julia D. Andrus School for Federal Part B Flow-Through Allocations
24. Agreement with Maryhaven for Federal Part B Flow-Through Allocations
25. Agreement with Metro Therapy for Federal Part B Flow-Through Allocations
26. Agreement with NLS. for Federal Part B Flow-Through Allocations
27. Agreement with NYSARC for Federal Part B Flow-Through Allocations
28. Agreement with Suffolk County for Federal Part B Flow-Through Allocations
29. Revised Meal Pricing Resolution

RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education approves the meal prices for the 2015-2016 School breakfast and lunch program as follows:

	<u>K-5 Buildings</u>	<u>BMS and BHS</u>
Breakfast	\$.75	\$.75
Lunch	\$ 1.85	\$ 2.00
Reduced Breakfast and Lunch	\$.25	\$.25
Milk	\$.50	\$.50

The above prices represent a zero increase from the 2014-2015 school year.

BUSINESS MEETING PAGE 022 AUGUST 5, 2015

30. Addendum to Agreement with New York Therapy Placement Services
31. Bid Winner for the 2015-06 Pipe Abatement and Repairs Bid (*Contract 1-Unitech Services Group*)
32. Budget Transfer Request Form
33. Bid Rejection for Pipe Abatement & Pipe Repairs (*Contract 2 – JNS Heating*)
35. Stipulation of Settlement and General Release

VOTE: *Motion carries unanimously.* 8-Yes, 0-No, Absent (Morales).

A motion (DeVito / Hunt) to approve Item # I-34:

34. Purchase of Ford F750 Heavy Duty Truck

RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education hereby authorizes the purchase of a used 1999 Ford F750 Heavy Duty Truck from East End Modular Structures, Inc. for the amount of \$15,000. In accordance with District Policy 6110, the District Clerk has disclosed that her husband is the principal owner of East End Modular Structures, Inc.

VOTE: *Motion carries.* 7-Yes, 1-No, (Di Santo), Absent (Morales).

J. PUBLIC COMMENTARY (NON-AGENDA ITEMS)

None.

K. CLOSING REMARKS BY BOARD MEMBERS

- Hiring of Guards.
- Thank you to Book Fairies, Target, Jennifer Schatzman, and Staff Basketball Game for their generous donations.
- APPR.
- Clean Energy RFP – Solar Farm FPL – Brookhaven Town
- Request for updated contact list for District Office.

L. ADJOURNMENT

A motion (DeVito / Hunt) to adjourn the meeting at 8:50 pm:

VOTE: *Motion carries unanimously.* 8-Yes, 0-No, Absent (Morales).

Respectfully submitted,

Nancy Poulos

Nancy Poulos
District Clerk

SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
FINANCIAL REPORTS – PRIOR TO YEAR END AUDIT
July 2015

TABLE OF CONTENTS

	<u>Page</u>
Treasurer's Report – July 2015	1
Revenue Status Report	3
Appropriation Status Report	4
Budget Transfers	14
Cap. One Collateral Reconciliation	15
Flushing Bank Collateral Reconciliation	17
Extra-Classroom Activities – High School	18
Extra-Classroom Activities – Middle School	20



**South Country CSD
Treasurer's Report
7.01.15 - 7.31.15**

*Christine M. Johnson
8/17/15*

ACCOUNT & LOCATION	PREVIOUS BALANCE	RECEIPTS	DISBURSE	NEW DISTRICT BALANCE	BANK STATEMENT BALANCE	OUTSTANDING CHECKS / (DIT)	NET BALANCE
GENERAL FUND ACCOUNTS							
GENERAL FUND-MMA	12,496,344.84	0.00	2,000,000.00	10,496,344.84	10,496,344.84	0.00	10,496,344.84
GEN FUND-FLUSHING INV	13,903,580.96	2,952.43	0.00	13,906,533.39	13,906,533.39	0.00	13,906,533.39
GENERAL FUND-CAP ONE	7,539,277.85	2,803,958.87	10,151,032.39	192,204.33	4,840,985.33	4,648,781.00	192,204.33
				\$ 24,595,082.56			
TRUST & AGENCY ACCOUNTS							
PAYROLL-CAP ONE	63,500.26	687,273.13	694,181.37	56,592.02	131,814.18	75,222.16	56,592.02
TRUST & AGENCY CAP ON	122,559.15	1,067,232.64	1,145,157.50	44,634.29	88,234.89	43,600.30	44,634.59
				\$ 101,226.31			
SPECIAL AID ACCOUNTS							
FEDERAL CAP ONE	76,345.46	200,962.38	163,613.54	\$ 113,694.30	186,981.34	73,287.04	113,694.30
CAFETERIA ACCOUNTS							
CAFETERIA-CAP ONE	223,151.13	597.50	110,980.14	\$ 112,768.49	214,739.23	101,970.74	112,768.49
CAPITAL ACCOUNTS							
CAPITAL CHKG-CAP ONE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CAP. EXCEL CHKG-CAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
CAP. SOLAR CHKG-CAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
				\$ -			
				\$ 24,922,771.66			
***ALL BANK RECONCILIATIONS ARE AVAILABLE FOR INSPECTION IN THE BUSINESS OFFICE							

SUMMARY OF TREASURER'S MONTHLY REPORTS CONTINUED:

Summary of receipt column on page 1 (col. 3)

GENERAL FUND

NYS ACH	213,980.44
GENERAL FUND MM	2,000,000.00
TUITION	0.00
LI CHILD & FAMILY	6,105.97
BOCES	463,728.24
TRUST & AGENCY	3,715.64
MEDICAID	30,453.18
PILOT	35,085.75
MISC	35,342.40
DRIVERS ED	9,070.00
INTEREST	6,377.25

2,803,858.87

PAYROLL

TRUST & AGENCY	687,273.13
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687,273.13

TRUST & AGENCY

GENERAL FUND	574,101.03
FEDERAL	487,580.27
CAFETERIA	0.00
MISC	5,551.34

1,067,232.64

CAFETERIA

MEAL PAY PLUS	374.75
FOOD SALES	0.00
MISC.	222.75

597.50

FEDERAL CHECKING

GENERAL	200,000.00
void check	962.38

200,962.38

GENERAL FUND-MMA/C

0.00

0.00

REVENUE BUDGET STATUS - FUNDS: A FOR PERIOD COVERED 07/01/15 - 07/31/15

ACCOUNT	ACCOUNT NAME	BUDGET	ADJUSTMENTS	REVISED BUDGET	REVENUE EARNED	UNEARNED REVENUE
A 1001.000	REAL PROPERTY TAX ITEMS	51,069,394.43	0.00	51,069,394.43	0.00	51,069,394.43
A 1081.000	OTH. PAYMTS IN LIEU OF TA	7,058,865.00	0.00	7,058,865.00	0.00	7,058,865.00
A 1085.000	STAR	6,311,917.57	0.00	6,311,917.57	0.00	6,311,917.57
A 1311.000	OTHER DAY SCHOOL TUITION	125,000.00	0.00	125,000.00	0.00	125,000.00
A 1335.000	OTH STUDENT FEE/CHARGES (59,500.00	0.00	59,500.00	9,070.00	50,430.00
A 2230.000	DAY SCHOOL TUIT-OTH DIST.	205,000.00	0.00	205,000.00	0.00	205,000.00
A 2280.000	HEALTH SERVICES FOR OTH D	62,000.00	0.00	62,000.00	0.00	62,000.00
A 2401.000	INTERST AND EARNINGS	95,000.00	0.00	95,000.00	2,952.43	92,047.57
A 2410.000	RENTAL OF REAL PROPERTY,I	73,200.00	0.00	73,200.00	6,105.97	67,094.03
A 2445.000	ELECTION RENTAL-LIBRARY V	8,000.00	0.00	8,000.00	0.00	8,000.00
A 2680.000	INSURANCE RECOVERIES	5,000.00	0.00	5,000.00	0.00	5,000.00
A 2690.000	OTHER COMPENSATION FOR LO	0.00	0.00	0.00	51.96	(51.96)
A 2701.000	REFUND PRIOR YR E-RATE	632,000.00	0.00	632,000.00	0.00	632,000.00
A 2705.000	GIFTS AND DONATIONS	0.00	0.00	0.00	602.30	(602.30)
A 2770.000	OTHER UNCLASSIFIED REV.(S	337,000.00	0.00	337,000.00	501.00	336,499.00
A 3101.000	BASIC FORMUILA STATE AID	34,883,911.00	0.00	34,883,911.00	0.00	34,883,911.00
A 3102.000	LOTTERY AID (SECT 3609A E	5,900,000.00	0.00	5,900,000.00	0.00	5,900,000.00
A 3103.000	BOCES AID (SECT 3609A ED	893,992.00	0.00	893,992.00	0.00	893,992.00
A 3105.000	EXCESS COST AID	9,937,839.00	0.00	9,937,839.00	0.00	9,937,839.00
A 3260.000	TEXTBOOK AID (INCL TXTBK/	282,158.00	0.00	282,158.00	0.00	282,158.00
A 3260.001	HARDWARE & TECHNOLOGY	59,194.00	0.00	59,194.00	0.00	59,194.00
A 3262.000	COMPUTER SOFTWARE AID	68,000.00	0.00	68,000.00	0.00	68,000.00
A 3263.000	LIBRARY A/V LOAN PROGRAM	30,000.00	0.00	30,000.00	0.00	30,000.00
A 3289.000	OTHER STATE AID/HOMELESS	400,000.00	0.00	400,000.00	0.00	400,000.00
A 4601.000	MEDIC.ASST-SCH AGE-SCH Y	100,000.00	0.00	100,000.00	0.00	100,000.00
A 8021.000	FUND BALANCE OR(DEFICIT)/	4,968,304.00	0.00	4,968,304.00	0.00	4,968,304.00
FUND A TOTAL		123,565,275.00	0.00	123,565,275.00	19,283.66	123,545,991.34

Report Completed 9:12 AM

LW

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1010.475-00	CONFERENCE AND TRAVEL - BD OF ED	3,500.00	0.00	3,500.00	200.00	830.00	2,470.00
A 1010.490-00	BOCES - SVCS BOARD OF ED	1,000.00	0.00	1,000.00	0.00	1,000.00	0.00
A 1010.501-00	SUPPLIES - BD OF ED	1,100.00	0.00	1,100.00	0.00	100.00	1,000.00
A 1010....BOARD OF EDUCATION	*	5,600.00	0.00	5,600.00	200.00	1,930.00	3,470.00
A 1040.160-00	SAL DISTRICT CLERK DW	38,446.00	0.00	38,446.00	6,705.27	0.00	31,740.73
A 1040.501-00	SUPPLIES - DISTRICT CLERK	900.00	0.00	900.00	0.00	0.00	900.00
A 1040....DISTRICT CLERK	*	39,346.00	0.00	39,346.00	6,705.27	0.00	32,640.73
A 1060.433-00	RENTAL OF MACHINES - ELECTION	7,500.00	0.00	7,500.00	0.00	0.00	7,500.00
A 1060.449-00	SAL - ELECTIONS	8,000.00	0.00	8,000.00	0.00	0.00	8,000.00
A 1060.472-00	ADVERTISING - ELECTIONS	8,000.00	0.00	8,000.00	0.00	0.00	8,000.00
A 1060.490-00	BOCES - ELECTIONS VTR REGIS	17,000.00	0.00	17,000.00	0.00	17,000.00	0.00
A 1060.501-00	SUPPLIES - ELECTIONS	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
A 1060....DISTRICT MEETING	*	47,500.00	0.00	47,500.00	0.00	17,000.00	30,500.00
A 10....BOARD OF EDUCATION	**	92,446.00	0.00	92,446.00	6,905.27	18,930.00	66,610.73
A 1240.150-00	SAL SUPERINTENDENT DW	250,000.00	0.00	250,000.00	19,839.71	0.00	230,160.29
A 1240.160-00	SAL CLER OFFICE OF SUPT OF SCHOO	117,307.00	0.00	117,307.00	6,876.92	0.00	110,430.08
A 1240.400-00	CONTRACT SERVICES	0.00	204.00	204.00	0.00	0.00	204.00
A 1240.475-00	CONFERENCE EXPENSE - SUPT OF SCH	3,000.00	0.00	3,000.00	50.00	770.00	2,180.00
A 1240.501-00	SUPPLIES - SUPT OF SCHOOLS	5,000.00	0.00	5,000.00	0.00	786.76	4,213.24
A 1240....CHIEF SCHOOL ADMINISTRATOR	*	375,307.00	204.00	375,511.00	26,766.63	1,556.76	347,187.61
A 12....CENTRAL ADMINISTRATION	**	375,307.00	204.00	375,511.00	26,766.63	1,556.76	347,187.61
A 1310.150-00	SAL ASST SUPT BUSINESS DW	175,000.00	0.00	175,000.00	17,912.60	0.00	157,087.40
A 1310.160-00	SAL BUSINESS OFFICE STAFF DW	310,233.00	0.00	310,233.00	26,309.39	0.00	283,923.61
A 1310.200-00	EQUIPMENT	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1310.400-00	CONTRACT SVCS - BUSINESS OFFICE	50,000.00	0.00	50,000.00	3,225.00	29,175.00	17,600.00
A 1310.472-00	ADVERTISING - BUSINESS OFFICE	2,000.00	0.00	2,000.00	138.40	461.60	1,400.00
A 1310.475-00	CONFERENCES	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 1310.490-00	BOCES - BUSINESS ADMIN	55,000.00	0.00	55,000.00	0.00	55,000.00	0.00
A 1310.501-00	SUPPLIES - BUSINESS OFFICE	40,000.00	(552.30)	39,447.70	0.00	10,630.71	28,816.99
A 1310....BUSINESS ADMINISTRATION	*	635,233.00	(552.30)	634,680.70	47,585.39	95,267.31	491,828.00
A 1320....AUDITING	*	135,750.00	0.00	135,750.00	0.00	105,700.00	30,050.00
A 1320.445-00	AUDITOR (EXTERNAL)	54,500.00	0.00	54,500.00	0.00	54,500.00	0.00
A 1320.446-00	AUDITOR (INTERNAL)	65,000.00	(50.00)	64,950.00	0.00	34,900.00	30,050.00
A 1320.447-00	AUDITOR (CLAIMS)	16,250.00	50.00	16,300.00	0.00	16,300.00	0.00
A 1320....TREASURER	*	62,430.00	0.00	62,430.00	5,472.21	0.00	56,957.79
A 1345.160-00	SAL PURCHASING AGENT DW	47,509.00	0.00	47,509.00	1,755.73	0.00	45,753.27
A 1345.490-00	BOCES - PURCHASING SVC	9,000.00	0.00	9,000.00	0.00	9,000.00	0.00
A 1345....PURCHASING	*	56,509.00	0.00	56,509.00	1,755.73	9,000.00	45,753.27
A 13....FINANCE	**	889,922.00	(552.30)	889,369.70	54,813.33	209,967.31	624,589.06
A 1420.441-00	LEGAL RETAIN GEN COUNSEL	51,000.00	1,500.00	52,500.00	0.00	52,500.00	0.00
A 1420.442-00	LEGAL OTHER NON-RETAIN GEN	210,000.00	(3,000.00)	207,000.00	0.00	176,200.00	30,800.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1420.443-00	LEGAL NEGOTIATIONS RETAINER	34,500.00	1,500.00	36,000.00	0.00	36,000.00	0.00
A 1420.444-00	LEGAL NEGOTIATIONS HOURLY	55,000.00	0.00	55,000.00	0.00	0.00	55,000.00
A 1420.445-00	LEGAL BOND COUNSEL	13,000.00	0.00	13,000.00	0.00	13,000.00	0.00
A 1420....LEGAL	*	363,500.00	0.00	363,500.00	0.00	277,700.00	85,800.00
A 1430.150-00	SAL ASST SUPT PERSONNEL	185,658.00	0.00	185,658.00	16,561.59	0.00	169,096.41
A 1430.160-00	SAL CLER STAFF PERSONNEL DW	180,868.00	0.00	180,868.00	13,140.02	0.00	167,727.98
A 1430.200-00	EQUIPMENT - PERSONNEL	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 1430.400-00	CONTR SVCS ADV RECRUIT HR	11,000.00	0.00	11,000.00	9,658.50	0.00	1,341.50
A 1430.475-00	CONF TRVL ASST SUPT HR	500.00	0.00	500.00	0.00	0.00	500.00
A 1430.490-00	BOCES - SUBS RECRUIT NIS HR	50,773.00	0.00	50,773.00	0.00	50,773.00	0.00
A 1430.501-00	SUPPLIES - PERSONNEL	4,000.00	0.00	4,000.00	0.00	225.90	3,774.10
A 1430....PERSONNEL	*	433,799.00	0.00	433,799.00	39,360.11	50,998.90	343,439.99
A 1480.449-00	CONTR SVCS NWSLTR CLNDR PRINT	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 1480....PUBLIC INFORMATION & SERVICES	*	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 14....STAFF	**	812,299.00	0.00	812,299.00	39,360.11	328,698.90	444,239.99
A 1620.150-00	SALARY - OPERATIONS	80,000.00	0.00	80,000.00	0.00	0.00	80,000.00
A 1620.160-00	SAL HOUSEKEEPING CENTRAL	2,345,691.00	0.00	2,345,691.00	188,739.65	0.00	2,156,951.35
A 1620.160-06	SAL - CENSUS ENUMERATOR	15,000.00	0.00	15,000.00	57.00	0.00	14,943.00
A 1620.161-00	SAL - SECURITY DW	729,000.00	0.00	729,000.00	13,540.25	0.00	715,459.75
A 1620.161-06	SAL SECURITY OVERTIME	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
A 1620.163-00	SAL CLER DIR BUILDINGS & GNDS D	42,860.00	0.00	42,860.00	3,282.33	0.00	39,577.67
A 1620.164-00	SAL SCHOOL CUSTODIAL SUPERVISOR	0.00	0.00	0.00	6,197.73	0.00	(6,197.73)
A 1620.165-00	SAL SUB-CUSTODIAL DW	190,000.00	0.00	190,000.00	16,483.50	0.00	173,516.50
A 1620.190-00	SAL OVERTIME OPERATIONS	110,000.00	0.00	110,000.00	4,237.70	0.00	105,762.30
A 1620.200-00	EQUIPMENT - B&G	100,000.00	0.00	100,000.00	1,439.68	25,200.02	73,360.30
A 1620.449-00	CONTRACT SVC BUILDINGS & GROUNDS	750,000.00	0.00	750,000.00	22,679.25	506,346.92	220,973.83
A 1620.454-00	FUEL OIL	110,000.00	0.00	110,000.00	0.00	100,000.00	10,000.00
A 1620.455-00	WATER SERVICE	23,000.00	0.00	23,000.00	0.00	23,000.00	0.00
A 1620.469-00	CARTAGE	75,000.00	0.00	75,000.00	5,556.90	59,443.10	10,000.00
A 1620.474-00	TRAVEL - B&G	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 1620.476-00	NATURAL GAS	500,000.00	0.00	500,000.00	38.36	499,961.64	0.00
A 1620.477-00	ELECTRIC	980,000.00	0.00	980,000.00	11,360.20	963,639.80	5,000.00
A 1620.478-00	TELEPHONE SERVICE	40,000.00	0.00	40,000.00	1,116.64	19,820.44	19,062.92
A 1620.490-00	BOCES - OP OF PLANT HLT SFTY	7,500.00	0.00	7,500.00	0.00	7,500.00	0.00
A 1620.501-00	MAINTENANCE SUPPLIES - B&G	3,000.00	0.00	3,000.00	0.00	1,053.20	1,946.80
A 1620.540-00	CUSTODIAL SUPPLIES - DW	250,000.00	0.00	250,000.00	16,080.73	166,625.67	67,293.60
A 1620.550-00	GLASS REPAIR SUPPLIES	7,500.00	0.00	7,500.00	0.00	4,500.00	3,000.00
A 1620.560-00	UNIFORMS BUILDINGS & GROUNDS	25,000.00	0.00	25,000.00	0.00	18,000.00	7,000.00
A 1620.570-00	AUTO PARTS BUILDINGS & GROUNDS	15,000.00	0.00	15,000.00	0.00	4,500.00	10,500.00
A 1620.571-00	GASOLINE - BUILDINGS & GROUNDS	30,000.00	0.00	30,000.00	0.00	25,000.00	5,000.00
A 1620.572-00	OIL AND LUBRICANTS BUILDINGS & G	2,500.00	0.00	2,500.00	0.00	500.00	2,000.00
A 1620.573-00	TIRES BUILDINGS & GROUNDS	5,000.00	0.00	5,000.00	0.00	4,500.00	500.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 1620....OPERATION OF PLANT	*	6,461,051.00	0.00	6,461,051.00	290,809.92	2,429,590.79	3,740,650.29
A 1621.160-00	SAL MAINTAINERS DW	285,772.00	0.00	285,772.00	24,720.46	0.00	261,051.54
A 1621....MAINTENANCE OF PLANT	*	285,772.00	0.00	285,772.00	24,720.46	0.00	261,051.54
A 1670.160-00	Courier - Central Mailing	47,886.00	0.00	47,886.00	4,141.59	0.00	43,744.41
A 1670.473-00	POSTAGE CENT MAILING DW	65,000.00	0.00	65,000.00	67.22	1,932.78	63,000.00
A 1670.501-00	DUPLICATING SUPPLIES - DW	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 1670....CENTRAL PRINTING & MAILING	*	117,886.00	0.00	117,886.00	4,208.81	1,932.78	111,744.41
A 1680.160-00	SAL DATA PROCESS & TECHNOLOGY DW	254,018.00	0.00	254,018.00	18,550.56	0.00	235,467.44
A 1680.200-00	EQPT - DATA PROCESSING	700,000.00	0.00	700,000.00	0.00	34,862.00	665,138.00
A 1680.449-00	CABLEVISION - INTERNET	125,000.00	0.00	125,000.00	29.20	146.00	124,824.80
A 1680.490-00	BOCES - CTRL DATA PROCESSING	716,000.00	0.00	716,000.00	0.00	716,000.00	0.00
A 1680.490-06	BOCES DW COPY MACHINES	194,000.00	0.00	194,000.00	0.00	194,000.00	0.00
A 1680.501-00	SUPPLIES DATA PROCESSING	50,000.00	(3,750.00)	46,250.00	0.00	27,621.00	18,629.00
A 1680....CENTRAL DATA PROCESSING	*	2,039,018.00	(3,750.00)	2,035,268.00	18,579.76	972,629.00	1,044,059.24
A 16....CENTRAL SERVICES	**	8,903,727.00	(3,750.00)	8,899,977.00	338,318.95	3,404,152.57	5,157,505.48
A 1910.422-00	LIABILITY INSURANCE	472,000.00	0.00	472,000.00	8,620.00	439,610.00	23,770.00
A 1910.424-00	OTHER INSURANCE	150,000.00	0.00	150,000.00	0.00	142,796.00	7,204.00
A 1910....UNALLOCATED INSURANCE	*	622,000.00	0.00	622,000.00	8,620.00	582,406.00	30,974.00
A 1920.479-00	SCHOOL ASSOCIATION DUES	20,000.00	(204.00)	19,796.00	0.00	1,000.00	18,796.00
A 1920....SCHOOL ASSOCIATION DUES	*	20,000.00	(204.00)	19,796.00	0.00	1,000.00	18,796.00
A 1981.490-00	BOCES - ADMIN & FACILITY FEES	550,000.00	0.00	550,000.00	0.00	550,000.00	0.00
A 1981....BOCES ADMINISTRATIVE COSTS	*	550,000.00	0.00	550,000.00	0.00	550,000.00	0.00
A 19....SPECIAL ITEMS	**	1,192,000.00	(204.00)	1,191,796.00	8,620.00	1,133,406.00	49,770.00
A 1....BOARD OF EDUCATION	***	12,265,701.00	(4,302.30)	12,261,398.70	474,784.29	5,096,711.54	6,689,902.87
A 2010.150-00	SAL ASST SUPT CURRICULUM DW	175,000.00	0.00	175,000.00	19,746.62	0.00	155,253.38
A 2010.160-00	SAL CLER ASST SUPT CURR DW	63,748.00	0.00	63,748.00	5,360.53	0.00	58,387.47
A 2010.475-00	CONFERENCE - ASST SUPT CURR	1,500.00	0.00	1,500.00	0.00	920.00	580.00
A 2010.480-00	DW TEXTBOOK ADOPTION	142,071.00	0.00	142,071.00	0.00	52,605.19	89,465.81
A 2010.490-00	BOCES - PROG COORD & SUPV	80,000.00	0.00	80,000.00	0.00	80,000.00	0.00
A 2010.501-00	SUPPLIES - ASST SUPT CURR	20,000.00	3,750.00	23,750.00	0.00	321.08	23,428.92
A 2010....CURRICULUM DEVEL & SUPERVISION	*	482,319.00	3,750.00	486,069.00	25,107.15	133,846.27	327,115.58
A 2020.150-00	PERSONNEL SERVICE CERTIFI	2,444,837.00	0.00	2,444,837.00	213,404.49	0.00	2,231,432.51
A 2020.160-00	PERSONNEL SERVICE CLASSIF	880,661.00	0.00	880,661.00	55,182.02	0.00	825,478.98
A 2020.161-00-6400	SAL CLER CENT REGISTR DW	53,659.00	0.00	53,659.00	5,203.36	0.00	48,455.64
A 2020.161-06	CLERICAL SUB DW	45,000.00	0.00	45,000.00	2,395.25	0.00	42,604.75
A 2020.190-00	CLERICAL OVERTIME DW	10,000.00	0.00	10,000.00	311.71	0.00	9,688.29
A 2020.200-01	PRINCIPALS EQUIPT BKHVN	1,000.00	0.00	1,000.00	0.00	320.30	679.70
A 2020.200-02	PRINCIPALS EQUIP VC	5,114.00	0.00	5,114.00	0.00	441.49	4,672.51
A 2020.200-03	PRINCIPALS EQUIP FPL	1,170.00	0.00	1,170.00	0.00	844.23	325.77
A 2020.200-07	PRINCIPALS EQUIP HS	3,997.00	0.00	3,997.00	0.00	789.68	3,207.32
A 2020.433-00	RENT MAINT COPY MCHN DW	15,000.00	0.00	15,000.00	0.00	10,000.00	5,000.00
A 2020.474-00	Mileage / Travel - DW	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2020.501-01	OFFICE SUPPLIES - BKHVN	16,714.00	0.00	16,714.00	0.00	11,405.37	5,308.63
A 2020.501-02	OFFICE SUPPLIES - V W CRITZ	20,501.00	0.00	20,501.00	0.00	5,521.56	14,979.44
A 2020.501-03	OFFICE SUPPLIES - FPL	6,512.00	0.00	6,512.00	0.00	6,033.81	478.19
A 2020.501-04	OFFICE SUPPLIES - MS	16,504.00	0.00	16,504.00	0.00	3,503.01	13,000.99
A 2020.501-05	OFFICE SUPPLIES - KREAMER	11,000.00	0.00	11,000.00	0.00	8,248.03	2,751.97
A 2020.501-07	OFFICE SUPPLIES - HS	50,114.00	0.00	50,114.00	0.00	32,454.50	17,659.50
A 2020.526-01	PROFESSIONAL LITERATURE BK	557.00	0.00	557.00	0.00	297.41	259.59
A 2020.526-02	PROFESSIONAL LITERATURE CR	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2020.526-03	PROFESSIONAL LITERATURE FPL	789.00	0.00	789.00	0.00	369.00	420.00
A 2020.526-04	PROFESSIONAL LITERATURE MS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2020.526-05	PROFESSIONAL LITERATURE KR	500.00	0.00	500.00	0.00	0.00	500.00
A 2020.526-07	PROFESSIONAL LITERATURE HS	2,181.00	0.00	2,181.00	0.00	0.00	2,181.00
A 2020.....SUPERVISION-REGULAR SCHOOL *		3,590,810.00	0.00	3,590,810.00	276,496.83	80,228.39	3,234,084.78
A 2021.150-00	SALARIES DEPT CHAIRS DW	38,058.00	0.00	38,058.00	1,971.59	0.00	36,086.41
A 2021.....		38,058.00	0.00	38,058.00	1,971.59	0.00	36,086.41
A 2070.400-00	New Tchr Orient - Trans	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2070.490-00	BOCES - INSVC STAFF DEV TRAINING	500.00	0.00	500.00	0.00	500.00	0.00
A 2070.....INSERVICE TRAINING-INSTRUCTION *		2,500.00	0.00	2,500.00	0.00	500.00	2,000.00
A 20.....ADMIN & IMPROVEMENT **		4,113,687.00	3,750.00	4,117,437.00	303,575.57	214,574.66	3,599,286.77
A 2110.120-01	SAL TCH K-3 BKHVN	4,077,074.00	0.00	4,077,074.00	0.00	0.00	4,077,074.00
A 2110.120-02	SAL TCH K-3 VC	2,435,057.00	0.00	2,435,057.00	0.00	0.00	2,435,057.00
A 2110.120-03	SAL TCH GR 4 AND GR 5 FPL	3,733,552.00	0.00	3,733,552.00	0.00	0.00	3,733,552.00
A 2110.120-03-4006	SAL ENRICHMT FPL	58,840.00	0.00	58,840.00	0.00	0.00	58,840.00
A 2110.120-04	SAL TCH GR 6 MS	1,581,028.00	0.00	1,581,028.00	0.00	0.00	1,581,028.00
A 2110.120-05	SAL TCH K-3 KS	2,516,128.00	0.00	2,516,128.00	0.00	0.00	2,516,128.00
A 2110.121-00	SAL TCH ELEM HOME TEACHING DW	15,000.00	0.00	15,000.00	152.75	0.00	14,847.25
A 2110.130-00	SAL TCH ADDTL PREP SEC DW	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
A 2110.130-04	SAL TCH GR 7 AND GR 8 MS	3,288,205.00	0.00	3,288,205.00	94.00	0.00	3,288,111.00
A 2110.130-07	SAL TCH 9-12 HS	6,312,572.00	0.00	6,312,572.00	4,191.50	0.00	6,308,380.50
A 2110.131-00	SAL TCH SEC HOME TEACHING DW	125,000.00	0.00	125,000.00	2,538.00	0.00	122,462.00
A 2110.132-04	SAL TCH AS DET - BMS	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00
A 2110.140-00	SUBSTITUTES DW	750,000.00	0.00	750,000.00	17,575.48	0.00	732,424.52
A 2110.151-00	SAL TCH ASSISTS	582,593.00	0.00	582,593.00	0.00	0.00	582,593.00
A 2110.160-00	MONITOR AND CAFETERIA AID	478,643.00	0.00	478,643.00	0.00	0.00	478,643.00
A 2110.164-00	TEACHER AIDES DW	85,000.00	0.00	85,000.00	682.42	0.00	84,317.58
A 2110.200-02	EQUIPT INSTR CRITZ	3,548.00	0.00	3,548.00	0.00	0.00	3,548.00
A 2110.200-03	EQUIPMENT PURCHASE-FPL	4,500.00	0.00	4,500.00	0.00	3,244.99	1,255.01
A 2110.200-04	EQUIPMENT PURCHASE-MIDDLE	16,646.00	0.00	16,646.00	0.00	1,101.58	15,544.42
A 2110.200-05	EQUIPMENT PURCHASE-KREAME	1,600.00	0.00	1,600.00	0.00	0.00	1,600.00
A 2110.200-07	EQUIPMENT PURCHASE-SENIOR	32,514.00	0.00	32,514.00	0.00	9,143.26	23,370.74
A 2110.410-06	HOME TUTORING GEN ED CONT	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
A 2110.435-00	GRADUATION EXPENSES	17,500.00	0.00	17,500.00	0.00	0.00	17,500.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2110.449-01	ASSEMBLY PROGRAMS BKHVN	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
A 2110.449-02	ASSEMBLY PROGRAMS CRITZ	3,653.00	0.00	3,653.00	0.00	0.00	3,653.00
A 2110.470-00	FOSTER TUITION REG SCHOOL	150,000.00	0.00	150,000.00	0.00	0.00	150,000.00
A 2110.473-00	PAYMENT TO CHARTER SCHOOLS	300,000.00	0.00	300,000.00	43,236.00	216,366.00	40,398.00
A 2110.474-00	Mileage / Travel INST DW	3,500.00	0.00	3,500.00	0.00	1,000.00	2,500.00
A 2110.480-03	TEXTBOOKS FRANK P. LONG	14,970.00	0.00	14,970.00	0.00	0.00	14,970.00
A 2110.480-04	TEXTBOOKS MS	12,305.00	0.00	12,305.00	0.00	0.00	12,305.00
A 2110.480-07	TEXTBOOKS HS	62,659.00	0.00	62,659.00	0.00	4,873.24	57,785.76
A 2110.484-03	RESOURCE BOOKS FPL	32,136.00	0.00	32,136.00	0.00	3,947.39	28,188.61
A 2110.484-04	RESOURCE BOOKS MS	50,919.00	0.00	50,919.00	0.00	0.00	50,919.00
A 2110.484-07	RESOURCE BOOKS HS	36,097.00	0.00	36,097.00	0.00	15,645.40	20,451.60
A 2110.490-00	BOCES - INSTRUCT SVCS	185,650.00	0.00	185,650.00	0.00	185,650.00	0.00
A 2110.501-01	SUPP ALL OTHER BKHVN	48,609.00	0.00	48,609.00	0.00	34,214.51	14,394.49
A 2110.501-02	INSTRUCTIONAL SUPPLIES CRITZ	20,541.00	0.00	20,541.00	0.00	13,692.83	6,848.17
A 2110.501-03	INSTRUCTIONAL SUPPLIES FPL	71,207.00	0.00	71,207.00	0.00	1,605.44	69,601.56
A 2110.501-04	INSTRUCTIONAL SUPPLIES MS	95,251.00	0.00	95,251.00	0.00	28,890.04	66,360.96
A 2110.501-05	SUPP INSTR ALL OTHER KS	30,297.00	552.30	30,849.30	0.00	19,407.19	11,442.11
A 2110.501-07	INSTRUCTIONAL SUPPLIES HS	58,904.00	0.00	58,904.00	0.00	30,182.42	28,721.58
A 2110....TEACHING-REGULAR SCHOOL *		27,348,898.00	552.30	27,349,450.30	68,470.15	568,964.29	26,712,015.86
A 2130.120-00	SAL TCH ELEMENTARY ART	371,862.00	0.00	371,862.00	0.00	0.00	371,862.00
A 2130.130-00	SAL TCH SECONDARY ART	860,573.00	0.00	860,573.00	0.00	0.00	860,573.00
A 2130.200-00-5000	EQUIPMENT	52,118.00	0.00	52,118.00	0.00	0.00	52,118.00
A 2130.476-00-5000	MEMBERSHIPS AND CONFERENCES	2,350.00	0.00	2,350.00	0.00	0.00	2,350.00
A 2130.479-00-5000	CONTRACT SERVICES	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 2130.501-00	ART SUPPLIES	58,190.00	0.00	58,190.00	0.00	19,661.46	38,528.54
A 2130.... *		1,350,093.00	0.00	1,350,093.00	0.00	19,661.46	1,330,431.54
A 2138.120-00	SAL TCH ELEMENTARY MUSIC	627,406.00	0.00	627,406.00	0.00	0.00	627,406.00
A 2138.130-00	SAL TCH SECONDARY MUSIC	851,633.00	0.00	851,633.00	0.00	0.00	851,633.00
A 2138.150-00	SUPERVISION OF STUDENTS	12,180.00	0.00	12,180.00	348.00	0.00	11,832.00
A 2138.200-00	MUSIC EQUIPMENT	40,000.00	0.00	40,000.00	0.00	9,390.41	30,609.59
A 2138.449-00	MUSIC ASSEMBLIES	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 2138.476-00	MEMBERSHIPS & PARTICIPATION FEES	9,060.00	0.00	9,060.00	1,050.00	0.00	8,010.00
A 2138.479-00	CONTRACT SERVICES	30,875.00	0.00	30,875.00	3,179.54	7,770.46	19,925.00
A 2138.501-00	MUSIC SUPPLIES	35,000.00	0.00	35,000.00	0.00	7,162.87	27,837.13
A 2138.... *		1,611,154.00	0.00	1,611,154.00	4,577.54	24,323.74	1,582,252.72
A 2140.150-07	SALARIES (INSTR DRIVERS ED)	8,000.00	0.00	8,000.00	1,650.00	0.00	6,350.00
A 2140.400-07	CONTRACTED SVCS (DRIVERS ED)	40,000.00	0.00	40,000.00	6,336.00	0.00	33,664.00
A 2140.501-07	INSTR SUPPLIES (DRIVERS ED)	2,500.00	0.00	2,500.00	100.00	0.00	2,400.00
A 2140.... *		50,500.00	0.00	50,500.00	8,086.00	0.00	42,414.00
A 21....TEACHING **		30,360,645.00	552.30	30,361,197.30	81,133.69	612,949.49	29,667,114.12
A 2250.120-00	SAL SP ED-ELEMENTARY	2,933,473.00	0.00	2,933,473.00	0.00	0.00	2,933,473.00
A 2250.130-00	SAL SP ED-SECONDARY	3,282,019.00	0.00	3,282,019.00	1,169.94	0.00	3,280,849.06



APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2250.150-00	SAL SUPV SP ED DW	280,478.00	0.00	280,478.00	24,622.12	0.00	255,855.88
A 2250.151-00	SAL -SP ED TA	1,320,342.00	0.00	1,320,342.00	26.93	0.00	1,320,315.07
A 2250.160-00	SAL CLER SP ED DW	246,697.00	0.00	246,697.00	17,086.12	0.00	229,610.88
A 2250.161-00	SAL SP ED 1:1 AIDES	926,121.00	0.00	926,121.00	1,728.54	0.00	924,392.46
A 2250.200-00	EQUIPMENT-REPAIR	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2250.201-00	EQUIPMENT	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00
A 2250.401-00	CONTRACT SERVICES	920,000.00	0.00	920,000.00	750.00	840,020.00	79,230.00
A 2250.441-00	LEGAL	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 2250.470-00	HANDICAPPED TUITION	1,060,900.00	0.00	1,060,900.00	0.00	926,000.00	134,900.00
A 2250.471-00	Foster Tuition - Sp Ed	400,000.00	0.00	400,000.00	0.00	0.00	400,000.00
A 2250.472-00	Summer Special Ed. Services / Tu	375,000.00	0.00	375,000.00	0.00	134,000.00	241,000.00
A 2250.473-00	PAYMENTS TO CHARTER SP. ED	195,000.00	0.00	195,000.00	19,879.67	35,120.33	140,000.00
A 2250.474-00	MILEAGE/TRAVEL	13,000.00	0.00	13,000.00	0.00	0.00	13,000.00
A 2250.480-00	TEXTBOOKS-SP ED	14,300.00	0.00	14,300.00	0.00	0.00	14,300.00
A 2250.490-00	BOCES - SPECIAL ED SERVICES	7,005,000.00	0.00	7,005,000.00	0.00	7,005,000.00	0.00
A 2250.491-00	BOCES-OCC ED	550,000.00	0.00	550,000.00	0.00	550,000.00	0.00
A 2250.501-00	SUPPLIES-SP ED	25,000.00	0.00	25,000.00	0.00	570.60	24,429.40
A 2250....PROGRAMS-STUDENTS W/ DISABIL	*	19,573,830.00	0.00	19,573,830.00	65,263.32	9,490,710.93	10,017,855.75
A 2280.150-04	SAL TCH CAREER & OCC ED MS	531,255.00	0.00	531,255.00	0.00	0.00	531,255.00
A 2280.150-07	SAL TCH CAREER & OCC ED HS	413,613.00	0.00	413,613.00	0.00	0.00	413,613.00
A 2280.490-00	BOCES - CAREER & OCC ED	300,000.00	0.00	300,000.00	0.00	300,000.00	0.00
A 2280....OCCUPATIONAL EDUCATION	*	1,244,868.00	0.00	1,244,868.00	0.00	300,000.00	944,868.00
A 22....SPECIAL APPORTIONMENT PROGRAMS	**	20,818,698.00	0.00	20,818,698.00	65,263.32	9,790,710.93	10,962,723.75
A 2330.150-00	SUMMER SCHOOL INSTRUCTION	150,000.00	0.00	150,000.00	33,692.54	0.00	116,307.46
A 2330.160-00	SUMMER SCHOOL NON INSTRUCTIONAL	15,000.00	0.00	15,000.00	7,792.39	0.00	7,207.61
A 2330.490-00	BOCES - SPECIAL SCHOOLS REG YR	40,000.00	0.00	40,000.00	0.00	40,000.00	0.00
A 2330....TEACHING-SPECIAL SCHOOLS	*	205,000.00	0.00	205,000.00	41,484.93	40,000.00	123,515.07
A 2340.490-00	BOCES - SPECIAL SCHOOLS	21,250.00	0.00	21,250.00	0.00	21,250.00	0.00
A 2340....	*	21,250.00	0.00	21,250.00	0.00	21,250.00	0.00
A 23....SPECIAL SCHOOLS	**	226,250.00	0.00	226,250.00	41,484.93	61,250.00	123,515.07
A 2610.150-00	SALARY (LIBRARIAN)	585,053.00	0.00	585,053.00	0.00	0.00	585,053.00
A 2610.490-00	BOCES - LIBRARY & AV SVCS	75,000.00	0.00	75,000.00	0.00	75,000.00	0.00
A 2610.501-02	LIBRARY SUPPLIES CRITZ	500.00	0.00	500.00	0.00	497.62	2.38
A 2610.501-03	LIBRARY SUPPLIES FPL	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2610.501-04	LIBRARY SUPPLIES MS	1,000.00	0.00	1,000.00	0.00	721.86	278.14
A 2610.501-05	LIBRARY SUPPLIES-KS	800.00	0.00	800.00	0.00	799.79	0.21
A 2610.501-07	LIBRARY SUPPLIES-BHS	2,667.00	0.00	2,667.00	0.00	0.00	2,667.00
A 2610.514-03	AUDIO VISUAL MATERIAL FPL	1,300.00	0.00	1,300.00	0.00	1,299.99	0.01
A 2610.514-04	AUDIO VISUAL MATERIAL MS	5,000.00	0.00	5,000.00	0.00	969.97	4,030.03
A 2610.514-05	AUDIO VISUAL MATERIAL KS	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
A 2610.514-07	AUDIO VISUAL MATERIAL HS	8,127.00	0.00	8,127.00	0.00	3,496.87	4,630.13
A 2610.521-01	LIBRARY BOOKS BKHVN	6,000.00	0.00	6,000.00	0.00	0.00	6,000.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2610.521-02	LIBRARY BOOKS CRITZ	5,000.00	0.00	5,000.00	0.00	4,995.43	4.57
A 2610.521-03	LIBRARY BOOKS FPL	7,000.00	0.00	7,000.00	0.00	5,000.00	2,000.00
A 2610.521-04	LIBRARY BOOKS MS	10,000.00	0.00	10,000.00	0.00	10,000.00	0.00
A 2610.521-05	LIBRARY BOOKS-KS	8,000.00	0.00	8,000.00	0.00	8,000.00	0.00
A 2610.521-07	LIBRARY BOOKS HS	26,973.00	0.00	26,973.00	0.00	3,855.00	23,118.00
A 2610.524-01	SUBSCRIPTIONS BKHVN	3,181.00	0.00	3,181.00	0.00	3,177.59	3.41
A 2610.524-02	SUBSCRIPTIONS-V W CRITZ	300.00	0.00	300.00	0.00	0.00	300.00
A 2610.524-03	SUBSCRIPTIONS FPL	3,000.00	0.00	3,000.00	0.00	2,961.55	38.45
A 2610.524-04	SUBSCRIPTIONS MS	1,000.00	0.00	1,000.00	0.00	956.70	43.30
A 2610.524-05	SUBSCRIPTIONS KS	3,025.00	0.00	3,025.00	0.00	2,762.88	262.12
A 2610.524-07	SUBSCRIPTIONS SENIOR HIGH	4,821.00	0.00	4,821.00	0.00	4,494.70	326.30
A 2610....SCHOOL LIBRARY & AUDIOVISUAL *		759,747.00	0.00	759,747.00	0.00	128,989.95	630,757.05
A 2630.160-00	SAL NETWORK	221,767.00	0.00	221,767.00	8,355.61	0.00	213,411.39
A 2630.220-00	STATE AIDED COMPUTER HARDWARE	120,000.00	0.00	120,000.00	0.00	1,433.25	118,566.75
A 2630.460-00	COMPUTER SOFTWARE	130,000.00	0.00	130,000.00	3,094.00	42,293.11	84,612.89
A 2630....COMPUTER ASSISTED INSTRUCTION *		471,767.00	0.00	471,767.00	11,449.61	43,726.36	416,591.03
A 26....INSTRUCTIONAL MEDIA **		1,231,514.00	0.00	1,231,514.00	11,449.61	172,716.31	1,047,348.08
A 2805.160-07	SAL CLER ATT HS	50,390.00	0.00	50,390.00	4,361.05	0.00	46,028.95
A 2805....ATTENDANCE-REGULAR SCHOOL *		50,390.00	0.00	50,390.00	4,361.05	0.00	46,028.95
A 2810.150-00	SAL-GUIDANCE COUNCELOR	696,083.00	0.00	696,083.00	0.00	0.00	696,083.00
A 2810.151-00	SAL TCH GUIDANCE SUMMER	27,095.00	0.00	27,095.00	863.17	0.00	26,231.83
A 2810.160-00	PERSONNEL SERVICE CLASSIF	145,831.00	0.00	145,831.00	8,752.83	0.00	137,078.17
A 2810.474-00	TRAVEL GUIDANCE	800.00	0.00	800.00	0.00	0.00	800.00
A 2810.476-00	MEMBERSHIPS & PARTICIPATION FEES	400.00	0.00	400.00	0.00	0.00	400.00
A 2810.501-00	SUPPLIES	9,743.00	0.00	9,743.00	0.00	0.00	9,743.00
A 2810....GUIDANCE-REGULAR SCHOOL *		879,952.00	0.00	879,952.00	9,616.00	0.00	870,336.00
A 2815.160-00	PERSONNEL SERVICE-CLASSIF	307,929.00	0.00	307,929.00	5,458.65	0.00	302,470.35
A 2815.161-00	SAL CLERICAL-NURSE	33,362.00	0.00	33,362.00	608.69	0.00	32,753.31
A 2815.401-06	SCHOOL PHYSICIAN BY CONTRACT	40,000.00	0.00	40,000.00	2,500.00	37,500.00	0.00
A 2815.448-00	HEALTH SVCS PAY OTHER DISTRICTS	300,000.00	0.00	300,000.00	0.00	289,500.00	10,500.00
A 2815.501-00	SUPP HEALTH SVCS DW	7,500.00	0.00	7,500.00	0.00	0.00	7,500.00
A 2815.501-01	SUPP HEALTH SVCS BKHVN	1,500.00	0.00	1,500.00	0.00	0.00	1,500.00
A 2815.501-02	SUPP HEALTH SVCS CRITZ	1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
A 2815.501-03	SUPP HEALTH SVCS FPL	1,500.00	0.00	1,500.00	0.00	109.00	1,391.00
A 2815.501-04	SUPP HEALTH SVCS MS	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2815.501-05	SUPP HEALTH SVCS KS	1,250.00	0.00	1,250.00	0.00	0.00	1,250.00
A 2815.501-07	SUPP HEALTH SVCS HS	2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
A 2815....HEALTH SERVICES-REGULAR SCHOOL *		698,291.00	0.00	698,291.00	8,567.34	327,109.00	362,614.66
A 2820.150-00	SAL PSYCHOLOGIST DW	776,299.00	0.00	776,299.00	0.00	0.00	776,299.00
A 2820.449-00	CONTRACTED SERVICES	25,000.00	0.00	25,000.00	0.00	0.00	25,000.00
A 2820.501-00	SUPP TESTING PSYCH SVCS DW	15,000.00	0.00	15,000.00	0.00	0.00	15,000.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 2820....PSYCHOLOGICAL SRVC-REG SCHOOL *		816,299.00	0.00	816,299.00	0.00	0.00	816,299.00
A 2825.150-00	SOCIAL WORKER	926,365.00	0.00	926,365.00	0.00	0.00	926,365.00
A 2825.151-00	SOCIAL WORKER SUMMER	0.00	0.00	0.00	2,560.07	0.00	(2,560.07)
A 2825.490-00-3100	BOCES Social Wrks DW	145,000.00	0.00	145,000.00	0.00	145,000.00	0.00
A 2825....SOCIAL WORK SRVC-REG SCHOOL *		1,071,365.00	0.00	1,071,365.00	2,560.07	145,000.00	923,804.93
A 2850.150-00	SAL CO-CURR CHAPERONES CLUBS ETC	246,985.00	0.00	246,985.00	12,862.72	0.00	234,122.28
A 2850.151-00	SAL TCH INTRAMURALS DW	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
A 2850.401-04	CONTR SVCS SET DSGN, CSTMES, ETC	3,600.00	0.00	3,600.00	0.00	0.00	3,600.00
A 2850.401-07	CONTR SVCS SET DSGN, CSTMES, ETC	10,000.00	0.00	10,000.00	0.00	6,000.00	4,000.00
A 2850.449-07	Clipper Publishing	12,500.00	0.00	12,500.00	0.00	0.00	12,500.00
A 2850....CO-CURRICULAR ACTIV-REG SCHL *		313,085.00	0.00	313,085.00	12,862.72	6,000.00	294,222.28
A 2855.120-00	SAL TCH-PE-ELEMENTARY	688,989.00	0.00	688,989.00	0.00	0.00	688,989.00
A 2855.130-00	SAL TCH-PE-SECONDARY	880,945.00	0.00	880,945.00	0.00	0.00	880,945.00
A 2855.150-00	SAL-DIRECTOR OF ATHLETICS	147,738.00	0.00	147,738.00	12,969.36	0.00	134,768.64
A 2855.151-00	SAL SPORTS TIME, FILM, EMT, ETC.	35,000.00	0.00	35,000.00	0.00	0.00	35,000.00
A 2855.155-00	COACHES SALARIES	403,870.00	0.00	403,870.00	11,564.00	0.00	392,306.00
A 2855.156-00	ATHLETIC TRAINER	47,000.00	0.00	47,000.00	0.00	0.00	47,000.00
A 2855.160-07	SAL CLERICAL ATHLETIC DIRECTOR H	51,940.00	0.00	51,940.00	4,361.05	0.00	47,578.95
A 2855.200-00	EQUIPMENT	22,500.00	0.00	22,500.00	0.00	1,510.14	20,989.86
A 2855.449-00	OFFICIAL FEES	121,000.00	0.00	121,000.00	16,014.00	73,986.00	31,000.00
A 2855.463-00	CONTRACT SERVICES	32,000.00	0.00	32,000.00	2,915.00	17,324.00	11,761.00
A 2855.476-00	REGISTRATION, TRAVEL, CONFERENCE	16,200.00	0.00	16,200.00	300.00	1,198.00	14,702.00
A 2855.501-00	SUPPLIES	76,950.00	0.00	76,950.00	179.13	46,151.85	30,619.02
A 2855.502-00	AWARDS	6,500.00	0.00	6,500.00	0.00	700.00	5,800.00
A 2855....INTERSCHOL ATHLETICS-REG SCHL *		2,530,632.00	0.00	2,530,632.00	48,302.54	140,869.99	2,341,459.47
A 28....PUPIL SERVICES **		6,360,014.00	0.00	6,360,014.00	86,269.72	618,978.99	5,654,765.29
A 2....ADMIN & IMPROVEMENT ***		63,110,808.00	4,302.30	63,115,110.30	589,176.84	11,471,180.38	51,054,753.08
A 5510.160-00	SAL-CLERICAL	0.00	0.00	0.00	641.47	0.00	(641.47)
A 5510.161-00	SAL-BUS MONITORS	250,000.00	0.00	250,000.00	84.00	0.00	249,916.00
A 5510.400-00	CONTRACT SVCS	75,000.00	0.00	75,000.00	0.00	0.00	75,000.00
A 5510.440-00	COMPUTERIZED TRANSPORTATI	7,000.00	0.00	7,000.00	0.00	0.00	7,000.00
A 5510....DISTRICT TRANSPORT-MEDICAID *		332,000.00	0.00	332,000.00	725.47	0.00	331,274.53
A 5530.434-00	LEASE OF BUILDING	38,200.00	0.00	38,200.00	3,185.00	35,035.00	(20.00)
A 5530....GARAGE BUILDING *		38,200.00	0.00	38,200.00	3,185.00	35,035.00	(20.00)
A 5540.400-00	CONTRACT TRANS - REG SCHOOL	7,300,000.00	0.00	7,300,000.00	249,985.85	6,635,453.29	414,560.86
A 5540.401-00	Add'l Coverage - Reg School	30,000.00	0.00	30,000.00	0.00	0.00	30,000.00
A 5540....CONTRACT TRANSPORT-MEDICAID *		7,330,000.00	0.00	7,330,000.00	249,985.85	6,635,453.29	444,560.86
A 5545.401-00	ATHLETICS TRANS BY CONTRACT	225,000.00	0.00	225,000.00	0.00	0.00	225,000.00
A 5545.402-00	FIELD TRIPS	1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
A 5545.403-00	FIELD TRIPS (MUSIC)	12,000.00	0.00	12,000.00	0.00	0.00	12,000.00
A 5545.404-00	FIELD TRIPS (MATH)	4,000.00	0.00	4,000.00	0.00	0.00	4,000.00

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 5545....	*	242,200.00	0.00	242,200.00	0.00	0.00	242,200.00
A 5546.400-01	TRANS STUDENT TRIPS - BRKHVN	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 5546.400-02	TRANS STUDENT TRIPS - CRITZ	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 5546.400-03	TRANS STUDENT TRIPS - FPL	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 5546.400-04	TRANS STUDENT TRIPS - BMS	5,500.00	0.00	5,500.00	0.00	0.00	5,500.00
A 5546.400-05	TRANS STUDENT TRIPS - KS	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 5546.400-07	TRANS STUDENT TRIPS HS	5,500.00	0.00	5,500.00	0.00	0.00	5,500.00
A 5546.499-00-4400	FIELD TRIPS	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
A 5546....	*	33,000.00	0.00	33,000.00	0.00	0.00	33,000.00
A 55....PUPIL TRANSPORTATION	**	7,975,400.00	0.00	7,975,400.00	253,896.32	6,670,488.29	1,051,015.39
A 5....	***	7,975,400.00	0.00	7,975,400.00	253,896.32	6,670,488.29	1,051,015.39
A 9010.800-00	EMPLOYEES RETIREMENT	1,410,908.00	0.00	1,410,908.00	0.00	1,410,908.00	0.00
A 9010....STATE RETIREMENT	*	1,410,908.00	0.00	1,410,908.00	0.00	1,410,908.00	0.00
A 9020.800-00	TEACHER RETIREMENT	7,470,685.00	0.00	7,470,685.00	0.00	7,470,685.00	0.00
A 9020....TEACHERS' RETIREMENT	*	7,470,685.00	0.00	7,470,685.00	0.00	7,470,685.00	0.00
A 9030.800-00	SOCIAL SECURITY	4,169,287.00	0.00	4,169,287.00	72,385.98	4,096,901.02	0.00
A 9030....SOCIAL SECURITY	*	4,169,287.00	0.00	4,169,287.00	72,385.98	4,096,901.02	0.00
A 9040.800-00	WORKERS' COMPENSATION	625,000.00	0.00	625,000.00	29,898.54	595,101.46	0.00
A 9040....WORKERS' COMPENSATION	*	625,000.00	0.00	625,000.00	29,898.54	595,101.46	0.00
A 9045.800-00	LIFE INSURANCE	78,500.00	0.00	78,500.00	21,371.06	49,934.94	7,194.00
A 9045....LIFE INSURANCE	*	78,500.00	0.00	78,500.00	21,371.06	49,934.94	7,194.00
A 9050.800-00	UNEMPLOYMENT INSURANCE	150,000.00	0.00	150,000.00	1,300.00	148,700.00	0.00
A 9050....UNEMPLOYMENT INSURANCE	*	150,000.00	0.00	150,000.00	1,300.00	148,700.00	0.00
A 9055.800-00	DISABILITY INSURANCE	53,000.00	0.00	53,000.00	9,584.16	43,415.84	0.00
A 9055....DISABILITY INSURANCE	*	53,000.00	0.00	53,000.00	9,584.16	43,415.84	0.00
A 9060.800-00	HEALTH INSURANCE	13,314,017.00	0.00	13,314,017.00	943,994.80	12,369,761.02	261.18
A 9060.801-00	MEDICARE REIMBURSEMENTS	650,000.00	0.00	650,000.00	(1,449.60)	0.00	651,449.60
A 9060.802-00	HEALTH INS OPT OUT	1,100,000.00	0.00	1,100,000.00	0.00	0.00	1,100,000.00
A 9060.803-00	BTAA Health Reimbursement	55,000.00	0.00	55,000.00	0.00	55,000.00	0.00
A 9060....HOSPITAL, MEDICAL & DENTAL INS	*	15,119,017.00	0.00	15,119,017.00	942,545.20	12,424,761.02	1,751,710.78
A 9070.800-00	DENTAL INSURANCE	610,000.00	0.00	610,000.00	12,035.06	32,343.16	565,621.78
A 9070....UNION WELFARE BENEFITS	*	610,000.00	0.00	610,000.00	12,035.06	32,343.16	565,621.78
A 9080.800-00	BTA SICK LV BUYOUT FOR TDA	75,000.00	0.00	75,000.00	0.00	0.00	75,000.00
A 9080....	*	75,000.00	0.00	75,000.00	0.00	0.00	75,000.00
A 9089.800-00	TUITION REIMBURSEMENT	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 9089....OTHER	*	3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
A 9090.800-00	TERMINAL LEAVE PAYOUTS & SL BUYB	300,000.00	0.00	300,000.00	27,471.60	0.00	272,528.40
A 9090....	*	300,000.00	0.00	300,000.00	27,471.60	0.00	272,528.40
A 90....EMPLOYEE BENEFITS	**	30,064,397.00	0.00	30,064,397.00	1,116,591.60	26,272,750.44	2,675,054.96
A 9711.600-00	SERIAL BONDS PRINCIPAL	6,495,000.00	0.00	6,495,000.00	1,975,000.00	4,520,000.00	0.00
A 9711.700-00	SERIAL BONDS INTEREST	3,328,969.00	0.00	3,328,969.00	741,609.17	2,490,756.25	96,603.58

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 07/31/15 (Detail)

ACCOUNT	DESCRIPTION	ORIG BUDGET	ADJUSTMENTS	ADJ BUDGET	EXPENSED	ENCUMBERED	AVAILABLE
A 9711....	*	9,823,969.00	0.00	9,823,969.00	2,716,609.17	7,010,756.25	96,603.58
A 9760.700-00	TAX ANTICIPATION NOTE INT	200,000.00	0.00	200,000.00	0.00	200,000.00	0.00
A 9760....	DEBT SERVICE-TAX ANTICIP NOT	200,000.00	0.00	200,000.00	0.00	200,000.00	0.00
A 97....	**	10,023,969.00	0.00	10,023,969.00	2,716,609.17	7,210,756.25	96,603.58
A 9901.950-00	TRANSFER TO SPECIAL AID F	125,000.00	0.00	125,000.00	0.00	0.00	125,000.00
A 9901....	TRANSFER TO SPECIAL AID	125,000.00	0.00	125,000.00	0.00	0.00	125,000.00
A 99....	INTERFUND TRANSFERS	125,000.00	0.00	125,000.00	0.00	0.00	125,000.00
A 9....	EMPLOYEE BENEFITS	40,213,366.00	0.00	40,213,366.00	3,833,200.77	33,483,506.69	2,896,658.54
GRAND TOTALS		123,565,275.00	0.00	123,565,275.00	5,151,058.22	56,721,886.90	61,692,329.88

Report Completed 9:13 AM

BUDGET TRANSFER QUERY FUND RANGE: A - V

REF#	DATE	TRANSFER EXPLANATION	ACCOUNT	DEBITS	CREDITS
876	07/01/15	TO PUT IN CORRECT CODES FOR LEGAL			
			A 1420.442-00	3,000.00	0.00
			A 1320.446-00	50.00	0.00
			A 1420.443-00	0.00	1,500.00
			A 1420.441-00	0.00	1,500.00
			A 1320.447-00	0.00	50.00
877	07/14/15	15-16 SUBSCR. REN. FOR SURVEY MONKEY			
			A 1920.479-00	204.00	0.00
			A 1240.400-00	0.00	204.00
878	07/16/15	FOR INSTR. SUPPLIES AT KS			
			A 1310.501-00	552.30	0.00
			A 2110.501-05	0.00	552.30
880	07/31/15	OFF. SUPP. DIR OF STEM, HUM & ELEM			
			A 1680.501-00	3,750.00	0.00
			A 2010.501-00	0.00	3,750.00
			SCHEDULE TOTAL	7,556.30	7,556.30
		BUDGET TRANSFER COUNT - 4			

Report Completed 9:13 AM



SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
 CAPITAL ONE COLLATERAL RECONCILIATION
 JULY 2015

	<u>07.31.15</u>
CAPONE GENERAL FUND MMA	\$10,496,344.84
CAPONE GENERAL FUND CHECKING	\$4,840,985.33
CAPONE PAYROLL CHECKING	\$131,814.18
CAPONE TRUST & AGENCY CHECKING	\$88,234.89
CAPONE FEDERAL CHECKING	\$186,981.34
CAPONE CAFETERIA CHECKING	\$214,739.23
CAPONE CAPITAL CHECKING	\$0.00
CAPONE EXCEL CHECKING	\$0.00
CAPONE SOLAR CHECKING	\$0.00
TOTAL BALANCES	\$ 15,959,099.81
LESS: FDIC INSURANCE	\$ 250,000.00
	\$ 15,709,099.81
COLLATERAL PERCENTAGE	<u>105.00%</u>
105% OF DEPOSITS	\$ 16,494,554.80
MARKET VALUE	\$ 16,660,017.23



BNY MELLON

Broker/Dealer Services
One Wall Street, Fourth Floor
New York, NY 10286

Date: 07/01/15 - 07/31/15

000466 XBGSM101

SOUTH COUNTRY CSD
189 DUNTON AVENUE
E PATCHOGUE, NY 11772
ATTN: CHRISTINE JOHNSON - DISTRICT TREASURER

RE: [REDACTED]

This advice is supplied as part of the Tri-Party Collateral agreement among the Customer, Capital One, N.A. and The Bank of New York Mellon. Any questions should be directed to Paul Messina, Vice President, BDS/Tri-Party Services, (212)815-7011.

As agent we confirm the following collateralized deposit information for your account.

DEALER ACCT ID: NFK Capital One, N.A.

DATE	AS OF DATE	TOTAL DEPOSITS	MARKET VALUE	COLLATERAL PERCENTAGE	# OF DAYS
07/02/15	07/01/15	22,611,148.41	23,741,706.14	105.000	1
07/03/15	07/02/15	21,502,979.20	22,578,128.27	105.000	1
07/06/15	07/03/15	21,168,498.37	22,226,923.57	105.000	3
07/07/15	07/06/15	20,984,322.23	22,033,539.15	105.000	1
07/08/15	07/07/15	20,830,459.13	21,871,982.68	105.000	1
07/09/15	07/08/15	20,704,403.24	21,739,624.07	105.000	1
07/10/15	07/09/15	20,727,225.89	21,763,587.77	105.000	1
07/13/15	07/10/15	21,222,713.36	22,283,849.22	105.000	3
07/14/15	07/13/15	18,498,062.24	19,422,965.50	105.000	1
07/15/15	07/14/15	18,481,715.67	19,405,802.14	105.000	1
07/16/15	07/15/15	18,224,502.86	19,135,728.53	105.000	1
07/17/15	07/16/15	18,204,348.43	19,114,566.57	105.000	1
07/20/15	07/17/15	17,897,864.63	18,792,758.66	105.000	3
07/21/15	07/20/15	16,784,443.71	17,623,666.80	105.000	1
07/22/15	07/21/15	16,497,667.72	17,322,551.34	105.000	1
07/23/15	07/22/15	16,451,384.75	17,273,954.07	105.000	1
07/24/15	07/23/15	16,433,180.85	17,254,840.35	105.000	1
07/27/15	07/24/15	16,427,274.34	17,248,638.74	105.000	3
07/28/15	07/27/15	16,410,548.98	17,231,076.62	105.000	1
07/29/15	07/28/15	16,346,969.07	17,164,318.17	105.000	1
07/30/15	07/29/15	16,334,071.92	17,150,775.58	105.000	1
07/31/15	07/30/15	16,314,503.16	17,130,228.80	105.000	1
08/03/15	07/31/15	15,866,682.76	16,660,017.23	105.000	3

FLUSHING BK: SOUTH COUNTRY CSD - JPML FBN27

THE FOLLOWING SUMMARY REPORT REPRESENTS THE COLLATERAL PLEDGED TO SECURE DEPOSITS HELD AT FLUSHING BANK FOR THE PRIOR BUSINESS DAY. THE MARGIN PERCENTAGE AND FDIC HAVE BEEN APPLIED TO CALCULATE THE COLLATERAL VALUE. IF YOU HAVE ANY QUESTIONS PLEASE CALL FLUSHING BANK'S GOVERNMENT BANKING DEPARTMENT AT 516-281-1150.

Custody A/c : [REDACTED] Escrow A/c : FLUSHING BK/SOUTH COUNTRY CSD - [REDACTED] Currency : USD

Date	Margin % Applied	Required Value For Deposits	Market Value of Securities	Total Collateral Value With Applied Valuation Factors	Over/Under Collateralised %
7/02/15	105.00%	14,336,260.00	14,336,260.03	14,336,260.03	.00000%
7/03/15	105.00%	14,336,260.00	14,336,260.05	14,336,260.05	.00000%
7/06/15	105.00%	14,336,260.00	14,336,260.00	14,336,260.00	.00000%
7/07/15	105.00%	14,336,260.00	14,336,260.00	14,336,260.00	.00000%
7/08/15	105.00%	14,336,260.00	14,336,260.04	14,336,260.04	.00000%
7/09/15	105.00%	14,336,260.00	14,336,260.03	14,336,260.03	.00000%
7/10/15	105.00%	14,336,260.00	14,336,384.60	14,336,384.60	.00086%
7/13/15	105.00%	14,336,260.00	14,336,700.09	14,336,700.09	.00306%
7/14/15	105.00%	14,336,260.00	14,336,260.03	14,336,260.03	.00000%
7/15/15	105.00%	14,336,260.00	14,336,260.00	14,336,260.00	.00000%
7/16/15	105.00%	14,336,260.00	14,337,043.84	14,337,043.84	.00546%
7/17/15	105.00%	14,336,260.00	14,336,260.01	14,336,260.01	.00000%
7/20/15	105.00%	14,336,260.00	14,336,260.04	14,336,260.04	.00000%
7/21/15	105.00%	14,336,260.00	14,336,260.04	14,336,260.04	.00000%
7/22/15	105.00%	14,336,260.00	14,336,260.00	14,336,260.00	.00000%
7/23/15	105.00%	14,336,260.00	14,336,688.23	14,336,688.23	.00298%
7/24/15	105.00%	14,336,260.00	14,336,260.00	14,336,260.00	.00000%
7/27/15	105.00%	14,336,260.00	14,336,353.24	14,336,353.24	.00065%
7/28/15	105.00%	14,336,260.00	14,336,260.01	14,336,260.01	.00000%

Balance per Bank e 7/31/15 \$ 13,906,533³⁹

*** END OF FACSIMILE TRANSMISSION ***

17

04-02-09 a.m. 08-04-2015 2 441202343208

Aug 04 2015 09:01:59 BST JP Morgan Securities

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Page 002 Of 002

**SOUTH COUNTRY SCHOOL DISTRICT
HIGH SCHOOL-EXTRA CLASSROOM ACTIVITIES
JULY 1, 2014 - JUNE 30, 2015**

ACTIVITIES	BALANCES 07/01/2014	TOTAL RECEIPTS 2014 - 2015	TOTAL RECEIPTS & BALANCES 2014- 2015	TOTAL PAYMENTS 2014-2015	BALANCES 6/30/2015
CLASS OF 2014	4,944.89	200.00	5,144.89	615.00	4,529.89
CLASS OF 2015	4,930.85	26,254.75	31,185.60	21,936.00	9,249.60
CLASS OF 2016	1,247.23	11,849.00	13,096.23	10,108.00	2,988.23
CLASS OF 2017	498.33	3,217.01	3,715.34	1,690.76	2,024.58
CLASS OF 2018	0.00	298.75	298.75	173.00	125.75
ADVERTISING & PUBLICITY	1,254.64	0.00	1,254.64	359.40	895.24
ATHLETES HELPING ATHLET	0.00	0.00	0.00	0.00	0.00
CHAMBER CHOIR	0.00	0.00	0.00	0.00	0.00
CHAMBER STRINGS	0.00	0.00	0.00	0.00	0.00
CHESS CLUB	67.00	0.00	67.00	0.00	67.00
CLARINET CHOIR	0.00	0.00	0.00	0.00	0.00
CLIPPER	0.00	0.00	0.00	0.00	0.00
COMPUTER CLUB	279.22	0.00	279.22	0.00	279.22
DANCE TEAM	0.00	0.00	0.00	0.00	0.00
DECA-FBLA	105.25	3,444.34	3,549.59	2,617.62	931.97
DRAMA CLUB	0.00	0.00	0.00	0.00	0.00
DRAMA PRODUCTION CLUB	3,327.56	2,471.00	5,798.56	3,198.98	2,599.58
FATHOM	186.13	0.00	186.13	74.45	111.68
FRENCH CLUB	0.00	1,325.00	1,325.00	1,325.00	0.00
FUTURE TEACHERS OF AME	358.94	0.00	358.94	348.22	10.72
GENERAL FUND	14,477.28	1,996.39	16,473.67	10,881.39	5,592.28
GRADUATION	6,468.58	7,010.00	13,478.58	0.00	13,478.58
HISTORY CLUB	180.00	0.00	180.00	0.00	180.00
ITALIAN CLUB	9.83	2,119.00	2,128.83	2,016.00	112.83
JAZZ ENSEMBLE	0.00	0.00	0.00	0.00	0.00
KEY CLUB	349.04	0.00	349.04	0.00	349.04
LITERARY/COMPUTER CLUB	0.00	0.00	0.00	0.00	0.00
LOG/YEARBOOK	413.00	10,043.00	10,456.00	0.00	10,456.00
MATH CLUB	0.00	1,159.00	1,159.00	671.47	487.53
MATH HONOR SOC.	618.57	0.00	618.57	520.96	97.61

**SOUTH COUNTRY SCHOOL DISTRICT
HIGH SCHOOL-EXTRA CLASSROOM ACTIVITIES
JULY 1, 2014 - JUNE 30, 2015**

ACTIVITIES	BALANCES 07/01/2014	TOTAL RECEIPTS 2014 - 2015	TOTAL RECEIPTS & BALANCES 2014- 2015	TOTAL PAYMENTS 2014-2015	BALANCES 6/30/2015
MUSIC FUND	38.85	4,366.00	4,404.85	4,215.62	189.23
MUSICAL SHOW	11,183.29	6,755.00	17,938.29	8,609.70	9,328.59
PEER MEDIATION	0.00	124.00	124.00	0.00	124.00
PERCUSSION ENSEMBLE	0.00	0.00	0.00	0.00	0.00
POSTERS CLUB	0.00	0.00	0.00	0.00	0.00
S.A.D.D.	2,064.74	843.00	2,907.74	858.38	2,049.36
SCHOOL STORE	9,647.25	2,575.50	12,222.75	3,067.76	9,154.99
SCIENCE HONOR SOC	1,435.99	2,431.06	3,867.05	2,290.69	1,576.36
SENIOR NAT'L HONOR SOC	1,995.40	2,090.00	4,085.40	1,135.00	2,950.40
SEQ	520.90	46.00	566.90	100.81	466.09
SPANISH CLUB	729.80	1,885.45	2,615.25	2,251.62	363.63
STUDENT COUNCIL	578.71	7,983.55	8,562.26	7,368.55	1,193.71
TRI M HONOR SOC.	1,477.63	0.00	1,477.63	100.00	1,377.63
VARIETY SHOW	10,896.33	7,229.00	18,125.33	6,661.39	11,463.94
WALL OF FAME	0.00	0.00	0.00	0.00	0.00
WEB SITE CLUB	0.00	0.00	0.00	0.00	0.00
WRITING CLUB/INKWELL	0.00	0.00	0.00	0.00	0.00
WEIGHTLIFTING	143.00	0.00	143.00	0.00	143.00
TOTAL	\$ 80,428.23	\$ 107,715.80	\$ 188,144.03	\$ 93,195.77	\$ 94,948.26

**SOUTH COUNTRY SCHOOL DISTRICT
MIDDLE SCHOOL-EXTRA CLASSROOM ACTIVITIES
JULY 1, 2014 -JUNE 30, 2015.**

ACTIVITIES	BALANCES 07/01/2014	TOTAL RECEIPTS 2014 - 2015	TOTAL RECEIPTS & BALANCES 2014 - 2015	TOTAL PAYMENTS 2014 - 2015	BALANCES 6/30/2015
ART CLUB	262.00	161.00	423.00	0.00	423.00
BARGE	479.60	0.00	479.60	0.00	479.60
COMPUTER CLUB	40.00	0.00	40.00	0.00	40.00
GENERAL FUND	1,993.13	4,624.68	6,617.81	4,805.12	1,812.69
HISTORY CLUB	62.01	0.00	62.01	40.00	22.01
HONOR SOCIETY	3,219.71	4,015.00	7,234.71	4,815.10	2,419.61
INTERNATIONAL CLUB	3.35	0.00	3.35	0.00	3.35
JAZZ ENSEMBLE	0.00	0.00	0.00	0.00	0.00
MATH CLUB	0.00	0.00	0.00	0.00	0.00
MUSICAL	4,601.19	10,431.00	15,032.19	12,344.41	2,687.78
PEER MEDIATION	0.00	0.00	0.00	0.00	0.00
SCIENCE CLUB	0.00	0.00	0.00	0.00	0.00
SC SINGERS	0.00	0.00	0.00	0.00	0.00
STEP SQUAD	438.00	0.00	438.00	0.00	438.00
STUDENT COUNCIL	5,350.78	155,012.54	160,363.32	146,912.28	13,451.04
YEAR BOOK	7,236.15	6,183.00	13,419.15	9,722.21	3,696.94
TOTAL	\$ 23,685.92	\$ 180,427.22	\$ 204,113.14	\$ 178,639.12	\$ 25,474.02

GREATER BELLPORT BROWNFIELD OPPORTUNITY AREA GRANT

- Town received a \$ 303,958.00 Brownfield Opportunity Area from the NYS Dept of State.
- Town providing 11% match from In-kind services.
- Total Program: \$338,731.
- Applied for BOA Grant Sept. 2013. Awarded Grant Jan. 22, 2014. Contract executed March 2015.
- Greater Bellport Land Use Plan accepted by the Town Board Oct. 28, 2014. BOA Grant submission a goal of the 2014 LUP.

- **Brownfields** are real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or perceived presence of a hazardous substance, pollutant, or contaminant. Reinvesting in these properties protects the environment, reduces blight, and takes development pressures off green-spaces and working lands.

- The Grant will fund the evaluation of vacant, derelict, underutilized and contaminated sites located within an 800-acre area of Greater Bellport for brownfield identification.

- The BOA Grant will fund a Revitalization Plan that is expected to be an effective tool to promote community supported strategic redevelopment opportunities eligible for State redevelopment funding and attract new public and private investment.

- Objectives include a land use analysis of 218 parcels, an Auto-Use Enforcement Action, Transportation Plan & Traffic Study; a Commercial Market Analysis and a Housing Market Analysis to evaluate housing options.

GREATER BELLEPORT DRIFTWATER FIELD

OPPORTUNITY AREA GRANT



810-Acres




Background

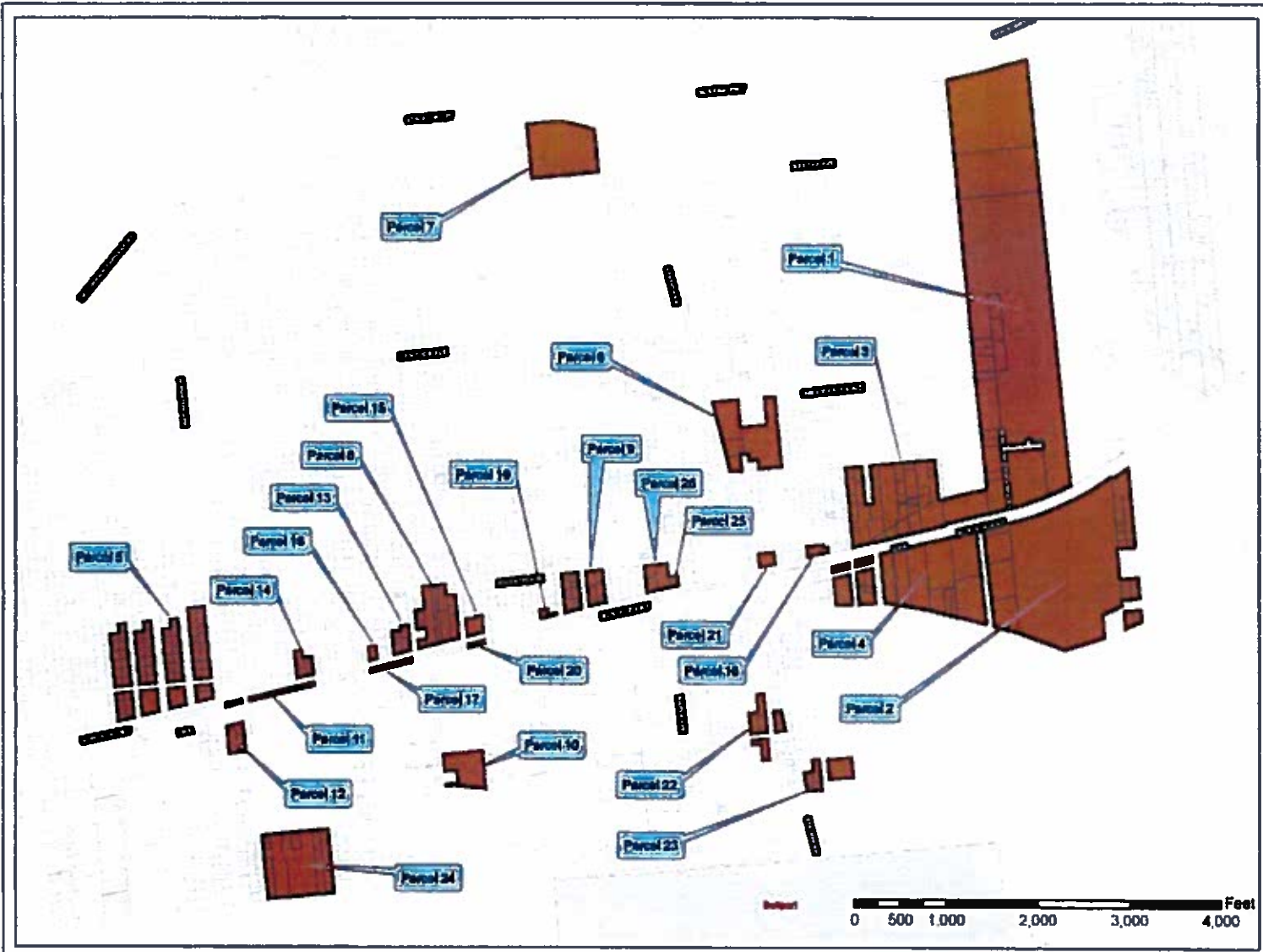
Town applied for BOA Grant Sept. 2013. Awarded Jan. 22, 2014. Contract executed March 2015. Total Program: \$338,731. Two-year Contract.

Town received a \$ 303,958.00 Brownfield Opportunity Area from the NYS Dept of State. Town providing 11% match from In-kind services.

Greater Bellport Land Use Plan accepted by the Town Board Oct. 28, 2014. BOA Grant submission a goal of the 2014 LUP.



Brownfields are real property, the expansion, redevelopment, or reuse of which may be complicated by the presence or perceived presence of a hazardous substance, pollutant, or contaminant. Reinvesting in these properties protects the environment, reduces blight, and takes development pressures off green-spaces and working lands.



Brownfield Sites Overall


Legend

- Parcel_28
- Parcel_25
- Parcel_24
- Parcel_23
- Parcel_22
- Parcel_21
- Parcel_20
- Parcel_19
- Parcel_18
- Parcel_17
- Parcel_16
- Parcel_15
- Parcel_14
- Parcel_13
- Parcel_12
- Parcel_11
- Parcel_10
- Parcel_9
- Parcel_8
- Parcel_7
- Parcel_6
- Parcel_5
- Parcel_4
- Parcel_3
- Parcel_2
- Parcel_1
- BellportStudyArea
- Villages

BELLPORT,
NEW YORK



JS November 2012



The Grant will fund **the evaluation** of vacant, derelict, underutilized and contaminated sites located within an **810-acre area** of Greater Bellport for brownfield identification.

The BOA Grant will fund a **Revitalization Plan** that is expected to be an effective tool to promote community supported strategic redevelopment opportunities eligible for State redevelopment funding and attract new public and private investment.



Project Advisory Committee

Greater Bellport Coalition

To oversee the process in cooperation with the Town. The committee shall be comprised of a range of interests that are representative of the community & will assist with Public Participation efforts.



Deliverables:

- ❖ A Land Use Analysis of 218 Parcels;
- ❖ An Auto-Use Enforcement Action;
- ❖ Transportation Plan & Traffic Study;
- ❖ Commercial Market Analysis;
- ❖ Housing Market Analysis to Evaluate Housing Options.
- ❖ A Revitalization Plan & associated Supplemental Environmental Impact Statement requiring a Public Hearing.
- ❖ If desired, designate the area a Brownfield to become eligible for State incentives.

Detailed Description of Budget

Grant Application Detailed Budget Worksheet

Detailed Description of Budget				
Analysis of Total Estimated Costs			Estimated Cost	Percent of Total
1	Personnel (Direct Labor)		\$ 105,054.80	31%
2	Fringe Benefits		\$ 70,187.11	21%
3	Consultants		\$ -	0%
4	Contracts and Sub-Grantees		\$ 163,490.00	48%
	Total:		\$ 338,731.91	100%
	Share:		\$ 304,858.72	89.19%
	Match:		\$ 33,873.19	11%

RFP for M/WBE Contractors

Minority/Women Businesses

A minority-owned business is a for-profit enterprise, regardless of size, physically located in the United States or its trust territories, which is owned, operated and controlled by minority group members. "Minority group members" are United States citizens who are Asian, Black, Hispanic and Native American.

Ownership by minority individuals means the business is at least 51% owned by such individuals or, in the case of a publicly-owned business, at least 51% of the stock is owned by one or more such individuals. Further, the management and daily operations are controlled by those minority group members.

Contracts and Sub-Grantees (List individually)	Unit Cost	Estimated Cost	State Share	Applicant Match
Testing	\$ 20,500.00	\$ 20,490.00	\$ 20,490.00	
Traffic/Transportation Study	\$ 74,000.00	\$ 75,000.00	\$ 75,000.00	
Housing Market Analysis	\$ 31,000.00	\$ 31,000.00	\$ 31,000.00	
Commercial Market Analysis	\$ 36,000.00	\$ 36,000.00	\$ 36,000.00	
Supplies		\$1,000.00		\$1,000.00
Total Subcontracts Cost		\$163,490	\$162,490	



Future Brownfield Designation????

Priority and preference - Designated Brownfield Opportunity Areas shall receive priority and preference from the State's Environmental Protection Fund and Environmental Restoration Programs. Designated areas may also receive priority and preference from other local, state, and federal programs.

•Resources: http://www.epa.gov/brownfields/basic_info.htm



The EPA's Brownfields Mission:

EPA's Brownfields Program is designed to empower states, communities, and other stakeholders in economic redevelopment to work together in a timely manner to prevent, assess, safely clean up, and sustainably reuse brownfields. EPA's Brownfields Program provides financial and technical assistance for brownfields activities through an approach based on four main goals:

- **Protecting the Environment:** Addressing brownfields to ensure the health and well-being of America's people and environment;
- **Promoting Partnerships:** Enhancing collaboration and communication essential to facilitate brownfields cleanup and reuse;
- **Strengthening the Marketplace;**
- **Providing financial and technical assistance to bolster the private market;**
- **Sustaining Reuse:** Redeveloping Brownfields to enhance a community's long-term quality of life.

South Country Central School District



BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: 8/26/2015

OFFICE OF ORIGIN: *Office of Curriculum, Instruction & Accountability*

DATE MATERIAL SUBMITTED: 8/20/2015

CATEGORY OF ITEM: Action

TITLE: *CSE, SCSE & CPSE Recommendations*

Request for approval of the following CSE/SCSE & CPSE recommendations:

CP

G.1.

CSE/SCSE	082700000	CSE/SCSE	006702429
CSE/SCSE	063530000	CSE/SCSE	
CSE/SCSE	111570011	CSE/SCSE	122231306
CSE/SCSE	112500001	CSE/SCSE	051530005
CSE/SCSE	051650011	CSE/SCSE	111730007
CSE/SCSE	007601209	CSE/SCSE	122231014
CSE/SCSE	122231150	CSE/SCSE	006701411
CSE/SCSE	061320007	CSE/SCSE	100910002
CSE/SCSE	090790002	CSE/SCSE	112520003
CSE/SCSE	052940003	CSE/SCSE	122231759
CSE/SCSE	052520002	CSE/SCSE	122231788
CSE/SCSE	122230413	CSE/SCSE	092370008
CSE/SCSE	122230504	CSE/SCSE	122230688
CSE/SCSE	122230627	CSE/SCSE	122231003
CSE/SCSE	007601327	CSE/SCSE	072750000
CSE/SCSE	122230316	CSE/SCSE	111670012

G.2.

CPSE	122231281	CPSE	122232019
CPSE	122231475	CPSE	122232134
CPSE	122232144	CPSE	122231726

South Country Central School District



BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: August 20, 2015

OFFICE OF ORIGIN: Student Support Services

DATE MATERIAL SUBMITTED: August 26, 2015

CATEGORY OF ITEM: Action

TITLE: CSE/SCSE Recommendations

STAFF RECOMMENDATION:

Date:	Location:	# of Students
08/12/15	BOCES	1
08/07/15	Bellport High School	2
08/07/15	Brookhaven Elementary	1
08/05/15	BOCES	1
07/31/15	BOCES	1
07/29/15	Bellport High School	2
07/29/15	Brookhaven Elementary	1
07/24/15	Bellport High School	2
07/08/15	Frank P. Long Intermediate	1
06/25/15	BOCES	1
06/23/15	Bellport Middle School	1
06/23/15	Frank P. Long Intermediate	2
06/19/15	Bellport Middle School	1
06/15/15	Student Support Services	1
05/28/15	Kreamer Street Elementary	1
05/27/15	Bellport Middle School	1

STAFF RECOMMENDATION:

Date:	Location:	# of Students
05/27/15	Student Support Services	1
05/21/15	Brookhaven Elementary	1
05/11/15	Frank P. Long Intermediate	1
05/11/15	Brookhaven Elementary	1
05/07/15	Verne W. Critz Elementary	3
05/06/15	Student Support Services	1
05/04/15	Bellport Middle School	1
04/29/15	Verne W. Critz Elementary	1
03/09/15	Verne W. Critz Elementary	1

BACKGROUND RATIONALE: Recommendation of the CSE/SCSE

Not an official record; subject to change

South Country Central School District



BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: 8/27/15

OFFICE OF ORIGIN: Student Support Services, Southaven School

DATE MATERIAL SUBMITTED: 8/20/15

CATEGORY OF ITEM: Action

TITLE: CPSE Recommendations

STAFF RECOMMENDATION:

Date of CPSE meeting	No. of Students
3/18/15	1
7/1/15	1
7/28/15	1
8/5/15	1
8/13/15	1
8/18/15	1

BACKGROUND RATIONALE: Recommendations of the CPSE

Not an official record; subject to change

LEA Name:	South Country Central Schools
BEDS Code:	

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 District Comprehensive Improvement Plan (DCIP)

Contact Name	Dr. Cheriase Pemberton	Title	Assistant Superintendent for Curriculum, Instruction, and Accountability
Phone	631-730-1541	Email	cpemberton@southcountry.org
Website for Published Plan	www.southcountry.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Joseph Gianì	5-Aug-15
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Christopher Piccini	5-Aug-15

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Location(s)	Meeting Date(s)	Location(s)
30-Jun-15	Central Office	21-Jul-15	Central Office
2-Jul-15	Central Office	23-Jul-15	Central Office
7-Jul-15	Central Office	28-Jul-15	Central Office
14-Jul-15	Central Office	4-Aug-15	Central Office
16-Jul-15	Central Office		

Name	Title / Organization	Signature
Dr. Cherese Pemberton	Assistant Superintendent for Curriculum, Instruction, and Accountability	<i>Cherese Pemberton</i>
Mr. Travis Davey	Bellport Middle School Principal	<i>Travis Davey</i>
Mr. Brian Ginty	Verne Critz Elementary Principal	<i>Brian Ginty</i>
Dr. Kathy Munisteri	Brookhaven Elementary Principal	<i>Kathy Munisteri</i>
Dr. Rebecca Raymond	Brookhaven Elementary Assistant Principal	<i>Rebecca Raymond</i>
Ms. Maria Andreotti	Director of Humanities, K - 12	<i>Maria Andreotti</i>
Ms. Veronique Bailey	Director of STEM, K - 12	<i>Veronique Bailey</i>
Ms. Amy Brennan	Director of Elementary Pre-K to 6	<i>Amy Brennan</i>
Ms. Annemarie Curcio	Parent	<i>Annemarie Curcio</i>
Ms. Gerry O'Hara	Teacher	<i>Gerry O'Hara</i>
Ms. Christine Meehan	Teacher	<i>Christine Meehan</i>
Ms. Leck Nhotsoubanh	Teacher	<i>Leck Nhotsoubanh</i>
Mr. Andrew Budris	Teacher	<i>Andrew Budris</i>
Mr. Rob Powell	Community Member (former BOE trustee)	<i>Robert Powell</i>
Ms. Phyllis Virno	Parent	

District Information Sheet

District Information Sheet (2014-15)							
District Grade Configuration	Pre-K to 12	Total Student Enrollment	4,569	% Title I Population		% Attendance Rate	93.5%

Racial/Ethnic Origin of District Student Population (2014-15)											
% American Indian or Alaska Native	.8%	% Black or African American	20.7%	% Hispanic or Latino	30.2%	% Asian, Native Hawaiian/Other Pacific Islander	2.0%	% White	43.9%	% Multi-Racial	2.3%

Overall State Accountability Status											
Number of Focus Schools	1	Number of Priority Schools	0	Number of Local Assistance Plan Schools	1	Number of Schools in Status	2	Number of SIG 1003(a) Recipient Schools	1	Number of SIG 1003(g) Recipient Schools	

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		X
X	Hispanic or Latino		
X	White		
X	Students with Disabilities		
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		X
X	Hispanic or Latino		
X	White		
X	Students with Disabilities		
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		
	Hispanic or Latino		
	White		
	Students with Disabilities		
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measure Objective	
	Limited English Proficient

DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for Identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

On January 28, 2015, the Board of Education adopted the district's 5-year strategic plan. The plan identifies 4 key goals; 1) All students will perform at or above grade level 2) Achievement gaps among all student groups will be eliminated 3) All students will graduate ready for college, career, and life in a globally competitive economy 4) All schools will meet or exceed state accountability standards, and the district will meet federal standards and exceed state standards. During the 2014-15 school year, we demonstrated improvement in the area of goal # 2, specifically in grade 6. The 2014-15 school year was the first year of the structural change in grade 6 where students had the same teacher for English and Social Studies as well as the same teacher for Math and Science. This structural change resulted in less transition for students enrolled in grade 6 and more instructional time on task. In our review of 2013-14 compared to 2014-15 NWEA data with respect to Reading and Math, we found the least amount of change in performance from grade 5 to grade 6 during the 2014-15 school indicating the positive impact of the structural change in grade 6, resulting in narrowing of the achievement gap among subgroups. During the 2014-15 school year we implemented intervention programs, to name a few; Read 180, Right Reason Technology, and an intensive AIS program to address the needs of our most at-risk population. Furthermore, the district embarked upon a 3-year initiative with 2014-15 being the first year of implementing RTI and provided teachers as well as administrators with on-going professional development with respect to RTI. A review of student performance data demonstrated that the performance index (PI) increased for the Black subgroup in ELA from 108 during the 2013-14 school year to a PI of 128 for the 2014-15 school year. In addition, the efforts of the 2014-15 improvement plan made an impact with our Students with Disabilities subgroup from a PI of 66 during the 2013-14 school year to a PI of 83 during the 2014-15 school year. It is our belief that the implementation of the aforementioned intervention programs were instrumental in the realization of the identified improvement.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

As the high school moved to full implementation in RTI, the administrative team implemented an ISST (Individual Student Support Team) model midway through the school year in order to target individual students for academic and social-emotional support in a more effective manner. The model will be incorporated into grade level RTI teams to begin the '15-16 school year.

As a method of targeting specific teaching standards, the building administrative team shared the NYS Teaching Standards with all teachers during pre and Post formal observation conferences. In addition, specific standards and statements of practice were referenced in the evaluation to identify areas of strength as well as recommendations for improvement.

Constant adjustments were made throughout the year on the implementation of an evidenced based RTI model at Bellport HS. The district completed year one of a three year role out in RTI initiatives. Based on training sessions for the building RTI team and the turnkey trainings to faculty and staff, the RTI team (along with building administration) focused it's work on Tier I interventions and practices. In addition, support staff (TA's, 1:1's, Security) was introduced to the elements of RTI for the first time. Training for those individuals will continue in the '15-16 school year and beyond.

The building RTI team created a Behavioral Matrix that was displayed throughout the school during the '14-15 school year. As a result of the ongoing training during the year, the Matrix was revised in spring 2015 to reflect Safe, Responsible, Respectful behaviors in multiple settings throughout the building, on school grounds, and on the bus.

In developing the **CURRENT YEAR'S** plan:

• List the highlights of the initiatives described in the current DCIP.

A highlight in this plan is the development of a Core curriculum utilizing Grant Wiggin's backward design as a framework to build on the Atlas digital platform. The establishment of Common Core curricula will afford buildings, teachers, and administrators with the opportunity to focus their discourse on common expectations for students with uniform curricula in hand. In addition, the implementation of Core curricula will allow administrators to observe teachers with a laser-like focus on common teaching expectations reflective in the Common Core curricula irrespective of which teacher a student has. Furthermore, the establishment of a Common Core aligned curricula will create the road map for learning, differentiation, and provide resources to address the varied modalities of assessing students' learning in order to intervene where appropriate, resulting in improved pedagogy leading to improved student performance. In summary, this plan addresses the needs of the following groups: 1) Students - provide differentiated instruction, student reflection, and structures for capturing student voice 2) Teachers - deliver a uniformed Common Core aligned curriculum, professional development in curriculum design with associated resources, and inclusion of reflective practice 3) Administrators - provide on-going training to share best practices and grow professionally, 4) Parents - listening tour to further the acknowledgment in the district's strategic plan where parents are identified as learning partners in our efforts to maximize student learning outcomes for the students enrolled in South Country Central schools.

• List the identified needs in the district that will be targeted for improvement in this plan.

The overall goal of the District Comprehensive Improvement plan is to increase the readiness level of our students' understanding in order to improve student outcomes. Furthermore, it is our hope that as we enhance student learning in grades K - 8, they will be better prepared for the challenging demands of Common Core during their High School years. Duly noted, increasing readiness in grades K - 8 will lead to improved outcomes at the high school, ultimately resulting in the high school obtaining a school in good standing designation. In our review of 3 - 8 NWEA reading and mathematics data, students' results, we found that approximately 50% of students on a grade level are proficient in math and/or reading. A review of the aforementioned data created a sense of urgency with respect to the need to improve student performance. This recognition was the driving force in developing this plan with the needs of students, teachers, administrators, and parents in mind. Over the course of several meetings, the DCIP committee which was comprised of teachers, administrators, parents, and community members, we established three priority goals to address the areas that were rated less than "effective" during the District-led review.

The District identified three priorities for the 2015-16 school year:

-3.1 By the end of December 2015, the Assistant Superintendent for Curriculum, Instruction, and Accountability will work with teachers and administrators to establish and demonstrate a practical understanding of the Common Core State Standards and differentiated lessons as measured by observations, lesson plans, and student performance on Common Core aligned assessments.

Assistant Superintendent for Curriculum, Instruction, and Accountability will ensure that all teachers and administrators demonstrate a common understanding of what student engagement looks like in the classroom with a focus on student-centered instructional practices measured by lesson plans, observations, walkthroughs, and improved student performance.

Superintendent for Curriculum, Instruction, and Accountability will ensure that all stakeholders have a common understanding of the expectations of a safe, responsible, and respectful learning environment measured by increased student attendance, stakeholder relationships, and enhanced student performance.

-4.1 By the end of June 2016, the

-5.1 By the end of June 2016, the Assistant

• State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

The district's 2014-19 strategic plan served as the guiding principles for the development of our action steps geared toward realizing the mission of the district. As stated in our strategic plan, how we will achieve our goals/mission is clear; 1) Ensure that each of our students is academically prepared to succeed in college, career, life, and the global economy. 2) Create a safe, engaging, supportive and challenging school environment that enables student success while receiving a well-rounded education. 3) Create a culture of appreciation where we hold ourselves accountable for student success. 4) Develop and implement an aligned curriculum with core learning expectations to improve the performance of all students, where teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods. 5) Promote efficiency and economy ensuring the district is delivering the best education program with the resources we have so the public gets the maximum educational return for each dollar spent.

• List the student academic achievement targets for the identified subgroups in the current plan.

1) 3-8 All students and subgroups - Increase participation in the NYS assessments regimen 2) In our 2014-2019 strategic plan, we established a 9% increase target for grades 3 - 8 in ELA by the 2018-19 school year and a 15% increase target for grades 3 - 8 in Math by the 2018-19 school year. Furthermore, we established a target of increasing the HS graduation rate to 87% by the 2018-19 school year.

• Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

The district hired a Director of Humanities K-12, Director of STEM K-12, and Director of Elementary Pre-K to 6 for the 2015-16 school. This structural change occurred as a result of recognizing the need to support teachers during this paradigm shift to Common Core State standards and enhance teachers' instructional pedagogy. The Superintendent of schools has established administrative council meetings twice a month where Assistant Superintendents, Principals, Directors, and Assistant Principals are present. The administrative council will be the accountability group that monitors and makes revisions when appropriate to the school's and/or district's improvement plans. The Superintendent, accountable to the Board of Education, will report four times a year to the Board of Education regarding the progress of implementation and impact of the DCIP/SCEP.

• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

During the 2014-15 school year, we had approximately 80% opt-out for grades 3 - 8 on the NYS Math and ELA assessments. We are making every effort as a district to decrease opt-out rates in grades 3 - 8 by raising parental awareness about Common Core and State testing in hopes to impart in parents the importance of their child taking state assessments as it serves as a diagnostic measure prior to students entering high school. However, should our opt-out rates be relatively high, this could be a barrier in measuring our efforts with state aligned assessments. In addition, this is the first year of implementing Directors and since monitoring will be new to teaches, we anticipate some barriers/resistant in the beginning. Time is a barrier in the High School and Middle School as there is no time during the school day for PD opportunities. This makes it difficult to offer PD, collegial circles, common planning, etc. during the school day. In addition, contractually, there is only one (1/2 hour) faculty meeting each month in the Middle School and High School.

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

In recognition of the disproportionate lack of performance by specific subgroups, the district will continue to provide on-going training with respect to Response to Intervention utilizing Diana Browning Wright and Jim Wright as the professional developers. In addition, the district will be exploring the partnership with TAC-D to assist with adopting methodologies that would aid in meeting the needs of diverse subgroups. In our efforts to address the needs of our growing English Language Learner population, the district has submitted a proposal to CUNY to be part of a professional development network with schools around the state facing similar growing LEP populations. Recently, we have been informed of our award to participate in the cohort and are in the process of developing an Emergent Bilingual Team representative of district personnel who will engage in the cohort network CUNY meetings and then return to district to share newly learned best practices for the specified subgroup. Furthermore, the Assistant Superintendent for Curriculum, Instruction, and Accountability will establish a Professional Development committee during the 2015-16 school year to create a 5 -year cohesive professional development plan to support our action steps identified within the district's 5-year strategic plan.

• List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

The District is in the process of implementing professional learning communities after school where English, Math, Science, and Social Studies teachers will meet after school at least once a month to share best practices and develop Common Core aligned lessons as a means toward establishing student-centered classrooms. In addition, the district will continue to conduct administrative council meetings once a month to share best practices and once a month for related professional development. Faculty meetings and common grade level time will be utilized for teachers along with administrators to engage in data reviews and problem solving think tanks. Furthermore, the district will continue into the second year of on-going professional development for RTI. Furthermore, the district will conduct parent workshops in our newly created Family Engagement Center that will open on September 1, 2015.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	25-Apr-14

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district has a plan to recruit, evaluate, and hire high quality personnel and provide mentoring for new teachers. The district's APPR Plan is being implemented with some loss of fidelity with regard to timely feedback to teachers. While the district has processes in place that support schools' staffing concerns, including the implementation of the Annual Professional Performance Review (APPR) plan, the lack of timely and continuous feedback to teachers limits the school's ability to ensure high quality personnel and adequately meet the needs of the school community. The district allocates fiscal resources to schools based on the available resources and compliance with state mandates. However, the district recognizes the need to operationalize the phrase, "high quality teacher" and recruit culturally competent personnel to meet the needs of our diverse student population.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Given the amendment to the APPR mandates, by the end of June 2016, the district will have revised and/or re-submitted to the state education department a new APPR plan for approval reflective of the requirements. Furthermore, the Assistant Superintendent for Human Resources will make every effort to recruit culturally competent personnel by attending diversity recruitment fairs and establish a common understanding of "High quality" teaching as measured by registrations, meeting agendas, and approval of our revised APPR plan.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-15	1-Jan-16	The Assistant Superintendent for Human Resources will meet with the administrative council three times to create and operationalized meaning of high quality teachers.
Jul-15	1-Nov-15	The Assistant Superintendent for Human Resources will meet with administrative council to review composite scores, evaluations, along with APPR data.
Sep-15	24-Jun-16	The Assistant Superintendent for Human Resources will actively seek diverse and culturally competent personnel.
Sep-15	24-Jun-16	The Assistant Superintendent for Human Resources will ensure that any teacher or principal who receives an "ineffective" rating create an improvement plan in conjunction with an administrator as means of support toward improving their practice.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.2 - The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	25-Apr-14

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	A review of students' performance data within the district created the recognition of the need to develop an explicit Theory of Action articulating high expectations for all students. In addition, a review of the data reflected throughout this plan acknowledges that there is a need for equity and culturally responsive practices. Given the district's status of performing in the bottom 10% of districts in New York State, there is a sense of urgency to improve student performance. It is clear that we must shift from effort to impact in order to accelerate student learning in the district.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of June 2016, the Assistant Superintendent for Curriculum, Instruction, and Accountability will work with administrative council under the direction of the Superintendent of schools to establish revised learning targets from the district's strategic plan using 3-year trend data where available. This goal will be evident as administrators observe teachers partnering with their students during a formative learning cycle to gather and apply strong evidence of student learning to raise achievement. Furthermore, teachers will make informed decisions about how and when to differentiate instruction to challenge and engage all students in important and meaningful work as measured by increased student performance on internal as well as external assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Average Daily Attendance Student Drop-Out Rate Student Performance on January Regents Exams Student Performance on June Regents Exams

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
15-Aug-15	24-Jun-16	The Assistant Superintendent for Curriculum, Instruction, and Accountability under the direction of the Superintendent of schools will revise the district's strategic plan/theory of action to ensure that our goals are SMART.
1-Sep-15	24-Jun-16	Principals and Directors will plan and implement effective instruction.
1-Sep-15	24-Jun-16	The Common core curricula will describe exactly what students will learn, how they will learn it, and what they will do to demonstrate that learning.
1-Sep-15	24-Jun-16	Teachers will use their knowledge of typical and not-so-typical student progress to scaffold increased student understanding
7-Aug-15	25-Sep-15	Directors will establish teacher look-fors to guide instructional decisions
1-Sep-15	24-Jun-16	Administrators and teachers will translate success criteria into student look-fors that promote the development of assessment-capable students.
1-Sep-15	24-Jun-16	District and Building administration will recognize what does and does not work to promote learning and achievement for all students and all subgroups at the classroom level
1-Sep-15	24-Jun-16	District and Building administration will provide targeted feedback to individual teachers, groups of teachers, and building faculty as a whole
1-Sep-15	24-Jun-16	District and Building administration will use up-to-the minute student performance data to inform decision making

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:	SOP 1.3 - The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	25-Apr-14

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Although the district was rated "effective" in this sub statement of practice, we recognize the need to establish a systematic approach to identify student needs in various buildings and evaluate the impact of personnel assigned to the respective buildings.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of December 2015, the Assistant Superintendent for Business in collaboration with Central office cabinet will establish a system to use data for the deployment of staff across the district and require building administration to create budget proposals inclusive of students' needs with associated personnel requested to meet students' needs as measured by student performance on NWEA assessments, VADIR, and Regents examinations.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Minutes of Expanded Learning Time (ELT) Offered
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	2-Oct-15	The Assistant Superintendent for Human Resources will provide administrative council with staff assignments in a timely manner to identify available personnel resources to meet students, staff, and family needs.
1-Sep-15	24-Jun-16	The Assistant Superintendent for Curriculum, Instruction, and Accountability will ensure that data (NWEA, VADIR, and Assessment Data) are readily available and accessible.
1-Sep-15	24-Jun-16	Principals will provide rationales for staffing inclusive of student performance data to support their assignment decisions within their building, identifying specific target groups that necessitates the personnel.
31-Aug-15	24-Jun-16	The Assistant Superintendent for Curriculum, Instruction, and Accountability will ensure that grant funding is allocated solely to address the needs of students with academic and/or social emotional needs demonstrating below grade level performance and/or behavioral concerns.

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:			SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools.
B1. HEDI Rating:			Developing
B2. HEDI Rating Source:			District Led Review
B3. HEDI Rating Date:			25-Apr-14
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.			It was noted in the DTSDE School Final Report that the District does not have a unified system to determine the professional development needs across the district or to measure the impact of these Professional development offerings on student achievement. The district has provided a wealth of professional development offerings, but there is no uniformed system to measure the effectiveness of these offerings nor is there a systematic approach toward ascertaining the professional needs of teachers or administrators.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.			By the end of June 2016 the district will have a comprehensive 5-year professional development plan inclusive of stakeholder needs as well as a system to ascertain stakeholder needs with indicators to measure the effectiveness of professional development offerings aimed to positively impact student learning.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.			Student Growth Percentile for Low-Income Students Student Performance on January Regents Exams Student Performance on June Regents Exams
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the Intended Impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
1-Sep-15	30-Sep-16	The Assistant Superintendent for Curriculum, Instruction, and Accountability will administer a survey to all stakeholder to ascertain professional growth needs.	
1-Sep-15	16-Oct-15	The Assistant Superintendent for Curriculum, Instruction, and Accountability will establish a professional development committee inclusive of teachers, parents, and administrators.	
1-Sep-15	24-Jun-16	The professional development committee under the direction of the Assistant Superintendent for Curriculum, Instruction, and Accountability will create a 5-year comprehensive professional development plan to address stakeholder needs.	

Tenet 1: District Leadership and Capacity

A. Statement of Practice Addressed:			SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members an school communities are expected to be held accountable for implementing.
B1. HEDI Rating:			Developing
B2. HEDI Rating Source:			District Led Review
B3. HEDI Rating Date:			25-Apr-14
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.			It was noted in the DTSDE School Final Report that there were efforts made toward the establishment of DDI. A review of district initiatives related to DDI demonstrated a myriad of initiatives as an obstacle of data being used as a driver for aligned collective effort to support ongoing student achievement progress.
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.			By the end of November 30, 2015 the Assistant Superintendent for Curriculum, Instruction, and Accountability under the direction of the Superintendent will develop expectations for the use of DDI to improve student achievement, through a shared-decision making process as evidenced by documented transparent guidelines articulating clear learning targets for specified subgroups.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.			
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.	
15-Aug-15	25-Sep-15	The Assistant Superintendent for curriculum, Instruction, and Accountability will establish data inquiry teams.	
1-Sep-15	30-Sep-15	The Assistant Superintendent for curriculum, Instruction, and Accountability will identify data sources with administrative council and determine weather current data sources are sufficient to inform our decisions.	
1-Sep-15	24-Jun-16	The data inquiry teams under the direction of the Assistant Superintendent for Curriculum, Instruction, and Accountability will analyze data following Stringer's action research framework	
1-Sep-15	24-Jun-16	The data inquiry teams under the direction of the Assistant Superintendent for Curriculum, Instruction, and Accountability will collaborate with Directors, Principals, and teachers to engage in further analyzation of student performance data to plan best practices toward improving student achievement.	

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	2-Jun-15

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	It was noted on the DTSDE School Final Report District-led Review that the building leader has made some improvement in the establishment of the mission and vision for the school. Furthermore, it was noted that 84% of the staff reported that they believe the school leader communicates effectively with the staff. There were no recommendations indicated for this statement as a result of the "Effective" rating given by the District-led Review team.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of June 2016, the district will have individual building level mission and vision statements that are aligned to the District's mission and vision as measured by the common language in building level mission and vision statement
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the Identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6-Aug-15	24-Jun-16	Central administration will continue to hold Administrative Council meetings once a month where building and district level administration are present in order for administrators to share best practices and be kept abreast of what is going on in other buildings within the district.
2-Sep-15	24-Jun-16	Central administration will continue to provide Professional Development Workshops during Administration Council meetings once a month to address areas in need of improvement within the district.
2-Sep-15	24-Jun-16	Central administration will provide district and building level administration with research-based practices articles as one means of professional development
2-Sep-15	24-Jun-16	Central administration will continue to encourage district and building level administration to avail themselves of professional development opportunities related to building and/or district needs offered outside of the district.

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	2-Jun-15

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	It was noted in the DTSDE School Final Report that not all teachers possess a thorough understanding of the Common Core State Standards, differentiated instruction methodologies, and/or questioning techniques that lead to higher-order thinking. Further review of student performance on the 2014-15 administration of the NWEA demonstrated that approximately 50% of students are at or above grade level in Reading and Mathematics. The following recommendation was reported on the DTSDE School Final Report District Led-Review: The creation of a district-led, Core Curriculum Development Team including members from all instructional areas should begin the process of mapping curriculum using a UbD design on a digital platform that will be accessible to all shareholders. District and school leaders should ensure that teachers use common planning time and department meeting time to identify and discuss research based practices for teaching the Common Core State Standards.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of December 2015, the Assistant Superintendent for Curriculum, Instruction, and Accountability will work with teachers and administrators to establish and demonstrate a practical understanding of the Common Core State Standards and differentiated lessons as measured by observations, lesson plans, and student performance on Common Core aligned assessments.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student performance on the June 2016 Regents exams Completion of Advanced Coursework Student

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
2-Sep-15	30-Nov-15	Curriculum Directors will conduct a curriculum needs assessment during department meetings via survey of 6 - 12 English, Social Studies, Mathematics, and Science teachers
2-Sep-15	30-Oct-15	District administration will develop a CORE curriculum team and use the Atlas Rubicon digital platform to create a cohesive 6-12 curriculum for English, Social Studies, Mathematics, and Science aligned to Common Core State Standards
2-Sep-15	24-Jun-16	District administration will provide the CORE team of curriculum writers with Understanding by Design curriculum development training
2-Sep-15	24-Jun-16	Curriculum Directors and/or Chairs will work with teachers to create assessments aligned to the Common Core State Standards
2-Sep-15	24-Jun-16	District and Building administration will conduct a variety of workshops for teachers and administrators to unpack and interpret the Common Core State Standards
2-Sep-15	24-Jun-16	District and Building administration will incorporate structures for ongoing teacher collaboration to share best practices within the discipline

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	2-Jun-15

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	It was noted on the DTSDE School Final Report District-led Review that a common vision of effective instructional practices to increase student engagement was not established. This finding was reported as a result of classroom walkthroughs during the 2014-15 school year. The following recommendation was indicated: To improve student learning, teachers and administrators need to work within their departments to identify instructional practices that will increase student engagement. Teachers and administrators should agree on effective student-centered practices and data should be gathered during walkthrough's and shared at department meetings.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of June 2016, the Assistant Superintendent for Curriculum, Instruction, and Accountability will ensure that all teachers and administrators demonstrate a common understanding of what student engagement looks like in the classroom with a focus on student-centered instructional practices measured by lesson plans, observations, walkthroughs, and improved student performance.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
2-Sep-15	24-Jun-16	District and Building administration will develop an inquiry group of educators to identify essential elements of a student-centered classroom
2-Sep-15	24-Jun-16	District and Building administration will provide professional development on student-centered classroom methodologies
2-Sep-15	24-Jun-16	District and Building administration will support the development of curricula and individual teacher plans reflective of the Understanding by Design Framework
2-Sep-15	24-Jun-16	Curriculum Directors will work with teachers to develop a consensus map by discipline
2-Sep-15	24-Jun-16	Teachers will be provided with the opportunity to engage in non-evaluative teacher led learning walkthroughs
2-Sep-15	24-Jun-16	Teachers will work with students to develop classroom expectations in effort to increase student engagement

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health. - The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	2-Jun-15

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The results of the DTSDE belief survey noted that 97% of teachers disagreed with the following statement: "Students are on time and rarely absent from school" while 85% of students agreed with this statement. Also, it was noted that 50% of parents believe that students threaten or bully each other at Bellport High School. Furthermore, it was noted that 35% of teachers agreed with the following statement: It is unfair if students receive special attention and individualized interventions to address their behavior while others do not; and 48% of teachers believe, "Students should behave well and be ready to learn the material. This is their responsibility, not mine." The following recommendations was indicated in the DTSDE School Final Report District-led Review: 1) Expanding and monitoring Positive Behavior Intervention & Support System strategies to ensure that all students have a safe, responsible and respectful learning environment 2) Collect and analyze data through grade level RTI teams to include data such as, but not limited to, suspensions, class removals, interventions and supports, and academic progress.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By the end of June 2016, the Assistant Superintendent for Curriculum, Instruction, and Accountability will ensure that all stakeholders have a common understanding of the expectations of a safe, responsible, and respectful learning environment measured by increased student attendance, stakeholder relationships, and enhanced student performance.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Average Daily Attendance Student Drop-Out Rate Student Discipline Referrals Student Truancy Rate

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
2-Sep-15	24-Jun-16	Building administration will review the PBIS matrix with stakeholders (workshops, staff development, parent camp, open house, faculty meeting, and PTA)
2-Sep-15	24-Jun-16	District administration will highlight the positive examples of PBIS (Website, Newsletter, Positive Phone calls home) to all stakeholders
2-Sep-15	24-Jun-16	District administration will provide ongoing stakeholder training on PBIS
2-Sep-15	24-Jun-16	District and Building administration will measure improvement in attendance and celebrate the quarterly achievements by grade level (student choice reward)
2-Sep-15	24-Jun-16	Building administration will provide ongoing updates of progress (RTI teams meet, 4 -12 student council, and PTA)
2-Sep-15	24-Jun-16	District administration will make all stakeholders aware of all policies including attendance, code of conduct, and eligibility
2-Sep-15	24-Jun-16	District and Building administration will create problem solving teams
2-Sep-15	24-Jun-16	Building administration will ensure student support team meetings occur at least twice a month

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	District Led Review
B3. HEDI Rating Date:	2-Jun-15

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	It was noted on the DTSDE School Final Report District-led Review that our efforts related to Family and Community Engagement are effective. As indicated in the district's five year strategic plan, parents play an integral part in improving student outcomes. That said, we need to continue to enhance the inclusion of parents as learning partners opportunities.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By November 2015 administrators and teachers will provide opportunities for parents and students to have an active role in planning culturally responsive and relevant workshops as measured by attendance from events and stakeholder surveys.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
2-Sep-15	24-Jun-16	District and Building administration will establish focus groups and identify locations that are reflective of the school community
2-Sep-15	24-Jun-16	District and Building administration will assign groups to visit local organizations (Listening tour)
2-Sep-15	24-Jun-16	District administration will analyze student attendance data from first quarter and listening tour
2-Sep-15	24-Jun-16	District and Building administration will establish a home site for stakeholder workshops and advertise to the community
2-Sep-15	24-Jun-16	Workshop facilitators will administer surveys to ascertain feedback from participants in efforts to improve and meet the needs of stakeholders
2-Sep-15	24-Jun-16	Building administration will utilize technology to gather student input (Kid blog, google voice, etc....)

Focus District Set-Asides

Parent Engagement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$879,561	5%	\$43,978

Improvement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$879,561	15%	\$131,934
Title II, Part A	\$249,357	60%	\$149,614
Title III, Part A LEP (allocation listed only if required)	\$53,508	7%	\$3,746
Total Federal Allocation Subject to Set-Aside	\$1,182,426	32%	\$285,293.91

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$879,561
Title II, Part A	\$249,357
Title III, Part A LEP	\$53,508
Title VI REAP	
School Improvement Section 1003(a) - SIG A	
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
Total Funding Reserved for Improvement	\$1,182,426

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2015-16. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	Yes		Yes	
Conduct DTSDE reviews, including administration of required annual surveys	Yes		Yes	
Develop high-quality DCIP and SCEP plans	Yes		Yes	
Review the qualifications of Priority and Focus School Leaders	Yes			
Submit quarterly leading indicators report to NYSED	No		No	
Evaluate the fidelity of program implementation	Yes		Yes	
Provide Public School Choice to students in Priority and Focus Schools	No		No	
Offer 200 hours of Extended Learning Time to students in each Priority School				
TOTAL		\$0		

LEA Name:	
LEA BEDS Code:	
School Name:	Bellport High School / South Country School District

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 School Comprehensive Education Plan (SCEP)

Contact Name	Timothy Hogan	Title	Principal
Phone	631-730-1577	Email	thogan@southcountry.org
Website for Published Plan	www.southcountry.org		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the SCEP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent		Dr. Joseph Gianl	
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Chris Piccini	

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

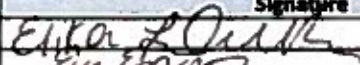
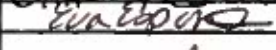
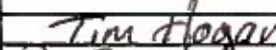

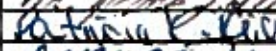

1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. Note: For schools identified as Pers
2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* It will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. The School Comprehensive Education Plan (SCEP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
4. The School Comprehensive Education Plan (SCEP) will be implemented no later than the beginning of the first day of regular student attendance.
5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.
8. *If the school has been identified as Persistently Failing or Failing, as per Education Law 211-f,* the district will, prior to the beginning of the 2015-16 school year and in a form determined by the Commissioner, complete an addendum to the School Comprehensive Education Plan (SCEP) that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

School Leadership Team

SCHOOL LEADERSHIP TEAM: The SCEP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the SCEP.

Instructions: List the stakeholders who participated in developing the SCEP as required by Commissioner's Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
April 27, 2015	Central Office	July 7, 2015	Central Office
May 5, 2015	Central Office	July 14, 2015	Central Office
May 18, 2015	Central Office	July 15, 2015	Central Office
May 30, 2015	Central Office	July 21, 2015	Central Office
June 9, 2015	Central Office	July 22, 2015	Central Office
June 13, 2015	Central Office	July 28, 2015	Central Office
June 14, 2015	Central Office	July 29, 2015	Central Office
June 15, 2015	Central Office	August 5, 2015	Central Office
June 16, 2015	Central Office		
June 22, 2015	Central Office		
June 23, 2015	Central Office		
June 30, 2015	Central Office		

Name	Title / Organization	Signature
Erika DellaRosa	Assistant Principal, Bellport High School	
Eva Esposito	Math Teacher, Bellport High School	
Margaret Evers	Interim Assistant Superintendent for Curriculum, Instruction and Accountability	
Timothy Hogan	Principal, Bellport High School	
Donna Martuge	Director of Student Support Services	
Patricia Reich	Parent, Bellport High School student	
Monica Tetuan	ESL / World Languages Department Chair - teacher at Bellport High School	

School Information Sheet

School Information Sheet							
Grade Configuration	9-12	Total Student Enrollment	1316	% Title I Population		% Attendance Rate	91%
% of Students Eligible for Free Lunch	42%	% of Students Eligible for Reduced-Price	9%	% of Limited English Proficient Students	5%	% of Students with Disabilities	14%

Racial/Ethnic Origin of School Student Population											
% American Indian or Alaska Native	1%	% Black or African American	30%	% Hispanic or Latino	25%	% Asian, Native Hawaiian / Other Pacific Islander	1%	% White	41%	% Multi-Racial	1%

School Personnel							
Years Principal Assigned to School	3	# of Assistant Principals	4	# of Deans	0	# of Counselors / Social Workers	9
% of Teachers with <u>NO</u> Valid Teaching Certificate (Out of Compliance)	0	% of Teachers Teaching Out of Certification Area	0	% Teaching with Fewer than 3 Years of Experience	11.5	Average # of Teacher Absences	

Overall State Accountability Status							
Priority School	N	Focus School Identified by a Focus District	Y	SIG 1003(a) Recipient	Y	SIG 1003(g) Recipient	N
Identification for ELA?	Y	Identification for Math?	Y	Identification for Science?	N	Identification for High School Graduation Rate?	N
ELA Performance at Level 3 and Level 4	59%	Math Performance at Level 3 and Level 4	33%	Science Performance at Level 3 and Level 4		Four-Year Graduation Rate (HS Only)	
% of 1st Year Students Who Earned 10+ Credits (HS Only)	14%	% of 2nd Year Students Who Earned 10+ Credits (HS Only)	84%	% of 3rd Year Students Who Earned 10+ Credits (HS Only)	91%	Six-Year Graduation Rate (HS Only)	
Persistently Failing School (per Education Law 211-f)	N	Failing School (per Education Law 211-f)	N				

School Information Sheet

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native	X	Black or African American
X	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
X	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
	Economically Disadvantaged		

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective			
	Limited English Proficient		

SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the SCEP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the Improvement plan.

The SCEP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the School achieved the goals identified in the previous year's School Comprehensive Education Plan (Mark with an "X").

- Limited Degree (Fewer than 20% of goals were achieved.)
- Partial Degree (Fewer than 50% of goals were achieved.)
- Moderate Degree (At least 50% of goals were achieved.)
- Major Degree (At least 90% of goals were achieved.)

2. Rate the degree to which the School successfully implemented the activities identified in the previous year's SCEP (Mark with an "X").

- Limited Degree (Fewer than 20% of activities were carried out.)
- Partial Degree (Fewer than 50% of activities were carried out.)
- Moderate Degree (At least 50% of activities were carried out.)
- Major Degree (At least 90% of activities were carried out.)

3. Rate the degree to which the activities identified in the previous year's SCEP impacted academic achievement targets for identified subgroups (Mark with an "X").

- Limited Degree (No identified subgroups improved achievement.)
- Partial Degree (Some of the identified subgroups improved achievement.)
- Moderate Degree (A majority of identified subgroups improved achievement.)
- Major Degree (All identified subgroups improved achievement.)

4. Rate the degree to which the activities identified in the previous year's SCEP increased Parent Engagement (Mark with an "X").

- Limited Degree (There was no increase in the level of Parent Engagement.)
- Partial Degree (There was a minor increase in the level of Parent Engagement.)
- Moderate Degree (There was modest increase in the level of Parent Engagement.)
- Major Degree (There was a significant increase in the level of Parent Engagement.)

5. Rate the degree to which the activities identified in the previous year's SCEP received the funding necessary to achieve the corresponding goals (Mark with an "X").

- Limited Degree (Fewer than 20% of planned activities were funded.)
- Partial Degree (Fewer than 50% of planned activities were funded.)
- Moderate Degree (At least 50% of planned activities were funded.)
- Major Degree (At least 90% of planned activities were funded.)

6. Identify in which Tenet the school made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the **PREVIOUS YEAR'S PLAN**:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The most significant positive impact of the '14-15 SCEP came from elements of Tenet 3, Tenet 5, and Tenet 6.

Tenet 3 included:

The high school implemented three new initiatives in the '14-15 school year to include an Intensive AIS program for "at-risk" 9th and 10th grade students, an after school Credit Recovery program using Right Reason Technology, and an intensive reading program using Scholastic's Read 180 and System 44 programs.

Tenet 5 included:

Identifying "at-risk" students for social- emotional negative life outcomes through the use of the Brief Externalizing and Internalizing Survey for Youth (Browning-Wright / Cook)
Implementation of a new Progressive Discipline, Standards of Intervention, and Code of Conduct Summary, providing a range of student support interventions.
Participation by all faculty and staff in Behavioral RTI training at two district wide Staff Development Days

Tenet 6 included:

Providing all school-to-home communication in two languages (English / Spanish)
Presentation of the first annual "BHS Curriculum Night" to include all school community stakeholders.
Presentation of multiple parent workshops through the work of the Parent University and Family Engagement Coordinators.

Furthermore, the district embarked upon a 3-year initiative with 2014-15 being the first year of implementing RTI and provided teachers as well as administrators with on-going professional development with respect to RTI. A review of student performance data demonstrated that the performance index (PI) increased for the Black subgroup in ELA from 108 during the 2013-14 school year to a PI of 128 for the 2014-15 school year. In addition, the efforts of the 2014-15 improvement plan made an impact with our Students with Disabilities subgroup from a PI of 66 during the 2013-14 school year to a PI of 83 during the 2014-15 school year. It is our belief that the implementation of the aforementioned intervention programs were instrumental in the realization of the identified improvement.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

As the high school moves to full implementation in RTI, the administrative team implemented an ISST (Individual Student Support Team) model midway through the school year in order to target individual students for academic and social-emotional support in a more effective manner. The model will be incorporated into grade level RTI teams to begin the '15-16 school year.

As a method of targeting specific teaching standards, the building administrative team shared the NYS Teaching Standards with all teachers during pre and Post formal observation conferences. In addition, specific standards and statements of practice were referenced in the evaluation to identify areas of strength as well as recommendations for improvement.

Constant adjustments were made throughout the year on the implementation of an evidenced based RTI model at Bellport HS. The district completed year one of a three year roll out in RTI initiatives. Based on training sessions for the building RTI team and the turnkey trainings to faculty and staff, the RTI team (along with building administration) focused it's work on Tier I interventions and practices. In addition, support staff (TA's, 1:1's, Security) was introduced to the elements of RTI for the first time. Training for those individuals will continue in the '15-16 school year and beyond.

The building RTI team created a Behavioral Matrix that was displayed throughout the school during the '14-15 school year. As a result of the ongoing training during the year, the Matrix was revised in spring 2015 to reflect Safe, Responsible, Respectful behaviors in multiple settings throughout the building, on school grounds, and on the bus.

In developing the **CURRENT YEAR'S** plan:

• List the highlights of the initiatives described in the current SCEP.

The highlights of the '15-16 SCEP include SMART Goals in each Tenet:

Tenet 2: The high school will share a common vision and mission of high expectations for teaching and learning

Tenet 3: All teachers will utilize DDI protocols that are aligned to Common Core State Standards (CCSS) in addressing student achievement needs

Tenet 4: Teachers of STEM and Humanities will use the CCSS Instructional Practice Guide to effectively promote higher order thinking skills and high student engagement.

Tenet 5: The school will implement a fully functioning RTI model, with academic and / or behavioral interventions, to support all students in realizing their full potential.

Tenet 6: The school and parents will share in the responsibility for student academic progress and social-emotional growth and well-being.

• List the identified needs in the school that will be targeted for improvement in this plan.

The identified needs in the school for the '15-16 SCEP include the following:

Tenet 2: The school needs to establish a vision and mission which can be articulated and supported by all stakeholders.

Tenet 3: The school needs consistent teacher implementation of data driven instruction protocols to support CCSS aligned curriculum throughout all subject areas

Tenet 4: The school needs to build the level of teacher knowledge and skills required for bringing the Common Core State Standards (CCSS) into instructional practices.

Tenet 5: The school needs to implement a fully functioning RTI model, with academic and / or behavioral interventions, to support all students in realizing their full potential.

Tenet 6: The school and parents need to strengthen relationships in order to share in the responsibility for student academic progress and social-emotional growth and well-being.

• State the mission or guiding principles of the school and describe the relationship between the mission or guiding principles and the identified needs of the school.

The mission / guiding principles of Bellport HS and the South Country School District is to impart knowledge and develop as fully as possible the total capabilities of each and every pupil and to prepare him/her for a contributing part in American society and the world.

This two-fold purpose demands sound instruction in basic skills, the effective teaching of subject matter, and the development of each child's mind character, and physical well-being to the end that he/she may cultivate reasoning, sound judgment, and creativity.

In addition, Strategic Planning Goals include:

1. Ensure that each of our students is academically prepared to succeed in college, career, life, and the global economy.
2. Create a safe, engaging, supportive and challenging school environment that enables student success while receiving a well-rounded education.
3. Create a culture of appreciation where we hold ourselves accountable for student success.
4. Develop and implement an aligned curriculum with core learning expectations to improve the performance of all students, where teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods.
5. Promote efficiency and economy ensuring the district is delivering the best education program with the resources we have so the public gets the maximum educational return for each dollar spent.

This mission and strategic planning goals directly coincide with the identified needs in the '15-16 SCEP.

• List the student academic achievement targets for the identified subgroups in the current plan.

The student academic achievement targets, Performance Index (PI) and EAMO (Effective Annual Measureable Objectives, are defined in the 2013-2014 School Report Card to reflect the following subgroups in ELA and Math:

Math:

Hispanic or Latino: PI 113 / EAMO 123

White: PI 141 / EAMO 157

Students with Disabilities: PI 67 / EAMO 101

Economically Disadvantaged: PI 67 / EAMO 130

Black or African American: PI 103 / EAMO 119

ELA:

Hispanic or Latino: PI 137 / EAMO 144

White: PI 168 / EAMO 172

Economically Disadvantaged: PI 128 / EAMO 149

The aforementioned data reflects the benchmark for student academic achievement targets in Math and ELA. All students and subgroups in grades 3-8 will increase participation in the NYS assessments regimen. In addition, in our 2014-2019 strategic plan, we established a 9% increase target for grades 3 - 8 in ELA by the 2018-19 school year and a 15% increase target for grades 3 - 8 in Math by the 2018-19 school year. Furthermore, we established a target of increasing the HS graduation rate to 87% by the 2018-19 school year. Our strategic plan has an established target for meeting adequate yearly progress in the areas of ELA and Math for all subgroups by 2018-19.

• Describe how school structures will drive strategic implementation of the mission/guiding principles.

The school has numerous school structures in place to support the strategic implementation of the mission / guiding principles.

The addition of Directors in STEM, Humanities, and Guidance and Counseling Services will support the direct implementation of DDI and CCSS instructional practices as defined in Tenet 3 and 4. In conjunction with the building and district administrative team, they will provide and monitor professional development opportunities for all teaching staff.

The SCEP team will continue to meet throughout the school year to monitor and adjust the '15-16 plan as needed.

The RTI building team will participate in ongoing RTI academic and behavioral training while turnkey training faculty and staff on district professional developments days.

Parent University and Family Engagement Coordinators will provide targeted workshop opportunities throughout the school year to support the needs of both students and families.

• List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Stakeholder "buy-in" and participation. In an effort to reach all stakeholders and involve all member of the school community, the SCEP committee has given much thought during the process to how we can best reach all community stakeholders. We have planned various activities using different methods of communication and have tried to design worthwhile opportunities for our families and other stakeholder that they will be interested and encouraged to partake.

Time: the High School does not have time during the school day for PD opportunities. The contractual day for teachers is 7:00 am - 2:00 pm while the academic day runs from 7:15 am - 1:52 pm. This makes it difficult to offer PD, collegial circles, common planning, etc. during the school day. In addition, contractually, there is only one (1/2 hour) faculty meeting each month.

• Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Professional development opportunities will be provided to teachers and school leaders in the following areas:

RTI: Building RTI teams will present two Staff Development Day workshops to faculty and staff in the implementation of behavioral and academic RTI protocols to provide appropriate interventions in supporting student academic and social-emotional development. This is the second year of a three year initiative in RTI "rollout" district wide.

DDI / CCSS: Building and district lead evaluators (including Directors in STEM and Humanities) will provide ongoing professional development opportunities at department meetings and through classroom observations / walkthroughs to address student academic achievement needs.

• List all methods of dialogue that school leaders will implement to strengthen relationships with school staff and the community.

Faculty Meetings

Department Meetings

Pre / Post observation conferences

School website

Parent-Teacher Conferences and Meet the Teacher Night

Connect-Ed phone calls

Parent University and Family Engagement Workshops

Curriculum Night

• List all the ways in which the current plan will be made widely available to the public.

The School Comprehensive Education Plan will be reviewed and approved by our Board of Education and posted on the district's and school website. In addition, the school will provide an awareness letter on the student's virtual back pack informing parents about the plan posted on the website. Lastly, hard copies of the approved plan will be readily available in school building.

• Describe the transition plans to assist preschool children from early childhood programs to the elementary school program (e.g., aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.). Applies to elementary schools ONLY.

NA

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable Tenet for which that indicator will be used.	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-income Students		Y	Y		
Student Average Daily Attendance					
Student Drop-Out Rate					
Student Credit Accruals (HS Students)					
Student Completion of Advanced Coursework					
Student Suspension Rate (Short-Term / Long-Term)					
Student Discipline Referrals					
Student Truancy Rate					
Student Performance on January Regents Exams					
Student Participation in ELT Opportunities					
Minutes of Expanded Learning Time (ELT) Offered					
Teacher Average Daily Attendance Rate					
Teachers Rated as "Effective" and "Highly Effective"					
Teacher Attendance at Professional Development				Y	
Parent Attendance at Workshops	Y				
Parent Participation in District/School Surveys					
Student, Parent, Staff participation in school mission / vision likert survey	Y				
Parent and Staff attendance at school / community events					Y
Lead evaluator formal and informal observations including pre and post conferences	Y	Y	Y		
Increase in student quarterly passing rate		Y	Y		
Grade level RTI Team agendas and action plans				Y	
Increase in the number of school/community partnered events					Y
Teachers participation in BEISY Survey (Brief Externalizing and Internalizing Survey for Youth)				Y	
Parent and staff in Family and Community Engagement likert survey					Y

Tenet 2: School Leader Practices and Decisions

Tenet 2 - School Leader Practices and Decisions	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
B1. HEDf Rating:	Effective
B2. HEDf Rating Source:	DTSDE District Led Review
B3. HEDf Rating Date:	June 1-2, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to establish a vision and mission which can be articulated and supported by all stakeholders. This need is substantiated by data included in the most recent DTSDE Review report (June 2015). Staff, student, and parent Focus groups articulated a general idea that the leader was working to make improvements for all students. The K-12 Insight Survey results (July 2014) showed that only 43% of parents felt the school leader and staff members had a shared vision for the school.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2016, the Bellport High School community will share a common vision and mission of high expectations for teaching and learning as measured by staff, student, and parent survey data collected semi-annually (October 2015 and May 2016).
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Student, Parent, Staff participation in school mission / vision likert survey Lead evaluator formal and informal observations including pre and post conferences
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Jul-15	1-Jun-16	The school leader will incorporate the school vision and mission in monthly faculty meetings, staff development day, and professional development meeting agendas in order to focus all faculty and staff on a common vision and mission.
1-Jul-15	1-Jun-16	The administrative leadership team will display the school's vision and mission throughout the school building, on school documents, and on the district / building website in order to have a visual display of the vision and mission for all school and community stakeholders.
1-Sep-15	1-Sep-15	The school principal will present the vision and mission to the faculty and staff at Staff Orientation Day in order to introduce the vision and mission for the '15-16 school year.
1-Jul-15	1-Oct-15	The school SCEP committee will create a Likert Survey to evaluate the school community's (staff, parent, student) understanding of the school's vision and mission to be administered in October 2015 and May 2016.
1-Oct	1-May-16	The school SCEP committee will administer a Likert Survey to evaluate the school community's (staff, parent, student) understanding of the school's vision and mission during the '15-16 school year.

Tenet 3: Curriculum Development and Support

Tenet 3 - Curriculum Development and Support	Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE District Led Review
B3. HEDI Rating Date:	June 1-2, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs consistent teacher implementation of data driven instruction protocols to support CCSS aligned curriculum throughout all subject areas as evidenced by DTSDE District led review to include classroom observations / visits, document review, and teacher interviews.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2016, all teachers will utilize data driven instruction (DDI) protocols that are aligned to Common Core State Standards (CCSS) and address student achievement needs as measured by observation by lead evaluators.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Lead evaluator formal and informal observations including pre and post conferences Increase in student quarterly passing rate
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Jul-15	1-Oct-15	The district administrative walk through coordinator will create a template for lead evaluators to use when observing DDI protocols during classroom observations and walk through in order to collect data on teacher implementation of DDI protocols.
1-Sep-15	1-Sep-15	Administrators will provide all instructional staff with a CCSS placemat for them to utilize while planning and implementing lessons in order to provide a constant and consistent reference of effective instructional practices.
1-Sep-15	30-Jun-16	Instructional staff and lead evaluators will reference Common Core State Standards during pre and post observation discussions in order to support the teacher's understanding of both the Common Core Standards and instructional shifts.
1-Sep-15	30-Jun-16	Building principal in conjunction with the district leaders will create and provide opportunities for teachers to participate in professional development in order to effectively utilize and implement DDI protocols aligned with CCSS.
1-Sep-15	30-Jun-16	Instructional staff will utilize the New York CCSS Instructional Practice Guide (Engage NY) in order to self-monitor and reflect on the effective implementation of DDI protocols.
1-Sep-15	30-Jun-16	Lead evaluators will utilize the New York CCSS Instructional Practice Guide (Engage NY) in order to monitor consistent teacher implementation of DDI protocols.

Tenet 4: Teacher Practices and Decisions

Tenet 4 - Teacher Practices and Decisions	Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE District Led Review
B3. HEDI Rating Date:	June 1-2, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to build the level of teacher knowledge and skills required for bringing the Common Core State Standards (CCSS) into instructional practices. This need is substantiated by data included in the most recent DTSDE Review report (June 2015). Classroom walkthroughs and observations revealed inconsistent evidence of lessons focused on higher order thinking skills as well as teacher led instructional practices with minimal student participation or engagement.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By November 2015, teachers of STEM and Humanities will use the New York CCSS Instructional Practice Guide (daily and yearly), to effectively promote higher order thinking skills and high student engagement in order to meet the needs of all students. This will be evidenced by lead evaluator observations / walkthroughs and pre / post observation conferences.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Lead evaluator formal and informal observations including pre and post conferences Increase in student quarterly passing rate

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the Identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Jul-15	1-Oct-15	The district administrative walk through coordinator will create a template for lead evaluators to use when observing CCSS instructional practices during classroom observations and walk through in order to collect data on teacher implementation of CCSS.
1-Sep-15	1-Sep-15	Administrators will provide all instructional staff with a CCSS placemat for them to utilize while planning and implementing lessons in order to provide a constant and consistent reference of effective instructional practices.
1-Sep-15	30-Jun-16	Instructional staff and lead evaluators will reference Common Core State Standards during pre and post observation discussions in order to support the teacher's understanding of both the Common Core Standards and instructional shifts.
1-Sep-15	30-Jun-16	Building principal in conjunction with the district leaders will create and provide opportunities for teachers to participate in professional development in order to effectively utilize and implement Common Core State Standards (CCSS).
1-Sep-15	30-Jun-16	Instructional staff will utilize the New York CCSS Instructional Practice Guide (Engage NY) in order to self-monitor and reflect on the effective implementation of Common Core State Standards (CCSS) aligned instructional practices.
1-Sep-15	30-Jun-16	Lead evaluators will utilize the New York CCSS Instructional Practice Guide (Engage NY) in order to monitor consistent teacher implementation of Common Core State Standards (CCSS) aligned instructional practices.

Tenet 5: Student Social and Emotional Developmental Health

Tenet 5 - Student Social and Emotional Developmental Health	Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.
B1. HEDI Rating:	Developing
B2. HEDI Rating Source:	DTSDE Led Review
B3. HEDI Rating Date:	June 1-2, 2015

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSDE review and other applicable data.	The school needs to implement a fully functioning RTI model, with academic and / or behavioral interventions, to support all students in realizing their full potential. This need is substantiated by data collected through the BEISY Universal Screener (Brief Externalizing Internalizing Survey for Youth) in which 48% of students were identified for at-risk negative life outcomes: 7% for exclusively externalizing behaviors, 16% for exclusively internalizing behaviors, and 25% for both externalizing and internalizing behaviors. In addition, the DTSDE K-12 Insight Survey (July 2014) revealed that 49% of parents felt that students threaten and bully each other while 84% disagreed with the statement "Students are on time and rarely absent from school".
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2016, the school community will have a fully functioning RTI model as evidenced by grade level RTI team data collection, staff attending professional development, turnkey trainings, and observations of RTI team meetings by lead evaluators.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teacher Attendance at Professional Development Grade level RTI Team agendas and action plans Teachers participation in BEISY Survey (Brief Externalizing and Internalizing Survey for Youth)

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the Identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Jul-15	30-Jun-16	The school RTI team will participate in three ongoing district RTI trainings provided by experts in the field (including Jim Wright, Diana Browning-Wright, and Clay Cook) in order to turnkey a fully functioning RTI model at Bellport High School.
3-Nov-15	22-Feb-16	Building level RTI team will turnkey district wide training to all building staff at two Staff Development Days (November and February) in order to introduce a RTI model with fidelity.
1-Aug-15	1-Sep-15	Building level RTI team will participate in three days of RTI training (August 11-13, 2015) to define each tier of the multi-tiered (RTI) program in the areas of math, reading and social-emotional skills in order to clearly identify entrance and exit criteria, specific interventions, frequency of interventions, and data collection schedules for each tier.
1-Sep-15	30-Jun-16	BHS Assistant Principals will schedule and lead weekly grade level RTI team meetings to include social workers, psychologists, guidance counselors, content area and special education teachers in order to identify appropriate interventions and progress monitor "at-risk" students.
1-Sep-15	30-Jun-16	Building administration will provide substitute coverage as needed in order to support weekly collaborative RTI meetings.
1-Nov	30-Nov-15	The school leader will administer the BEISY Survey to all teachers in order to evaluate the social / emotional well-being of all students in the building.

Tenet 6: Family and Community Engagement

Tenet 6 - Family and Community Engagement	The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.
B1. HEDI Rating:	Effective
B2. HEDI Rating Source:	DTSE District Led Review 2015 and IIT State Review
B3. HEDI Rating Date:	June 1-2, 2015 and April 22-25, 2014

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate the most recent DTSE review and other applicable data.	The school and parents need to strengthen relationships in order to share in the responsibility for student academic progress and social-emotional growth and well-being. This is evidenced in the IIT State Review (2014) in which parents reported that their ability to support their children's academic and social-emotional developmental health has not been developed through training and through dialogue with teachers and staff. In addition, the K-12 Insight Survey indicated the staff felt that 75% of students came to school unprepared to learn.
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 2016, the school and parents will share in the responsibility for student academic progress and social-emotional growth and well-being in order to identify ways to collaboratively support the needs of our students and their families in the '15-16 school year. This will be evidenced through the number of community / school partnered events designed to support students and their families as well as an increased level of staff / parent communication.
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D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent and Staff attendance at school / community events Increase in the number of school/community partnered events Parent and staff in Family and Community Engagement likert survey
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E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
1-Sep-15	15-Oct-15	The district / school Family Engagement Coordinators will establish a relationship with the Lighthouse Mission in order to identify ways to collaboratively support the needs of our students and their families in the '15-16 school year.
15-Oct-15	30-Jun-16	The district / school Family Engagement Coordinators schedule an event in collaboration with the Lighthouse Mission during the '15-16 school year in order to support the identified needs of our students and families.
1-Jul-15	1-Oct-15	The school SCEP committee will create a Likert Survey in order to evaluate staff and parents perception of the school-to-home relationship.
1-Oct	1-May-16	The school SCEP committee will administer a Likert Survey in order to evaluate staff and parents perception of the school-to-home relationship (to be administered in October 2015 and May 2016).
1-Sep-15	30-Jun-16	The district PTA Council will develop common district wide communication protocols in order to support school-to-home relationships and communication.
1-Sep-15	30-Jun-16	The school will support the work of the district wide Family Engagement Coordinator and the Parent University Coordinator in order to provide parent training workshops to build parents capacity to support their child's academic and social-emotional well being.

2015-16 District Professional Development Plan

GOALS	Facilitator / Administrator(s) Responsible	Timeframe	Format and/or Activity(ies) to accomplish objectives	Method(s) of Evaluation
I. Effective Instructional Practices				
-Readers Writers Workshop	Dr. Pecorale	2015/16	Utilizing the Readers Writers Workshop model to teach literacy	Surveys
-Academic RTI	Mr. Wright	Summer 2015	Identifying practical academic interventions to incorporate in the classroom	Surveys
-Behavioral RTI	Ms. Wright	Summer 2015	Identifying practical behavioral interventions to incorporate in the classroom	Surveys
-Emergent Bilingual Leadership Team	SUNY Cohort	2015/16	Professional development regarding best practices to meet the needs of English Language Learners	
II. Content Knowledge				
-Readers Writers Workshop	Dr. Pecorale	2015/16	Utilizing the Readers Writers Workshop model to teach literacy	Surveys
III. Curriculum Design				
-Atlas Rubicon	Mr. Erickson	Fall 2015	Utilizing a digital platform to store curricula and associated resources	Surveys
-Understanding by Design Curriculum Development	Curriculum Directors	Fall 2015	Unpacking the UbD framework in order to develop Common Core aligned curriculum	Surveys
IV. Technology				
-Content Area Resources	Big Ideas Representative	Fall 2015	The representative will train teachers on the Big Ideas and EAS3 portal	Surveys
-LLI Training	Literacy Coaches	Summer 2015	Intervention program training	Surveys

-Read 180	Ms. Grillo	Summer 2015	Intervention program training	Surveys
-Chromebooks	Mr. Warmbrand	Fall 2015	Utilizing chromebooks to incorporate google classrooms in grades 4 & 5 as a means toward maximizing student learning outcomes.	Survey teachers
V. Special Education				
-Collaborative Teaching Models	Ms. Joan Tschopt	2015/16	The consultant will work with ICT educators to enhance the collaborative teaching model	Surveys
-IEP Training	Ms. Kelise Stewart from Institute of Autism	Summer 2015	A Behavioral consultant worked with teachers on learning how to collect, chart, present data specific to IEP goals	Surveys
-FBA/BIP Training	Ms. Wright	2015/16	Personnel will receive training on the development of FBA's and BIP's	Surveys

SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
East Patchogue, New York

Memo To: Dr. Joseph Giani, Superintendent of Schools
From: Nelson C. Briggs, Assistant Superintendent for Personnel
Date: August 18, 2015
Subject: Human Resources Personnel Changes August 26, 2015

Administration recommends approval of the following changes in Personnel:

H.1 Approve Resignations and Leave of Absences

Resignations					
No.	Unit	Name	Assignment	Effective Date	Reason
1.1	BTAA		School Monitor/BRK	08/07/15	Retirement
1.2	BTAA		School Monitor/FPL	08/18/15	Accepted position in another District
1.3	BTAA		Teaching Assistant/BRK	09/01/15	Certification (To be appointed as Special Education Aide)
1.4	BTAA		Teaching Assistant/BRK	08/01/15	Relocated out of State
1.5	BTAA		Teaching Assistant/BMS	08/31/15	To accept Computer Lab Assistant Position
Leave of Absence					
No.	Unit	Name	Assignment	Effective Date	Reason
1.6	BTA		Teacher-World Languages/BHS	09/01/15-11/6/15 (unpaid)	Child rearing
1.7	BTA		Teacher-Art/VWC	09/01/15-09/15/15 (FMLA) 09/16/15-TBD (LWOP begins 09/29/15)	Medical

H.2 Approve Instructional New Appointments

Probationary						
No.	Unit	Name	Assignment	Effective Date	Certification	Salary
2.1	BTA		Teacher-Physical Education/TBD <i>Previously approved 6 (5/19/15)</i>	09/01/15-09/01/19	Physical Education	\$55,343
2.2	BTA		Teacher-Speech/FPL & BMS <i>(Replacing)</i>	09/01/15-09/01/19	Speech	\$55,343
2.3	BTA		Teacher-ENL/BHS <i>(New)</i>	09/01/15-09/01/19	ENL	\$55,343
2.4	BTA		Teacher-School Social Worker/BRK & FPL <i>(New)</i>	09/01/15-09/01/19	Social Worker	TBD
2.5	BTA		Teacher-School Psychologist/BMS & DSW <i>(New)</i>	09/01/15-09/01/19	Psychologist	TBD
2.6	BTAA		Teaching Assistant/TBD <i>(Replacing)</i>	09/01/15-09/01/19	Teaching Assistant	TBD
2.7	BTAA		Teaching Assistant/TBD <i>(New)</i>	09/01/15-09/01/19	Teaching Assistant	TBD
2.8	BTAA		Teaching Assistant/TBD <i>(New)</i>	09/01/15-09/01/19	Teaching Assistant	TBD
2.9	BTAA		Teaching Assistant/TBD <i>(New)</i>	09/01/15-09/01/19	Teaching Assistant	TBD
2.10	BTAA		Teaching Assistant/TBD <i>(New)</i>	09/01/15-09/01/19	Teaching Assistant	TBD

H.3 Approve Non-Instructional New Appointments

Full-time						
No.	Unit	Name	Assignment	Effective Date	Salary	Replacing
3.1	CSEA		Supervisor of Operations & Maintenance/DSW	09/28/15	\$80,000 (prorated)	New
3.2	CSEA		Custodial Work I/BHS	08/27/15	\$38,000 (Worker B prorated)	
3.3	CSEA		Custodial Work I/BHS	08/27/15	\$38,000 (Worker B prorated)	
3.4	CSEA		Custodial Work I/BRK	08/27/15	\$38,000 (Worker B prorated)	
3.5	CSEA		Computer Lab Assistant-12 Months (Provisional Appointment)/FPL	08/31/15	\$41,897 (prorated)	
3.6	BTAA		School Monitor/BRK	09/01/15	\$13.42/hr.	
3.7	BTAA		School Monitor/FPL	09/01/15	\$13.42/hr.	
3.8	BTAA		Bilingual Aides/VWC	09/01/15	\$13.42/hr.	New
3.9	BTAA		Bilingual Aides/KRM	09/01/15	\$13.42/hr.	New
3.10	BTAA		Bilingual Aides/BRK	09/01/15	\$13.42/hr.	New
3.11	BTAA		Special Education Aide/TBD	09/01/15	\$15.91/hr.	New
3.12	BTAA		Special Education Aide/TBD	09/01/15	\$13.42/hr.	New
3.13	BTAA		Special Education Aide/TBD	09/01/15	\$13.42/hr.	New

H.4 Approve Long-Term Substitutes

Full-Time Substitutes						
No.	Unit	Name	Assignment	Effective Date	Salary	Replacing
4.1	BTA		Teacher-Mathematics/BHS	09/01/15-06/30/16	\$47,505 (with benefits)	
4.2	BTA		Teacher-Elementary/FPL	09/01/15-06/30/16	\$47,505 (with benefits)	
Contractual Part-Time Teachers						
No.	Unit	Name	Assignment	Effective Date	Salary	Replacing
4.3	BTA		Teacher-ENL .6 FTE/BHS	09/01/15-06/30/16	TBD	New
4.4	BTA		Teacher-World Languages .6 FTE/BHS	09/01/15-06/30/16	\$28,503 (prorated with no benefits)	New
4.5	BTA		Teacher-World Languages .4 FTE/BMS	09/01/15-06/30/16	\$22,137 (prorated with no Benefits)	New
4.6	BTA		Teacher-Music .5 FTE/BMS	09/01/15-06/30/16	TBD	New
4.7	BTA		Teacher-Science .7 FTE/BHS	09/01/15-09/01/19	TBD	
Building Substitutes						
No.	Unit	Name	Assignment	Effective Date	Salary	Replacing
4.8	NC		Building Substitute/BRK (1 of 4)	09/01/15-02/29/16	TBD	
4.9	NC		Building Substitute/BRK (2 of 4)	09/01/15-11/02/15	\$115.00/day	
4.10	NC		Building Substitute/BRK (3 of 4)	09/01/15-06/24/16	\$115.00/day	N/A
4.11	NC		Building Substitute/BRK (4 of 4)	09/01/15-06/24/16	\$115.00/day	N/A
4.12	NC		Building Substitute/BHS (1 of 6)	09/01/15-06/24/16	\$115.00/day	N/A
4.13	NC		Building Substitute/BHS (2 of 6)	09/01/15-06/24/16	\$115.00/day	N/A
4.14	NC		Building Substitute/BHS (3 of 6)	09/01/15-06/24/16	\$115.00/day	N/A
4.15	NC		Building Substitute/BHS (4 of 6)	09/01/15-06/24/16	\$115.00/day	
4.16	NC		Building Substitute/BHS (5 of 6)	09/01/15-06/24/16	\$115.00/day	N/A
4.17	NC		Building Substitute/BHS (6 of 6)	09/01/15-06/24/16	\$115.00/day	
4.18	NC		Building Substitute/BMS (1 of 4)	09/01/15-06/24/16	\$115.00/day	N/A
4.19	NC		Building Substitute/BMS (2 of 4)	09/01/15-06/24/16	\$115.00/day	N/A
4.20	NC		Building Substitute/BMS (3 of 4)	09/01/15-06/24/16	\$115.00/day	N/A
4.21	NC		Building Substitute/BMS (4 of 4)	09/01/15-06/24/16	\$115.00/day	N/A
4.22	NC		Building Substitute/VWC & BMS (1 of 2)	09/01/15-TBD	\$115.00/day	
4.23	NC		Building Substitute/VWC (2 of 2)	09/01/15-06/24/16	\$115.00/day	N/A
4.24	NC		Building Substitute/FPL (1 of 3)	09/01/15-06/24/16	\$115.00/day	N/A
4.25	NC		Building Substitute/FPL (2 of 3)	09/01/15-06/24/16	\$115.00/day	N/A
4.26	NC		Building Substitute/FPL (3 of 3)	09/01/15-06/24/16	\$115.00/day	N/A
4.27	NC		Building Substitute/KRM (1 of 2)	09/01/15-06/24/16	\$115.00/day	N/A
4.28	NC		Building Substitute/KRM (2 of 2)	09/01/15-06/24/16	\$115.00/day	N/A

H.5 Approve Salary Schedule and Position Changes

No.	Unit	Name	Position/Building	Effective Date	From	To
5.1	BTA		Teacher/FPL	09/01/15	\$91,919	\$95,533
5.2	BTA		Teacher/BHS	09/01/15	\$86,695	\$89,309
5.3	BTA		Teacher/BMS	09/01/15	\$76,245	\$78,857
5.4	BTA		Teacher/BRK	09/01/14	\$109,497	\$112,111
5.5	BTA		Teacher/KRM	12/1/2014 (Revised from 09/01/14)	\$65,795	\$68,407
5.6	CSEA		Title upgrade from MMII to MMIII-CO	08/27/15	\$56,366	\$58,352 (prorated)
5.7	CSEA		Title upgrade from MMII to MMIII-CO	08/27/15	\$55,829	\$57,818 (prorated)
5.8	CSEA		Title upgrade from MMII to MMIII-CO	08/27/15	\$54,763	\$56,749 (prorated)

H.6 Approve Additional Work

Mentoring Coordinator						
No.	Unit	Name	Assignment	Effective Dates	Stipend	
6.1	BTA		To oversee the District's mentoring program	08/27/15-6/30/16	\$2,841	
Credit Recovery/Suspension After School Program						
No.	Unit	Name	Assignment	Effective Date	Salary	
6.2	BTA		English - Two hours a day, two days a week (Monday/Wednesday)	09/01/15-06/30/16	\$58.00/hr.	
6.3	BTA		Health-PE - Two hours a week (Friday) as needed	09/01/15-06/30/16	\$58.00/hr.	
6.4	BTA		Math - Two hours a day, two days a week (Tuesday/Thursday)	09/01/15-06/30/16	\$58.00/hr.	
6.5	BTA		Science - Two hours a day, two days a week (Tuesday/Thursday)	09/01/15-06/30/16	\$58.00/hr.	
6.6	BTA		Social Studies - Two hours a day, two days a week (Monday/Wednesday)	09/01/15-06/30/16	\$58.00/hr.	
6.7	BTA		Special Education (Math/English/Health-PE) - Two hours a day, five days per week	09/01/15-06/30/16	\$58.00/hr.	
6.8	BTA		Special Education (Social Studies/Health-PE) - Two hours a day, three days per week	09/01/15-06/30/16	\$58.00/hr.	
6.9	BTA		Special Education (Science) - Two hours a day, two days per week (Tuesday/Thursday)	09/01/15-06/30/16	\$58.00/hr.	
6.10	BTA		Substitute - Two hours per day (Monday thru Friday) as needed	09/01/15-06/30/16	\$58.00/hr.	
6.11	BTA		Substitute - Two hours per day (Monday thru Friday) as needed	09/01/15-06/30/16	\$58.00/hr.	
6.12	BTA		Substitute - Two hours per day (Monday thru Friday) as needed	09/01/15-06/30/16	\$58.00/hr.	

Curriculum Writing for Humanities (Grades 6-12)

Funded through Title II Grant

No.	Unit	Name	Assignment	Effective Date	Rate of Pay
ELA					
6.13	BTA		Grade 11, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.14	BTA		Grade 11, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.15	BTA		Grade 10, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.16	BTA		Grade 10, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.17	BTA		Grade 9, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.18	BTA		Grade 9, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.19	BTA		Grade 8, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.20	BTA		Grade 8, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.21	BTA		Grade 7, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.22	BTA		Grade 7, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.23	BTA		Grade 6, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.24	BTA		Grade 6, English. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.

Global

6.25	BTA		Global 1. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.26	BTA		Global 1. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.27	BTA		Global 2. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.28	BTA		Global 2. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.

Social Studies

6.29	BTA		Grade 8, Social Studies. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.30	BTA		Grade 8, Social Studies. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.31	BTA		Grade 7, Social Studies. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.32	BTA		Grade 7, Social Studies. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.33	BTA		Grade 6, Social Studies. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.34	BTA		Grade 6, Social Studies. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.

Curriculum Writing for STEM (Grades 6-12)

Funded through Title II Grant

No.	Unit	Name	Assignment	Effective Date	Rate of Pay
Science					
6.35	BTA		Earth Science 7-12. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.36	BTA		Earth Science 7-12. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.37	BTA		Living Environment 7-12. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.38	BTA		Living Environment 7-12. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.39	BTA		Chemistry 7-12. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.40	BTA		Chemistry 7-12. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.41	BTA		Grade 6, Science. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.42	BTA		Grade 6, Science. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.43	BTA		Grade 7, Science. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.44	BTA		Grade 7, Science. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.45	BTA		Grade 8, Science. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.46	BTA		Grade 8, Science. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.

Math

6.47	BTA		Math 8. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.48	BTA		Math 8. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.49	BTA		Grade 7 and 7 Accelerated. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.50	BTA		Grade 7 and 7 Accelerated. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.51	BTA		Math 6. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.52	BTA		Math 6. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.53	BTA		Algebra 1. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.54	BTA		Algebra 1. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.55	BTA		Geometry. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.56	BTA		Geometry. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.57	BTA		Algebra 2. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.
6.58	BTA		Algebra 2. Not to exceed 46 hours	09/01/15-05/26/16	\$51.00/hr.

Translation Services

Funded by Title III Grant

No.	Unit	Name	Assignment	Effective Date	Rate of Pay
6.59	NC		Translation Services-DSW	08/27/15-6/30/16	\$50.00/hour

General Education Summer School

No.	Unit	Name	Assignment	Effective Date	Rate of Pay
6.60	BTA		Teacher/ENL-One session (58 hours per session-pending enrollment)	07/6/15-08/14/15	\$3,206/Session
6.61	BTA		Substitute Teacher-As needed	07/6/15-08/14/15	\$55.28/hr.
6.62	BTAA		Scribe. Not to exceed 10 hours	07/6/15-08/14/15	\$24.25/hr.

Proctors					
No.	Unit	Name	Assignment	Effective Date	Rate of Pay
6.63	BTA		Teacher -To proctor and grade Regents and RCT exams. Not to exceed 20 hours	08/6/15-08/14/15	\$27.00/hr.
6.64	BTA		Teacher -To proctor and grade Regents and RCT exams. Not to exceed 20 hours	08/6/15-08/14/15	\$27.00/hr.
6.65	BTA		Teacher -To proctor and grade Regents and RCT exams. Not to exceed 20 hours	08/6/15-08/14/15	\$27.00/hr.
6.66	BTA		Teacher -To proctor and grade Regents and RCT exams. Not to exceed 20 hours	08/6/15-08/14/15	\$27.00/hr.
6.67	BTA		Teacher -To proctor and grade Regents and RCT exams. Not to exceed 20 hours	08/6/15-08/14/15	\$27.00/hr.

H.7 Approve Extra Duty Assignments

Interscholastics					
No.	Unit	Name	Assignment	Effective Date	Rate of Pay
7.1	BTA	RESCIND-	Girls' Soccer JV (Fall)		\$4,275
7.2	BTA		Girls' Soccer JV (Fall) (Replacing)		\$4,275
7.3	BTA		Girls' Cheerleading Varsity (Replacing)		\$8,261
7.4	BTA		Girls' Basketball Varsity-Winter (Replacing)		\$7,164
7.5	BTA		Girls' Lacrosse JV-Spring (Replacing)		\$4,925
7.6	BTA	RESCIND-	Cross Country Grades 7 & 8 - (Fall)		\$3,192
7.7	BTA		Cross Country Grades 7 & 8 - (Fall) (Replacing)		\$3,192
7.8	BTA		Boys' Football JV - 3 of 3 positions (Fall)		\$5,134
Clubs-BMS					
No.	Unit	Name	Assignment	Effective Date	Rate of Pay
7.9	BTA	RESCIND-	Junior Honor Society/Co-Advisor (Replaced by)		\$1075 (split)

H.8 Approve Responders & Guards

No.	Unit	Name	Assignment	Effective Date	Rate of Pay
8.1	NC		Responder-DSW	09/01/15-06/30/16	\$21.00/hr.
8.2	NC		Responder-DSW	09/01/15-06/30/16	\$21.00/hr.
8.3	NC		Guard-DSW	09/01/15-06/30/16	\$21.00/hr.

H.9 Approve Rates For Substitutes and Long-Term Substitutes

Substitute Rates			
No.	Unit	Assignment	Salary
9.1	NC	Itinerant (Daily) Substitute Teachers - 1-15 Days	\$105.00/day
9.2	NC	Itinerant (Daily) Substitute Teachers - 16 plus Days	\$115.00/day
9.3	NC	Substitute Teaching Assistants	\$9.75/hr.
9.4	NC	Substitute Aides and School Monitors	\$9.00/hr.
9.5	NC	Substitute Clerk Typists	\$13.00/hr.
9.6	NC	Substitute Custodial Workers	\$11.00/hr.
9.7	NC	Permanent Substitute Custodial Workers	\$11.50/hr.
9.8	NC	Substitute Maintenance Mechanics	\$11.50/hr.
9.9	NC	Substitute Grounds Person	\$10.50/hr.
9.10	NC	Substitute Registered Nurses	\$175.00/day
9.11	NC	Substitute Guards	\$19.00/hr.
Long-Term Substitute Schedule			
No.	Unit	Assignment	Salary
9.12	NC	Long-Term Substitute Teachers - 1-30 Days (30 consecutive days for same	\$115.00/day - No Benefits
9.13	NC	Long-Term Substitute Teachers - 31 plus Days (for same teacher)	\$215.00/day - No Benefits
9.14	NC	Long-Term Substitute Teachers- 5 months plus	Schedule and Step (1) /day - No benefits
9.15	NC	Full Year Long Term Substitute Teachers	Schedule and Step (1) - With Benefits

H.10 Approve Substitutes

No.	Unit	Name	Assignment	Effective Date	Rate of Pay
10.1	NC		Substitute Custodial Worker-DSW	08/26/15-06/30/16	\$11.00/hr.
10.2	NC		Substitute Clerk Typist	08/26/15-06/30/16	\$13.00/hr.
10.3	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.4	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.5	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.6	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.7	NC		Substitute Teaching Assistant-DSW	09/01/15-06/24/16	\$9.75/hr.
10.8	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.9	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.10	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.11	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.12	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.13	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.14	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day

H.10 Approve Substitutes Continued

<i>No.</i>	<i>Unit</i>	<i>Name</i>	<i>Assignment</i>	<i>Effective Date</i>	<i>Rate of Pay</i>
10.15	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.16	NC		Substitute Teaching Assistant-DSW	09/01/15-06/24/16	\$9.75/hr.
10.17	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.18	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.19	NC		Substitute Teaching Assistant-DSW	09/01/15-06/24/16	\$9.75/hr.
10.20	NC		Substitute Aide-DSW	09/01/15-06/24/16	\$9.00/hr.
10.21	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.22	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day
10.23	NC		Substitute Teacher (Certified)-DSW	09/01/15-06/24/16	\$105.00/day

LEGEND

Schools/Buildings

BHS = Bellport High School
 BMS = Bellport Middle School
 FPL = Frank P. Long Intermediate
 BRK = Brookhaven Elementary
 VVC = Verne W. Critz Elementary
 SHS = South Haven School
 SSS = Student Support Services
 DSW = District Wide

BTA = Teachers
 BTAA = TA/Aides/Monitors
 SCAA = Directors/Principals/AP
 SEC = Security

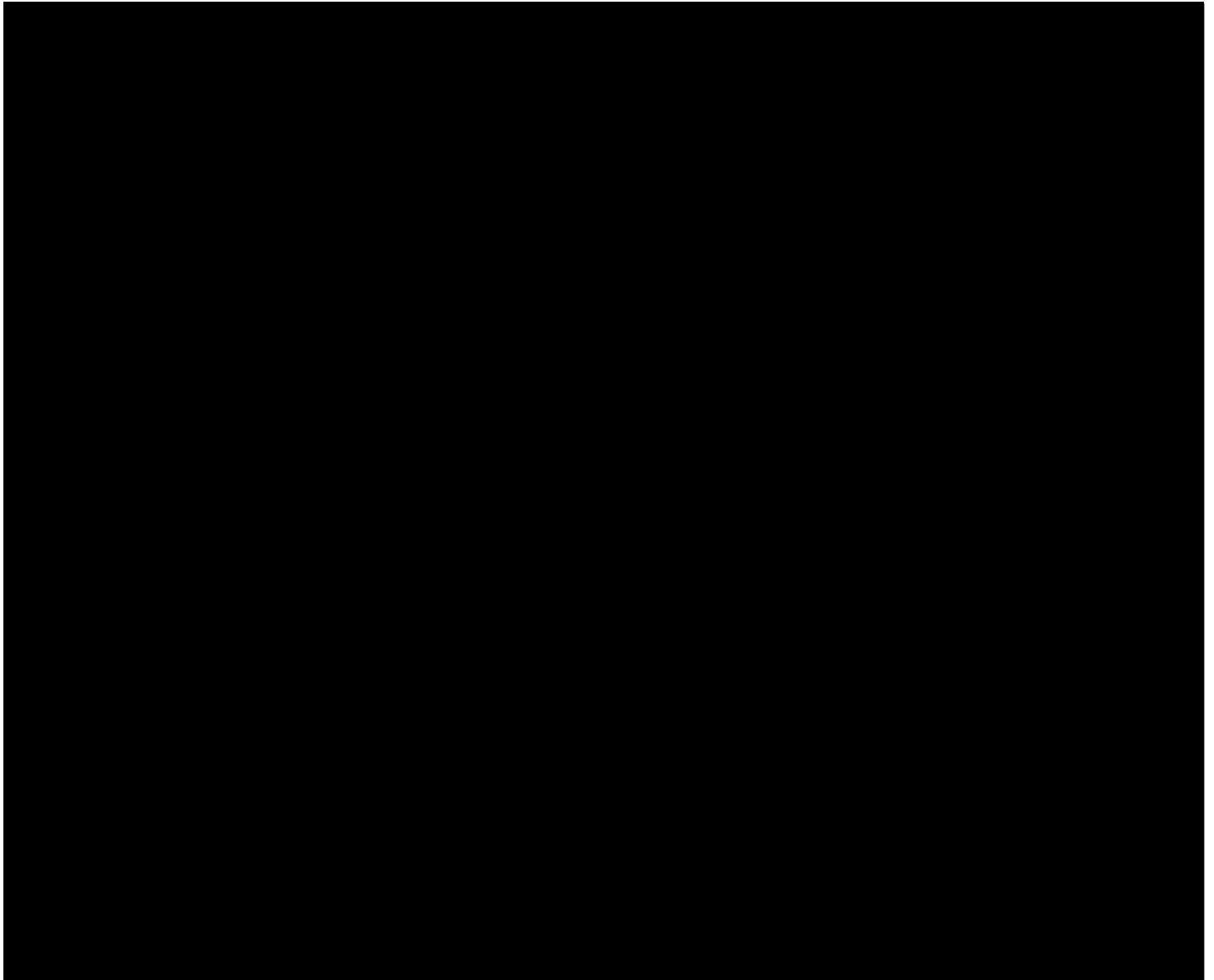
Unit/Group

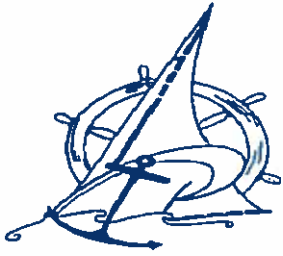
CSEA = Clerical/B&G/Nurses
 STU = Student Worker
 VOL = Volunteer
 NC = Non Contractual



SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
OFFICE OF HUMAN RESOURCES

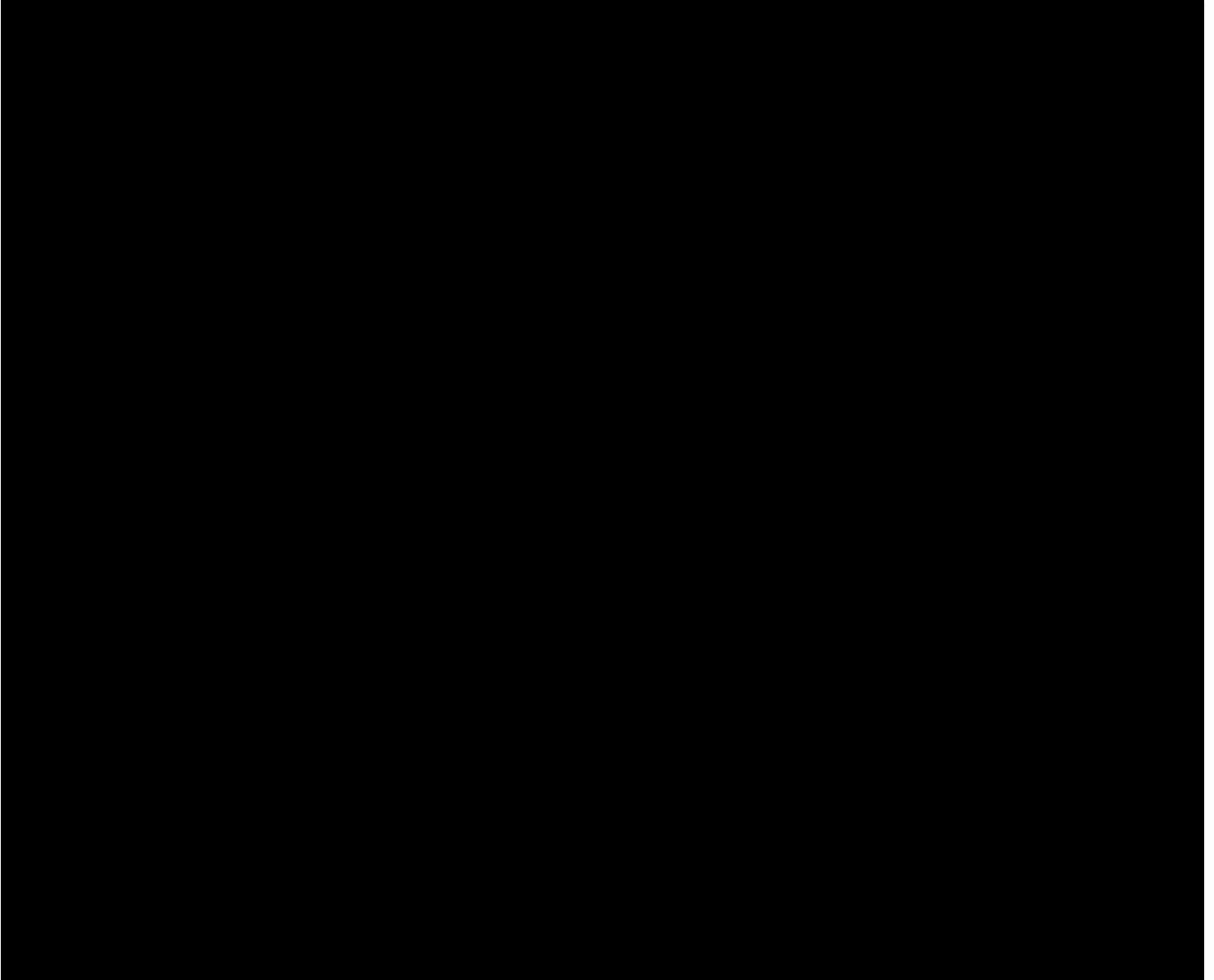
PROFILE SHEET





SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
OFFICE OF HUMAN RESOURCES

PROFILE SHEET



CONSULTANT SERVICES CONTRACT

This Agreement is entered into this 26th day of August, 2015, by and between the Board of Education of the South Country Central School District (hereinafter the "DISTRICT"), having its principal place of business for the purpose of this Agreement at 189 North Dunton Ave, East Patchogue, New York, and Neil Lederer (hereinafter "CONSULTANT"), having its principal place of business for the purpose of this Agreement at 19 Rawlings Dr. Melville, NY 11747.

A. TERM

The term of this Agreement shall be from through inclusive, unless terminated early as provided for in this Agreement. It is understood the DISTRICT is under no obligation to renew this Agreement upon its expiration.

B. SERVICES AND RESPONSIBILITIES

1. During the term of this agreement, the services to be provided by the CONSULTANT to the DISTRICT shall include, but not limited to the following:

Shared Decision Making Training

2. During the term of this Agreement, the services to be provided by the CONSULTANT to the DISTRICT shall be provided according to the following schedule:

During the school day 9:00 – 11:00

3. CONSULTANT shall perform all services under this Agreement in accordance with all applicable Federal, State and local laws, rules, and regulations, as well as the established policy guidance from the New York State Education Department.
4. CONSULTANT shall provide conscientious, competent and diligent services throughout the term of the Agreement.
5. The DISTRICT shall have the right to examine any or all records or accounts maintained by the CONSULTANT in connection with this Agreement.
6. CONSULTANT shall observe and comply with all applicable DISTRICT Policies and Regulations while on the grounds of the DISTRICT or providing services under this Agreement.
7. CONSULTANT shall provide all services pursuant to this Agreement in a competent, professional and timely manner.
8. DISTRICT reserves the right to reject any of the CONSULTANT'S staff, which the DISTRICT, at its sole discretion, may deem unqualified.

9. CONSULTANT shall perform background checks and fingerprinting services to employees, and comply with all applicable provisions of the Safe Schools Against Violence in Education (SAVE) Act. CONSULTANT shall provide the DISTRICT with the appropriate proof of clearance for employment by the New York State Education Department.

C. CONDITIONS

In performing the services specified in this Agreement, it is understood that:

1. Independent Contractor:

- a. CONSULTANT will be engaged as an Independent Contractor, and therefore be solely responsible for the payment of federal and state income taxes applicable to this Agreement.
- b. Neither CONSULTANT nor any of its employees, agents, or assigns will be eligible for any employee benefits whatsoever relative to this contract including, but not limited to, Social Security, New York State Worker's Compensation, unemployment insurance, New York State Employee's Retirement System, health or dental insurance, or malpractice insurance, or the like.
- c. The DISTRICT, if required by Federal or State requirements, will submit a Form 1099 and IT 2102.1 respectively at year-end to the Federal Government for all individuals having a gross income exceeding \$600, which thereupon will be reported for income tax purposes.

2. Defense / Indemnification:

- a. CONSULTANT agrees to defend, indemnify and hold harmless the DISTRICT, its officers, directors, agents, or employees against all claims, demands, actions, lawsuits, costs, damages and expenses, including attorneys' fees, judgments, fines and amounts arising from any willful act, omission, error, recklessness or negligence of the CONSULTANT, its officers, directors, agents or employees in connection with the performance of services pursuant to this Agreement. The obligations pursuant to this provision shall survive the termination of this Agreement.
- b. The DISTRICT agrees to defend, indemnify and hold harmless the CONSULTANT, its officers, directors, agents, or employees against all claims, demands, actions, lawsuits, costs, damages and expenses, including attorneys' fees, judgments, fines and amounts arising from any willful act, omission, error, recklessness or negligence of the DISTRICT, its officers, directors, agents or employees in connection with the performance of services

pursuant to this Agreement. The obligations pursuant to this provision shall survive the termination of this Agreement.

3. It is expressly understood that this Agreement shall not be assigned or transferred without prior written consent of the other party.
4. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this Agreement.
5. Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not affect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.
6. This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations. Any dispute arising under this Agreement shall be litigated in the Courts of Nassau County, New York.
7. This Agreement, is the complete and exclusive statement of the Agreement between the parties, and supersedes all prior or contemporaneous, oral or written: agreements, proposals, understandings, representations, conditions or covenants between the parties relating to the subject matter of the Agreement.
8. This Agreement may not be changed orally, but only by an Agreement, in writing, signed by authorized representatives of both parties.
9. This Agreement, and any amendments to this Agreement, will not be in effect until agreed to in writing and signed by authorized representatives of both parties.

D. COMPENSATION

1. Compensation shall be at the rate of Five Hundred (\$500.00) dollars per day, on the following day:
 - August 31, 2015
2. The CONSULTANT shall submit invoices for payment on a monthly basis. The DISTRICT shall pay CONSULTANT within thirty (30) days of the DISTRICT'S receipt of a detailed written invoice from the CONSULTANT. Said invoice shall include the services provided, the total hours, the dates that the invoice covers, and the total amount due for the period specified.

3. The DISTRICT shall give the CONSULTANT notice of any invoice disputes within twenty (20) days of its receipt of the invoice, and reserves the right to withhold payment pending the resolution of the dispute.
4. Neither CONSULTANT nor any of its personnel shall share or accept any fee or gratuity for services provided pursuant to this Agreement except as expressly set forth in this Agreement.
5. CONSULTANT shall bear the cost of all expenses incurred as the result of doing business, including, but not limited to all fees, fines, licenses, bonds or taxes as well as the cost of all tools, vehicles or other equipment necessary for the implementation of services pursuant to this agreement.

E. TERMINATION

1. The CONSULTANT'S services shall be at the will of the Board of Education of the DISTRICT. The DISTRICT may terminate the appointment at any time prior to the end of the term without notice and with or without cause.
2. In the event the CONSULTANT or the DISTRICT terminates this Agreement with or without cause, such termination of the Agreement shall not discharge the parties' existing obligations to each other as of the effective date of termination.
3. Neither CONSULTANT nor any of its personnel shall share or accept any fee or gratuity for services provided pursuant to this Agreement except as expressly set forth in this Agreement.

F. INSURANCE

1. CONSULTANT, at its sole expense, shall procure and maintain such policies of commercial general liability, malpractice and other insurance as shall be necessary to insure the CONSULTANT and the DISTRICT, including the Board of Education, employees and volunteers, as additional insured, against any claim for liability, personal injury, or death occasioned directly or indirectly by CONSULTANT in connection with the performance of CONSULTANT'S responsibilities under this Agreement; each such policy shall provide a minimum coverage of One Million Dollars (\$1,000,000).
2. The insurance is to be underwritten by a licensed and/or admitted New York State Insurer with a minimum Bests rating of A-minus.
3. In the event any of the aforementioned insurance policies are cancelled or not renewed, the CONSULTANT shall notify the District in writing within thirty (30) days of such cancellation or non-renewal.

4. Upon the execution of this Agreement, CONSULTANT will supply the DISTRICT with a Certificate of Insurance including the DISTRICT, Board of Education, employees and volunteers as Additional Insured, a copy of the Declaration pages of the policies, and a copy of the additional insured endorsement.

IN WITNESS THEREOF, the parties hereto have executed this Agreement the day and year first above written.

CONSULTANT



By: Neil Lederer

DISTRICT

By:
Board of Education, President

South Country Central School District

Budget Transfer Request Form

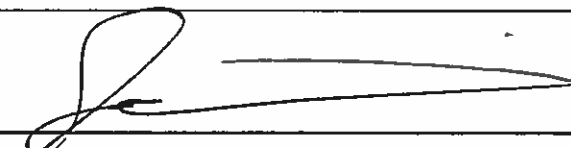
Requested By	Date	Transfer #
Sam Gergis	8/12/15	

Account from	Account Title	Amount	Account to	Account Title	Amount
A2630.460-00	Computer Software	\$13,241.00	A2110.490-00	BOCES – Instruct Servcs	\$13,241.00

Please explain the reason for the above transfer request

To purchase Castle Learning through BOCES; The district will be eligible for BOCES aid

Recommended by:



 Assistant Superintendent for Business/Business Administrator

Approved by:
for transfers greater than \$5,000

 President, Board of Education

MEMORANDUM OF UNDERSTANDING

This memorandum of understanding ("MOU") is entered into this 26th day of August, 2015, by and between the Board of Education of the South Country Central School District ("District"), having its principal place of business for the purpose of this Agreement at 189 Dunton Avenue, East Patchogue, New York 11772, and St. Joseph's College ("College"), having its principal place of business for the purpose of this Agreement at 155 West Roe Boulevard, Patchogue, NY 11772.

WITNESSETH:

WHEREAS, the District and the College wish to enter into a relationship whereby the College operates a Mentoring Program ("Mentoring Program") for the benefit of the District, for the entire duration of the 2015-2016 School Year; and

WHEREAS, the Mentoring Program shall be governed, and as defined and set forth in New York Social Services Law § 390-e (the "Safe Mentoring Act"); and

WHEREAS, paragraph "2" of the Safe Mentoring Act allows mentoring programs to perform a criminal history record check on and of all prospective employees and mentors; and

WHEREAS, the District and the College wish to perform criminal history record checks on and of all prospective employees and mentors associated with the Mentoring Program; and

WHEREAS, the Safe Mentoring Act establishes the procedures for criminal history record checks for Mentoring Programs; and

WHEREAS, the District and the College have established an overview of the Mentoring Program, Standards of Conduct for Volunteer Mentors, a Mentor Agreement, a Mentor Release Statement, and Volunteer Mentor Confidentiality and Reporting Requirements which set forth the parameters of the Mentoring Program and which must be signed by each Mentor admitted to the Mentoring Program;

NOW, THEREFORE, in consideration of the mutual covenants contained herein, the parties agree as follows:

1. The College certifies that the Mentoring Program will be operated by the College for the benefit of the District.
2. The Mentoring Program shall be based at Bellport Middle School, after school hours, for one hour per session, one hour per week per student selected by the District to participate in the program, subject to approval by the building principal or his designee. Notwithstanding, no more than fifteen (15) students shall be selected to participate in the Mentoring Program.

3. The College certifies that it will conduct criminal history record checks , including fingerprinting, in accordance with the Safe Mentoring Act at its sole expense.
4. The College certifies that it will establish any and all required policies and procedures associated with the Mentoring Program, including the criminal history record checks required by paragraph "3" of the Safe Mentoring Act, subject to District approval.
5. The College certifies that it shall provide each custodial parent or guardian of every child participating in the Mentoring Program with a description of the kind of criminal history record checks conducted by the Mentoring Program on its prospective employees and mentors, as required by paragraph "10" of the Safe Mentoring Act, subject to District approval.
6. The College certifies that it shall ensure that the Mentoring Program is administered in accordance with any and all of the applicable provisions of the Safe Mentoring Act, whether or not explicitly referenced herein. The methods of the administration of the Mentoring Program shall be subject to reasonable District approval, which approval shall not be unreasonably withheld.
7. The College certifies that it shall ensure that the Mentoring Program is administered in accordance with any and all applicable statutes, regulations, and otherwise applicable law. The methods of the administration of the Mentoring Program shall be subject to reasonable District approval, which approval shall not be unreasonably withheld.
8. The College shall be responsible for the day-to-day operations of the Mentoring Program, including oversight of the Program's fiscal operations. The methods of operation of the Mentoring Program shall be subject to reasonable District approval, which approval shall not be unreasonably withheld.
9. The District shall not be responsible for financing any part of the Mentoring Program, except that the District will provide support to the Mentoring Program in the form of a school liaison to the Mentoring Program and will provide accommodations for the Mentoring Program including use of the Bellport Middle School library during scheduled and approved Mentoring Program hours.
10. Defense/Indemnification:
 - a. The College agrees to defend, indemnify, and hold harmless the District, its officers, directors, agents, or employees against all claims, demands, actions, lawsuits, costs, damages and expenses, including attorneys' fees, judgments, fines and amounts arising from any willful act, omission, error, recklessness or negligence of the College, its officers, directors, agents, employees, volunteers, or mentors, in connection with the performance of its obligations pursuant to this MOU. The obligations pursuant to this provision shall survive the termination of this MOU.

b. The District agrees to defend, indemnify and hold harmless the College, its officers, directors, agents, employees, volunteers, and mentors against all claims, demands, actions, lawsuits, costs, damages and expenses, including attorneys' fees, judgments, fines and amounts arising from any willful act, omission, error, recklessness or negligence of the District, its officers, directors, agents or employees in connection with the performance of its obligations pursuant to this MOU. The obligations pursuant to this provision shall survive the termination of this MOU.

11. Insurance: The College, at its sole expense, shall procure and maintain insurance policies of general liability, and other insurance as shall be necessary to insure the District, including the Board of Education, employees and volunteers, as additional insured, against any claim for liability, personal injury, or death occasioned directly or indirectly by the College in connection with the performance of the College's responsibilities under this MOU; each such policy shall provide a minimum coverage of One Million Dollars (\$1,000,000.00) per occurrence subject to an annual aggregate of Three Million Dollars (\$3,000,000). The insurance is to be underwritten by a licensed and/or admitted New York State Insurer with a minimum Bests rating of A-minus. In the event any of the aforementioned insurance policies are cancelled or not renewed, the College shall notify the District in writing within thirty (30) days of such cancellation or non-renewal. Upon the execution of this MOU, the College will supply the District with a Certificate of Insurance including the District, Board of Education, Employees and Volunteers as Additional Insured, a copy of the Declaration pages of the policies, and a copy of the additional insured endorsement.

12. Termination: Either the District or the College may terminate this MOU upon thirty (30) days prior written notice to the other party.

13. Assignment: It is expressly understood that this MOU shall not be assigned or transferred without prior written consent of the other party.

14. No Waiver: The failure of either party to enforce any provision of this MOU shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this MOU.

15. Severability: Should any provision of this MOU, for any reason, be declared invalid and/or unenforceable, such decision shall not affect the validity of the remaining provisions of this MOU. Such remaining provisions shall remain in full force and effect as if this MOU had been executed with the invalid provision(s) eliminated.

16. Governing Law: This MOU and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations.

17. Venue: Any dispute arising under this MOU shall be litigated in the Courts of Suffolk County, New York.

18. Entire Agreement: This MOU constitutes the complete and exclusive statement of understanding between the parties, and supersedes all prior or contemporaneous, oral or written: proposals, understandings, representations, conditions or covenants between the parties relating to the subject matter of the MOU and attached document.

19. Amendment: This MOU may not be changed orally, but only by an Agreement, in writing, signed by authorized representatives of both parties.

20. Execution: This MOU, and any amendments to this MOU, will not be in effect until agreed to in writing and signed by authorized representatives of both parties.

IN WITNESS WHEREOF, the parties hereto have set their hands and seal the day and year first set forth above.

**SOUTH COUNTRY CENTRAL
SCHOOL DISTRICT**

ST. JOSEPH'S COLLEGE

By: _____

Chris Picini

President, Board of Education

By: _____

Name

Title

HEALTH AND WELFARE SERVICES AGREEMENT

This Agreement is entered into this 1st day of July, 2014 by and between the Board of Education of the South Country Central SD (hereinafter "SENDER"), having its principal place of business for the purpose of this Agreement at South Country Central SD, 189 Dunton Avenue East Patchogue, New York, and the Board of Education of the West Islip School District (hereinafter "PROVIDER"), having its principal place of business for the purpose of this Agreement at 100 Sherman Avenue, West Islip, New York.

W I T N E S S E T H

WHEREAS, Sender is authorized pursuant to Section 912 of the Education Law, to enter into a contract with PROVIDER for the purpose of having PROVIDER provide health and welfare services to children residing in SENDER and attending a non-public school located in PROVIDER,

WHEREAS, certain students who are residents of SENDER are attending non-public schools located in PROVIDER,

WHEREAS, PROVIDER has received a request(s) from said non-public schools for the provision of health and welfare services to the aforementioned students,

NOW THEREFORE, in consideration of the mutual promises and covenants contained in this Agreement, the parties hereby mutually agree as follows.

1. The term of this Agreement shall be from July 1, 2014 through June 30, 2015 inclusive.
2. PROVIDER warrants that the health and welfare services will be provided by licensed health care providers. PROVIDER further represents that such services shall be performed by health care providers that are licensed under the laws of the State of New York, including New York State Department of Health and the State Education Department licensing requirements, if applicable. PROVIDER further represents that such services will be in accordance with all applicable provisions of Federal, State, and local laws, rules, and regulations, including Section 912 of the Education Law, and the student's IEP, if applicable. PROVIDER shall certify that all service providers possess documentation evidencing such license qualifications as required by Federal, State, and local laws, rules, regulations and orders.
3. PROVIDER understands and agrees that it will comply and is responsible for complying with all applicable Federal, State, and local laws, rules, and regulations with respect to the services provided pursuant to this Agreement.
4. The services provided by PROVIDER shall be consistent with the services available to students attending public schools within the PROVIDER School District; and may include, but are not limited to:

- a. all services performed by a physician, physician assistant, dentist, dental hygienist, registered professional nurse, nurse practitioner, school psychologist, school social worker, or school speech therapist,
- b. dental prophylaxis,
- c. vision and hearing screening examinations,
- d. the taking of medical histories and the administration of health screening tests,
- e. the maintenance of cumulative health records, and
- f. the administration of emergency care programs for ill or injured students.

It is expressly understood and agreed between the parties that the services to be provided pursuant to this Agreement shall not include any teaching services.

5. In exchange for the provision of health and welfare services pursuant to this Agreement, SENDER agrees to pay PROVIDER the sum of \$746.90 per eligible pupil for the 2014 – 2015 school year.
6. SENDER shall pay PROVIDER within thirty (30) days of SENDER's receipt of a detailed written invoice from PROVIDER. Said invoice shall specify the services provided, dates that the invoice covers, and the total amount due for the period specified.
7. If, during the term of this Agreement, a student becomes eligible to receive services pursuant to this Agreement, PROVIDER shall undertake to provide services pursuant to this Agreement, and the amount of compensation owed by SENDER shall be prorated accordingly to accurately reflect the period of time services were provided to the student.
8. If, during the term of this Agreement, a student ceases to be eligible to receive services pursuant to this Agreement, PROVIDER shall no longer be responsible for providing services to that student pursuant to this Agreement, and the amount of compensation owed by SENDER shall be prorated accordingly to accurately reflect the period of time services were provided to the student.
9. PROVIDER shall furnish any supplies or equipment necessary to provide the services pursuant to this Agreement to the extent such items are not provided by the non-public school.
10. Both parties agree to provide the State access to all relevant records which the State requires to determine either PROVIDER's or SENDER's compliance with applicable Federal, State, or local laws, rules, or regulations with respect to provision of services pursuant to this Agreement. Both parties agree to retain all materials and records relevant to the execution or performance of their obligations pursuant to this Agreement in accordance with the record retention requirements for such materials and records.

11. Both parties to this Agreement understand that they may receive and/or come into contact with protected health information as defined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA). The parties hereby acknowledge their respective responsibilities pursuant to HIPAA and shall comply with said Regulations, if applicable.
12. Both parties, their employees, and/or agents agree that all information obtained in connection with the services performed pursuant to this Agreement is deemed confidential information. Both parties, their employees, and/or agents shall not use, publish, discuss, disclose or communicate the contents of such information, directly or indirectly with third parties, except as provided for in this Agreement. Both parties further agree that any information received by either party's employees and/or agents in connection with this Agreement which concerns the personal, financial, or other affairs of the parties, their employees, agents, and/or students will be treated as confidential and will not be revealed to any other persons, firms, organizations, or third parties. In addition, both parties agree that information concerning any student covered by the terms of this Agreement shall not be released except as provided for by applicable law, rule, or regulation, including but not limited to the Family Educational Rights and Privacy Act (FERPA).
13. Services provided pursuant to this Agreement shall be provided without regard to race, creed, color, sex, sexual orientation, national origin, religion, age, disability, or sponsorship.
14. All notices which are required or permitted under this Agreement shall be in writing, and shall be deemed to have been given if delivered personally or sent by registered or certified mail, addressed as follows:

SENDER: Superintendent of Schools
South Country Central SD
189 Dunton Avenue
East Patchogue, NY

PROVIDER: Superintendent of Schools
West Islip Union Free School District
100 Sherman Avenue, West Islip, NY

15. It is expressly understood that this Agreement shall not be assigned or transferred without prior written consent of the other party.
16. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this Agreement.
17. Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not affect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.

18. This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations
19. This Agreement is the complete and exclusive statement of the Agreement between the parties, and supersedes all prior or contemporaneous, oral or written: agreements, proposals, understandings, representations, conditions or covenants between the parties relating to the subject matter of the Agreement.
20. This Agreement may not be changed orally, but only by an Agreement, in writing, signed by authorized representatives of both parties.
21. It is mutually agreed that this contract shall not become valid and binding upon either party until the contract is approved by the Superintendent of Schools for the SENDER School District.

IN WITNESS WHEREOF, the parties have set their hands and seals the day and year written above.

South Country Central SD

Superintendent of Schools

South Country Central SD,

West Islip Union Free School District,

President, Board of Education



President, Board of Education

WEST ISLIP UFSD

INVOICE 111016

100 SHERMAN AVENUE
WEST ISLIP, NY 11795

Customer / Bill To	Remit To	Invoice Date : 11/01/14
SOUTH COUNTRY CENTRAL SD 189 DUNTON AVENUE EAST PATCHOGUE, NY 11772	West Islip UFSD 100 Sherman Avenue West Islip, NY 11795 ATTN: BUSINESS OFFICE	Terms : NET 30 DAYS

Items/Services	Cost Basis	Quantity	Unit Price	Amount
HEALTH SERVICES SJB- 14/15	STUD	59,000 <i>57 students</i>	746.90	44,067.10 42,573.30

J.M.B.
42,573.30

TOTAL DUE : ~~44,067.10~~

[Detach here and send with payment]

SOUTH COUNTRY CENTRAL SD
189 DUNTON AVENUE
EAST PATCHOGUE, NY 11772

Customer No. 49 Invoice No. 111016

Invoice Date 11/01/14

Terms : NET 30 DAYS

Total Due : ~~\$44,067.10~~
42,573.30

Mail Payments To :

West Islip UFSD
100 Sherman Avenue
West Islip, NY 11795
ATTN: BUSINESS OFFICE

Amount Enclosed:

HEALTH SERVICES WORKSHEET 2014-15

Psychologists, 9	Salary	1,086,052	
Social Workers, 3	Salary	320,081	
Speech Therapist, 10	Salary	1,071,063	
Nurses, 11	Salary	596,840	
Professional Salaries		3,074,036	(A)
Secretarial, 6	Salary	280,852	

Non Professional Salaries 280,852 **(B)**

Total Salaries	3,354,888	
Fringes	1,481,082	(C)
Total Salaries & Fringes	4,835,970	(D) [Sum A, B, C]

	<u>Obj</u>	<u>2815</u>	<u>2820</u>	<u>2825</u>	Total
Physicians	423	18,000	-	-	18,000
Service Contracts	425	1,350	-	-	1,350
Travel	430	-	-	-	0
Supplies & Materials	518	7,899	1,000	1,100	9,999
Periodicals	552	-	-	-	0
Total		27,249	1,000	1,100	29,349 (E)

Total Costs 4,865,319 **(F) [= (D) + (E)]**

CURRENT ENROLLMENT

West Islip Public Schools	4,595	10/10/2014
St. John the Baptist	1,653	as of 10/10/14
Our Lady of Lourdes School	266	as of 10/10/14
TOTAL ENROLLMENT	6,514 (G)	

Cost Per Pupil 746.90 = (F) / (G)

S.M.B.

Item C - Calculations

Districts Cost:

Empire Health Insurance	83% of Premium	17,925/yr 21 Participants	Family Coverage	}	569,234
	92.5% of Premium	19,507/yr 3 Participants	Family Coverage		
	83% of Premium	9,490/yr 3 Participants	Individual		
Family Coverage	Buyout @ 50% Dist. Cost	8,752 /yr 8 Participants	Buyouts		
	Buyout @ Contract Amt.	\$5,000/yr 3 Participants	Contract Amt		
IHIP Health Insurance	83% of Premium	20,803/yr 1 Participant	Family Coverage	}	51,179
Dental Insurance	90% of Premium	1,487/yr 30 Participants	Family Coverage		
	90% of Premium	662/yr 6 Participants	Family Coverage	}	1,254
	90% of Premium	555/yr 2 Participants	Individual		
Optical Insurance	100% of Premium	790.00 6 Participants	Family Coverage	}	3,322
Disability Insurance	100% of Premium 54T Cap	103/yr 22 Participants	2,266		
	100% of Premium 4T Cap/mo	176/yr 6 Participants	1,056		
Life Insurance	100% of 50T premium	\$130.00/per yr 24 Participants			2,860
FICA/MEDI	1.45 % + 6.2% Of salaries	= 7.65% ER Share	FICA Cap 117,000		259,241
TRS	17.75% of Salaries				434,252
ERS	18.20%	Tier 3/4 members			159,740
			Total Fringes		1,481,082

**SOUTH COUNTRY CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION
BUSINESS MEETING**

CENTRAL OFFICE

WEDNESDAY, AUGUST 26, 2015

- I5. BE IT RESOLVED**, that upon the recommendation of the Superintendent of Schools, the Board of Education hereby authorizes the purchase and procurement of apparatus, materials, equipment and supplies and services related to the installation, maintenance or repair of such apparatus, materials, equipment and supplies, the cost of which exceeds \$20,000, on the basis of the "best value" exception to the competitive bidding requirements of the General Municipal Law, and consistent with all other applicable requirements of the General Municipal Law.