

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

WEDNESDAY, DECEMBER 4, 2013

The meeting will begin at 6:30 p.m., for the possible purpose of considering a motion to enter executive session to discuss the suspension of an employee and capital project legal 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 November 20, 2013

TAB #1
- D. Communications and Announcements
- E. Public Commentary (Agenda Item Only)
- F. Items for Discussion/Action
 - 1. Letter of Support of WS BOCES & SCSSA Letters
 - 2. Budget Presentation- Review of the Budget Process & Long-Term Planning/Reserves

TAB #2
- G. Board Consent Agenda – Curriculum and Instruction
 - 1. CSE Minutes
 - 2. CPSE Minutes

TAB #3
- H. Board Consent Agenda – Personnel
 - No Action*
- I. Board Consent Agenda – Business
 - 1. Katelyn Kokis Scholarship Fund
 - 2. Retroactive Re-Assessment of Property/Sandy

TAB #4
- J. Public Commentary (Non-Agenda Items)
- K. Closing Remarks by Board Members
- L. Adjournment

TAB #1

**BUSINESS MEETING PAGE 041 NOVEMBER 20, 2013
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 6:40 p.m. The meeting took place at the South Haven School, 2714 Montauk Highway, Brookhaven, NY.

Board of Education Members Present

Victor Correa (*arrived 7:33 pm*)

Lisa Di Santo Grossman

Carol Herrmann

Jeannette Mistler (*arrived 7:45 pm*)

Julio Morales

Chris Picini

Barbara Schatzman

Vanessa Vaughan, *Student Ex-Officio (arrived 7:10 pm)*

Board Members Absent: Rocco DeVito, Rob Powell.

Others Present: Superintendent Dr. Joseph Giani, Nelson Briggs, Charles Delargy, Margaret Evers, Travis Davey, Attorneys Christopher Guercio and Douglas Spencer.

EXECUTIVE SESSION

A motion (Herrmann / Morales) to enter Executive Session at 6:42 pm to discuss an employee suspension and the Superintendent's evaluation process.

VOTE: *Motion carried.* 5-Yes, 0-No, Absent (Correa, DeVito, Mistler, Powell).

Public session reconvened at 7:30 pm.

Pledge of Allegiance

Trustee Barbara Schatzman led all present in the Pledge of Allegiance to the flag.

B. EMERGENCY EVACUATION PROCEDURE / 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 / Grossman) to approve the following:

1. Minutes of BOE Workshop Meeting of November 6, 2013
2. Treasurer's Report – October, 2013.

VOTE: *Motion carried unanimously.* 7-Yes, 0-No, Absent (DeVito, Powell).

D. COMMUNICATIONS AND ANNOUNCEMENTS

Dr. Giani

- The dedication ceremony for the Bellport High School Vietnam / Iraq War Veterans Memorial Monument was quite moving and a great tribute to our veterans. Sincere thanks to Mr. Ron Kinsella, Bellport High School staff members, Erin Molloy, Regina Hayes, the History Club and Principal Tim Hogan for their dedication and bringing this to fruition.
- The Middle School sound attenuation project is complete. The acoustic panels have been successfully installed and tested.

- The next Board of Education meeting will be held on December 4, 2013, at South Haven School. It will also be our first budget presentation workshop.

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Board Members

- High School Trick or Treat Street was successful. Food baskets are being put together for Thanksgiving Harvest Fest.
- Thanks to Dr. Giani for taking charge and resolving the noise abatement issue at the Middle School.
- Thanks to Mr. Cisek for volunteering to the FPL Woodworking club.
- Thanks to Mr. Lento of South Country Education Foundation for their generous donations to our programs.
- Sympathy on the recent passing of community member Mark Martinez, father of a Bellport alumnus.
- Public thank you to Mr. Ron Kinsella for his dedication and work on the Vietnam / Iraq War Memorial project. District should consider similar recognition for all those who served in the Armed Forces. Important to consider the placement of any future memorials for public viewing.
- Congratuations to Bellport Middle School 7th & 8th Grade Football team and their coaches who raised \$3,800 for the American Cancer Society.

E. PUBLIC COMMENTARY (AGENDA ITEMS ONLY)

None.

F. ITEMS FOR DISCUSSION / ACTION

1. First Reading of Policy #5530 - revision – Petty Cash
2. First Reading of Policy #5620 - revision – Inventories and Accounting of Fixed Assets.

G. BOARD CONSENT AGENDA – CURRICULUM AND INSTRUCTION

A motion (Herrmann / Grossman) to approve the following items:

1. CSE Minutes
2. CPSE Minutes

VOTE: *Motion carried unanimously.* 7-Yes, 0-No, Absent (DeVito, Powell).

H. BOARD CONSENT AGENDA – PERSONNEL

A motion (Grossman / Correa) to approve the following personnel items # 1-8, as noted on the attached personnel agenda:

1. Resignations/Retirements/ Leave of Absence/ Return from Leave of Absence
2. New Instructional Appointments - Probationary
3. Salary Schedule Changes/Adjustments
4. Non-Instructional New Appointment
5. Additional Work
6. Extra Duty Assignment
7. Substitutes
8. Rates for Long-Term Substitutes

VOTE: *Motion carried unanimously.* 7-Yes, 0-No, Absent (DeVito, Powell).

I. BOARD CONSENT AGENDA – BUSINESS

A motion (Herrmann / Morales) to approve the following Business Items:

1. Educational Services Agreements:

- a. The Daytop Preparatory School
- b. Sachem Central School District
2. RFP #2013-04- Patient Protection and Affordable Care Act Consultant-Seneca Consulting.
3. Items for discard- Three (3) broken pin pads.

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4. Budget Transfers.
5. Donation of \$41.00 to Kreamer Street from Target's "Give with Target" campaign.
6. Engagement Letter from Cullen & Danowski for \$65 million bond procedures review.
7. Health Services Agreement- Comsewogue School District.
8. 2013 Year End Audit Report- Cullen & Danowski.
9. South Country Education Foundation Fall Grants.
10. RFP #2013-06 Security Entry System – Key Signals.

VOTE: *Motion carried unanimously.* 7-Yes, 0-No, Absent (DeVito, Powell).

J. PUBLIC COMMENTARY (NON-AGENDA ITEMS)

Residents Ron Kinsella, Toni Huffine and BTA President Wayne White commented.

K. CLOSING REMARKS BY BOARD MEMBERS

- Concerns regarding Common Core and over-testing of students.
- There will be another Common Core forum at Eastport-South Manor School District on November 26th from 6-8pm. There will also be a live stream from Senator LaValle's website <http://www.nysenate.gov/senator/kenneth-p-lavalle>.
- Thanks to Target Corporation for Kreamer Street donations.
- Thanks to Frank Lento and the South Country Education Foundation, Scott Allen of Gateway Playhouse and John Mensch of East End Bus Co for sponsoring the Gateway Playhouse program for our 3rd grade students.
- Bellport High School sponsoring a Harvest Festival, November 22nd, 6-8 pm for Grades K-5.

L. ADJOURNMENT

A motion (Herrmann / Morales) to adjourn the meeting at 8:20pm.

VOTE: *Motion carried unanimously.* 7-Yes, 0-No, Absent (DeVito, Powell).

Respectfully submitted,

Nancy Poulos

Nancy Poulos
District Clerk

Attachments

TAB #2

BOARD OF EDUCATION

PRESIDENT
Chris Picini

VICE PRESIDENT
Carol Herrmann

Victor Correa
Rocco DeVito
Lisa Di Santo Grossman
Jeannette Mistler
Julio Morales
Rob Powell
Barbara Schatzman

South Country
Central School District

TOWN OF BROOKHAVEN - COUNTY OF SUFFOLK

ADMINISTRATIVE OFFICES

189 DUNTON AVENUE
EAST PATCHOGUE, NEW YORK 11772
(631) 730-1510
FAX: (631) 286-6394
www.southcountry.org

**SUPERINTENDENT OF
SCHOOLS**

Dr. Joseph Giani



November 26, 2013

The Honorable Andrew M. Cuomo
Governor of New York State
New York State Capital Building
Albany, NY 12224

Dear Governor Cuomo:

The purpose of this letter is to let you know that the South Country Central School District, Board of Education and PTA Council fully supports and endorses the recommendations and suggestions contained within the enclosed Suffolk County School Superintendents Association's letter to Commissioner John King, dated November 8, 2013.

We look forward to working together to create successful resolutions to the implementation flaws that have been so clearly described and defined throughout the forums across the state and to hearing from you how and when these adjustments will be considered.

Together, we can ensure that our students are college and career ready.

Sincerely,

Joseph Giani, Ed.D
Superintendent

Chris Picini
President, Board of Education

Phyllis Virno
President, PTA Council

Cc: Assemblyman Edward Hennessey
Senator Lee Zeldin
Chancellor Merryl Tisch

BOARD OF EDUCATION

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**SUPERINTENDENT OF
SCHOOLS**

Dr. Joseph Giani



November 26, 2013

Dr. John B. King, Jr.
New York State Education Commissioner and
President of the University of the State of New York
The New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Commissioner King:

The purpose of this letter is to let you know that the South Country Central School District, Board of Education and PTA Council fully supports and endorses the recommendations and suggestions contained within the enclosed Suffolk County School Superintendents Association's letter to Commissioner John King, dated November 8, 2013.

We look forward to working together to create successful resolutions to the implementation flaws that have been so clearly described and defined throughout the forums across the state and to hearing from you how and when these adjustments will be considered.

Together, we can ensure that our students are college and career ready.

Sincerely,

Joseph Giani, Ed.D
Superintendent

Chris Picini
President, Board of Education

Phyllis Virno
President, PTA Council

Cc: Assemblyman Edward Hennessey
Senator Lee Zeldin
Chancellor Merryl Tisch



P.O. Box 860, Remsenburg, New York 11960
Phone: (516) 524-0613, Fax: (631) 801-2593

November 8, 2013

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Middle Country CSD
rgerold@mccsd.net

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Copiague UFSD

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Dr. Candee Swenson
golfboat@optonline.net

Dr. John B. King, Jr.

New York State Education Commissioner and
President of the University of the State of New York
The New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Commissioner King,

The Suffolk County School Superintendents Association (SCSSA), an organization representing 69 districts that educate 250,000 students, is taking this opportunity to offer concrete ideas and informed recommendations so that the implementation of initiatives surrounding Common Core and APPR may be effective and productive.

As evidenced by the overall performance of Long Island students, it is clear that the SCSSA believes in high educational standards; we are in accord with the principles underlying the Common Core. We want to – and we will, continue to prepare children to be successful in college and in their careers.

Our concerns are primarily procedural. The rush to implement curriculum and assessments aligned with Common Core, without proper supports and professional discourse, placed undue burdens on students and teachers. There is no argument that more time was needed to ensure that support would be in place to move these initiatives forward. With that said, we need to work together, in partnership, to ensure that our public school students will be well-educated and prepared to be successful, productive citizens.

We believe that there are steps that can be taken to slow implementation of initiatives so that the intent behind Common Core may be preserved. Absent the time, absent the re-evaluation of the distracting and detrimental impacts that APPR and developmentally inappropriate construction of NYSED assessments are having on the initial roll-out of Common Core, we have serious concerns about the future of this valuable initiative.

The suggestions that follow are provided to you in the spirit of authentic partnership. By listening to and working with practitioners in the field, we will move our public education system forward, for the benefit of our students.

1. Slow down implementation of new exams. At a minimum, designate 2013/14 and 2014/15 as transition years. We support extending the time from one to two years before testing ELL students to give them more opportunity to become fluent in English. We also support expanding the qualification to participate in Alternate Assessments from 1% to 2% of students with severe disabilities. In addition, we suggest:

- a) Modify grade-level assessments to include a more reasonable expectation of Common Core aligned material;
- b) Revise cut scores to allow for greater margin of error due to transition;
- c) Exercise flexibility in regard to Regents exams:
 - Extend the window during which old and new exams may be taken;
 - Allow two years between the implementation of the new Common Core aligned Regents in geometry and the required Regents exams in math for the advanced diploma. The changes in math curriculum should not be all borne by the current algebra students who will be pioneers for all of the new math assessments as they progress. This would also lessen the burden on teachers to develop, learn, teach and be evaluated on a new curriculum and assessment in the same year;
 - The newly released same Regents exam in English Language Arts is a good resource for informing instruction. The text selections, though, are lengthy and difficult to comprehend under time constraints. We cannot expect our students to be able to complete this task in a “suggested time” of 90 minutes;
- d) Ensure that assessment results, including item analyses specific to schools and classes, are returned to districts in a timely manner, so that instruction can be informed – with curriculum adjustments and attention to student learning gaps, facilitated.

2. Reduce “over testing” and eliminate the duplication of testing. In the interest of placing greater emphasis on instructional practices, we suggest:

- a) Continue to allow students to take higher level exams in place of Regents exams;
- b) Conduct field testing independently from “real” testing AFTER all state testing is over. Three days of testing for ELA and math is excessive;
- c) Revisit the testing schedule to allow for more instructional time. Conduct grades 3 – 8 testing alongside Regents testing. The Common Core related assessments encompass more time than did former standards;
- d) Continue pursuing the federal waiver to allow eighth grade students to take the Algebra Regents in lieu of the eighth grade math assessment. Make sure that these results count towards a school’s proficiency rate;
- e) Consider alternating annual math and ELA testing schedules;
- f) Eliminate the “timing” restriction on math and ELA tests to reduce student anxiety as they struggle to answer complex questions in an allotted time.

3. Re-evaluate the relationship between student test scores, APPR and teachers’ scores. Our reasoning is as follows:

- Districts determined their APPR plans at local levels. While they vary throughout the state, as long as the plans met legal requirements, they were approved. SED is now reporting district level data as if these data were based on the same plan. It is misleading to compare districts using different plans;
- Although the vast majority of school districts worked to implement APPR plans with fidelity, APPR in its current format is the source of excessive false positive and negative ratings;

- There needs to be a greater emphasis on “multiple measures of effectiveness” and less on a local component that prompts even more testing;
- The SLO is not a valid indicator of teacher performance since there are significant variables that cannot be controlled;
- The distribution of scores has a pattern. Teachers who participated in a state assessment have generally lower scores than those who did not. It is an unacceptable response to say that APPR was negotiated locally with all of the constraints placed on it by regulations as well as the threat of loss of state aid. A more acceptable response would be to acknowledge that there is limited value – currently – to connecting state assessments to teacher evaluation scores, and then move to create an appropriate solution;
- Teacher and principal evaluations have created such a complex system for approval that a compliance model has seeped into an established teacher and principal evaluation system.

Our suggestions, therefore, are:

- a) Place a three year moratorium on tying APPR scores to high stakes testing;
 - b) Rescind the requirement that school districts must provide the APPR composite score for a teacher or principal, if requested by a parent. Even under the best designed APPR system, a performance rating has to be placed in context to understand its meaning;
 - c) Reduce the APPR weighting based on student performance from 40 points to 20 points. The scale used to calculate the composite score is skewed so that student performance results have greater impact on overall evaluation scores than the 40 points would suggest;
 - d) Change the APPR plan process to a set of assurances requiring the Superintendent’s sign-off. We already follow this procedure for millions of dollars in state aid and federal grants;
 - e) Provide schools with the tools to properly use student achievement data to set targets, similar to the SLO tool developed by Eastern Suffolk BOCES.
4. **Provide alternatives to implementation of state-wide computerized testing.** While there are districts, particularly outside of Long Island, that will be unable to accommodate e-testing, computerized testing may be the best option for large districts. We, therefore, suggest:
 - a) Give districts the option for traditional administration of tests;
 - b) Allow tests that are SAT-like in nature to be taken via a computer or by using a scan sheet;
 - c) Phase in any new testing (like PARCC), beginning with a limited number of grade levels.
 5. **Common Core.** As a group, we believe in the “philosophy” of the Common Core and the shifts it causes in instruction and learning. We do not, however, believe that the modules developed to translate the standards into curriculum are realistic for ALL students. We suggest:
 - a) Allow adequate time for teachers to engage in rich professional learning as they embrace and implement new curriculum. Use the model that had been used by SED in the past to test new Regents exams over a three-year period;
 - b) The late release of completed modules hinders the ability to allow educators to understand the end result before teaching, which does not allow for a backwards design approach for instruction;
 - c) While we support increasing rigor in reading passages, the texts that are included in the units/modules are extremely difficult to read. It would be helpful if supplemental texts were included to provide support for differentiated instruction, as well as accommodations for ELLs and SWDs. One size does not fit all;
 - d) The problem sets in instructional modules should, to some extent, mirror problem sets in assessments. We have no guarantee that the current modules’ problem sets do, in fact, represent the flavor of upcoming assessments;

e) As discussed by Chancellor Tisch, provide a waiver or relief for English Language Learners and students with disabilities. If not, the achievement gap is likely to widen considerably. The rush to include ELL students and students with disabilities, in Common Core assessments is putting the credibility of the entire process into question.

In closing, we support initiatives that are designed to raise standards and enhance learning. As Superintendents in Suffolk County, our schools have long demonstrated successful student results on all essential measures of achievement. We take responsibility for our districts and want very much to support continued efforts to prepare students for college, work and lifetime learning.

It has been our collective observation during the rollout of APPR, Common Core and the new assessments, that many of our best recommendations, stemming from years of practice, have not been heard or, more importantly, considered. The number of new initiatives has not only caused unnecessary turmoil and anxiety, they have distracted all of us from the important work we must do. The abrupt changes in curriculum, testing and evaluation now need reflection and fine-tuning to benefit our students, the intended beneficiaries of all these changes.

Thank you for the valuable steps you have just taken to delay PARCC, to request a waiver for grade 8 math for Algebra students, and to request a waiver for certain ELL and special education students. We hope that the modifications proposed might salvage the positive intent of the initiatives on APPR, Common Core and new assessments, while modifying those things that are causing significant angst in our schools and communities. Let's focus our time and attention on what matters – teaching and learning.

Sincerely,



Roberta A. Gerold, Ed.D.
President, SCSSA

RAG:mvl/with copies to:

Sen. Philip Boyle
Sen. John Flanagan
Sen. Charles Fuschillo
Sen. Kenneth LaValle
Sen. Carl Marcellino
Sen. Lee Zeldin

Assembly. Steven Englebright
Assembly. Michael Fitzpatrick
Assembly. Andrew Garbarino
Assembly. Al Graf
Assembly. Edward Hennessey
Assembly. Charles Lavine
Assembly. Chad Lupinacci

Assembly. Michael Montesano
Assembly. Andrew Raia
Assembly. Phillp Ramos
Assembly. Joseph Saladino
Assembly. Robert Sweeney
Assembly. Fred Thiele
Chancellor Merryl Tisch



Dr. Michael J. Mensch
Chief Operating Officer

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Huntington Station, NY 11746-9007
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November 5, 2013

Dr. John B. King, Jr.
New York State Education Commissioner and
President of the University of the State of New York
The New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Commissioner King:

On behalf of my office and the Superintendents of Schools for 18 of the 18 school districts in Western Suffolk BOCES, we are taking this opportunity to offer concrete ideas and informed recommendations for making the implementation of initiatives surrounding Common Core and APPR better for children, better for teachers, and better for our communities. We are in accord with the principles underlying the Common Core and we want to help shift the paradigm as we prepare children for the 21st century requirements of college and career readiness.

Our concerns are primarily pedagogical. The rush to implement the Common Core and the assessments has placed unnecessary burdens on both our students and teachers. We believe our children can perform at higher levels, and that our teachers can provide the instruction that will propel their classes forward. It is common knowledge that more time was needed to develop support for the Common Core standards, that the curriculum should have been aligned with all our professional development activities and that the tests should have been designed to reflect what students had actually been exposed to. We cannot and will not dwell on this because the race has started.

We believe there are things that can be done to slow the implementation and permit all of the stakeholders the necessary time to re-group and really prepare to make the changes necessary to implement the Common Core effectively. Absent a re-evaluation of the detrimental impact that APPR and the developmentally inappropriate construction of the NYS assessments are having on the initial rollout of the Common Core, we have serious concerns about the future stages of this valuable initiative. The suggestions that follow are given in the spirit that we are in this together and that only by listening to the practitioners in the field can we move forward and be successful.

1. Slow down implementation of the new exams.

At a minimum, make this year and next year transition years. We suggest:

- a) Modify grade-level assessments to include a more reasonable expectation of Common Core material
- b) Revise cut scores to allow for greater margin of error due to transition

- c) Regents Exams:
 - Extend the window during which both the old and new exams may be taken.
 - Allow two years between the implementation of the new common core Regents in geometry and the required Regents exams in math for the advanced diploma. The changes in math should not all be borne by the current algebra students who will be pioneers for all of the new common core math assessments as they progress. This would also lessen the burden on the teachers to learn, teach, and be assessed on a new curriculum and assessment in the same year.
 - The newly released sample Regents exam in English Language Arts is a good resource for informing instruction. The text selections, however, are lengthy and difficult to comprehend under a time constraint. When shared with current high school English teachers, the text needed to be re-read several times before the teachers had sufficient understanding to answer the questions. We cannot expect our students to be able to complete this task in a “suggested time” of 90 minutes.
- d) We support extending the time from one year to two years before testing ELL students. This will give them more time to become fluent.
- e) We support expanding the qualification to participate in an Alternate Assessment from 1% to 2% of students with severe disabilities.

2. Reduce “over testing” and eliminate the duplication of testing.

In the interest of placing greater emphasis on instructional practices, we suggest:

- a) Continue to allow students to take higher level exams in place of Regents exams.
- b) Conduct field testing independently from “real” testing AFTER all state testing is over. Three days of testing for ELA and math is excessive.
- c) Revisit the testing schedule to allow for more instructional time. Conduct 3-8 testing alongside Regents testing. An inch wide and a mile deep approach to the new Common Core encompasses more time than the former standards.
- d) Continue pursuing the federal waiver to allow eighth grade students to use the results of the Algebra test in lieu of the eighth grade math assessment. This has already been done for Earth Science and the 8th grade science assessment. Make sure that these Regents results count toward a school’s proficiency rate.
- e) Consider alternating the testing annually for math and ELA.
- f) Eliminate the “timing” restriction on the test to reduce the anxiety for students to complete the complex questions on both math and ELA in the allotted time. Perhaps offer a suggested time frame, but allow students to complete assessment if they do not do so in the suggested time.

3. Re-evaluate the relationship between student test scores, the APPR plan and teachers’ scores.

Our reasoning is as follows:

- Districts determined their APPR plans at the local level. While they vary throughout the state, as long as the plans met the legal requirements, they were approved. SED is now reporting district level data as if this data is based on the same plan. It is misleading to compare districts using different plans.

- Although the vast majority of school districts worked to implement APPR plans with fidelity, APPR in its current format is the source of excessive false positive and negative ratings.
- There needs to be greater emphasis on “multiple measures of effectiveness” and less on a local component that prompts even more testing.
- The SLO is not a valid indicator of teacher performance since there are significant variables that cannot be controlled.
- The distribution of scores has a pattern. Teachers who participated in a state assessment have generally lower scores than those who did not. It is an unacceptable response to say the APPR was negotiated locally with all of the constraints placed on it by regulations as well as the threat of loss of state aid.
- Teacher and principal evaluations have created such a complex system for approval that a compliance model has seeped into an established teacher and principal evaluation system. The latest new assessments have changed long standing understandings of what a level 1 score means; an unintended consequence perhaps, but when level 1 does not require AIS, why is it a level 1?

Our suggestions, therefore, are:

- a) Place a three-year moratorium on tying APPR scores to high-stakes testing.
 - b) Rescind the requirement that school districts must provide the APPR Composite Score rating for a teacher or principal to a parent if requested. Even under the best designed APPR system, a performance rating has to be placed in context to understand its meaning.
 - c) Reduce the APPR weighting based on student performance from 40 points to 20 points. The scale used to calculate the Composite Score is skewed so that the assessment has a greater impact on the overall evaluation score than the 40 points would suggest.
 - d) Change the APPR plan process to a set of assurances requiring the Superintendent’s sign off. We already follow this procedure for millions of dollars in state aid and federal grants.
 - e) Provide schools with the tools to properly use prior student achievement data to set targets, similar to the SLO tool developed by Eastern Suffolk BOCES.
4. **Provide alternatives to implementation of state-wide computerized testing.**
While there are districts, particularly off Long Island, that will be unable to accommodate e-testing, computerized testing may be the best option for large districts. We, therefore, suggest:
- a) Give districts the option for the traditional administration of tests.
 - b) Allow tests that are SAT-like in nature to be taken either by computer OR by using a scan sheet.
 - c) Phase in any new testing (like PARCC) beginning with a limited number of grade levels.

5. **Common Core**

As a group, we believe in the “philosophy” of the Common Core and its shifts, but we do not believe the majority of the modules are realistic for ALL students. We suggest:

- a) Allow adequate time for teachers to engage in rich professional learning as they embrace and implement the curriculum modules. Use the model that SED used in the past to test new Regents exams over a three-year period.
- b) The late release of completed modules hinders the ability to allow teachers to see the end result before they begin teaching which does not allow for a backwards design approach for instruction.
- c) While we support increasing the rigor in reading passages, the texts that are included in the units/modules are extremely difficult to read. It would be helpful if supplemental text were included to provide support for differentiated instruction as well as accommodations for ELLs and SWDs. One size does not fit all.
- d) The problems in the instructional modules should mirror the assessments to some extent. We have no guarantee that the current modules' problem sets do in fact represent the flavor of the upcoming assessments.
- e) As discussed by Chancellor Tisch, provide a waiver or relief for English Language Learners and students with disabilities. If not, the achievement gap is likely to widen considerably. The rush to include these ELLs, as well as special education students, in the Common Core assessments is putting the credibility of the entire process into question.

In closing, we support initiatives that are designed to raise standards and enhance student learning. As Superintendents in Western Suffolk BOCES, our schools have long demonstrated successful student results on all essential measures of achievement. We take responsibility for our schools and want very much to support continued efforts to prepare our students for college, work and lifetime learning.

It has been our collective observation during the rollout of APPR, the Common Core and the new assessments that many of our best recommendations, stemming from years of practice, have not been heard or more importantly, considered. The number of new initiatives has not only caused unnecessary turmoil and anxiety, they have distracted all of us from the important work we must do. The abrupt changes in curriculum, testing and evaluation now need some fine-tuning to benefit our students, the intended beneficiaries of all these changes.

Thank you for the valuable steps that you have just taken to delay PARCC; request a waiver for grade 8 math for Algebra students; and request a waiver for certain ELL and special education students. We hope that the modifications we have proposed might salvage the positive intent of the initiatives on APPR, Common Core and new assessments while modifying those things that are causing significant angst in our schools and communities. Let's focus our time and attention on what matters – teaching and learning.

Sincerely,



Michael J. Mensch, Ed.D.
Chief Operating Officer

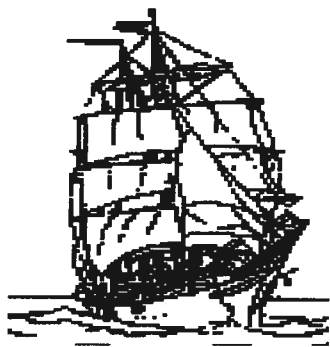
MJM;jj/with copies to:

Sen. Philip Boyle
Sen. John Flanagan
Sen. Charles Fuschillo
Sen. Carl Marcellino

Assembly. Michael Fitzpatrick
Assembly. Andrew Garbarino
Assembly. Charles Lavine
Assembly. Chad Lupinacci

Assembly. Michael Montesano
Assembly. Andrew Raia
Assembly. Joseph Saladino
Assembly. Robert Sweeney
Chancellor Merryl Tisch

TAB #3



**SOUTH COUNTRY CENTRAL
SCHOOL DISTRICT**

189 N. Dunton Avenue
East Patchogue, N.Y. 11772

Dr. Joseph Giani
Superintendent of Schools

Mrs. Margaret H. Evers
Interim Assistant Superintendent
for Curriculum, Instruction &
Technology

MEMORANDUM

TO: Dr. Joseph Giani

FROM: Margaret H. Evers *MHE*

DATE: November 26, 2013

RE: CPSE & CSE/SCSE recommendations for 12/4/13 BOE meeting

I am requesting the following CSE/SCSE and CPSE recommendations to the Board of Education for approval.

G.1.

CSE/SCSE – 060400012
CSE/SCSE – 112370000
CSE/SCSE – 122230720
CSE/SCSE – 102780001
CSE/SCSE – 006801009
CSE/SCSE – 121500001
CSE/SCSE – 006701857
CSE/SCSE – 007600708
CSE/SCSE – 061320005

CSE/SCSE – 112350013
CSE/SCSE – 122230366
CSE/SCSE – 111590001
CSE/SCSE – 092940000
CSE/SCSE – 007601175
CSE/SCSE – 081090004
CSE/SCSE – 103540001
CSE/SCSE – 122230756
CSE/SCSE – 16079

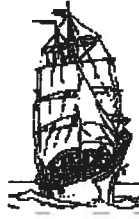
CSE/SCSE – 122230365
CSE/SCSE – 006702355
CSE/SCSE – 092290004
CSE/SCSE – 121100001
CSE/SCSE – 052450004
CSE/SCSE – 121150000
CSE/SCSE – 007600665
CSE/SCSE – 006801011

G.2.

CPSE – 122230303
CPSE – 122230812
CPSE – 122230750
CPSE - 122230856
CPSE – 122230863
CPSE – 122230656
CPSE - 122231010
CPSE - 122231040
CPSE – 122231011

TAB #4

South Country Central School District



BOARD OF EDUCATION AGENDA MATERIALS

DATE OF BOARD MEETING: December 4, 2013

OFFICE OF ORIGIN: Business Office

DATE MATERIAL SUBMITTED: November 25, 2013

CATEGORY OF ITEM: Action

STAFF RECOMMENDATION:

I.1. Katelyn Kokis Scholarship Fund

I.2. Retroactive Re-Assessment of Property/Sandy

Not an official record; subject to change

South Country Central School District



I.1. WHEREAS, the Board of Education of the South County Central School District has the authority to hold in trust for the purpose of awarding scholarships, a gift or grant of whatever kind given to the Board and to apply the funds according to the instructions of the donor pursuant to subdivision 12(a) of Section 1709 of the Education Law; and

WHEREAS, the Kokis Family has offered to fund the Katelyn Kokis Scholarship Fund (In memory of Katelyn Kokis) a college scholarship for a student of the District;

NOW, THEREFORE, be it resolved that the Board of Education accepts the donation of \$3335.00 dollars from the following:

- The Kokis Family
- Lorraine Ouellette
- Galasso Family
- Rosalie & Jim Baylous
- Bellport High School Guidance Department
- Anthony Tubbs
- Anna Lou Fletcher
- Mary Schultz
- Daniel & Nancy Wood

to be awarded under the following terms and conditions:

- Senior Female Student
- Four (4) year participant in District soccer program
- Highest GPA of all students who meet the previous qualifications

BE IT RESOLVED, that the Board of Education gratefully acknowledges the generosity of the donors and accepts said gift with appreciation for the expression of care and concern for District youth and on behalf of the student-recipient(s) who will directly benefit from the scholarship.

South Country Central School District



Not an official record; subject to change

I.2. WHEREAS, Chapter 424 of the Laws of New York, 2013, (“the Superstorm Sandy Assessment Relief Act”), allows the District to provide tax assessment relief to certain of its property owners affected by Superstorm Sandy, and

WHEREAS, it is in the best interest of the community to provide such relief to the victims of Superstorm Sandy, it is hereby

RESOLVED, that the Board of Education elects to participate in the Superstorm Sandy Assessment Relief Act,

AND IT IS FURTHER RESOLVED, that those whose buildings and other property improvements in the District that are found to have lost 10% or more of their value due to Superstorm Sandy will be eligible for relief pursuant to the Superstorm Sandy Assessment Relief Act.

Not an official record; subject to change