

**CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION BUSINESS MEETING**

August 23, 2022

139 Fairbanks Rd., Churchville, NY 14428

5:30 P.M. – AUDIT COMMITTEE MEETING

Administrative Board Room #3808

6:00 P.M. – WORK SESSION & BOE PICTURE

Professional Development Room A #3802

6:30 – EXECUTIVE SESSION

Professional Development Room A #3802

7:00 P.M. – REGULAR BUSINESS MEETING

Administrative Board Room #3808

AGENDA

REGULAR BUSINESS MEETING

I. Meeting Start-Up

- A. Call to Order
- B. Pledge of Allegiance
- C. Board President's Remarks
- D. Approval/Amendment of Agenda
- E. Approval of August 9, 2022 Minutes
- F. Administer Oaths for District Clerk, Purchasing Agent, Tax Collector and Deputy Treasurer

II. Special Presentations

- A. School Safety and Educational Climate (SSEC) Report – Brandy Schill & Nicole Neal

III. Superintendent Update – Lori Orologio

IV. Privilege of the Floor

V. Program

A. Action Item

- 1. Committees on Special Education and Preschool Special Education Recommendations
- 2. Professional Learning Plan
- 3. Response to Intervention Plan

B. Discussion

- 1. Student Services Update
- 2. 2022-2023 Enrollment Update

VI. Personnel

A. Action Items

- 1. Classified & Non-Classified Personnel Actions

B. Discussion

- 1. None

VII. Business

A. Action Items

1. Budget Transfer – CCEA Short-Term Leave
2. BOE Committee Participation
3. Year End Budget Transfers
4. Policies Reviewed with No Changes
 - Policy 1260 *Submission of Questions and Propositions at Annual Elections and Special District Meetings*
 - Policy 1310 *School Board Powers and Duties*
 - Policy 1334 *Duties of the External (Independent) Auditor*
 - Policy 1335 *Appointment and Duties of the Claims Auditor*
 - Policy 1336 *Duties of the Extraclassroom Activities Fund Central Treasurer and Faculty Auditor*
 - Policy 1410 *Policy*
 - Policy 1611 *Business of the Annual District Election*
 - Policy 1630 *Board Public Hearings*
 - Policy 1730 *Executive Sessions*
5. Declaration of Surplus Equipment

B. Discussion

1. Reserve Funds Allocation
2. Overview of Open and Closed Capital Projects
3. Modifications to the Following Policies:
 - Policy 1332 *Duties of the School District Treasurer*
 - Policy 1339 *Authorized Signatures*

VIII. Committee & Event Reports

IX. *Executive Session

**The BOE may choose to enter into Executive Session to discuss confidential information regarding a legal issue, the employment history of particular individuals and/or negotiations with collective bargaining units or any other confidential issue considered exempt by the NYS Department of State, Committee on Open Government.*

X. Adjournment

Important Dates:

Monday, August 22: JV/Varsity Sports Begin

Saturday, August 27: Saints Stadium Concession Stand Grand Opening 7:00 pm – 9:00 pm

Monday, August 29: Modified Sports Begin

Wednesday, August 31: Freshman Orientation

Monday, September 5: Labor Day Observation

Tuesday, September 6: First Day for Staff

Tuesday, September 6: 9-12 Open House 3pm – 7 pm

Wednesday, September 7: First Day of for Students

Friday, September 30: Celebrate! Our Connections

October 3 – 7: Homecoming Week

**CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION**

August 9, 2022

139 Fairbanks Rd, Churchville, NY 14428

5:00 PM – ANNUAL RETREAT WITH ADMINISTRATORS

Multipurpose Room #2301

MEMBERS PRESENT

Tom Albano, Kristen Brumbaugh, Kathleen Dillon, Steve Hogan, Michael Iacucci, Alycia Nagle, Cheryl Repass, and Amy Wilson

MEMBERS ABSENT

Jonathan Payne

OTHERS PRESENT

Lori Orologio, Frank Nardone, Matt DeAmaral, Larry Vito, Giulio Bosco, Nicole Neal, Renée Mulrooney, Brandy Schill, Scott Wilson, Tracie Swalbach, Steve Colabufo, Jason Cline, Carl Christensen, Megan Wideman, Terry Moore, Kimberly Eichas, Kate Daly, Kim Giancursio, Todd Yunker, Mark Picardo, Kim Hale, Jennifer Dixon, Mike Murray, Jeff Smith and Victoria Mosetti

7:15 P.M. - DISTRICT-WIDE SAFETY PLAN PUBLIC HEARING

Administrative Board Room – Room 3808

MEMBERS PRESENT

Tom Albano, Kristen Brumbaugh, Kathleen Dillon, Steve Hogan, Michael Iacucci, Alycia Nagle, Cheryl Repass, and Amy Wilson

MEMBERS ABSENT

Jonathan Payne

OTHERS PRESENT

Lori Orologio, Frank Nardone, Matt DeAmaral, Larry Vito, Giulio Bosco, Nicole Neal, Barb Woo, Bill Sanborn, Roberta D'Agostino, Mike Murray, Kate Daly, Carl Christensen, Kim Hall, Jennifer Dixon, Mark Picardo, Renee Mulrooney, Tracie Swalbach, Todd Yunker

PUBLIC HEARING CALL TO ORDER

Board of Education President Kathleen Dillon called the District-Wide Safety Plan Public Hearing to order at 7:18 p.m.

INTRODUCTION

President Kathleen Dillon introduced Bill Sanborn, Director of School Safety, Security and Emergency Planning who will presented the District-Wide Safety Plan.

DISTRICT-WIDE SAFETY PLAN

Bill Sanborn, Director of School Safety, Security and Emergency Planning, shared with the Board the 2022-23 District-Wide Safety Plan and the building safety plan changes from last year's plan. He gave the audience an opportunity to ask questions.

The hearing was closed at 7:30 p.m. and the President moved immediately into the business meeting.

7:15 P.M. - REGULAR BUSINESS MEETING

Administrative Board Room – Room 3808

MEMBERS PRESENT

Tom Albano, Kristen Brumbaugh, Kathleen Dillon, Steve Hogan, Michael Iacucci, Alycia Nagle, Cheryl Repass, and Amy Wilson

MEMBERS ABSENT

Jonathan Payne

OTHERS PRESENT

Lori Orologio, Frank Nardone, Matt DeAmaral, Larry Vito, Giulio Bosco, Nicole Neal, Barb Woo, Bill Sanborn, Roberta D'Agostino, Mike Murray, Kate Daly, Carl Christensen, Kim Hall, Jennifer Dixon, Mark Picardo, Renee Mulrooney, Tracie Swalbach, Todd Yunker

CALL TO ORDER

President Dillon called the business meeting to order at 7:31 p.m. She began with the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

PRESIDENT'S REMARKS

President Dillon thanked the Administrative Team for their participation in a productive retreat earlier this evening. She congratulated Tom Albano on completing his training in Board Governance on June 11, 2022, and on behalf of the Board of Education presented him with his certificate of completion. There is an amendment to tonight's agenda. We will be moving the *Tax Rate Update for 2022-23* to Special Presentations. There is an addendum to the Classified & Non-Classified personnel actions that will need to be moved on at the same time as the ones that were in our packet. There is a need for an Executive Session after the meeting to continue discussing confidential information regarding negotiations, a legal issue, and the employment history of particular persons.

AGENDA APPROVAL

Moved by M. Iacucci and seconded by C. Repass to amend the agenda as presented.

YES: All (8) Abstained: None

NO: None Motion carried

APPROVAL OF MINUTES

Moved by C. Repass seconded by A. Wilson to approve the July 26, 2022 minutes as presented.

YES: All (8) Abstained: S. Hogan

NO: None Motion carried

SPECIAL PRESENTATIONS

BREAKFAST AND LUNCH PROGRAM

Director of Nutritional Services Roberta D'Agostino presented information regarding the challenges Nutritional Services faced in 2021-22 due to staffing shortages, increased costs of food and paper products, and food shortages. She also discussed the goals for Nutritional Services in 2022-23.

ATHLETICS UPDATE

Director of Health, PE and Athletics Mike Murray presented information on a dual-sport program. Participation in a program like this would allow a student to participate on two co-curricular athletic teams during the same season. The intention of this is to allow an individual to participate on one team sport and one individual sport. The Board was in favor of a one-year pilot program, requesting to reconvene in a year to see how things are going.

EQUALIZATION RATE UPDATE FOR 2022-2023

Frank Nardone and Matt DeAmaral shared the Equalization Update for 2022-23.

SUPERINTENDENT REPORT

We continue to work through the hiring process as we still have several teaching and support staff positions to fill. Our Human Resource Office is coordinating a Job Fair on Friday, August 19.

This week our elementary schools are meeting incoming kindergarteners and their families for assessment and screening. Our ELL students are participating in a summer program hosted by Hilton for three weeks, and some of our fifth and sixth grade students are finishing up their summer school program. The BOCES 2 Regional Summer School, which is being held here, will wrap up next week and conclude when Regents exams are administered on August 16 & 17.

JV/Varsity football begins on August 20, while the remaining teams begin on August 22nd. Modified sports will begin on August 29th.

We had a brief meeting with Dr. Mendoza today. The CDC is in the midst of updating guidance, but there is no indication of significant changes from the end of school year procedures. We anticipate similar isolation and quarantine protocols to what was in place at the end of the school year.

While a majority of the country is experiencing the circulation of the BA5 variant, we have moved beyond the peak in New York. It appears that we are moving toward it becoming an endemic. The State is providing test kits for the beginning of the school year to distribute to staff and families. We will make them available for families at Fall open house or school events. There is no requirement for vaccines.

PRIVILEGE OF THE FLOOR

None

PROGRAM ACTIONS

CSE AND CPSE RECOMMENDATIONS

Moved by A. Wilson and seconded by A. Nagle to approve the CSE recommendations for meetings held on 5/25/2022, 6/30/2022, 7/1/2022, 7/11/2022, 7/14/2022, 7/26/2022, 7/27/2022 and CPSE recommendations for meetings held on 6/16/2022, 7/11/2022, 7/18/2022, and 7/25/2022.

YES: All (8) Abstained: None

NO: None Motion carried

DONATION OF SCHOOL SUPPLIES

Moved by C. Repass and seconded by K. Brumbaugh to accept the donation of eight boxes of school supplies including pens, pencils, colored pencils, crayons, folders, binders, notebooks, glue sticks, markers, pencil pouches and several backpacks from Calvary Assembly.

YES: All (8) Abstained: 1, M. Iacucci

NO: None Motion carried

PROGRAM DISCUSSION

ENROLLMENT UPDATE

Assistant Superintendent for Instruction Giulio Bosco updated the Board on the status of our enrollment for 2022-2023.

PERSONNEL ACTIONS

CERTIFIED AND CLASSIFIED PERSONNEL ACTIONS

Moved by S. Hogan and seconded by C. Repass to adopt the following resolution:

BE IT RESOLVED, that the Churchville-Chili Central School District Board of Education, upon the recommendation of the Superintendent of Schools, does hereby approve the subsequent certified and classified personnel actions.

Upon the recommendation of the Superintendent of Schools, the following personnel actions shall be approved:

I. RESIGNATIONS

A. Certified

Anne Clancy, employed by the District as an Art Teacher at the Churchville Elementary School since September 16, 2008, has resigned effective August 2, 2022.

Lisa Allgauer, employed by the District as a Music Teacher at the Middle School South since January 27, 2020, has resigned effective August 1, 2022.

Lisa Griffith, employed by the District as a Mathematics Teacher at the Middle School South since September 1, 2013, has submitted her resignation effective August 8, 2022.

Kasey Reynolds, appointed to be a Special Education Teacher at Chestnut Ridge Elementary School on May 24, 2022, to be effective September 1, 2022, has submitted his resignation effective August 8, 2022.

B. Classified

Michelle Horne, employed by the District as a Cafeteria Monitor at the Middle School South since September 8, 2009, has submitted her resignation effective August 9, 2022.

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Jessica Henneman, employed by the District as an Office Clerk III at the Middle School South since December 18, 2017, has submitted her resignation effective at the end of the day August 26, 2022.

- C. Coaches - none
- D. Extraclass Activities - none
- E. Instructional Leaders - none
- F. Tutors – none

II. TERMINATIONS

- A. Certified - none
- B. Classified - none
- C. Coaches - none
- D. Extraclass Activities - none
- E. Teacher Leaders – none
- F. Tutors – none

III. LEAVE OF ABSENCE - none

IV. CHANGE IN EMPLOYMENT STATUS

- A. Certified
Barbara Moda, employed as an Elementary Grade 5 Teacher at Middle School North since September 1, 2017, has accepted a change in assignment to a Math Specialist at Churchville Elementary School as of September 1, 2022. Ms. Moda will remain in the Elementary Education tenure area at her current salary.

Caroline Rau, previously approved by the board on July 26, 2022 to resign effective August 10, 2022, has submitted a request to change her resignation date to August 12, 2022.

- B. Classified
Bailey Russo, change from a Provisional to Probationary appointment as a Programmer Analyst, effective August 9, 2022.
- C. Coaching - none
- D. Extraclass Activities - none

V. APPOINTMENTS

- A. Certified
Christine Kocher 1.0 FTE Teaching Assistant
Assignment Middle School
Effective September 6, 2022 (previously cleared by a fingerprinting check)

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Certification
Type of Appointment
Tenure Area
Tenure Date

Teaching Assistant I – Pending
Probationary
Teaching Assistant
September 6, 2026

Emma Loree Findeis

Assignment
Effective
Certification
Type of Appointment
Tenure Area
Tenure Date

1.0 FTE Special Education Teacher
Senior High School
September 1, 2022 (Previously cleared by a fingerprinting check)
Special Education (7-12) / Biology (7-12) - Initial
Probationary
Special Education
September 1, 2026

Marissa King

Assignment
Effective
Certification
Type of Appointment
Tenure Area
Tenure Date

1.0 FTE Kindergarten Teacher
Chestnut Ridge Elementary School
September 1, 2022 (Previously cleared by a fingerprinting check)
Early Childhood (B-2) / Elementary (1-6) - Professional
Probationary
Elementary
September 1, 2026

Christina Interlichia

Assignment
Effective
Certification

Type of Appointment
Tenure Area
Tenure Date

1.0 FTE Elementary Grade 6 Teacher
Middle School North
September 1, 2022 (Previously cleared by a fingerprinting check)
Early Childhood (B-2) / Elementary (1-6) – Initial
Literacy (B-6) – Pending
Probationary
Elementary
September 1, 2026

Cassandra Farrell

Assignment
Effective
Certification
Type of Appointment
Tenure Area
Tenure Date

1.0 FTE Elementary Grade 1 Teacher
Fairbanks Road Elementary School
September 1, 2022 (Previously cleared by a fingerprinting check)
Elementary (1-6) / Special Education (1-6) - Initial
Probationary
Elementary
September 1, 2026

Maria Alvarado-Francis

Assignment
Effective
Certification
Type of Appointment
Tenure Area
Tenure Date

1.0 FTE Special Education Teacher
Middle School North
September 1, 2022 (Previously cleared by a fingerprinting check)
Elementary (1-6) / Special Education (1-6) - Professional
Probationary
Special Education
September 1, 2025

Sara Speer

Assignment
Effective

1.0 FTE Literacy Specialist
Chestnut Ridge Elementary School
September 1, 2022 (Previously cleared by a fingerprinting check)

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Certification	Elementary (1-6) / Special Education (1-6) / Literacy (B-6) - Professional
Type of Appointment	Probationary
Tenure Area	Elementary
Tenure Date	September 1, 2026
Nicholas Kovall	1.0 FTE Special Education Teacher
Assignment	Fairbanks Road Elementary School
Effective	September 1, 2022 (Previously cleared by a fingerprinting check)
Certification	Special Education (1-6) / Elementary (1-6) / Literacy (B-6) – Professional
	Special Education (B-2) - Pending
Type of Appointment	Probationary
Tenure Area	Special Education
Tenure Date	September 1, 2025
Eric Tytler	1.0 FTE School Counselor
Assignment	Senior High School
Effective	August 10, 2022 (Previously cleared by a fingerprinting check)
Certification	School Counselor - Provisional
Type of Appointment	Probationary
Tenure Area	School Counselor
Brittany Valente	1.0 FTE Music Teacher
Assignment	Chestnut Ridge Elementary School
Effective	September 1, 2022 (Previously cleared by a fingerprinting check)
Certification	Music - Initial
Type of Appointment	Probationary
Tenure Area	Music
Tenure Date	September 1, 2026
B.	Substitute and Part-time Teachers and Administrators
Franklin Nardone	Assistant Superintendent for Business Services
Assignment	Central Office
Salary	1/260 th of 2022-2023 base salary
Effective	September 1, 2022 through June 30, 2023 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)
Type of Appointment	Per-diem as needed
Madeline Santangelo	1.0 FTE Elementary Grade 2 Teacher
Assignment	Churchville Elementary School
Effective	September 6, 2022 through January 30, 2023 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)
Certification	Elementary (1-6) / Special Education (1-6) - Initial
Type of Appointment	Long-term Substitute
Tenure Area	N/A
Tenure Date	N/A

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Claude Cajuste	1.0 FTE Physical Education Teacher
Assignment	Middle School South
Effective	September 6, 2022 through October 31, 2022 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)
Certification	Physical Education - Pending
Type of Appointment	Long-term Substitute
Tenure Area	N/A
Tenure Date	N/A

Kristin Kowalski	0.5 FTE Reading Intervention Teacher
Assignment	Churchville Elementary School
Effective	September 6, 2022 through June 23, 2023 or earlier at the discretion of the Board of Education (Previously cleared by a fingerprinting check)
Certification	Elementary (B-6) / Literacy (B-6) - Professional
Type of Appointment	Part-Time Teacher
Tenure Area	N/A
Tenure Date	N/A

Kali Schneider	1.0 FTE Kindergarten Teacher
Assignment	Churchville Elementary School
Effective	September 6, 2022 through January 6, 2023 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)
Certification	Elementary (B-6) / Special Education (B-6) - Initial
Type of Appointment	Long-term Substitute
Tenure Area	N/A
Tenure Date	N/A

C. Department Liaisons – none

D. Classified	
Renee Guzman	Cafeteria Monitor
Assignment	Fairbanks Road Elementary School
Effective	September 7, 2022 (Conditional upon New York State Department of Education's notification to the District of clearance for employment after a fingerprinting check)
Type of Appointment	Part-time

Barry Hamilton	Cleaner
Assignment	Operations & Maintenance @ Churchville Elementary School
Effective	August 22, 2022 (Previously cleared by a fingerprinting check)
Type of Appointment	Probationary

E. Classified Substitutes and Part-time - none

F. Interim Administrator – none

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G. Coaches & Athletic Activities

Activity	Name
Girls Soccer Volunteer Assistant	Kody Haywood
Girls Swimming Varsity Assistant	Amy Wooding

H. Extra-Curricular Activities & Clubs

Activity	Name
Grade 10-12 Student Council Co-Advisor	Heather Burns
SH Play #1 Set Designer/Builder	Dan Fischer
9-12 Link Crew Advisor	Rebecca Taylor

I. Mentors - none

J. Instructional Leaders

Name	Building	Position
Melinda Pier	MS-N	Grade 5 (Blue House)
Marisa Healey	CES	Grade 1

K. CSE / CPSE Chairperson - none

L. Tutors - none

M. Internship – none

N. Student Helpers - none

O. Other - none

RESOLUTION FOR APPROVAL OF MOA WITH CHURCHVILLE-CHILI MAINTENANCE ASSOCIATION

Moved by A. Wilson and seconded by A. Nagle to adopt the following resolution to regarding Memorandum of Agreement (MOA) with the Churchville-Chili Maintenance Association:

WHEREAS, representatives of the Board of Education of the Churchville-Chili Central School District collectively bargained with representatives of the Churchville-Chili Maintenance Association;

WHEREAS, issues brought forth in these negotiations have been resolved to the mutual satisfaction of both parties;

THEREFORE BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District authorizes Superintendent Dr. Loretta Orologio to enter into memorandum of agreement (MOA) with the Churchville-Chili Maintenance Association in regards to T.L.

YES: All (8) Abstained: None

NO: None Motion carried

MOA WITH CERTIFICATED ADMINISTRATORS' GROUP (CAG) (MENTOR GROUP)

Moved by A. Nagle and seconded by K. Brumbaugh to adopt the following resolution:

WHEREAS, representatives of the Board of Education of the Churchville-Chili Central School District collectively bargained with representatives of the Churchville-Chili Certificated Administrators' Group;

WHEREAS, issues brought forth in these negotiations have been resolved to the mutual satisfaction of both parties;

THEREFORE BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District has authorized Dr. Loretta Orologio, Superintendent, to enter into a memorandum of agreement with the Churchville-Chili Certificated Administrators' Group in regards to mentoring program.

YES: All (8) Abstained: None

NO: None Motion carried

PERSONNEL DISCUSSION

None

BUSINESS ACTIONS

TAX RATE FOR THE 2022-2022 SCHOOL YEAR

Moved by A. Wilson and seconded by A. Brumbaugh to adopt the following resolution approving the tax levy in the amount of \$40,051,206 and the tax rates as listed below:

TAX RATES 2022-2023

<u>TOWN</u>	<u>PUBLISHED ESTIMATED TAX RATE PER THOUSAND</u>	<u>TAX RATE PER THOUSAND</u>	<u>% CHANGE FROM PRIOR YEAR</u>
Sweden	18.28	18.44	-8.65%
Ogden	22.30	22.49	3.60%
Chili	20.09	20.27	.38%
Riga	20.09	18.44	-17.81%
True Value	18.28	18.44	-8.67%

TAX LEVY 2022-2023

RESOLVED, that the Churchville-Chili Central School District levy a tax of \$40,051,206 on the taxable property in the District, and that the following resolution be adopted, to wit:

WHEREAS, the Board of Education was authorized by the voters of this district at the Annual Meeting on May 17, 2022 to raise for the current budget the necessary tax,

THEREFORE, BE IT RESOLVED, that the Board of Education fix the equalization tax rates and confirm the extension of the taxes as they appear in the following described rolls:

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<u>Town</u>	<u>Assessed Value</u>	<u>Equal Rate</u>	<u>Tax Rate Per M of Assessed Valuation</u>
Riga	427,484,116	100.00	18.443456
Ogden	380,515,655	82.00	22.492020
Chili	1,161,886,556	91.00	20.267535
Sweden	1,345,025	100.00	18.443456

AND, BE IT FURTHER DIRECTED, that the tax warrant of this Board shall be duly signed, shall be affixed to the above described tax rolls, authorizing collection of said taxes to begin September 1, 2022 and to end October 31, 2022, giving the tax warrant an effective period of 60 days at the expiration of which time the collector(s) shall make an accounting in writing to the Board, AND, IT IS FURTHER DIRECTED, that the delinquent tax penalties shall be fixed as follows:

No interest charges on full payments made on or before October 1, 2022. Payments after October 1, carry two percent interest. Full payment bills may be made to the Monroe County Treasurer from November 1 through November 18 by calling telephone number 585-753-1200 for exact amount due.

Monroe County Treasury
P.O. Box 14420
Rochester, New York 14614

AND IT IS FURTHER DIRECTED, that under Local Law No. 1-75, a taxpayer (whose bill is \$50 or more) may elect to pay his school tax in three (3) equal installments, due on September 15th, October 15th and November 15th of the current year with no interest. A service charge will be levied and added into the installment amounts. If they elect to pay by installments, they must make the first installment by September 15, 2022 (there is a grace period, with one percent interest added) to Tax Collector as indicated on bill. No installment payments may be taken if the September installment is not paid by September 20, 2022. All other installments must be made to: Monroe County Treasury, at the address shown above.

For those taxpayers who do not choose the installment plan, payment in full may be made on or before October 1, 2022 with no interest. Payments after October 1, 2022 carry two percent interest. Full payment may be paid through November 18, 2022 at County Treasury or by mail to: Monroe County Treasury, P.O. Box 14420, Rochester, New York 14614. If payment is not made by the specified dates, unpaid taxes will be returned to County of Monroe where a penalty, plus interest will be computed and the total added to the Town and County tax bill, effective January 1, 2023.

YES: All (8) Abstained: None
NO: None Motion carried

WORKERS COMPENSATION RESERVE ADJUSTMENT

Moved by A. Wilson and seconded by K. Brumbaugh to adopt the following resolution:

BE IT RESOLVED that the Board of Education of the Churchville-Chili Central School District hereby authorizes decreasing the Workers Compensation Reserve by \$18,772.

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YES: All (8) Abstained: None
NO: None Motion carried

DISTRICT WIDE SAFETY PLAN AND BUILDING LEVEL PLANS

Moved by A. Nagle and seconded by M. Iacucci to adopt the following resolution:

WHEREAS, The Churchville-Chili Central School District places a high value on maintaining a safe environment for students, staff and community. District Administrators of the Churchville-Chili Central School District have met to develop a comprehensive district-wide safety plan and sought input from staff, stakeholders and community. The district-wide safety plan was presented in a public hearing on August 9, 2022. Building administrators in each building met with building level teams to develop building level safety plans and building level plans were approved by the Churchville-Chili Central School District Board of Education at the August 9, 2022 meeting. All building level plans and district-wide safety plans have been reviewed for the 2022-2023 school year by District administrators with no significant changes.

NOW THEREFORE BE IT RESOLVED, that the Churchville-Chili Central School District hereby adopts the District-wide Safety Plan and Building Level Plans for the 2022-2023 school year as presented.

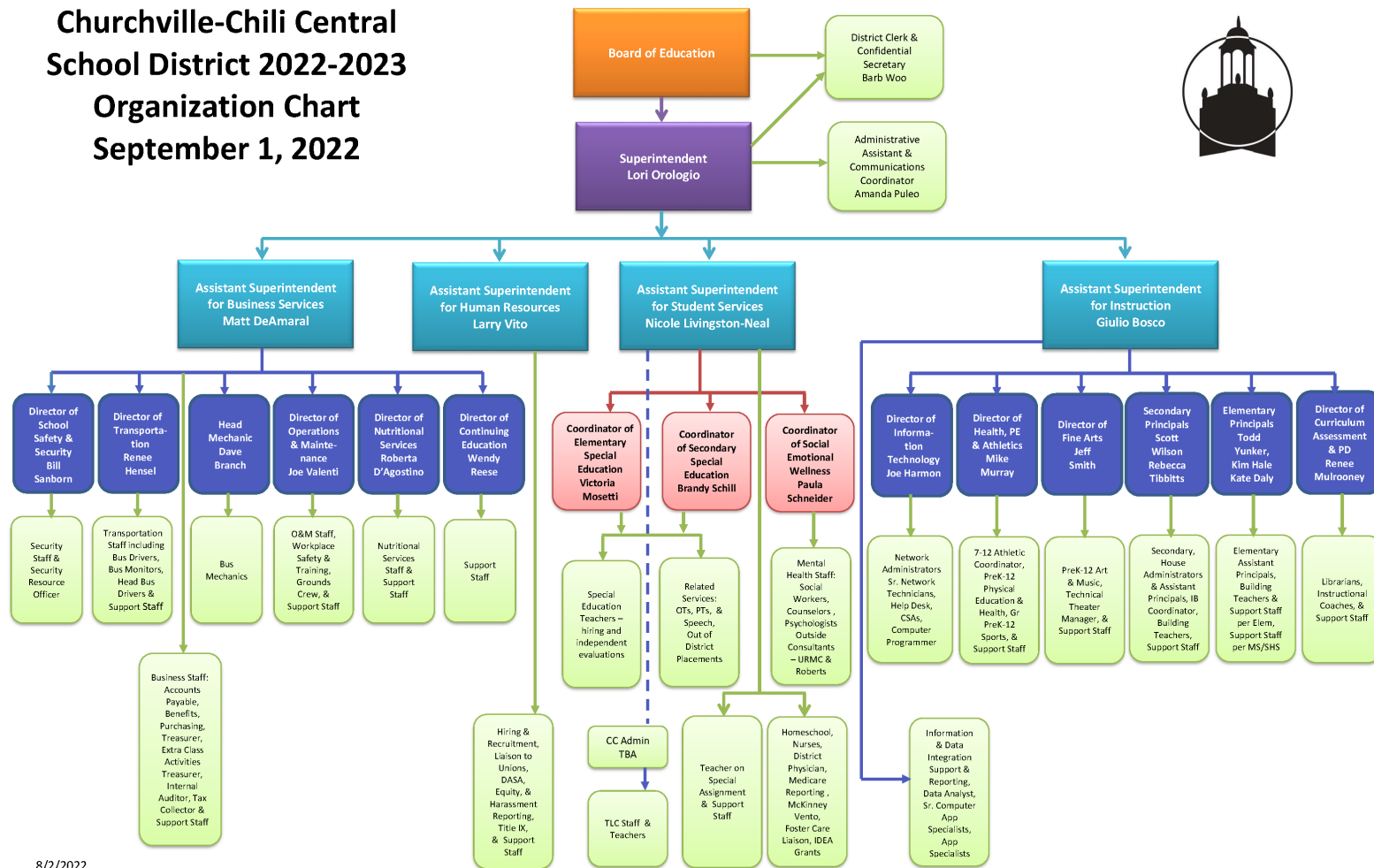
YES: All (8) ABSTAINED: None
NO: None Motion carried

ORGANIZATION CHART

Moved by C. Repass seconded by M. Iacucci to adopt the following organization chart for 2022-2023:

Continued on next page

**Churchville-Chili Central
School District 2022-2023
Organization Chart
September 1, 2022**



8/2/2022

\\CCCS-D-CAMF501\\Campus Shares\\CO-Shares\\CO Superintendent\\Org Charts\\22-23 Org Chart\\2022-23 Org Chart FINAL 2022 0802.docx

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YES: All (8) ABSTAINED: None

NO: None Motion carried

SRO CONTRACT FOR 2022-2023

Moved by S. Hogan and seconded by M. Iacucci to accept the following resolution:

BE IT RESOLVED, that the Board of Education of the Churchville-Chili Central School District grants Superintendent Lori Orologio the authority to enter into and negotiate a contract with the Monroe County Sheriff's Department to provide a School Resource Officer (SRO) to the Churchville-Chili District.

YES: All (8) ABSTAINED: None

NO: None Motion carried

FLASH DONATIONS

Moved by A. Nagle and seconded by A. Wilson to accept the following donations which will be used in the annual FLASH event to welcome back families for the 2022-2023 school year.

VENDOR	DONATION	CONTACT
Wegman's Chili Paul	\$100 gift card	Janet Fallone
CRSPTO	\$100	Kelly Sanborn
Ray Sands Glass	\$240	Rayna James

YES: All (7) ABSTAINED: M. Iacucci

NO: None Motion carried

BUSINESS DISCUSSION

None

COMMITTEE AND EVENT REPORTS

ALYCIA NAGLE – attended Kindergarten Screening

EXECUTIVE SESSION

Moved by S. Hogan and seconded by A. Wilson to enter into Executive Session at 8:23 p.m. to continue discussing confidential information regarding the employment history of a particular person, negotiations with collective bargaining units and a legal issue.

YES: All (8) ABSTAINED: None

NO: None Motion carried

RETURN FROM EXECUTIVE SESSION

Moved by S. Hogan and seconded by A. Nagle to exit Executive Session at 8:50 p.m.

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YES: All (8) ABSTAINED: None

NO: None Motion carried

ADJOURNMENT

Moved by S. Hogan and seconded by A. Nagle to adjourn the meeting at 8:51 p.m.

YES: All (8) ABSTAINED: None

NO: None Motion carried

*Reporting of Incidents Concerning
School Safety and the Educational Climate (SSEC)*

Churchville-Chili Central Schools
2022-23 School Year

NYS Safe Schools

1. **Promote and measure school climate rather than on measuring school violent incidents and consequences**
2. **Focus on Social Emotional Learning to help students learn the essential skills that affect every area of their lives**

SSEC Data Collection- Categories Effective July 1, 2021

1. Homicide
2. *Sexual Offense*
3. *Assault*
4. *Weapons Possession*
5. a. Material Incidents of Discrimination, Harassment, and Bullying (excludes cyber bullying)
b. Material Incidents of Cyber bullying
6. Bomb Threat
7. False Alarm
8. *Threat (Other than Bomb Threat of False Alarm)*
9. Use, Possession, Sale of Drugs
10. Use, Possession, Sale of Alcohol

2021-2022

	1. Homicide	2. Sexual Offenses	3. Assault	4. Weapons Possession Only	5. Material Incidents of Discrimination, Harassment, and Bullying (DASA)		6. Bomb Threat	7. False Alarm	8. Threat of School Violence (other than bomb threat or false alarm)	9. Use, Poss. or Sale of Drugs	10. Use, Poss. or Sale of Alcohol
					5a. All Excluding Cyberbullyi ng	5b. Cyberbullyi ng					
SHS	0	0	0	0	2	4	0	0	0	19	0
MS	0	0	1	0	18	3	0	2	2	8	0
FRS	0	0	0	0	0	0	0	0	0	0	0
CRS	0	0	0	0	0	0	0	0	0	0	0
CES	0	0	0	0	0	0	0	2	0	0	0

2020-2021

[illegible]

2019-2020

	1. Homicide	2. Sexual Offenses		3. Assault		4. Weapons Possession Only		5. Material Incidents of Discrimination, Harassment, and Bullying		6. Bomb Threat	7. False Alarm	8. Use, Poss. or Sale of Drugs	9. Use, Poss. or Sale of Alcohol
		2a. Forcible Sex Offenses	2b. Other Sex Offenses	3a. Physical Injury	3b. Serious Physical Injury	4a. Routine Security Check	4b. Other	5a. All Excluding Cyber-bullying	5b. Cyber-bullying				
SHS	0	0	2	1	0	0	2	0	2	0	0	6	1
MS	0	0	0	0	0	0	0	13	1	0	0	0	0
FRS	0	0	0	0	0	0	0	0	0	0	0	0	0
CRS	0	0	0	0	0	0	0	0	0	0	0	0	0
CES	0	0	0	0	0	0	2	0	0	0	0	0	0

Material Incidents

Reporting of Biased-Related Incidents- Behavior that is motivated by a target/victim's race, color, creed, national origin, gender, sexual orientation, age, marital status, family status, disability, alienage, or citizenship status.

Each incident involving bias related conduct is reported only if it is **determined by investigation to be founded.**

Sexual Offense

- An act committed by a person 10 years of age or older
- Constitutes a felony under Penal Law, taking into consideration the developmental capacity of the person to form the intent to commit such an act
- The school has referred the person to the police for the act.

Assault

- An act committed by a person 10 years of age or older
- Constitutes a felony under Article 120 of the Penal Law (Assault as it relates to intent, recklessness, negligence)
<https://www.nysenate.gov/legislation/laws/PEN/P3THA120>
- The school has referred the person to the police for the act

Weapon

- As defined in Article 265 of the Penal Law

<https://www.nysenate.gov/legislation/laws/PEN/265.00>

Weapons Possession

- Committed by a person 10 years of age or older which would constitute a felony, taking into consideration the developmental capacity of the person to form the intent to commit such act
- The school has referred the person to the police for the act.

Threat

(other than Bomb threat or False Alarm)

A verbal, telephoned, written or electronic message of a threat of violence on school property or at a school related function.

SVI Formula Revision

- Remove the weighing of incidents
- Use only four of the most serious violent categories: Homicide, Assault, Sexual Offense, Weapons Use/possession
- Take into account the school's enrollment when calculating the SVI.
- An SVI greater than 3.0 for two consecutive years will be used to designate a school as persistently dangerous.

Next Steps

- ❖ Share information/data with:
 - Administrative Team (8/17)
 - Student Wellness Advisory Committee
 - Citizenship Committee
- ❖ The drug and alcohol counselor will continue to support students throughout the school year, as well as with any long term suspensions.
- ❖ The additional middle school counselor will assist with our focus on wellness and social emotional learning.



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Churchville-Chili Central School District Organizational Professional Learning Plan 2022-2023

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Churchville-Chili Mission Statement

The Churchville-Chili Central School District challenges all students to strive for excellence while developing their unique talents and becoming respectful, resourceful citizens and contributing members of an interconnected global society.

What drives district decisions?

We use a well-defined set of Goals, Core Beliefs and Learner-Centered Principles to guide all district decisions.

District Goals (updated summer 2022)

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students will strive to:

Teaching and Learning

Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, and national assessments, graduation, and transfer and application of learning into their lives

Develop well-rounded graduates who are goal-oriented, civic-minded, culturally respectful, responsible, and strive to be life-long learners

Wellness

Foster social, emotional, and physical well-being in our school community

Communication

Communicate effectively with stakeholders, emphasizing quality and service

Cost Effectiveness

Promote cost effectiveness; develop and manage a budget that provides a quality education in a fiscally responsible manner

Equity and Access:

Provide access and inclusivity for all to achieve equity

Safe School Environment

Provide quality facilities that are well maintained and safe

Safe and Secure Environment

Sustain a safe and secure school environment that adheres to the Code of Conduct

Technology

Integrate and utilize technological resources to enhance and support teaching and learning, communication, and school operations



District Core Beliefs

The Churchville-Chili Central School District, within its community to include our Board of Education, Superintendent, staff, families and students believe:

- In treating each other with mutual respect, dignity and honesty.

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- In respecting and preserving all of our school resources.
- That respecting diversity affirms individual worth and benefits the community.
- That everyone deserves a welcoming and nurturing environment that fosters positive relationships.
- Everyone learns best when they are engaged in meaningful, active work.
- Everyone needs to take ownership for advancing the learning of themselves and others.
- In promoting and modeling local, national and global citizenship for the greater good.



District Learner-Centered Principles

- Learners working collaboratively in a respectful and meaningful manner
- Learners using effective communication to create, share, and build upon ideas
- Learners taking responsibility for their own learning by setting goals and monitoring progress
- Learners making relevant connections between what they are learning and their own lives
- Learners using critical thinking skills to develop and refine their understandings
- Learners having some autonomy and choice

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- Learners reflecting on their work and the work of others
- Learners using technology as a tool for learning and communicating
- Learners developing their own questions to guide their learning
- Learners producing meaningful work that demonstrates learning
- Learners persevering and using a variety of strategies to effectively solve problems
- Learners energized by engaging learning experiences

1. Introduction

Professional Learning, or Continuing Teacher and Leader Education (CTLE), is an avenue to support staff in ultimately attaining high levels of student learning and achievement. To that end, our district's instructional goal is to engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery on local, state, and national assessments, graduation, and the transfer and application of learning into their lives. This goal is elaborated upon in our district's Principles of Learner-Centered Instruction. What is most critical to reaching our goals and meeting our principles is the core belief that everyone needs to take ownership for advancing the learning of themselves and others. The professional learning opportunities provided in Churchville-Chili are based upon this premise.

Professional Learning can be thought of as a complex process that results in long-term, positive change in schools. Such efforts include sharing current research, enhancing instructional strategies, analyzing data, strengthening leadership, and visiting successful programs. Professional Learning experiences that utilize collegiality, collaboration, discovery, problem solving, application and reflection enhance the individual strengths within a staff. The focus for professional learning is the individual working with others to provide the best learning environment for students. The process includes planning, risk taking, trial and error, monitoring results, and continued commitment to excellence. Professional Learning is results-driven, based on data analysis.

Professional Learning: Mission

The overall mission for Professional Learning at the Churchville-Chili Central School District shall be to incorporate, implement and

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foster concepts and practices from proven educational theories, perspectives, collaboration and research that promote excellence, access, and equity in our schools and for all learners.

Professional Learning at Churchville-Chili Central School District aspires to include the following attributes:

- Job-specific
- Job-embedded
- High quality
- On-going
- Research-based
- Evaluated and assessed
- For all employees

2. Professional Committee Membership

The board of education shall permit the professional learning team a period of at least 180 days to develop its recommended professional learning plan and shall convene such team on or before October 1 of the year preceding the school year for which the plan will be adopted. Our Professional Development Advisory Committee convened in May to review data and make recommendations for the new school year.

Such team shall submit to the board of education or to the BOCES a recommended professional [development] learning plan by a date specified by the board of education or BOCES. The board of education or BOCES may accept or reject the recommendations of the team in whole or part. Components of the plan not approved by the board of education or BOCES shall be returned to the team for further consideration. Any subsequent modification in the professional [development] learning team's recommendation to the board of education or BOCES shall be presented to the board of education or BOCES on or before June 1st, and the board of education or BOCES shall act on the plan by June 30th. The final determination on the content of the professional [development] learning plan shall be the determination of the board of education or BOCES.

The professional [development] learning plan shall be adopted or, in the case of multi-year plans, re-adopted by the board of education or BOCES at a public meeting. Each year, the board of education or BOCES shall evaluate the effectiveness of the plan. The board of education or BOCES may adopt a multi-year plan or an annual plan, provided that in the case of a multi-year plan the professional

Churchville-Chili Central School District Organizational Professional Learning Plan

[development] learning team shall be required to review the plan on an annual basis and submit to the board of education or BOCES recommended revisions, if necessary. The board of education or BOCES shall determine whether to approve the recommended revisions according to the process and timeline described in clause (d) of this subparagraph.

Name	Title
Dr. Loretta Orologio	District Superintendent
Giulio Bosco	Assistant Superintendent for Instruction
Renee Mulrooney	Director of Curriculum, Assessment, & Professional Development
Todd Yunker	Designee from School Administrator Collective Bargaining Unit
Jeff Smith	Director of Fine Arts
Kim Giancursio (Assistant Principal) Anya Pastecki (Math Specialist)	Parents
Brandy Schill	Coordinator of Special Education
TBD	SHS Teacher
Stacy Ruby	Elementary Teacher
Kelly Berardicurti	Elementary Teacher

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Denise Barone	Elementary Teacher
Emily Hanselman	MS Teacher-Math Intervention
Mike Neumire	Instructional Technology Coach
Jennifer Lynch	Literacy Coach Elementary
Ashley Guarino	Literacy Coach MS
Rich Cravatta	SHS Teacher
Sarah Wergin	SHS Teacher
Stephanie Ricci	Enrichment Specialist
Andrea Lynch	Instructional Coach
Lisa Zeznick	Math/Science Coach
Pam Brunelle	Teaching Assistant
Jason Cline	Assistant Principal, SHS
Megan Wideman	House Administrator, MS
Paula Schneider	Coordinator of Health and Wellness
Janeen Pizzo, SUNY Brockport	Higher Education Representative (if possible; plan should describe efforts made to include a representative of a higher education institution)

Churchville-Chili Central School District Organizational Professional Learning Plan

Meeting Dates/Times of the Professional Learning Team Committee: November 2022 and May 2023 12:30-3:00 PM

Board Adoption Date: August 2022

3. CTLE Requirements

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

Churchville-Chili Central School District will provide Professional Certificate holders with a record of completed workshops, trainings, and professional learning opportunities qualifying for CTLE credits. Such records will include: participant's name, date of workshop, number of hours, topic, and type of activity or program. *All educators that have successfully completed CTLE hours may individually access their awarded CTLE certificates at any time within our electronic registration system, Wincap. Electronic records are printable and include all of the information as noted on the NYSED approved CTLE hours certificate.* (See appendix ?) In accordance with CTLE Regulations (2019), during the educator's registration period they must also complete a minimum of 15% of their CTLE hours in language acquisition, unless the BOCES or District has a waiver. Anyone who holds an English to Speakers of Other Languages professional or a Bilingual Extension must complete a minimum of 50% of their CTLE hours in language acquisition. CTLE Regulations (2019) educators who hold a Teaching Assistant Level 3 certificate are also required to complete CTLE hours.

NYS CONTINUING TEACHER LEADER EDUCATION (CTLE) REQUIREMENTS

Churchville-Chili Central School District is in accordance with the NYS Continuing Teacher Leader Education (CTLE) requirements and includes Churchville-Chili Central School District and approved vendors (see attached list). All Churchville-Chili Central School District internal vendors are vetted to comply with all CTLE requirements. All classroom teachers who hold a professional certificate are required to complete 100 hours of professional learning every five years. The professional learning activities contained in this plan

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will help staff fulfill these hours. CTLE certificates of completion must be retained for at least three years from the end of the registration period in which CTLE was completed and be available for review by the New York State Department of Education upon request.

PROFESSIONAL LEARNING PLAN NEEDS ANALYSIS--SEE APPENDIX E

The goals of the Churchville-Chili Central School District Professional Learning Plan are directly aligned with the New York State Learning Standards and New York State assessments. Data analysis was conducted to develop appropriate goals and align goals with strategies and outcomes to address the needs of our students. All goals and objectives are aligned to the New York State Professional Learning Standards:

<http://www.nysed.gov/educator-quality/professional-learning-and-growth#:~:text=The%20New%20York%20State%20Professional,ultimate%20impact%20on%20student%20learning.&text=This%20document%20gives%20participants%20and%20providers%20a%20framework%20for%20professional%20learning>. See Section 3 for a complete list of standards.

Churchville-Chili will provide teachers and educational leaders it employs holding a professional certificate and/or level III teaching assistant certificate with opportunities to complete 100 hours of continuing teacher and leader education (CTLE), as required every five years under Part 80. The district plans and implements professional learning opportunities designed to meet the needs of adult learners through a wide variety of formats. All staff members have opportunities to attend both required and self-selected professional learning sessions. The sessions are designed to meet the needs of adult learners. Each year staff earns a minimum of 35 hours of professional learning by attending staff meetings and Superintendent's Conference Days. Staff meetings and conference days are aligned with the district's goals. In addition, our staff are able to attend professional learning through our BOCES and other CTLE eligible providers.

Professional Learning Opportunities/Formats

Out-of-District Sessions:

Specific outside sessions related to core instructional practices are promoted by the district but any outside session or professional learning opportunity of interest must be submitted for approval to the Short Term Leave Committee. These outside sessions may be related to in-depth aspects of job-specific skills or may be areas of professional growth beyond the usual scope of an individual's daily

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duties.

In-Service Sessions:

After-school in-service, online courses, collegial circles and other forms of professional learning outside of the regular school day provided by the district. These sessions may be extensions of training in core instructional practices or may provide other areas of professional growth.

In-District Required Sessions:

Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through mandatory full-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

In-District Voluntary Sessions:

Skills and understanding considered to be common and critical core instructional practices at CCCSD are often introduced through voluntary full or half-day training sessions with frequent follow-up by trainers, coaches, mentors or other supports.

Required/ All Staff K-12 / Job-Embedded Sessions:

Skills and understanding considered to be common and critical core instructional practices are continually enhanced through targeted professional learning during regularly scheduled meetings of various teams including Faculty, Grade-Level, Departmental, Task-Force / Committee, and Administrator teams. Superintendent's Conference Days will also be used to provide time to work on core instructional practices. Through a combination of faculty meetings, conference days, and district professional learning offerings our staff members earn a minimum of 35 hours of CTLE credit each year. Our job-embedded professional development offerings would satisfy the 100 hour requirement for teachers, school leaders, and level III teaching assistants every 5 years.

Voluntary/ All Staff K-12 / Job-Embedded Sessions:

Skills and understandings considered to be common and critical core instructional practices are continually enhanced through targeted professional learning that is embedded in real-time and in the classroom. Instructional Coaches and Instructional Leaders provide support to their colleagues through planning, implementation and debriefing of lessons.

Churchville-Chili Central School District Organizational Professional Learning Plan

Voluntary/ Online Professional Learning:

Staff can enhance their professional learning through participation in online and/or hybrid (online and face-to-face) opportunities. Online and hybrid learning provides flexibility and the ability to self-pace. Using collaborative web-tools, participants can share, learn and support each other even if they are not physically in the same location.

Conference Days:

All conference days at CCCSD are carefully planned to align with NYS and district initiatives, as well as district data analysis. Professional learning opportunities are differentiated. Staff often have a variety of choices in planning their day.

Full and Half Conference Days with a focus on professional learning:

August 29, August 30, August 31, and September 1, 2022 – Mentor Training and New Teacher Orientation and Induction Program acclimates teachers and mentors to the district and program guidelines. The Mentor and New Teacher Program also provides the opportunity to review curriculum, assessment, instructional materials, and classroom preparation for the start of school.

September 6, 2022 --Superintendent's Conference Day--Mandatory Annual Safety Training, social emotional learning and wellness topics related to building welcoming and affirming learning environments and strengthening our sense of community, access and equity, and instructional planning.

October 7, 2022--Superintendent's Conference Day--Topics may include Therapeutic Crisis Intervention Strategies, Culturally Responsive Teaching Practices, Student Agency, Instructional Technology, Response to Intervention, and assessment.

January 30, 2023- Superintendent's Conference Day. Topics may include: Next Generation Learning Standards alignment, K-12, Computer Science and Digital Fluency Learning Standards, completion of semester courses, scoring state examinations, analysis of common assessments to refocus teaching strategies, Response to Intervention, instructional unit and lesson development focused upon learner-centered principles, culturally responsive sustaining education, diversity, equity, and inclusion content related assessment and planning, or any topics related to district-wide initiatives.

April 28, 2023 - Superintendent's Conference Day--Grades 3-8 scoring of Assessments and analysis of results to refocus teaching strategies; curriculum writing for grade 7-8 content area teachers and 9-12 teachers.

Delivery of Professional Learning

At Churchville-Chili Central School District we recognize that all of us are in different places as learners and educators. Some of us like to read deeply on a topic and discuss our thoughts in a small group as we wrestle with complex theory and philosophies. Some of us are energized to learn new skills and ideas we can implement right away. Some of us have already developed a great deal of expertise and are seeking a forum to share with and support our colleagues working on a similar topic.

To help meet these different needs, we've provided a variety of topics and formats. While all of our professional learning programs are focused on the Churchville-Chili Central School District (CCCSD) Mission, Beliefs and Goals, we have worked to offer different paths for learning and collaboration. Our CCCSD professional learning sessions are organized into several different models:

Workshops are designed to provide direct instruction to educators in specific concepts and skills. After an initial session, participants are given the tools to implement these new concepts and skills in their classrooms and share with the group. Workshops are an ideal way to learn or relearn powerful skills and concepts that can be immediately applied in the classroom.

Work Sessions are half or full days for collaborative development and ongoing refinement of instructional practice. These sessions are often multi-step projects where educators look at an area of instruction such as curriculum, instructional materials, and instructional strategies.

Book Groups are journeys where participants read, discuss, and reflect on the ideas of a particular text. Book Groups allow a deeper discussion of critical and complex topics. These sessions are an ideal forum to gain new ideas and insights from the book and from each other.

Coaching sessions can provide individuals and small groups an opportunity to work with a coach on a particular topic that may include work on curriculum, instructional strategies, or other professional learning areas.

Professional Learning Communities and User Groups are for educators who are seeking new ideas and support as they implement a particular strategy. While some new information will be shared in professional learning communities (PLC's), the focus is on implementing and refining practices rather than acquiring new information. PLC's are ideal for educators who are already familiar with a topic and are seeking to share their experiences and seek support from colleagues as they move to mastery.

Online Professional Learning offers more flexibility for teachers to continue their professional learning. Online courses include the

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opportunity to participate using web-based collaboration tools. Some online courses also offer the option for “face-to-face” interaction, either as a kick-off or a wrap-up to the course.

We create and regularly update our online professional learning catalog (WinCapPD) of sessions which includes workshops, book groups, after-school training, online courses and PLC’s with similar topics such as Problem Based Learning, Literacy, Learner-Centered Instructional Planning, Engagement, and Assessment. Differentiation for adult learners will be taken into consideration as facilitators reflect on the various levels of experience and comfort when planning sessions using different delivery formats. Efforts are made to ensure that professional learning is continuous and sustained and that the methods and approaches for delivering professional learning have been shown to be effective.

4. Philosophy

Churchville-Chili provides all teachers and school leaders with substantial professional development learning opportunities. Our professional learning is tailored to the needs of educators and directly related to the student learning needs outcomes as identified by the analysis of Churchville-Chili’s needs analysis (See APPENDIX E). Professional learning at Churchville-Chili Central School District is a vital component of our commitment to serving our educators in our district and our region as their Essential Partner. We are committed to high-quality, research-based professional learning to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional learning initiatives. Professional learning provided to internal employees is tailored to the needs of the individual district, and building, progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional learning in alignment with the New York State Professional Development Standards (<http://www.nysed.gov/educator-quality/professional-learning-and-growth>):

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

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

Professional learning at Churchville-Chili Central School District is culturally responsive and reflects the needs of the community we serve. Our professional development catalog includes opportunities for educators to learn more about culturally responsive approaches and practices. In addition, we collaborate with our BOCES to audit and develop curricular resources that are reflective of

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the diversity of our surrounding community. In addition, our school leaders participate in professional learning aligned to the expectations of the New York State Culturally Responsive-Sustaining Education Framework. One of our district goals is to “provide access and inclusivity for all to achieve equity.” To achieve this goal our professional learning is aligned to New York state teaching standards, leadership, and learning standards, and assessments, student needs, adult learning theory, and current research in education including by not limited to linguistic, cultural diversity, and special needs. Our resources and curriculum are culturally appropriate and reflect responsive practices.

Through the use of our instructional teacher leaders and the implementation of professional learning teams, teachers review their curriculum for vertical alignment and determination of where to teach banded standards such as science, grammar, and conventions, etc. Our professional development offerings take into consideration the developmental nature of language acquisition, reading and writing process, and word study.

The Professional Development Advisory Committee meets regularly to review professional learning evaluations and other relevant data related to adult learning to make recommendations for future offerings needed to extend and expand the learning of our staff. The impact of our professional learning is measured by student performance on local, state, and national assessments. In addition, the teacher evaluation process captures data related to the strengths and areas for growth in instructional practices. The district is dedicated to authentic, job-embedded professional learning and uses the new teacher induction process, instructional coaches, and professional learning communities to engage adult learners in continuous improvement through the use of collaborative inquiry and data-driven decision-making.

5. Provisions for School Violence Prevention and Intervention Training, Child Abuse Recognition, the Needs of Children with Autism, and Dignity for All Students Act

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Churchville-Chili Central School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention.

The Churchville-Chili Central School District provides required online training to study the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate. In addition, staff attend Therapeutic Crisis Intervention training to build effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning. Our district uses Positive Behavior Intervention Supports to teach and review the integration of social and problem-solving skill development for students within the regular curriculum. Moreover, our school administrators, mental health staff, and security staff provide all staff learn intervention techniques designed to address a school violence situation. The Code of Conduct is reviewed by school leaders and shared with students and staff to build awareness and to consistently address referrals for behavior that falls outside the safety expectations and/or when students exhibit violent behavior.

Each year all staff receive at least two hours of mandatory training on the identification of child abuse and school violence prevention. Identified staff participate in TCIS (Therapeutic Crisis Intervention System) certification and recertification on a rotating basis. All mental health, special education, school building and district administrators, security personnel, health office staff, and teaching assistants are TCIS trained. In addition, all special area teachers (physical education, music, art, library) are TCIS trained. In addition, our mental health staff are trained in restorative practices and turn-key training associated with these practices for instructional staff members. Our multi-tiered systems of support (RTI) and our code of conduct are reviewed by two steering committees on a quarterly basis. Updates are disseminated through required staff meetings in each building. (Administrative Team reviews RTI and Student Wellness Committee)

A number of staff are actively involved in district-wide subcommittees that analyze student behavior data to provide supportive and restorative learning environments and share this information with staff in each of our five buildings regularly through staff meetings and School Improvement Team meetings.

The subcommittees are:

District Citizenship Committee-physical health and safety and well being using Positive Behavior Interventions & Supports.
Student Wellness Committee--using data to look at student behaviors at the secondary level

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Safety Committee--Under the direction of our Director of Safety and Security professional learning for all staff is provided. In addition, the committee provides building administrators and other district administrators with on-going awareness of drugs, alcohol, violence, and security issues.

Mental Health Team--monthly meetings to review student data and provide proactive support to students who may be at risk.

Upon request or determination of necessity, Churchville-Chili Central School District will provide refreshers on school violence prevention and intervention.

In instructional settings, Churchville-Chili Central School District will also utilize interpersonal violence prevention education. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12. At Churchville-Chili Central School District we partner with Bivona Child Advocacy Center and the students are instructed using materials from the Monique Burr Foundation, Child Safety Matters and Teen Safety Matters. Administrators and staff were given an opportunity to participate in the 2 hour Darkness to Light program on the identification and prevention of child abuse. In addition, staff implement the research-based curricular units from Second Steps.

Each year staff members are required to take an online course from Safe Schools on the recognition and prevention of child abuse. New staff members are expected to complete the full course. All other returning staff members are required to take a refresher course. All staff in the district are required to participate in yearly training on the recognition of and requirements for reporting signs of child abuse.

The Churchville-Chili Central School District contracts with BOCES for the services of an autism specialist. The autism specialist consults with general education and special education teachers on the implementation of supports for students with communication and behavioral needs. Teachers, related service providers, and mental health staff have access to the autism specialist and regularly consult with her to monitor and make adjustments to each individual student's program when the need arises.

Each year staff members are required to participate in online training on the topic of bullying and the prevention of bullying. All staff in the district are required to complete training on DASA and the expectations for maintaining a safe, nurturing learning and work environment for all. District administrators provide information and updates on DASA on a yearly basis to all the staff in their buildings.

6. Provisions for Mentoring Program

The Churchville-Chili Central School District Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at Churchville-Chili Central School District will complete a mentored teaching experience within their first year of employment as a teacher. Both initial certificate holders and those teachers who are new to the district and hold professional certification are required to participate. The purpose of the mentoring program is to increase the retention of new teachers and to provide quality instructional experiences aligned to district curriculum. The mentor teacher's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be reflected in the role.

New Teacher Induction Program Overview

Vision

The CCCSD New Teacher Induction Program familiarizes all teachers new to Churchville-Chili to the district's policies and practices, fosters professional growth, and encourages teachers' participation in the school culture by providing guidance and opportunities for reflection within a supportive and collegial environment.

Program Components

To achieve these objectives, the New Teacher Induction Program has the following major components: New Teacher Orientation, New Teacher Seminar Series, New Teacher Mentoring Program, core program professional learning, instructional supervision and support, and continued training in standards and assessments as well as other skills critical to specific classroom situations and contents.

1. *New Teacher Orientation*: Orientation is a summer program that provides all new teachers with an introduction to personnel, policies, and practices of the district and schools. Administrators and mentors provide assistance with accessing curriculum, reviewing teaching expectations, understanding the mentor/protégé relationship, and preparing to teach at CCCSD.
2. *Seminar Series*: Monthly sessions are planned for probationary teachers and for long-term substitute teachers to collaboratively learn, develop, teach, reflect and revise lessons using Principles of Learner-Centered Instruction and other models or concepts being developed in their school sites. Administrators, Instructional Coaches, and teachers help to deliver the program.

Churchville-Chili Central School District Organizational Professional Learning Plan

3. *Mentoring Program:* This program is for teachers new to the profession or new to the district. The program pairs a trained and experienced mentor with a new teacher for one year.

Mentoring Program

The mentoring program will provide newly hired teaching and pupil personnel service staff with the personal attention of a mentor to support an orderly, professional, integrated transition into the district.

Churchville-Chili Central School District's professional teaching staff, which includes classroom teachers, school counselors, library-media specialists, learning specialists, reading specialists, and school psychologists, who meet the identified criteria in the District will have the opportunity to serve as mentors for these new teachers.

A mentor who is an experienced, tenured professional will be selected to assist each new teacher to make a successful transition to the District. The mentor's responsibilities will be to assist in a collaborative, non-evaluative advisory role. The mentor will serve as a model of collegiality, share ideas, problem-solve, and promote reflective practice.

Induction Program

The induction program will include an orientation to district policy, procedures, and systems. Professional staff new to the system will be provided with the information necessary to gain an understanding of district values, traditions, attitudes, vision, mission, and beliefs.

Each new teacher will participate in the New Teacher Seminar Series. This training is designed to promote the successful transition to the District and enhance the prior professional training received through college training or experiences in other school settings.

New Staff Induction Program

New teachers will work with their mentor to become familiar with district policies, expectations, curriculum materials and to develop lesson plans.

New Teacher Orientation Agenda

2022-2023

<i>Day 1</i>	<i>Monday, August 29th</i>
8:00 – 8:15	Continental Breakfast/Introduction to District-wide Administrators - NGA Cafe

Churchville-Chili Central School District Organizational Professional Learning Plan

8:15 – 9:00	Overview of Churchville-Chili community and history with Superintendent & Kathy Dillion
9:00 – 11:00	Overview of District Philosophy with Superintendent Lori Orologio
11:00-11:30	Effective Communication
11:30 – 12:30	Lunch (with Principal at your building)
12:30 – 3:00	School-Level Overview with Principals (Principal will provide schedule and location)
MENTORS 8:00 - 11:00	<p>ALL MENTORS: required to attend ½ Day Session at BOCES Mentoring Matters @ BOCES Big Ridge Rd Location</p> <p>*Mentors return to district for lunch and work with mentee in buildings</p>

Day 2	<i>Tuesday, August 30th</i>
8:00 – 8:15	Continental Breakfast/Overview of the Day in NGA Cafe
8:15-11:30	<p>Mentors: District Mentoring Expectations - Multi purpose room 2301 - Kim G & Kim E</p> <ul style="list-style-type: none"> • Collaborative development of handbook of monthly topics • Mentor Self-care and Wellness
8:15-10:00	<p>Mentees: District Instructional Technology Overview with Joe Harmon - NGA</p> <ul style="list-style-type: none"> • Overview of login and email, Infinite Campus, StaffConnect (intranet) and Policies <p>District Curriculum</p> <ul style="list-style-type: none"> • Atlas Curriculum Management System with Renee Mulrooney
10:00 - 11:30	<p>Mentees: Lesson Planning & CCCSD Instructional Expectations Part 1: Learner Centered Principles, Differentiation, RTI, Assessment and Planning Cycle with Giulio Bosco and Renee Mulrooney</p>
10:00 - 11:30	Mental Health Staff: Lesson Planning & Assessment with Paula Schneider - Multi Purpose 2301

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11:30 – 12:30	Lunch with BOE/Administrators in the MSN Cafe
12:30 - 2:00	Mentors: Work with Mike Neumire on Instructional Technology: Ed Camp Presentations for AM Day 3 - Multi Purpose room 2301
12:30 - 2:00	Mentees: Lesson Planning & CCCSD Instructional Expectations Part 2: Learner Centered Principles, Differentiation, RTI, Assessment and Planning Cycle with Giulio Bosco and Renee Mulrooney in NGA Cafe
2:00 - 3:00	First 20 Days. Part 1. Use Atlas to map out first 20 days of instruction may be shared with mentors, instructional coaches, and/or building administrators

<i>Day 3</i>	<i>Wednesday, August 31st</i>
8:00 – 8:15	Continental Breakfast/Overview of the Day in NGA Cafe
8:15 - 10:15	Instructional Technology Integration - ED CAMP: Getting to know district resources through mentor led mini-sessions on Nearpod, Google Classroom, SeaSaw, eDoctrina and Wellness Hub with Mike Neumire and Paula Schneider
10:15 - 10:45	First 20 Days - Part 2: Continue to use Atlas to Map out the first 20 days of instructions. Include a link to the assessment timeline to address required district assessments.
10:45 - 11:30	Supporting Our ELL Students Presentation Elementary in NGA Cafe - Erika Payne Secondary in Multi-Purpose Rm 2301 - Amy Conheady & Brooke Weinstein
11:30 – 12:30	Lunch with CCEA in the MSN Cafe
12:30 – 2:30	Substitute System, Certification and CTLE, WinCap Professional Development System, Pearson Rubric, and Annual Professional Performance Review with Giulio Bosco, Renee Mulrooney and Human Resources Staff in NGA Cafe

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2:30 - 3:00	First 20 Days - Part 3: use Atlas to Map out the first 20 days of instructions. Include a link to the assessment timeline to address required district assessments.
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<i>Day 4</i>	<i>Thursday, September 1st</i>
8:00 – 8:15	Continental Breakfast/Overview of the Day in NGA Cafe
8:15 – 9:00	Special Education and Student Services with Nicole Livingston-Neal and Brandy Schill--Overview for all new staff
9:00-11:30	Mentors and Mentees: Grading & Assessment (Formative and Summative) - District Expectations - with breakouts for elementary staff (UPK-6) and secondary staff (7-12) Giulio Bosco and Renee Mulrooney in the NGA Cafe Mental Health Staff -with Paula Schneider
11:30-12:30	Lunch on your own
12:30 – 3:00	<ul style="list-style-type: none"> ● UPK-6 new teachers work with mentors in classrooms ● 7-12 new teachers will meet with IT staff to learn Infinite Campus, Gradebook and Report Card inputting in the NGA ● Special Education Staff and Student Services staff meet with Brandy Schill and Nicole Livingston-Neal in Multi-Purpose rm 2301

NEW TEACHER SEMINAR SERIES –Professional Learning Community

To continue support throughout the year, our new teacher program includes a ten-session, after-school series entitled New Teacher Seminar Series, which you are **required to attend**. All sessions are in the PD Room A in the Central Office.

Probationary Teachers & LTS Teachers:

Secondary & District-wide Staff 2:00 PM - 3:30 PM

MS & Elementary 3:30 PM - 5:00 PM

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Date	Location	Topic
Wednesday, September 21, 2022	PD Room A	Building Executive Function Skills & Student Agency Facilitated by Ashley Guarino
Wednesday, October 19, 2022	PD Room A	Restorative Practices - Facilitated by Shavaughn Stefaniak & Emily Iabone
Wednesday, November 16, 2022	PD Room A	Response to Intervention - Facilitated by Renee Mulrooney and Giulio Bosco
Wednesday, December 14, 2022	PD Room A	Feedback and Assessment - Facilitated by Lori Orologio and Giulio Bosco
Wednesday, January 11, 2023	PD Room A	Differentiated Instruction - Facilitated by Andrea Lynch
Wednesday, February 15, 2023	PD Room A	Teacher Self-Care & Wellness - Facilitated by Paula Schneider
Wednesday, March 15, 2023	PD Room A	UDL & Technology - Facilitated by Mike Neumire, Brandy Schill and Renee Mulrooney
Wednesday, April 12, 2023	PD Room A	PBL, Rigor, and Enrichment - Facilitated by Patti Saucke, Shannon Barton and Andrea Lynch
Wednesday, May 17, 2023	PD Room A	Best Practices in Academic Vocabulary & Academic Writing - Facilitated by Ashley Guarino and Renee Mulrooney
Wednesday June 7, 2023	PD Room A	Reflect and Celebrate - Facilitated by Renee Mulrooney, Giulio Bosco, Lori Orologio and Kathy Dillon

Materials:

- *Mindset* (by Carol Dweck)
- *The New Art and Science of Teaching* (by Robert J. Marzano)
- *Embedding Formative Assessments* (by William & Leahy) for Elementary Staff
- *Reading Strategies* (by Serravallo) for Elementary Staff
- *Grading for Equity* (by Joe Feldman) for Secondary Staff

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

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In accordance with the CTLE Regulations (2019), educators acting as a mentor to a new classroom teacher as part of the Churchville-Chili Central School District mentoring program may receive credit of up to 30 hours of such time towards their CTLE requirement in each 5-year registration period. Their participation in the four day teacher induction program and three additional new teacher seminar sessions meet these hours. This must be documented via Wincap our digital professional learning application. Educators acting as a mentor to a teacher candidate may credit up to 25 hours of such time towards CTLE requirement in each registration period.

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

Role of school leaders in supporting effective mentoring practices	School leaders are expected to observe and engage in reflective conversations about the new teacher's instructional practices. Conversations include a review of lesson plans, student work samples, resources, materials, and assessments. School leaders provide actionable feedback to new teachers through the APPR process and through informal visits to the classrooms.
Role of the mentors	May include but shall not be limited to providing guidance and support to the new teacher.
Preparation of mentors	May include but shall not be limited to the study of the theory of adult learning, the theory of teacher development, the elements of a mentoring relationship, peer coaching techniques, and time management methodology.
Types of mentoring activities	May include but shall not be limited to modeling instruction for the new teacher, observing instruction, instructional planning with the new teacher, peer coaching, team coaching, and orienting the new teacher to the school culture.
Time allotted for mentoring	May include but shall not be limited to scheduling common planning sessions, releasing the mentor and the new teacher for a portion of their instructional and/or non-instructional duties, and providing time for mentoring during Superintendent's Conference Days, before and after the school day, and during summer orientation sessions.
Assessment of mentoring program	Collection of evaluations of New Teacher Seminar Series from mentors and mentees. Review of the data collected through the use of the Pearson Observation Rubric.

7. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

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

Churchville-Chili Central School District teachers will utilize the expertise and training provided by the Regional Bilingual Education-Resource Network to fulfill these requirements.

For all other faculty and staff, Churchville-Chili Central School District meets and applied for an exemption from the professional learning requirements in language acquisition for ELLs. The district, on an annual basis, has consistently fewer than 30 ELL students enrolled or the ELL population within the district is less than five percent of the total student population. The district was granted a waiver based on the number of enrolled students.

8. Organization-wide Goals

Churchville-Chili Professional Learning Goals

The following professional learning goals and objectives have been identified for the 2022-23 school year. This plan was generated through the analysis of multiple data sources and supports the needs of both district and buildings. It is aligned to New York State Professional Learning Standards as well as Churchville-Chili Central School District mission, core beliefs and district goals.

Churchville-Chili Central School District qualifies for the CR Part 154 School District Waiver Specific to English Language Learners. Note that our ESL teachers fully participate in the following professional learning plan as well as offerings provided by our Mid-West RBERN. See appendix F for a copy of the CR Part 154 School District Waiver.

NEEDS ANALYSIS-data is collected and reviewed throughout the course of each school year. The analysis influences our district goals and our professional learning offerings. We also rely on job-embedded coaching to refine and enhance the skills of our instructional staff. SEE APPENDIX E.

3. Action Plan

Goal 1: Engage all students in learner-centered instructional experiences based on state standards and rigorous district curriculum that leads to mastery of local, state, and national assessments, graduation, and the transfer and application of learning into their lives.

Objective:

- 1.1 Provide professional learning opportunities that promote learner-centered instruction that leads to mastery of local, state, and national assessments
- 1.2 Provide data analysis and curriculum writing opportunities to create a rigorous and aligned curriculum that allows for the transfer of skills and is responsive to the needs of our students and the demands of the future workforce.
- 1.3 Use a curriculum management system to conduct an audit of current courses to determine needed updates and realignment of course standards

Activities and Strategies:

- Provide multiple trainings on the topics of Balanced Literacy, Response to Intervention, Problem-Based Learning, Inquiry, and Engagement, Engineering Design, and Embedded Technology
- Provide follow-up instructional coaching to assist teachers in transferring learning from professional learning trainings to the classroom
- Assist teachers in self-evaluation and peer-evaluation of implementation of learner-centered teaching practices
- Provide opportunities to review RtI data to make decisions about students in need of further support
- Provide administrators with professional learning and checklists for important “look for’s” when observing teachers implementing learner-centered instruction
- Provide release time and summer curriculum writing days, as well as professional learning and guidance for revising curriculum documents

Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide professional learning offerings to align with Goal #1 through the WinCap PL Catalog	WinCap PL Catalog Attendance Rosters PL Advisory Committee Minutes	Central Office Administrators Building Administrators Directors Instructional Leaders	Spring 2022-Spring 2023 Ongoing <ul style="list-style-type: none"> ● PL Advisory Committee meetings in November,

Churchville-Chili Central School District Organizational Professional Learning Plan

		Instructional Coaches Teacher Leaders PL Advisory Committee	and March <ul style="list-style-type: none"> • Monthly Administrative meetings • Monthly Instructional Leader and Instructional Coaches meetings
Disseminate relevant outside PL offerings (BOCES, Colleges, etc.) to targeted teachers/administrators	Emails to teachers Flyers distributed to administrators	Central Office Administrators Building Administrators Directors Instructional Leaders	Ongoing <ul style="list-style-type: none"> • Monthly Administrative meetings • Monthly Instructional Leader and Instructional Coaches meetings
Provide professional learning for administrators, as well as checklists and “look for’s” to support Goal #1	Presentations to administrators Checklists for administrators	Central Office Administrators Instructional Coaches	Summer 2022 Ongoing <ul style="list-style-type: none"> • Monthly Administrative meetings
Analyze student achievement data as well as evaluation of professional learning offerings to determine effectiveness of PL	Collaborative Inquiry forms RtI plans PL Advisory Committee minutes Administrative Meeting minutes NYS ELA, Mathematics, and Science Assessment results 3-8, NYS Regents examinations 8-12	Central Office Administrators Building Administrators Directors PL Advisory Committee members Instructional Coaches	Summer 2022 Ongoing <ul style="list-style-type: none"> • PL Advisory Committee meetings in November and March • Monthly Administrative meetings • Monthly Instructional Coaches meetings
Continue to refine our RtI Process through the RtI Leadership Team meetings	Refinement of a district-wide RtI binder which will include forms, articulation of the process, intervention binder and progress monitoring assessments	RtI Leadership Team Building RtI Teams Instructional Coaches Instructional Leaders Administrators	<ul style="list-style-type: none"> • October 2022, January 2023, March 2023, and May 2023

Churchville-Chili Central School District Organizational Professional Learning Plan

	RtI minutes from Building Committees	All staff (for Tier 1 Interventions)	
Future Ready Committee to reflect our goal of embedding Computer Science and Digital Fluency Learning Standards and ensuring that all of our students are college and career ready.	Minutes of the Future Ready Committee	Future Ready Committee Members	Quarterly meetings during the 2022-23 school year
The distribution of funds from the American Rescue Act Plan enabled the district to offer extended learning opportunities to students. The supports will supplement our current data-based approach to RTI and the use of research-based practices including targeted tutoring, summer school, and hiring additional interventionists as well as providing other supports to help students regain skills.	Summer school pre and post data. RTI data-SRI, MI, Benchmarks for ELA & Math, Attendance Data, State Assessments (if available), and other internal data as appropriate.	Office of Instruction and instructional coaches and leaders-including principals and directors	Summer 2022 and ongoing

Goal 2: Develop civic-minded, culturally respectful, responsible, well-rounded, goal-oriented graduates who strive to be lifelong learners.

Objective:

- 2.1 Provide professional learning offerings that promote civic-mindedness, cultural responsiveness, and digital citizenship
- 2.2 Provide professional learning offerings that assist students in becoming well-rounded, lifelong learners

Churchville-Chili Central School District Organizational Professional Learning Plan

<p>Activities and Strategies:</p> <ul style="list-style-type: none"> • Incorporate an inquiry-based approach in social studies curriculum using the New York State Frameworks, the Inquiry Design Model (IDM), and the Stanford History Education Group resources • Incorporate a Problem-Based Learning approach across grade levels and courses to promote problem-solving and transferable, life-long skills. • Provide teachers with resources and instructional strategies that help students become independent, civically-minded, critical thinking, problem solvers. • Promote environmentally conscious practices • Promote culturally responsive teaching 			
Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide curriculum writing opportunities for social studies teachers to revise curriculum to align to the IDM model	Attendance logs for summer curriculum writing Atlas Curriculum Management system documents	Director of Curriculum BOCES professional learning Instructional Leaders Central Office Administrators	Summer 2022 and ongoing throughout the school year
Provide professional learning for Problem-Based Learning	WinCap catalog review number of participants Attendance logs for PBL offerings PBL units in Atlas curriculum management system	Central Office Administrators Instructional Coaches Enrichment Teachers	March 2023 Session for New Teachers Ongoing throughout school year
Refine counseling curriculum and health curriculum to include new career opportunities and career exploration as well as social emotional learning	Curriculum Counseling pre and post assessments	Counselors Counseling Instructional Leader Administrators Director of Health K-4 Classroom teachers and secondary Health teachers	Summer 2022 Ongoing (department meetings)
Promote environmentally conscious practices	Environment Clubs and activities School garden	Extra-curricular advisors Building administrators	Ongoing

Churchville-Chili Central School District Organizational Professional Learning Plan

Goal 3: Foster social, emotional and physical well-being in our school community

Objective:

- 3.1 Provide professional learning for all staff that promotes respectful relationships and provides strategies for managing stressful situations
 3.2 Provide professional learning and curriculum writing opportunities to develop a comprehensive health plan that supports students in positive decision-making and promotes mental and physical well-being

Activities and Strategies:

- Train district staff to be trainers in Therapeutic Crisis Intervention for Schools (TCIS) and Restorative Practices
- Provide trainings and re-certification for administrators and staff in TCIS and Restorative Practices
- Include wellness and substance abuse curriculum units in Health and Physical Education
- Train district staff to be trainers for the Monique Burr Child Safety Matters program
- Provide professional learning in mental health and social emotional learning
- Provide training on Health and Safety protocols

Inputs	Evidence/Evaluation	Responsibility	Timeline
Identify and send district staff to become trainers for TCIS and Restorative Practices	Certification documents from TCIS and Restorative Practices Attendance logs for these trainings	Central Office Administrators	Summer 2022 and during the year when the trainings are offered
Provide TCIS and Restorative Practice training throughout the year and to various staff	Certification documents from TCIS WinCap PL catalog Attendance logs Superintendent's Day Agenda	Central Office Administrators Building Administrators Directors TCIS and Restorative Practice trainers	Throughout the school year 2022-23 Superintendent's Conference Days
Provide professional learning on mental health, social emotional learning and executive function	Counseling curriculum Health/PE curriculum professional learning opportunities in WinCap	Counselors Instructional Coaches Psychologists PE Teachers	Ongoing throughout school year 2022-2023

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	Improvement in mental health and other health-related data (attendance, etc.) Student-led Mental Health Awareness through public service announcement and social media	Elementary Teachers PPS Director Health teachers Partnership with University of Rochester to provide mental health support and training Students interested in mental health awareness	
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Goal #4: Integrate and utilize technological resources to enhance and improve teaching and learning, communication, and school operations

Objective: 4.1 Provide professional learning to assist teachers in embedding technology to improve learning in their particular disciplines 4.2 Provide professional learning to assist all staff in enhancing their efficiency and promote collaboration 4.3 Use input from our Future Ready Committee to implement our approved NYS Instructional Technology Plan (three year plan)			
Activities and Strategies: <ul style="list-style-type: none"> ● Provide professional learning offerings on the topics of GSuite and Chromebooks, Literacy and Technology, Using Technology for Assessments as well as content-specific technology offerings ● Provide staff with professional learning offerings on the topics of GSuite and other digital tools to promote collaboration and efficiency ● Provide staff with updated hardware and software as well as the training to utilize it ● Provide professional development for using technology to engage learners with digital tools 			
Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide offerings in WinCap PL as well as Department and Faculty meetings to promote thoughtful use of technology as a	WinCap PL catalog Attendance logs Department and Faculty Agendas	Central Office Administrators Building Administrators Instructional Technology coach and IT staff	Ongoing throughout school year 2022-23

Churchville-Chili Central School District Organizational Professional Learning Plan

tool and prepare students for online tests (computer based testing)		Instructional Leaders	
Provide professional learning around the SAMR Model and other frameworks to use as a reflection tool related to individual technology use and also where we are on the continuum as a district	Higher level technology integration observed in classrooms Offerings in WinCap	Instructional Technology Coach Instructional Leaders Teacher Leaders	Summer 2022 (New Teacher Training) Ongoing throughout school year
Collect feedback from teachers about use of technology as a tool for teaching and learning through Future Ready and PL Advisory Committees	Future Ready minutes and surveys PL Advisory Committee minutes WinCap (PL Management System) evaluations from teachers attending workshops	Future Ready and PL Advisory Committee Central Office Administrators Building Administrators Directors Instructional Technology Coach and IT staff	Ongoing throughout school year PL Advisory Committee meetings in November and March Future Ready Committee Meetings (bi-monthly)
Review and raise awareness about NYS Computer Science and Digital Literacy Standards	Future Ready ILT Atlas (ILT minutes)	Future Ready Committee IL's	Ongoing throughout school year 2022-23
Provide professional learning for all staff to promote collaboration and efficiency	WinCap PL catalog Attendance logs	Director of PL Communication Specialist IT staff	Ongoing throughout school year 2022-23
Provide training for upgraded hardware and software	Usage statistics Training opportunities in WinCap PL catalog	Technology Director and staff	Ongoing throughout school year 2022-23

Goal #5: Provide access and inclusivity for all to achieve equity

Churchville-Chili Central School District Organizational Professional Learning Plan

<p>Objective:</p> <p>5.1 Provide culturally responsive professional learning that assists teachers in creating a positive classroom environment that respects and honors diversity.</p> <p>5.2 Develop curriculum that supports and sustains a culture of access and equity by being aware of and respectful of diverse student backgrounds and traditions</p>			
<p>Activities and Strategies:</p> <ul style="list-style-type: none"> ● Provide activities, presentations, and assemblies to promote respect for cultural diversity 			
Inputs	Evidence/Evaluation	Responsibility	Timeline
Provide professional learning activities, presentations and assemblies to promote respect for diversity	School calendar and WinCap catalog	Building Administrators	Ongoing throughout school year 2022-23
Promote inclusivity through updating our materials and resources during curriculum writing.	Curriculum updates in Atlas	Office of Instruction and Instructional Leaders	Summer 2022 and ongoing
Provide staff with professional learning opportunities related to the NYS Culturally Responsive-Sustaining Framework	Meeting agendas and WinCap catalog	Building Administrators Office of Instruction	Summer 2022 and ongoing during the school year
Provide staff with professional learning around the use of translation tools--website, Proprio--when communicating with ENL families	Priority documents for translation District website	Office of Instruction	Summer 2022 and ongoing during the school year

Appendices

Appendix A: Board of Education Policy 6160

SUBJECT: PROFESSIONAL GROWTH/STAFF DEVELOPMENT 2021 6160

Personnel Page 1 of 2

It is the policy of the District that attention be given to in-service, pre-service, and other staff development programs which are believed to be of benefit to the School District and its students. The Superintendent, in consultation with the appropriate administrative staff and/or teacher committees, is directed to arrange in-service programs and other staff development opportunities which will provide for the selection of subjects pertinent to the curriculum in the schools, to build from these subjects those topics or courses for in-service or staff development which will help employees acquire new methods of performing their job responsibilities or help staff improve on those techniques which are already being used in the schools, with the objective of improving professional competencies.

It is recommended that administration develop meaningful in-service and/or staff development programs which will achieve the following:

- a) Contribute to the instructional program of the schools;
- b) Contribute to improved education for students;
- c) Achieve state mandates;
- d) Enhance the professional competencies and/or instructional abilities of staff members.

The Board of Education, therefore, encourages all employees to improve their competencies beyond that which they may obtain through the regular performance of their assigned duties. Opportunities should be provided for:

- a) Planned in-service programs, courses, seminars, and workshops offered both within the School System and outside the District.

- b) Visits to other classrooms and schools, as well as attendance at professional meetings, for the purpose of improving instruction and/or educational services.
- c) Orientation/reorientation of staff members to program and/or organizational changes as well as District expectations.

Attendance at such professional learning programs must be directly linked to the duties and responsibilities comprising the job description of the employee. Consequently, employees are encouraged to participate in the planning of staff development programs designed to meet their specific needs.

(Continued)

Appendix A: Board of Education Policy 6160 (Cont'd.)

2021 6160
Personnel Page 2 of 2

Members of the staff are also encouraged to continue their formal education as well as to attend their respective work-related workshops, conferences and meetings.

Funds for participating at such conferences, conventions, and other similar professional learning programs will be budgeted for by the Board of Education on an annual basis. Reimbursement to District staff for all actual and necessary registration fees, expenses of travel, meals and lodging, and all necessary tuition fees incurred in connection with attendance at conferences and the like will be in accordance with established regulations for conference attendance and expense reimbursement.

The Superintendent of Schools or his/her designee has authority to approve release time and expenses for staff members' attendance at professional training conferences, study councils, in-service courses, workshops, summer study grants, school visitations, professional organizations and the like within budgetary constraints.

A conference request form must be submitted by the employee and approved by the designated administrator prior to the employee's attendance at such conference or other professional learning program (see Policy 6161 *Travel Expenses*).

Mentoring Programs for First Year Teachers

Churchville-Chili Central School District Organizational Professional Learning Plan

First year teachers must participate in a mentoring program as a component of the School District's Professional Learning Plan. The purpose of the mentoring program is to increase the retention of new teachers and provide quality instructional experiences aligned to district curriculum. The mentor's role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in a collective bargaining agreement.

Education Law Section 1604(27)
General Municipal Law Sections 77-b and 77-c
8 New York Code of Rules and Regulations (NYCRR) Part 102.2(dd)

Adopted: 7/10/2001, Revised 5/25/2004, 12/9/2014, 1/12/2021

Appendix B: Board of Education Policy 6161

2020

6161

Personnel

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SUBJECT: TRAVEL EXPENSES

Conference travel shall be for official business consistent with the School District's educational goals and focus and will be made utilizing a cost-effective and reasonable method of travel. Attendance at the conference must be essential to job performance. For instance, travel to participate in meetings of professional, civic or social associations will only be approved if their content is deemed to be specifically aligned with and critical to job performance.

Employees attending conferences and traveling on other district business are representatives of the District and are expected to conduct themselves in a professional and appropriate manner.

For purposes of this policy, members of the Board of Education and other nonemployees authorized to travel and attend conferences on behalf of the District shall be covered as if they were employees.

Conference/ Travel Requests

Prior to attending a conference, individuals must submit a completed Conference Request Form through WinCapWeb or if an individual does not have access to WinCapWeb then utilizing form 6161F. Once the request has been approved by the appropriate supervisor, it will be submitted to the Superintendent or his/her designee. Final approval of Conference Request Forms will be

granted/denied by the Superintendent or his/her designee. Conference Request Forms are only to be used by District employees, Board Members and nonemployees authorized to travel and attend conferences on behalf of the District.

Expense Reimbursement

All conference reimbursement requests must be submitted using a Conference Reimbursement Form-which will be provided by the Purchasing Department. Only approved expenses are eligible for reimbursement.

Expenses for overnight-approved travel will be reimbursed when accompanied by original receipts with the exception of meal expenses which will be reimbursed based on per diem rates as outlined on the United States General Services Administration Website at www.gsa.gov. Lunch for approved conferences that do not require an overnight stay but do require travel outside of the County of Monroe, NY will also be reimbursed based on per diem rate as outlined above. New York State sales tax cannot generally be reimbursed. A Sales

(Continued)

Appendix B: Board of Education Policy 6161 (Cont'd.)

Tax-Exempt Form can be obtained from the Business Office prior to travel, for hotel accommodations or other travel expenses.

In extenuating circumstances, exceptions to the amount reimbursed may be granted by the Superintendent.

The Superintendent of Schools shall provide administrative regulations as necessary to define and implement this policy and to provide employees with proper guidance on those expenses that will be considered necessary conference expenses that are eligible for reimbursement by the District.

General Municipal Law §77-b (2)

Note: Refer also to Policy #5323 -- *Reimbursement for Meal Expenses Incurred During Meetings*

Churchville-Chili Central School District Organizational Professional Learning Plan

Adopted: 12/9/2014

Revised: 8/23/2016, 12/8/2020

Appendix C: Board of Education Policy 6213

2020

6213

Personnel

1 of 3

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING**Registration**

All employees who are certificate holders must register with the State Education Department (SED) every five years through the TEACH system. An employee is a certificate holder if he or she holds a permanent or professional certificate in the classroom teaching service, a permanent or professional certificate in the educational leadership service (i.e., school building leader, school district leader, or school district business leader), or a Level III Teaching Assistant certificate. Only registered employees may teach or supervise in the District.

Employees who were certificate holders prior to July 1, 2016, had to apply for initial registration during the 2016-2017 school year and each subsequent five-year period thereafter.

Any individual who is issued a new certificate is automatically registered with SED. These certificate holders must renew their registration every five years during their birth month. Any certificate holder who fails to register by the beginning of the appropriate registration period may be subject to late filing penalties.

Certificate holders must notify SED of any change of name or mailing address within 30 days of such change through the TEACH system. Any certificate holder who willfully fails to inform SED of changes to his or her name and/or address within 180 days of such change may be subject to moral character review.

Continuing Teacher and Leader Education (CTLE) Credit Hours

All continuing teacher and leader education certificate holders (CTLE certificate holders) must successfully complete a minimum of 100 hours of acceptable CTLE during each five-year registration period to maintain a valid certificate. An employee is a CLTE certificate holder if he or she holds a professional certificate in the classroom teaching service, a professional certificate in educational leadership service, or a Level III Teaching Assistant certificate. This requirement may be completed at any time over the course of a five-year period. Credit hours cannot carry over to subsequent registration periods.

SED sets high standards for courses, programs, and activities that qualify for CTLE credit, and it must approve all CTLE sponsors. Generally, acceptable CTLE will be in the content area of any certificate title held by an individual or in pedagogy. Further,

the CTLE will be aligned with professional learning standards created by the New York Professional Standards and Practices Board for Teaching.
(Continued)

Appendix C: Board of Education Policy 6213 (Cont'd.)

2020	6213
Personnel	2 of 3

The District will describe opportunities for teachers and administrators to engage in CTLE in its Professional Learning Plan. The District will annually certify, in a form and on a time table prescribed by the Commissioner of Education, that the requirements to have a professional learning plan for the succeeding school year have been met and that it has complied with the professional learning plan for the current school year. The District will provide CTLE opportunities that are designed to improve the teacher or leader's pedagogical and/or leadership skills and are targeted at improving student performance, among other things. A peer-review teacher or principal acting as an independent trained evaluator who conducts a classroom observation as part of a teacher evaluation under relevant sections of the Education Law may apply the observation time to fulfilling CTLE requirements. Time spent mentoring may also be counted toward required CTLE credit hours.

Language Acquisition CTLE and Exemption

Employees holding an English to speakers of other languages (all grades) certificate or a bilingual extension are required to complete a minimum of 50 percent of the required CTLE hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English Language Learner (ELL) students. All other certificate holders must hold a minimum of 15 percent of the required hours dedicated to language acquisition addressing the needs of ELLs, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs. A minimum of 15 percent of the required CTLE hours for employees holding a Level III Teaching Assistant certificate will be dedicated to language acquisition addressing the needs of ELLs and integrating language and content instruction for ELLs.

Employees holding school district business leader certificates are exempt from the language acquisition CTLE requirements for each year that they are employed in the District. Instead, they must complete a minimum of 15 percent of the required CTLE hours dedicated to the needs of ELLs and federal, state, and local mandates for ELLs.

Employees may be eligible for a waiver of language acquisition CTLE requirements. Each school year when there are fewer than 30 ELL students enrolled in the District or ELLs make up less than 5% of the total student population, the District may obtain an exemption. If the District obtains this exemption, employees would be exempt from the language acquisition CTLE requirement for each year that they are employed in the District.

(Continued)

Appendix C: Board of Education Policy 6213 (Cont'd.)

2019	6213
Personnel	3 of 3

CTLE Adjustment

The Commissioner may adjust an employee's number of CTLE hours and/or time to complete them due to poor health, as certified by a health-care provider; extended active duty in the Armed Forces; or other acceptable good cause.

Any employee holding a certificate in the classroom teaching service who obtains certification from the National Board for Professional Teaching Standards will be considered CTLE-compliant for the registration period in which he or she obtains this certification. The employee must still meet any language acquisition requirements, however.

Recordkeeping and Reporting Requirements

Employees must maintain a record of completed CTLE hours for at least three years from the end of the applicable registration period. The record must include the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of ELLs, the sponsor's name, any identifying number, attendance verification, and the date and location of the program.

The District will maintain a record of any professional learning it conducts or provides for at least seven years from the date of completion. The District will submit to SED, in a form and timetable prescribed by SED, information concerning the completion of professional learning for regularly employed certificate holders.

Churchville-Chili Central School District Organizational Professional Learning Plan

Education Law §§ 3006, 3006-a, 3012-d
8 NYCRR §§ 80-6, 100.2(dd)

NOTE: Refer also to Policy #6160 -- Professional Growth/Staff Development

Adopted: 11/27/2007

Reviewed: 3/25/2011

Revised: 3/26/2019; 8/20/2020 replaced "professional development: with "professional learning"; no content change

Appendix D: Board of Education Regulation 6213R

Registration and Professional Learning

2020

6213R

Personnel

1 of 3

Continuing Teacher and Leader Education (CTLE) Standards

District teachers and educational leaders must complete 100 hours of CTLE courses, programs, and activities provided by SED-approved sponsors to maintain their professional or Level III teaching assistant certificate. The District is an approved sponsor. Other approved sponsors may include BOCES, Teacher Centers, accredited state institutions of higher learning, professional organizations, and SED-approved education programs. The District's CTLE should follow these standards:

- 1) professional learning design is based on data; derived from the experience, expertise, and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
- 2) professional learning expands content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and to assess student progress.
- 3) professional learning is research-based and provides opportunities to analyze, apply, and engage in research.
- 4) professional learning ensures that personnel have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- 5) professional learning ensures that personnel have the knowledge and skill to meet the diverse needs of all students.
- 6) professional learning assures that personnel have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students.
- 7) professional learning ensures that personnel have the knowledge, skill and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- 8) professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- 9) professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
- 10) professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

(Continued)

Appendix D: Board of Education Regulation 6213R (Cont'd.)

2020
Personnel

6213R
2 of 3

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)

Continuing Teacher and Leader Education (CTLE) Standards (Cont'd.)

For credit-bearing university or college courses, each semester-hour of credit will equal 15 clock hours of CTLE credit, and each quarter-hour will equal ten clock hours of CTLE credit. For all other approved CTLE courses, one CTLE credit hour will constitute a minimum of 60 minutes of instruction or education.

Conditional Registration

If an employee does not complete the required CTLE within his or her registration period, he or she will not be registered by SED and cannot practice unless he or she completes the registration or conditionally registers. The SED may issue a conditional registration that allows a candidate up to one year to complete outstanding CTLE hours to remain eligible to teach or supervise in the District. When the certificate holder completes the remaining CTLE, SED will consider him or her registered for the remaining registration period.

If a certificate holder returns to practice in the District, he or she will be required to first register with SED. If the certificate holder is in the middle of a registration period when he or she becomes inactive and is no longer practicing, he or she must complete a minimum of 20 CTLE hours for every year he or she was practicing in an applicable school.

District Recordkeeping Responsibilities

The District must maintain a record of any professional learning it conducts or provides for certificate holders for at least seven years from the completion date. The record will include:

- 1) The name of the professional certificate holder;
- 2) His or her teacher certification identification number;
- 3) The title of the program;
- 4) The number of hours completed; and
- 5) The date and location of the program.

The District will also maintain documents regarding its mentoring program implementation, including the name of each person receiving mentoring, his or her certificate identification number, type of mentoring activity, number of hours completed in the activity, and the name and certificate identification number of the person who provided the mentoring for at least seven years from the mentoring completion date.

(Continued)

Appendix D: Board of Education Regulation 6213R

2020
Personnel

6213R
3 of 3

SUBJECT: REGISTRATION AND PROFESSIONAL LEARNING (CONT'D.)

District Reporting Responsibilities

Each year, the Superintendent will certify to the Commissioner that the District has a professional learning plan in place and that it has complied with that plan.

The District will also annually report to SED information about its employed certificate holders' completion of professional learning. Before doing so, the District will verify the accuracy of the information with the certificate holder.

Certificate Holder Responsibilities

Employees must maintain records of all professional learning courses, programs, and activities undertaken for at least three years from the completion date. The records will include:

- 1) The title of the program;
- 2) The total number of hours completed;
- 3) The number of hours completed in language acquisition;
- 4) The sponsor's name and any identifying number;
- 5) Attendance verification; and
- 6) The date and location of the program.

Churchville-Chili Central School District Organizational Professional Learning Plan

Adopted: 12/11/2007

Revised: 3/26/2019; 8/20/2020 Replaced “professional development” with “professional learning”; no content change

Appendix E: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- X School Report Card
 - New York: The State of Learning (Chapter 655 Report)
 - BEDS Data
 - The CAR Report
 - Special designation schools, SURR, Title 1
- X Student Attendance rates
- X Graduation and drop-out rates
- X Student Performance results disaggregated by ethnicity
- X Gender, SES, and other special needs (students who failed multiple subjects)
- X State benchmarks for student performance
 - TIMSS report
 - Student aspirations
- X Other student surveys
- X Longitudinal Data
- X Student/Teacher ratios
 - Teacher turnover rate
 - Number of uncertified teachers
 - Number of teachers teaching out-of-field
- X Teacher Proficiency data (APPR)
- X Teacher surveys
 - Teacher self-assessment (PPR)

- X Curriculum surveys
Community employment opportunities
- X Other (specify): Discipline reports, attendance reports
- X Local Results

Appendix F: CR Part 154 School District Waiver

Waiver Pending, August 2022

Dear Churchville-Chili Central School District,

We hope this email finds you well.

Thank you for submitting the CR Part 154 Professional Development waiver for school year 2021-2022.

After reviewing your waiver form, we are pleased to announce that your waiver request is approved.

Please keep this email/document for your records and for future reference.

10/12/2021

Sincerely,

[Office of Bilingual Education and World Languages](#)

[New York State Education Department](#)

Appendix G: Statement of Assurances

Churchville-Chili Central School District

Professional Learning Plan

STATEMENT OF ASSURANCES

The Superintendent certifies that:

- Planning, implementation and evaluation of the professional learning plan were conducted by a professional learning advisory team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional learning that:
 - Is aligned with state content and student performance standards;
 - Is articulated within and across grade levels;
 - Is continuous and sustained;
 - Indicates how classroom instruction and teacher practice will be improved and assessed;
 - Indicates how each teacher in the district will participate; and
 - Reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional learning and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

(Date)

Churchville-Chili Central School District

Response to Intervention (RtI) Plan
Guidance Document 2022-23

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Introduction

Response to Intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement. With RtI, schools can use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of that intervention depending on a student's responsiveness, and to identify students who are not making significant progress as students with possible learning disabilities. (NCRTI, 2010).

New York State Regulations and Response to Intervention

Specifically, the NYS Regents Policy Framework for RtI [8 NYCRR section 100.2 (ii)]

1. Defines RtI to minimally include:

- **Appropriate instruction** delivered to all students in the general education class by qualified personnel. Appropriate instruction in reading means scientific research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension.
- **Screenings** applied to all students to identify those students who are not making academic progress at expected rates.
- **Instruction matched to student need with increasingly intensive levels of targeted intervention** and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Repeated assessments** of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards (progress monitoring).
- **Data Collection and application of information** about student progress with an intervention to make **educational decisions** about changes in goals, instruction and/or services and the decision to make a referral for special education programs and/or services (when necessary).

New York State Regulations and Response to Intervention (Cont'd.)

- **Written notification to the parents** when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about :
 - the amount and nature of student performance data that will be collected and the general education services that will be provided;
 - strategies for increasing the student's rate of learning; and
 - parents' right to request an evaluation for special education programs and/or services.

2. Requires each school district to establish a **plan and policies for implementing school-wide approaches** and prereferral interventions in order to remediate a student's performance prior to referral for special education, which may include the RtI process as part of a district's school-wide approach. The school district must **select and define the specific structure and components of its RtI program**, including, but not limited to the:

- criteria for determining the levels of intervention to be provided to students,
- types of interventions,
- amount and nature of student performance data to be collected, and
- manner and frequency for progress monitoring.

[8 NYCRR section 100.2(ii)]

3. Requires each school district implementing an RtI program to take appropriate steps to ensure that staff has the **knowledge and skills** necessary to implement an RtI program and that such program is implemented consistent with the specific structure and components of the model.

[8 NYCRR section 100.2(ii)]

4. Authorizes the use of RtI in the State's **criteria to determine learning disabilities (LD)** and **requires, effective July 1, 2012, that all school districts have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading.** *“Effective on or after July 1, 2012, a school district shall not use the severe discrepancy criteria to determine that a student in kindergarten through grade four has a learning disability in the area of reading.”*

[8 NYCRR section 200.4(j)]

New York State Regulations and Response to Intervention (Cont'd.)

In addition to the above RtI requirements, regulations adopted by the Regents regarding screening of students with low test scores now requires a review of the students' instructional programs in reading and mathematics to ensure that explicit and research validated instruction is being provided in reading and mathematics.

- Students with low test scores must be monitored periodically through screenings and on-going assessments of the student's reading and mathematics abilities and skills.
- If the student is determined to be making substandard progress in such areas of study, instruction shall be provided that is tailored to meet the student's individual needs with increasingly intensive levels of targeted intervention and instruction.
- School districts must provide written notification to parents when a student requires an intervention beyond that which is provided to the general education classroom. Such notification shall include: information about the performance data that will be collected and the general education services that will be provided; strategies for increasing the student's rate of learning; and the parents' right to request an evaluation by the Committee on Special Education to determine whether the student has a disability.

An RtI process as described above will meet the section 117.3 requirements to ensure a student's progress toward meeting the State's standards.

RtI Tiers of Instruction

Tiered Instruction - an instructional delivery model which outlines intensity of instruction within a multi- tiered prevention/intervention system.

Tier 1: Effective, standards-based instruction that occurs in the general education classroom and is delivered by a general education teacher. Commonly referred to as "core instruction," it is designed to meet the needs of a minimum of 80% of all students. When students begin to struggle in the classroom, teachers may need to create a Tier 1 Intervention plan. In creating a Tier 1 Intervention plan, the teacher defines the problem, makes use of scientifically-based strategies, and progress monitors the intervention. Intervening early and at the classroom level often addresses the problem and ensures positive outcomes for each student.

Tier 2: Supplemental, small group instruction designed specifically for those students who are not making adequate progress in Tier 1. Tier 2 interventions do not supplant Tier 1 instruction, but are provided in addition to what the student is receiving at Tier 1. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures and provide a

minimum of 20–30 minutes per session a minimum of 3-4 times per week by trained, knowledgeable and skilled school personnel.

Tier 3: Supplemental, individualized and customized intervention provided to students in a smaller group format (ideally 1:1) and delivered with greater frequency and duration (3-5 times per week for 30-60 minutes). Students in Tier 3 continue to receive core instruction at Tier 1. Interventions at Tier 3 are tailored to the student's needs and provided by a highly trained, knowledgeable, and skilled educator.

RtI for September 2022 (due to COVID-19 Pandemic)

We are prioritizing intervention services for those students most impacted by the COVID-19 Pandemic. We will begin intervention services immediately in September 2022 and will monitor progress to drive further instructional decisions. We will continue to utilize our Response to Intervention process to monitor and intervene with students who are experiencing academic and/or social emotional struggles. Our instructional staff will focus on strengthening our core instruction for all and will create, implement and monitor School Recovery plans as well as Tier 1, 2 and 3 intervention plans for students who need extra support and/or extended learning opportunities.

APPENDIX A

UPK-12 Assessment Administration and Reporting Timeline 2022-2023

Aug 17, 2022

Quarter 1 Assessments	Administration	Reported on ITS Site
MATH		
Math Inventory (Gr. 2-6)	Sept. 12-23	NA
Math Inventory (Gr. 9 - 12)	Sept. 16	NA
10 Week Math Benchmark (Gr. K-1)	By Nov. 10	By Nov. 15
ELA		
Kindergarten: ELBA (Score 10/11 = Administer Engage Literacy)	Oct. 17 – Oct 28	By Nov. 11
Kindergarten: Sight Words, Letter ID, Sounds, PA - Rhyming & Syllables	By Nov. 10	NA
Sight Words (Gr. 1-2)	By Sept. 30	NA
Engage Literacy (Gr. 1 -2) (fiction)	By Sept. 30	By Oct. 7 (report independent level)
DRA2+ (Gr. 3-6) (fiction)	By Sept. 30	By Oct. 7 (report independent level)
SRI (Gr. 3-12)	By Sept. 23	NA
DSA (Gr. 1-6)	Oct. 3 – 14	By Oct.21
Quarterly ELA Benchmark (Gr. 7-8)	Oct 24. - Nov. 7	NA
Report Card End of Quarter: Nov. 10 Window opens Nov. 3	Entered by: Nov. 15 (UPK-6), Nov. 15 (7-12)	Sent Home: Nov. 21

Quarter 2 Assessments	Administration	Reported on ITS Site
MATH		
15 Week Math Benchmark (Gr. 7-12)	Nov. 28 - Dec. 16	NA
Math Inventory (15 weeks) (Gr. 7 - 12)	Nov. 28 - Dec. 16	NA
Math Inventory (Gr. 1-6)	Jan. 16-27	NA
20 Week Math Benchmark (Gr. K-6)	By Jan. 27	By Feb. 1 for K-2, 3-6 in eDoctrina
ELA		
Kindergarten: Letter ID, Sounds, PA Assessment (all),	By Jan. 27	NA
Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate)	Nov. 14-23	DSA only by Dec 2

Engage Literacy (Gr. K-2) (nonfiction)	By Dec. 22	By Dec. 23 (report independent level)
DRA2+ (Gr. 3-6) (nonfiction)	By Dec. 22	By Dec. 23 (report independent level)
15 Week ELA Benchmark (Gr. 2-8)	Dec. 12. - Dec. 16	*2nd grade teachers please report on ITS, all others NA
SRI (Gr. 3-12)	Dec. 1-9	NA
Optional: DSA (Gr. 1-6)	By Jan. 27th	NA
UPK		
DIAL-4	By Dec. 1	NA
Report Card End of Quarter: Jan. 27 Window opens Jan. 20	Entered by: Jan. 31 (UPK-6) & Jan. 31 (7-12)	Sent home: Feb. 6

Quarter 3 Assessments	Administration	Reported on ITS Site
STATE ASSESSMENTS		
ELA State Test (Grades 3 - 8)	CBT: April 19 and 20	NA
MATH		
30 Week Math Benchmark (Gr. K)	By April 14	By April 19
Universal Math Screening (9-12)	By April 21	NA
ELA		
Kindergarten: Letter ID, Sounds, PA Assessment (all)	By April 14	NA
Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate)	March 27 - April 12	DSA only by April 19
March Engage Literacy (Gr. 1-2) K: Students at TRL~A, A, 1, Inst. 2 (for below grade level students only) (fiction)	By March 15	By March 17 (report independent level)
DRA2+ (Gr. 3-6) (fiction) BELOW GRADE LEVEL ONLY	By March 15	By March 17 (report independent level)
Quarterly ELA Benchmark (Gr. 7-8)	March 29 - April 12	NA
Report Card End of Quarter: April 14 Window opens March 31	Entered by: April 18 (UPK-6), April 18 (7-12)	Sent home: April 24

Quarter 4 Assessments	Administration	Reported on ITS Site
STATE ASSESSMENTS		

NYS Math Assessment (Grades 3-8)	CBT: May 3 and 4	NA
Grade 8 Science Written Assessment	June 5	NA
MATH		
Math Inventory (Gr. K-8) - 8th grade Algebra students have the option to take MI assessment after Regents Exam	May 15 - 26	NA
40 Week Math Benchmark (K-6)	By June 13	By June 16 for K-2, 3-6 in eDoctrina
35 Week Math Benchmark (7-12)	By May 19	NA
ELA		
Kindergarten: Letter ID, Sounds, PA Assessment (all)	By June 16	NA
Kindergarten: Word Study - Dictated Sentence (all) AND DSA (as appropriate)	June 5-16	DSA only by June 16 *Dictated sentence goes in student work folder
Engage Literacy (Gr. K-2) (nonfiction)	June 1 - June 13	By June 16 (report independent level)
DRA2+ (Gr. 3-6) (nonfiction)	June 1 - June 15	By June 16 (report independent level)
DSA (Gr. 1-6)	June 1-8	By June 16
35 Week ELA Benchmark (Gr. 2-8)	May 15- May 22	*2nd Grade Teachers Report on ITS, all others NA
SRI (Gr. 3-12)	By June 9	NA
Report Card End of Quarter: June 16 Window opens June 9	Entered by: June 19 (UPK-6), June 23 (7-12) by 12:00 PM	Home with students June 22 (UPK-6) Sent home: June 29 (7-12)

- 15 and 35 week ELA benchmark assessments administered using eDoctrina will populate data within eDoctrina. The results do not need to be reported on ITS for these assessments.
- IEP testing accommodations are not used for ELA benchmark assessments or Math Inventory.
- IEP testing accommodations are used for Math benchmark assessments.
- Special class teachers may select a benchmark assessment that reflects the level at which the student is currently being instructed.

- **Marking Periods:**
- Q1-11/10/22
- Q2-1/27/23
- Q3-4/14/23
- Q4-6/22/23 (Last day students)

ELA eDoctrina Assessment Numbers

Highlighted benchmarks need to be copied to new assessment year

Grade Level	15 Week ELA Benchmark	35 Week ELA Benchmark
Grade 3	1251879	1251915
Grade 4	1251918	1251957
Grade 5	1251960	1251963
Grade 6	1251970	1251973
Grade 7	666388	1232659
Grade 8	1197019	1251976

APPENDIX B

Grade	Beginning of Year (Aug – Sept.)	1st Interval Assessment (Nov. – Dec.)	2 nd Interval Assessment (Feb. - Mar.)	End of Year (May - June)
K		C+	D+	E+
		B 1-2	C 3-4	D 6
		A	B	C
				Below C
1	E+	G+	I+	K+
	D/E 6-8	F 10	H 14	J 18
	C	E	G	I
	Below C	Below E	Below G	Below I
2	K+	L+	M+	N+
	J/K 18-20	K 20	L 24	M 28
	I	J	K	L
	Below I	Below J	Below K	Below L
3	N+	O+	P+	Q+
	M/N 28-30	N 30	O 34	P 38
	L	M	N	O
	Below L	Below M	Below N	Below O
4	Q+	R+	S+	T+
	P/Q 38-40	Q 40	R 40	S 40-50
	O	P	Q	R
	Below O	Below P	Below Q	Below R
5	T+	U+	V+	W+
	S/T 40-50	T 40-50	U 50	V 50
	R	S	T	U
	Below R	Below S	Below T	Below U
6	W+	X+	Y+	Z
	V/W 50-60	W 60	X 60	Y 70
	U	V	W	X
	Below U	Below V	Below W	Below X
7	Z	Z	Z+	Z+
	Y 70	Y 70	Z 70-80	Z 80
	X	X	Y	Y
	Below X	Below X	Below Y	Below Y
8	Z+	Z+	Z+	Z+
	Z 80	Z 80	Z 80	Z 80
	Y	Y	Y	Y
	Below Y	Below Y	Below Y	Below Y

APPENDIX C

Response to Intervention Assessments

The following describes the assessments that will be used to establish baseline information about readers as well as provides on-going information about student progress. The purpose of these assessments is to give teachers information about how each student is progressing towards the goal of making at least a year's growth in a school year.

Running Reading Records (RRR)-A running reading record is an assessment tool used to monitor and analyze a student's reading process by recording the reader's oral reading exactly as it is performed. The RRR gives information about the student's reading accuracy, fluency, and comprehension.

Early Literacy Behaviors Assessment (ELBA)-The Early Literacy Behaviors Assessment provides information about ways to teach young children how to look at print. Critical early concepts help them understand how to look at letters, how letters are put together to make words, and how print is arranged from left to right. These basic understandings are important as foundations for using letter-sound relationships.

Sight Words-The sight word assessment measures the student's ability to automatically and accurately identify and write sight words from a grade-specific list.

Writing Post Assessment-The writing assessment is administered at the end of a unit of study and assesses the student's ability to respond to a specific writing prompt. The writing sample is assessed for meaning, development, organization, language use and conventions.

Letter Identification, Sounds and Rhyming-This series of tasks measures a young reader's knowledge of letter names and sounds, as well as the ability to distinguish rhyming and non-rhyming words.

Scholastic Reading Inventory (SRI)-The Scholastic Reading Inventory is an untimed, computer adaptive assessment that determines a student's reading level. The student reads short passages and answers multiple-choice and fill-in-the blank questions about the passage.

Developmental Reading Assessment 2 (DRA2)-The Developmental Reading Assessment is an individually-administered assessment that determines each student's independent level with an evaluation of three components of reading: reading engagement, oral reading fluency, and comprehension.

Developmental Reading Assessment 2+ (DRA2+)-DRA2 + Progress Monitoring Assessment consists

of 95 brief , leveled passages and passage-specific Teacher Observation Guides that measure reading growth and provide information on: oral reading rate, oral reading accuracy, comprehension skills, vocabulary and word reading skills.

Developmental Spelling Analysis (DSA)-The Developmental Spelling Analysis provides information about a student's knowledge of word study. The DSA determines a student's word study stage of development , as well as strength and needs within that stage.

Universal Math Assessment (UMA)--Created by our district math interventionists, this assessment measures the essential skills at each grade level.

Math Inventory--Math Inventory is an adaptive, research-based assessment that reliably measures math ability and progress from Kindergarten to Algebra II in significantly less time than traditional assessments.

APPENDIX D

Distinguishing between Key Terms

Intervention can sometimes be confused with other terms more closely linked to special education. The table below clarifies some differences.

Core Instruction	Intervention	Accommodation	Modification
<p>Those instructional strategies that are used routinely with all students in a general-education setting are considered ‘core instruction’. High- quality instruction is essential and forms the foundation of RTI academic support.</p> <p>NOTE: While it is important to verify that good core instructional practices are in place for a struggling student, those routine practices do not ‘count’ as individual student interventions.</p>	<p>A strategy used to teach a new skill, build fluency in a skill, or encourage a student to apply an existing skill to new situations or settings. An intervention can be thought of as a set of actions that, when taken, have demonstrated ability to change a fixed educational trajectory.</p>	<p>An accommodation is intended to help the student to fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.</p>	<p>A modification changes the expectations of what a student is expected to know or do—typically by lowering the academic standards against which the student is to be evaluated.</p>
<p><u>Example:</u> At least 80% of students in the classroom or grade level are performing at or above grade-wide academic screening benchmarks through classroom instructional support alone.</p>		<p><u>Examples:</u> -Students are allowed to supplement silent reading of a novel by listening to the book on tape. -For unmotivated students, the instructor breaks larger assignments into smaller ‘chunks’ and provides students with performance feedback and praise for each completed ‘chunk’ of assigned work.</p>	<p><u>Examples:</u> -Giving a student 5 math problems for practice instead of the 20 problems assigned to the rest of the class. -Letting a student consult course notes during a test when peers are not permitted to do so. -Allowing a student to select an easier book for a book report than would be allowed to his or her classmates.</p>

Student Services Update

Board of Education
August 23, 2022

What is the Biggest Challenge

- Staffing:
 - 2 Special Educators at MS
 - 1 Special Educator at CRS
 - 1 Long Term Substitute Counselor at MS
 - 2 Clerical Positions in the Student Services Office
- Increase in Mental Health Needs:
 - Anxiety, Depression and Post-Traumatic Stress Disorder has been seen in students across the district, at all levels.
 - Limited supports in the county for outside services

What is the Biggest Challenge

- **Preschool Services**

- Evaluators for our preschool students as well as services after they have been evaluated are limited. Students are waiting months to be provided with services.
- Lack of preschool services impacts students as they enter Kindergarten as they have not had early intervention

What is needed to address this challenge

- **Patience and Understanding from School Community:**
 - Due to shortage of staff, we will be looking at creative ways to support students across the district.
- **Continued support for our students with Mental Health needs:**
 - Thank you- Thank you for the additional Mental Health Staff and continued contract with the University of Rochester for Consultation Services and Clinical Supports
- **Advocacy & Flexibility:**
 - Continued advocacy for county supports with the rate provided to agencies.
 - Flexibility from agencies and parents given shortage of providers.

Appreciation

- Celebrations:

- National School Psychologists Week, National School Counselor Week, and National Social Worker week was celebrated this year. We will also include special educators and nurses this year

- Thank You's

- Note cards and Thank you cards as well as emails to staff in the department will be done by the Student Services Administrative Team throughout the year.

- Communication

- Regular updates, including our weekly update from the office will continue. Mental Health Staff meetings, Nursing meetings, and Special Education Department meetings will all be attended by Administrative Team

Empowerment

- New Team:
 - Coordinator of Student Wellness (2nd year)
 - New Coordinators of Special Education
 - Regular meeting with each individually and as a group - Leading this team to facilitate better communication to staff and evaluation of continuum of services is the goal. Coordinators will lead the teachers in their work to support students
- Classroom Visits
 - Meetings with teachers to get input regarding effectiveness of continuum of services, student supports and processes.
 - Classroom Visits

Innovation

- Self-Reviews
 - Utilization of Self-Reviews in Special Education as well as Mental Health to analyze data for creation of new programs and services
- Programming
 - Special Class Make-up - Additional Class?
 - Alternative Education models
 - Integrated Co-Teaching in lower grades?

Questions?

Building Level Enrollments as of 8-19-22

	CES	FRS	CRS	MS 5-8	Ninth Grade Acad	SHS	August 19, 2022 Totals	August 1, 2022 Totals	Change from July 7, 2022 to August 1, 2022	August 4, 2021 Totals	Change from July 4, 2021 to July 5, 2022
PreK	18	18	18				54	54	0	53	1
K	66	91	102				259	247	12	267	-8
1	82	89	112				283	283	0	276	7
2	79	91	113				283	283	0	276	7
3	91	83	105				279	277	2	274	5
4	88	91	105				284	281	3	290	-6
5				287			287	286	1	291	-4
6				291			291	293	-2	302	-11
7				305			305	301	4	289	16
8				296			296	294	2	300	-4
9					288		288	293	-5	309	-21
10						303	303	302	1	290	13
11						294	294	290	4	305	-11
12						314	314	315	-1	287	27
Bldg Totals	424	463	555	1179	288	911	3820	3799	21	3809	11

CHURCHVILLE-CHILI CENTRAL SCHOOL DISTRICT

139 Fairbanks Road
Churchville, New York 14428

Board of Education Meeting
August 23, 2022
1 of 5

Personnel Actions
Page

Upon the recommendation of the Superintendent of Schools, the following personnel actions shall be approved:

I. RESIGNATIONS

A. Certified

Jennifer Case, employed by the District as an English Teacher at the Middle School South most recently since April 12, 2017, has submitted her resignation effective at the end of the day September 16, 2022.

Jean-Marie Carroll, employed by the District as a Music Teacher at the Middle School South since November 13, 2017, has submitted her resignation effective August 17, 2022.

B. Classified

Sharon Magin, employed by the District as a Bus Driver since September 7, 2021, has submitted her resignation effective August 31, 2022.

Michael Hance, employed by the District as a Senior Network Technician since June 13, 2022, has submitted his resignation effective August 10, 2022.

C. Coaches - none

D. Extraclass Activities - none

E. Instructional Leaders

Barbara Moda, previously appointed as the Green 5 Instructional Leader on June 22, 2021, has submitted her resignation due to reassignment effective August 10, 2022.

F. Tutors – none

II. TERMINATIONS

A. Certified - none

B. Classified - none

C. Coaches - none

D. Extraclass Activities - none

E. Teacher Leaders – none

F. Tutors – none

III. LEAVE OF ABSENCE

Meredith Nevins, employed as a Special Education Teacher at Chestnut Ridge Elementary School since April 13, 2017, has requested an unpaid leave of absence effective December 2, 2022 through February 1, 2023.

IV. CHANGE IN EMPLOYMENT STATUS

- A. Certified
Kristin Kowalski, previously approved by the board on August 9, 2022 as a 0.5 FTE Part-Time Literacy Intervention Teacher has provided verification of additional experience. Her new base salary will be prorated.
- B. Classified
Kimberly Conley, change from a Probationary to a Permanent appointment as a Senior Library Clerk, effective September 7, 2022.
- C. Coaching - none
- D. Extraclass Activities - none

V. APPOINTMENTS

- A. Certified - none
- B. Substitute and Part-time Teachers and Administrators – none
- C. Department Liaisons – none
- D. Classified

Rebecca Sheldon	Food Service Helper
Assignment	Middle School North
Effective	August 31, 2022 (Previously cleared by a fingerprinting check)
Type of Appointment	Part-time
Kenneth Willis	Security Worker
Assignment	Operations & Maintenance
Effective	September 6, 2022 (Previously cleared by a fingerprinting check)
Type of Appointment	Probationary
- E. Classified Substitutes and Part-time

Amanda Puleo	Secretary to the Superintendent
Assignment	Central Office
Effective	August 29, 2022 through June 30, 2023 or earlier at the discretion of the Board of Education (previously cleared by a fingerprinting check)
Type of Appointment	Temporary
Reason	Per-diem Substitute during search for replacement
- F. Interim Administrator – none

G. Coaches & Athletic Activities

Fall 2022-2023 Activity	Name
Volunteer Football Assistant	James Schanck
Boys Modified B Volleyball Coach	David Wisniewski
Girls Modified B Volleyball Coach	David Wisniewski

H. Extra-Curricular Activities & Clubs

Non-Athletic Activities		
Activity	Advisor	Co-Advisor
DW 7-12 Non-Athletic Chaperone Supervisor	Joe Pencille	
CES Bookstore Co-Advisors	Darlene Earle	Antonella Bivone
CES Reading-Writing Post Office Co-Advisors	Darlene Earle	Antonella Bivone
FRS Bookstore Advisor	Kathy Occhioni	
FRS Kindergarten Helpers Advisor	Katie Zehr	
FRS Safety Patrol Advisor	David Santangelo	
Math Olympiad Gr. 5 Advisor	Margaret Assenato	
5-6 Bookstore Advisor	Mike Seccombe	
5-6 Literary Club Advisor	Mary Courtney	
5-6 Peer Coaching Club Advisor	Margaret Assenato	
5-6 Service Club Advisor	David Childs	
5-6 Ski Club Advisor	Margaret Assenato	
5-8 Chess Club Advisor	Ernie Orlando	
5-8 Foreign Language Club Advisor	Stephanie Colosi	
5-8 Newspaper Advisor	Mary Courtney	
5-8 Yearbook Advisor	Mike Seccombe	
5-6 Student Council Advisor	Karen Benedict	
7-8 Student Council Co-Advisors	Deanna VanEenwyk	David Childs
Math Olympiad Gr. 6 Advisor	Patti Saucke	
7-8 Bookstore Advisor	Ernie Orlando	
7-8 Literary Magazine Advisor	Mary Courtney	
5-8 Video Production Advisor	Brian Young	
7-9 National Honor Society Gr. 7-9 Advisor	Karen Benedict	
7-9 Ski Club Advisor	Margaret Assenato	
Grade 9 Advisor	Rita Pencille	
9 Student Council Advisor	Rita Pencille	
9-12 Bookstore Advisor	Loren Inglese	
9-12 Chess Club Advisor	Eileen Hammond	
9-12 Citron Advisor	Mary Courtney	
9-12 Foreign Language Club Advisor	Rachel Harding	
9-12 Video Production Advisor	Brian Young	
9-12 Leo Club Co-Advisor	Janelle Hernandez	
9-12 Master Minds Advisor	Kerry Hallock	
9-12 Math Leagues Advisor	Rebecca Taylor	
9-12 Model UN Advisor	Eric Trendel	
9-12 Newspaper Advisor	Sarah Wergin	
9-12 Robotics Club Advisor	Jason Rees	
9-12 Robotics Club Assistant	Gerard Lasponara	
9-12 Science Olympiad Advisor	Karl Biedlingmaier	
9-12 Students for the Environment Advisor	Karl Biedlingmaier	
9-12 Yearbook Advisor	Gina Hill	
9-12 Rotary Interact Advisor	Paul Glor	
10-12 Mock Trial Club Advisor	Eric Trendel	
10-12 National Honor Society Advisor	Paul Glor	
10-12 Peer Coaching Advisor	Paul Glor	
10-12 Student Council Co-Advisor	Keri Stonehouse	
11 Junior Class Co-Advisors	Maria Siderakis	Renee Sheelar

12 Commencement Director	Julie Walsh	
12 Senior Class Co-Advisors	Sarah Wergin	Alyssa Polito
Fine Arts Activities		
Activity	Advisor	Co-Advisor
5-6 Art Club Advisor	Michelle Sunday	
5-6 Drama Club Advisor	Maria Straight	
5 Musical Lighting Director	Joe Pencille	
5 Musical Producer	Maria Straight	
5 Musical Artistic/Music Director	Maria Straight	
5 Musical Choreographer	Maria Straight	
5 Musical Costume Designer	Maria Straight	
5 Musical Sound Director	Joe Pencille	
7-8 Drama Club Advisor	Maria Straight	
7-8 Jazz Band Advisor	Allison Chipman	
7-8 Vocal Ensemble Director	Elise Camp	
6-8 Musical Choreographer	Melinda Pier	
6-8 Musical Lighting Director	Joe Pencille	
6-8 Musical Sound Director	Joe Pencille	
5-8 Talent Show Co-Advisors	Erik Reinhart	Maria Straight
9-12 Off the Beat (Vocal Ensemble)	Erik Reinhart	
9-12 Art & Design Club Advisor	Kelly Bosco	
9-12 Computer Graphics Club Advisor	Jon Woodard	
9-12 Drama Club Advisor	Erin Fischer	
9-12 Swinging Saints Jazz Band Director	Allison Chipman	
9-12 Band Co-Council	Allison Chipman	Stephanie Bezon
9-12 Choral Council	Erik Reinhart	
9-12 Musical Choreographer	Melinda Pier	
9-12 Musical Orchestra Director	Stephanie Bezon	
9-12 Musical Producer	Rita Pencille	
9-12 Musical Artistic Director	Erin Fischer	
10-12 Varsity Vocals	Erik Reinhart	
9-12 Singing Saints Choreographer	Janelle Hernandez	
9-12 Singing Saints Director	Erik Reinhart	
9-12 Ceramics Club Advisor	Jon Woodard	
12 Commencement Music Co-Directors	Erik Reinhart (66%)	Allison Chipman (34%)
12 SH Production #2 Artistic Co-Directors/Producers	Erin Fischer	Mary Courtney
12 SH Production #2 Set Design/Builder	Erin Fischer	
Athletic Activities		
Activity	Advisor	Co-Advisor
CES Intramural Coordinator	Bethany Matsko	
FRS Intramural Coordinator	Paul Dick	
5-8 Intramural Coordinator	Karen Benedict	
9-12 Intramural Coordinator	Paul Glor	
7-12 Athletic Coordinator	Chris Daly	
7-12 Athletic Chaperone Supervisor	Chris Daly	

I. Mentors - none

J. Instructional Leaders - none

K. CSE / CPSE Chairperson - none

L. Tutors - none

M. Internship – none

N. Student Helpers

Name	Title	Year
Dylan Bromage	Science Helper	2022-2023

O. Other

Name	Stipend
Terry Moore	The Learning Center Supervisor

Continuing Education Staff 2022-2023
Swim Staff

Last Name	First Name	Title/Course	Fingerprinting
Finnigan	Alexi	Lifeguard	N/A- CC Student
Spaulding	Zachary	Lifeguard	N/A- CC Student
Turk	Aurora	Lifeguard	N/A- CC Student



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Loretta J. Orologio, Ed.D.

*Superintendent of Schools
x2300*

**Superintendent's
Executive Cabinet**

Mr. Franklin C. Nardone, CPA
*Assistant Superintendent for
Business Services and District
Clerk
x2330*

Mr. Giulio Bosco
*Assistant Superintendent for
Instruction
x2310*

Mr. Lawrence M. Vito
*Assistant Superintendent for
Human Resources
x2320*

Ms. Amanda Puleo, APR
*Communications/Administrative
Assistant to the Superintendent
x2300*

MEMO

**To: Board of Education
Dr. Loretta J. Orologio, Superintendent**

From: Franklin C. Nardone, *Frank*
Assistant Superintendent for Business Services

Re: Budget Transfer - CCEA

Date: August 19, 2022

As per the contractual agreement with the Churchville-Chili Education Association, Article VI, C-2 states that in the event sabbatical leaves are not used, the minimum hire-in rate for the year for which the sabbatical leave would have been approved will be added to the short term leave budget the following fiscal year. In 2021-2022, CCEA did not use any funds for sabbatical leaves. Therefore, in order to increase the short term leave budget, the budget transfer listed below will need to be approved by the Board of Education.

From	Amount	To
59-2110-140	\$41,679.00	59-2110-465
Contract Sub Teacher Salary		Short Term Leave

If you have any questions, please contact me.

FCN/br

Name of Committee	Mission	Facilitator	Board Member(s)	Members	Dates
Audit Committee	to oversee and report upon the annual independent audit of the school district's records	Matt DeAmaral	Steve Hogan Kristen Brumbaugh Alycia Nagle	Board Members only	as needed; generally once or twice in fall and then several times before and after budget vote
DEI (Dignity for All)	to enhance and/or modify district programs, policies and/or practices to ensure all individuals are treated with respect and support our district goal #3 and our core beliefs	Lori Orologio	Cheryl Repass	Administrators, counselors, teachers, nurses, community members and parents	8:00 am - 9:00 am Room 2301 10/18, 12/13, 2/28, 4/25, 6/6
FLASH	To develop and create learning experiences, establish a communication vehicle to recommend event opportunities, establish a resource center for parents and caregivers of CCCSD students and gather feedback from parents/guardians	Wendy Reese	Amy Wilson	Administrators, counselors & parents	4:15 pm - 5:15 pm PD A 9/12, 10/24, 11/14, 12/12, 1/9, 2/13, 3/13, 4/10, 5/15, 6/12
Grading and Report Card 5-6 Advisory Committee	To serve in an advisory capacity reviewing and providing input toward report cards (standards-referenced or standards-based)	Giulio Bosco	Alycia Nagle Alt: Kathy Dillon	Administrators, teachers, & parents	2 times per year (holding until August to 2022 set dates)
Grading and Report Card 7-12 Advisory Committee	To serve in an advisory capacity reviewing and providing input toward report cards (standards-referenced or standards-based)	Giulio Bosco	Jon Payne	Administrators, teachers, & parents	3 times per year (holding until August to 2022 set dates)

Name of Committee	Mission	Facilitator	Board Member(s)	Members	Dates
Instructional Leaders 9-12	To promote and share district instructional initiatives, review instructional programs through collegial dialogue (curriculum, instruction, assessments) and discuss and recommend professional development opportunities which support the instructional program	Giulio Bosco	Mike Iacucci	Administrators, teachers	Tuesdays monthly 2:10-3:40 pm PDA 9/20, 10/18, 11/15, 12/6, 1/17, 2/7, 3/7, 4/18, 5/9, 6/6
Instructional Leaders 5-8	To promote and share district instructional initiatives, review instructional programs through collegial dialogue (curriculum, instruction, assessments) and discuss and recommend professional development opportunities which support the instructional program	Giulio Bosco	Tom Albano	Administrators, teachers	Tuesdays monthly, 2:50-4:20 pm PDA 9/13, 10/11, 11/8, 12/13, 1/10, 2/14, 3/14, 4/11, 5/16, 6/13
Instructional Leaders K-4	To promote and share district instructional initiatives, review instructional programs through collegial dialogue (curriculum, instruction, assessments) and discuss and recommend professional development opportunities which support the instructional program	Giulio Bosco	Alycia Nagle	Administrators, teachers	Tuesdays monthly, 3:45- 5:15 pm PDA 9/20, 10/18, 11/15, 12/6, 1/17, 2/7, 3/7, 4/18, 5/9, 6/6
Memorials	To oversee the placement and selection of memorials so that the district respectfully honors former students and teachers while ensuring that the campus functions appropriately for a school	Matt DeAmaral	Mike Iacucci Amy Wilson Alternate: Kathy Dillon	board members, principals, O&M, Fine Arts Director, Athletic Director	on an as needed basis as proposed memorials come up

Name of Committee	Mission	Facilitator	Board Member(s)	Members	Dates
Safety & Security	To provide a safe and secure environment for all students, staff and visitors to our district.	Matt DeAmaral	Jon Payne, Steve Hogan Alt: Tom Albano	Athletics, Principal, Architect, Campus Construction, Transportation, local Fire & Police, BOCES2 Safety Specialist, Maintenance, Buildings & Grounds, Chemical Hygiene Officer, Teachers, Nurse, Parent, Student, Insurance Representative	Wednesdays 2-3 pm quarterly, BOE Rm 10/19/2022 12/7/2022 3/8/2023 5/24/2023
Student Wellness Advisory Committee	To promote a healthy social and emotional climate, through family, school and community collaboration, giving all students an equitable chance at academic success.	Nicole Livingston-Neal and Paula Schneider	Cheryl Repass	Administrators, teachers, counselors, school nurse, high school students, BOE Member and Community Members/Parents	Wednesdays 4-5:30pm at least three times per year, PDB 11/16/2022, 3/15/2023, 5/17/2023
Title 1 Parent Involvement Advisory Team	Review current intervention plans & title grants, research current practices & ways for parents to work with their children to improve their academic achievement and monitor their child's progress; & work with educators to improve academic achievement	Giulio Bosco	Kristen Brumbaugh Amy Wilson	Administrators, teachers & parents	10/20/22 and 2/16/2023 4:00 - 5:00 pm PDA
CESPA and Events	Board visibility at school events and engagement at PTO meetings	Principal Kate Daly	Alycia Nagle Amy Wilson	Lily Maira	

Name of Committee	Mission	Facilitator	Board Member(s)	Members	Dates
CRS PTO and Events		Principal Kim Hale	Kathy Dillon Mike Iacucci Alt: Alycia Nagle	Christine Skivington 478-8053	Wednesdays, every other month, at 7 pm 9/21/22, 11/16/22, 1/18/23, 3/15/23, 5/17/23, CRS Cafeteria
FRS PTO and Events	Board visibility at school events and engagement at PTO meetings	Principal Todd Yunker	Mike Iacucci Tom Albano	Co-Presidents: Meagan Cartwright and Lisa Petek	10/3, 11/7, 12/5, 2/6, 3/6, 4/10, 5/8 6:45 pm FRS Library
MS PTO and Events		Executive Principal Rebecca Tibbitts	Jonathan Payne Kristen Brumbaugh	LeAnn Marsherrall	6:00 pm 9/19/22, 11/14/22, 1/9/23, 3/20/23, 5/22/23
SHS POSH and Events		Executive Principal Scott Wilson	Cheryl Repass Steve Hogan	TBD	9/21/22 then 3rd Wednesday of each month 6 - 7:30 pm, SHS Library (subject to change)
MCSBA Info Exchange	mission determined by MCSBA	MCSBA	Jon Payne	Monroe County School Board Members only	Monthly 2nd Wednesday of month at noon 9/14, 10/12, 11/9, 1/11, 2/8, 3/15, 4/19
MCSBA Labor Relations	mission determined by MCSBA	MCSBA	Kristen Brumbaugh	Monroe County School Board Members only	Monthly 3rd or 4th Wednesday of month at noon 9/21, 10/19, 11/16, 1/18, 2/15, 3/22, 4/26
MCSBA Legislative	mission determined by MCSBA	MCSBA	Kathy Dillon	Monroe County School Board Members only	Monthly 1st Wednesday of month at noon 9/7, 10/5, 11/2, 11/30, 1/4, 2/1, 3/1, 4/12, 5/3
MCSBA Steering	mission determined by MCSBA	MCSBA	Kathy Dillon (appointed by MCSBA)	Monroe County School Board Members only	Wednesday noon 8/10, 11/9, 1/25, 3/29

Name of Committee	Mission	Facilitator	Board Member(s)	Members	Dates
MCSBA BOE Leadership	mission determined by MCSBA	MCSBA	Kathy Dillon Kristen Brumbaugh	Monroe County School Board Members only	Wednesdays 5:45 pm 9/7, 11/2, 3/1, 5/3
MCSBA Executive Committee	mission determined by MCSBA	MCSBA	Kathy Dillon Lori Orologio	Monroe County School Board Members only	Wednesdays 5:45 pm 10/5, 11/30, 2/15, 4/26
Discussion					
Athletic Committee				Mike Murray	
Budget Committee				Matt DeAmaral	2-3 Mtgs Nov/Dec/Jan

YEAR END BUDGET TRANSFERS
FOR THE YEAR ENDED JUNE 30, 2022

From Account		To Account		Amount	Explanation
<u>A/C #</u>	<u>Description</u>	<u>A/C #</u>	<u>Description</u>		
59-2110-120	Teacher Salaries, K-6	02-1240-161	Supt Office Salary	15,600	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	05-1620-161	NC Salaries	59,600	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	05-1620-162	NC Hourly Salaries	105,000	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	05-1620-458	Major Project Repairs	80,600	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	05-1620-501	General Supplies	37,900	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	05-1621-161	NC Salaries	26,200	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	05-1621-450	Repairs & Services	38,700	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	05-1621-501	General Supplies	38,300	Expense Reallocation due to increase in costs
59-2110-120	Teacher Salaries, K-6	05-1622-160	NC Salary	103,600	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	05-1622-167	NC Salaries Other	26,100	Salary Reallocation due to contractual obligations
20-2110-200	Equipment MS	05-1622-200	Equipment	30,900	Expense Reallocation due to year-end purchase
59-9060-800	Health Insurance	06-1680-490	BOCES IM Support	55,700	Expense Reallocation for BOCES services
59-9060-800	Health Insurance	59-1910-412	General Liab Insurance	15,900	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	59-2020-152	Instructional Salaries	151,400	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2020-161	NC Salaries	48,300	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	59-2070-151	Effect Sch Salary Undiv	42,300	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	10-2110-140	CRS Sub Tchr Sal	20,000	Salary Reallocation due to contractual obligations
05-1620-200	O&M Equipment	10-2110-200	Equipment CRS	35,600	Expense Reallocation due to year-end purchase
08-2011-200	District Course Equip	10-2110-200	Equipment CRS	13,200	Expense Reallocation due to year-end purchase
59-2110-120	Teacher Salaries, K-6	11-2110-140	FRS Sub Tchr Sal	58,000	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	12-2110-140	CES Sub Tchr Sal	26,500	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	20-2110-140	MS Sub Tchr Sal	49,400	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	21-2110-140	SHS Sub Tchr Sal	26,800	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	21-2110-460	SHS Other Busn Exp	19,500	Expense Reallocation due to increase in costs
08-2011-154	Curr Dev Staff	59-2110-154	Curr Dev	82,500	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2110-161	NC Salary-Teach Assist	102,100	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2110-167	Cafeteria Monitors Sal	56,700	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	59-2110-470	Tuition	44,400	To cover tuition charges from other schools
59-2250-130	Spec Ed Tchr Sal, 7-12	27-2250-160	Occ Ther Salary	51,300	Salary Reallocation due to contractual obligations
59-2250-130	Spec Ed Tchr Sal, 7-12	59-2250-120	Spec Ed Tchr Sal, 1-6	71,700	Salary Reallocation due to contractual obligations
59-9060-800	Health Insurance	59-2280-490	BOCES OccEdu	14,500	Expense Reallocation for BOCES services
59-9060-800	Health Insurance	59-2330-490	BOCES Services	24,100	Expense Reallocation for BOCES services
59-9060-800	Health Insurance	18-2630-202	Network Admin Equip	84,600	Expense Reallocation due to year-end purchase
59-9060-800	Health Insurance	18-2630-460	Other Expense	58,700	Expense Reallocation due to year-end purchase
59-9060-800	Health Insurance	18-2630-502	Technology Supplies	18,100	Expense Reallocation due to increase in costs
59-2110-120	Teacher Salaries, K-6	59-2815-164	Nurses Salaries	39,200	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2820-150	Psych Tchr Salaries	27,000	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	59-2825-150	Social Worker Salaries	35,300	Salary Reallocation due to contractual obligations
59-2110-120	Teacher Salaries, K-6	28-2855-161	NC Salaries	24,400	Salary Reallocation due to contractual obligations
04-5510-161	Bus Drivers Salaries	04-5510-165	Monitors Salaries	100,800	Salary Reallocation due to contractual obligations
04-5510-161	Bus Drivers Salaries	04-5510-167	Substitute Bus Dr Sal	25,000	Salary Reallocation due to contractual obligations
04-5510-161	Bus Drivers Salaries	04-5510-418	Fuels and Utilities	11,300	Expense Reallocation due to increase in costs
04-5510-161	Bus Drivers Salaries	04-5510-430	Telephone Service	12,300	Expense Reallocation due to increase in costs
04-5510-161	Bus Drivers Salaries	04-5510-501	General Supplies	21,000	Expense Reallocation due to increase in costs
04-5510-161	Bus Drivers Salaries	04-5510-593	Tires/Tubes	14,500	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	59-9045-800	Life Insurance	15,400	Expense Reallocation due to increase in costs
59-9060-800	Health Insurance	59-9089-800	Retirement Incentive	217,000	Expense Reallocation due to retirements

SUBJECT: SUBMISSION OF QUESTIONS AND PROPOSITIONS AT ANNUAL ELECTIONS AND SPECIAL DISTRICT MEETINGS

Questions and Propositions at Annual District Elections

The following rules and regulations shall apply to the submission of the questions or propositions at the annual elections or special district elections of this School District:

- a) Questions or propositions shall be submitted by petition directed to the Clerk of the School District and shall be signed by one hundred (100) qualified voters, or ten percent (10%) of the voters of the District who voted in the previous annual election of Board members, whichever is greater.
- b) A separate petition shall be required for each question or proposition.
- c) Each petition shall be filed with the Clerk of the School District. Petitions relating to an Annual Election must be filed not later than thirty (30) days preceding the election at which the question or proposition is to be voted upon; except that for questions or propositions that are required by law to be stated in the published or posted notice of the meeting, the petition shall be filed not later than 60 days preceding the meeting or election.
- d) Questions or propositions submitted in accordance with these rules and accepted will be printed on the ballot for the voting machine.
- e) The Board of Education shall cause the rules and regulations set forth in this policy to be distributed within the District.
- f) Nothing herein contained shall affect the nominations of candidates as set forth in the Annual District Election notice pursuant to Education Law Section 2018.

Questions or Propositions to be Submitted at Special District Meetings

The procedure for requesting the Board of Education to call a Special District Meeting to vote on a question or proposition shall be in accordance with subdivision 2 of Education Law Section 2008.

Education Law Sections 2008(2), 2018, 2035(2), and 2601-a(3)

Adopted: 7/10/2001

Revised: 01/22/2013, 10/22/2019

Reviewed by Assistant Superintendent for Business Services and Superintendent with no recommended changes 8/11/2022; agreed to by BOE 8/23/2022

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Churchville-Chili Central School District

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SUBJECT: SCHOOL BOARD POWERS AND DUTIES

The Board of Education is the governing body of the School District. The Board is entrusted with the responsibility of developing policies under which the District is managed.

The powers and duties of the Board shall be as stated in the Education Law and other applicable New York State law, and shall also include the following:

- a) To attend all regularly scheduled meetings of the Board of Education insofar as possible, and become informed concerning the issues to be considered at those meetings;
- b) To observe and enforce state laws and regulations pertaining to education;
- c) To transact school business only in regular sessions;
- d) To represent the entire community without fear or favor;
- e) To work cooperatively with other Board members recognizing, that creative conflict or dissent may encourage discussion and help define the Board's consensus;
- f) To take no private action that will compromise the board or administration and respect the confidentiality of information that is privileged under applicable law;
- g) To accept all final Board decisions once they are made;
- h) To delegate action to the Superintendent of Schools as the Board executive and to confine Board action to policy making, planning and appraisal;
- i) To employ only competent, trained personnel and these only on the recommendation of the Superintendent of Schools;
- j) To preserve the right and obligation of teachers to treat controversial issues fairly and without bias;
- k) To attempt to appraise fairly both the present and future educational needs of the District; and
- l) To insist that all District business transactions be made on an ethical, above-board basis.

(Continued)

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By Laws

SUBJECT: SCHOOL BOARD POWERS AND DUTIES (CON'D.)

Complete and final authority on all District educational matters, except as restricted by law, will be vested in the Board of Education.

Education Law Sections 1604, 1604-a, 1701, 1708, 1709, 1710 and 1804

NOTE: Refer also to Policy #6540 -- Defense and Indemnification of Board Members and Employees.

Adopted: 7/10/01

Revised: 1/8/2019

Reviewed by Assistant Superintendent for Business Services and Superintendent with no recommended changes 8/11/2022; agreed to by BOE 8/23/2022

SUBJECT: DUTIES OF THE EXTERNAL (INDEPENDENT) AUDITOR

The Board by law shall obtain an annual audit of its records by an independent certified public accountant or an independent public accountant. The audit shall also include all extra-classroom activity funds. The independent accountant shall present the report of the annual audit to the Board and provide a copy of the audit to each Board member. The Board shall adopt a resolution accepting the audit report and file a copy of the resolution with the Commissioner. The District will also file the audit report with the Commissioner for a specific school year by October 15th of the following school year. In addition to the annual audit, the District shall be subject to State audits conducted by the State Comptroller.

In addition, the independence and objectivity of the auditor may be enhanced when the Board of Education and Audit Committee perform an oversight role with respect to the hiring and performance of the auditor, as required by law.

Request for Proposal Process

In accordance with law, no audit engagement shall be for a term longer than five (5) consecutive years. The District may, however, permit an independent auditor engaged under an existing contract for such services to submit a proposal for such services in response to a request for competitive proposals or be awarded a contract to provide such services under a request for proposal process.

Duties and Responsibilities

The independent auditor must conduct the audit in accordance with Generally Accepted Government Auditing Standards (GAGAS) issued by the Comptroller General of the United States. Standards of GAGAS are organized as general, fieldwork, and reporting.

Below are some important considerations the District shall expect of the auditor in preparing the audit; however, they should not be considered all-inclusive or a substitute for the auditor's professional judgment.

- a) **Independence:** The auditor must document that he/she is independent of the District and free of personal and external impairments. The auditor must establish an internal quality control system to identify any personal and external impairment and assure compliance with GAGAS independence requirements.
- b) **Internal Quality Control System:** The auditor must document that his/her internal quality control processes adequately demonstrate compliance with government auditing standards. He/she must establish an organizational structure, policies and procedures to provide reasonable assurance of complying with applicable standards governing audits.
- c) **Internal Controls:** The auditor must obtain a sufficient understanding of the District's internal controls and document such understanding covering the five interrelated components: the control environment, risk assessment, control activities, information and communication, and monitoring.

(Continued)

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SUBJECT: DUTIES OF THE EXTERNAL (INDEPENDENT) AUDITOR (CONT'D.)

Duties and Responsibilities (Cont'd.)

- d) Planning and Supervision: The auditor's work is to be properly planned and supervised and consider materiality in order to provide reasonable assurance of detecting misstatements resulting from direct and material illegal acts and material irregularities to financial statements. The auditor should also be aware of the possibility that indirect illegal acts may have occurred.
- e) Audit documentation: In order to meet the GAGAS requirements, the audit documentation should provide a clear understanding of its purpose, the source, and the conclusions the auditor reached. It should be organized to provide a clear link to the findings, conclusions, and recommendations contained in the audit report.
- f) Reporting on Internal Controls and Compliance: The auditor must report on and present the results of his/her testing of the District's compliance with laws and regulations and its internal controls over financial reports in light of irregularities, illegal acts, other material noncompliance, significant deficiencies, and material weaknesses in internal controls.

Generally Accepted Government Auditing Standards (GAGAS) Sections 3.50-3.54, 4.03, 4.19-4.24, and 5.07-5.20
Education Law Sections 1709(20-a), and 2116-a
General Municipal Law Sections 33 and 104-b
8 New York Code of Rules and Regulations (NYCRR) Sections 170.2, 170.3 and 170.12

Adopted: 12/13/2005

Revised: 7/11/2006, 9/27/2011

Reviewed by Assistant Superintendent for Business Services and Superintendent with no recommended changes 8/11/2022; agreed to by BOE 8/23/2022

SUBJECT: APPOINTMENT AND DUTIES OF THE CLAIMS AUDITOR

The Board may adopt a resolution establishing the appointment of a Claims Auditor who shall hold the position subject to the pleasure of the Board and report directly to the Board on the results of audits of claims. The Board may require that the Claims Auditor report to the Clerk of the Board, or to the Superintendent for administrative matters such as workspace, time and attendance.

Qualifications

The Claims Auditor must have the necessary knowledge and skills to effectively audit claims including experience with purchasing, bidding and claims. The Claims Auditor must be bonded prior to assuming his/her duties.

No person shall be eligible for appointment to the office of Claims Auditor who shall be:

- a) A member of the Board;
- b) The Clerk or Treasurer of the Board;
- c) The Superintendent or official of the District responsible for business management;
- d) The Purchasing Agent;
- e) Clerical or professional personnel directly involved in accounting and purchasing functions of the District or under the direct supervision of the Superintendent;
- f) The individual or entity responsible for the internal audit function (the Internal Auditor);
- g) The External (Independent) Auditor responsible for the external audit of the financial statements;
- h) A close or immediate family member of an employee, officer, or contractor providing services to the District. A "close family member" is defined as a parent, sibling or nondependent child; an "immediate family member" is a spouse, spouse equivalent, or dependent (whether or not related).

The Claims Auditor is not required to be a resident of the District and shall be classified in the civil service exempt class.

The Board may delegate this claims audit function by using inter-municipal cooperative agreements, shared services through a Board of Cooperative Educational Services, or independent contractors, providing that the individual or organization serving as independent contractor meets the following standards for independence between the Claims Auditor and the District:

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SUBJECT: APPOINTMENT AND DUTIES OF THE CLAIMS AUDITOR (CONT'D.)

Qualifications (Cont'd.)

- a) Has no other responsibilities related to the business operations of the School District;
- b) Has no interest in any other contracts with, and does not provide any goods or services to, the School District; and
- c) Is not a close or immediate family member of anyone who has responsibilities related to business operations of the School District, or has an interest in any other contracts with the District. A "close family member" is defined as a parent, sibling or nondependent child; an "immediate family member" is a spouse, spouse equivalent, or dependent (whether or not related).

If a School District delegates the claims audit function using an intermunicipal cooperative agreement, shared service or an independent contractor, the School Board remains responsible for auditing all claims for services from the entity providing the delegated Claims Auditor, either directly or through a delegation to a different independent entity.

Valid claims against the District shall be paid by the Treasurer only upon the approval of the Claims Auditor. The Claims Auditor shall certify that each claim listed on the warrant was audited and payment was authorized. He/she shall:

- a) Examine all claim forms with respect to the availability of funds within the appropriate codes and adequacy of evidence to support the District's expenditure;
- b) Meet such other requirements as may be established by the Regulations of the Commissioner of Education and/or the Comptroller of the State of New York.

Education Law Sections 1604(35), 1709(20-a), 2526 and 2554(2-a)
8 New York Code of Rules and Regulations (NYCRR) Section 170.12(c)

Adopted: 7/10/2001

Revised: 3/8/2005, 11/8/2005, 7/11/2006, 8/28/2008, 9/25/2012

Reviewed by Assistant Superintendent for Business Services and Superintendent with no recommended changes 8/11/2022; agreed to by BOE 8/23/2022

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SUBJECT: DUTIES OF THE EXTRACLASROOM ACTIVITIES FUND CENTRAL TREASURER AND FACULTY AUDITOR

Extraclassroom Activity (ECA) Central Treasurer

The ECA Central Treasurer is appointed by the Board and has custody of all ECA funds. The ECA Central Treasurer's duties include, but are not limited to:

- a) Disbursing ECA funds by means of prenumbered check forms upon receipt of a payment order signed by the student activity treasurer, faculty advisor of the ECA, and Chief Faculty Counselor, provided that there are sufficient funds in the account;
- b) Submit all checks disbursing ECA funds to District Treasurer for signature;
- c) Providing completed checks disbursing ECA funds to the student activity advisor of the ECA;
- d) Signing a receipt for all ECA funds placed into his or her custody and depositing those funds promptly into a bank designated by the Board;
- e) Maintaining a record of the receipts and disbursements of each individual ECA account and of all the ECA accounts combined;
- f) Verifying bank statements and preparing a reconciliation of cash balances and ECA accounts to be forwarded to the Faculty Auditor monthly;
- g) Submitting to the Assistant Superintendent for Business Services who will report to the Audit Committee/BOE, a financial report relating to the receipts and expenditures for all ECA accounts on a quarterly basis; and
- h) Reporting to the Board or its designee regularly and independently of the Faculty Auditor.

Faculty Auditor

The Faculty Auditor is appointed by the Board. The Faculty Auditor's duties include, but are not limited to:

- a) Examining the statements of accounts from the ECA Central Treasurer monthly;
- b) Auditing the ledgers kept by the student activity treasurer(s) at least twice a year on a rotating basis, and reconciling these ledgers with the ECA Central Treasurer's records;
- c) Examining transactions and paperwork to determine if correct procedures are being used, including supporting documentation requirements and receipt issuance;
- d) Certifying the accuracy of entries posted and available balances listed;

(Continued)

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**SUBJECT: DUTIES OF THE EXTRACLASSROOM ACTIVITIES FUND CENTRAL
TREASURER AND FACULTY AUDITOR CONT'D.)**

- e) Investigating any instances when the ECA Central Treasurer's report and the student activity treasurer's ledgers do not agree;
- f) Assembling, at the end of the school year, the monthly reports and preparing a composite report listing the financial condition of each ECA account for the full school year; and
- g) Reporting to the Board or its designee regularly and independently of the ECA Central Treasurer.

8 NYCRR Part 172

NYSED Finance Pamphlet, The Safeguarding, Accounting & Auditing of Extraclassroom Activity Funds,
Revised 2019

Adopted: 7/10/2001

Reviewed: 1/12/2011 with no changes

Revised: 12/10/2019

Reviewed by Assistant Superintendent for Business Services and Superintendent with no recommended changes 8/11/2022; agreed to by BOE 8/23/2022

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By Laws

SUBJECT: POLICY

The Board of Education shall reserve to itself the function of providing guides for the discretionary action of those to whom it delegates authority. The Superintendent shall act as an advisor to the Board in the adoption and approval of written Board policies. The Board shall seek input from the staff and community where appropriate. These guides for discretionary action shall constitute the policies governing the operation of the School System.

The formulation and adoption of these written policies shall constitute the basic method by which the Board of Education shall exercise its leadership in the operation of the School System. The study and evaluation of reports concerning the execution of its written policies shall constitute the basic method by which the Board of Education shall exercise its control over the operation of the School System.

"The adoption of any new written policy" shall occur only after the proposal has been moved, discussed and voted on affirmatively at two separate meetings of the Board of Education (i.e., the "first reading" and the "second reading"). The policy draft may be amended at the second meeting. By a majority vote, the Board may waive the "second reading" and complete the adoption of the proposed policy at its "first reading." Any revised policy will be adopted after its first reading unless otherwise tabled by the majority of the Board.

The formal adoption of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall govern the conduct and affairs of the District and shall be binding upon the members of the educational community in the District.

It shall be the Board's responsibility to keep its written policies up-to-date so that they may be used consistently as a basis for Board action and administrative decision.

The Superintendent is given the continuing commission of calling to the Board's attention all policies that are out-of-date or for other reasons appear to need revision.

Education Law Sections 1604(9) and 1709(1) and (2)

Adopted: 7/10/2001

Revised: 9/8/2009

Reviewed by Superintendent & Assistant Superintendent for Human Resources with no recommended changes on 1/8/2019; BOE reviewed & approved 1/22/2019; No Change: 8/11/2022; reviewed & approved by BOE 8/23/2022

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By Laws

SUBJECT: BUSINESS OF THE ANNUAL DISTRICT ELECTION

The Board of Education will appoint a qualified voter as chairperson of the Annual District Meeting and Election/Budget Vote.

The chairperson will call the Annual District Meeting to order and proceed to the following order of business:

- a) Designation of District Clerk as clerk of the election and assistant clerks;
- b) Designation of tellers and/or inspectors of election as previously appointed by the Board;
- c) Reading of notice of call of the election by the Clerk;
- d) Opening of the booths for voting;
- e) Closing of the booths;
- f) Receiving the report of the Clerk of the results of the elections;
- g) Adjournment.

Education Law Sections 1716 and 2025

Adopted: 7/10/2001

Reviewed by Superintendent & Assistant Superintendent for Business Services, No Change: 1/8/2019; reviewed & approved by BOE 1/8/2019; No Change 8/11/2022; reviewed & approved by BOE 8/23/2022

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By Laws

SUBJECT: BOARD PUBLIC HEARINGS

The Board of Education shall schedule public hearings in accordance with the law and on occasions when it wishes to gather information and seek opinions on important issues affecting the School District. The Board shall take no formal action at a public hearing.

The time and place of the hearings shall be designated in the notice of the hearing. All interested persons or their representatives shall have an opportunity to present facts, views, or arguments relative to ideas or proposals under consideration.

At the beginning of each hearing the Board may present information on the topic of the hearing. Speakers shall be required to give their name and address. Non-residents do not have the privilege of speaking at public hearings except when permission is granted by the district clerk or assistant district clerk.

Speakers at public meetings, generally, will be limited to three (3) minutes for their presentation. However, this time limit may be adjusted by the district clerk or assistant district clerk if the size of the audience or the number of requests to speak is small and an increase in the time would not unduly extend the length of the hearing. Any adjustment in time shall apply to all speakers from the audience.

Any speaker who is out of order may be cautioned by the district clerk or assistant district clerk. If such remarks or behavior persists, the speaker's privilege to address the Board will be terminated.

NOTE: Refer also to Policy #5120 -- School District Budget Hearing.

Adopted: 7/10/2001

Revised: 1/8/2019

Reviewed by Assistant Superintendent for Business Services and Superintendent with no recommended changes; agreed to by BOE 8/23/2022

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SUBJECT: EXECUTIVE SESSIONS

Upon a majority vote of its total membership, taken in an open meeting pursuant to a motion identifying the general area or areas of the subject or subjects to be considered, the Board of Education may conduct an executive session for discussion of the below enumerated purposes only, provided, however, that no action by formal vote shall be taken except on an Education Law 3020-a probable cause finding. For all other purposes, the action by formal vote shall be taken in open meeting and properly recorded in the minutes of the meeting. Attendance at an executive session shall be permitted to any Board member and any persons authorized or requested to attend by the Board.

- a) Matters that will imperil the public safety if disclosed;
- b) Any matter that may disclose the identity of a law enforcement agent or informer;
- c) Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- d) Discussions regarding proposed, pending or current litigation;
- e) Collective negotiations pursuant to Article 14 of the Civil Service Law;
- f) Medical, financial, credit or employment history of any particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of any particular person or corporation;
- g) Preparation, grading or administration of examinations;
- h) Proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities, but only when publicity would substantially affect the value thereof.

Motions for executive sessions should state the subject or subjects to be discussed in executive session. It is insufficient to merely recite statutory language.

Matters discussed in executive sessions must be treated as confidential; that is, never discussed outside of that executive session.

Public Officers Law Article 7
Education Law Section 3020-a

Adopted: 7/10/2001

Revised: 1/28/2014

Reviewed by Superintendent and Assistant Superintendent for Business Services with no recommended changes. Agreed to by BOE 10/22/2019; **No Change: 8/11/2022; reviewed & approved by BOE 8/23/2022**

Churchville-Chili Central School District
Board of Education - Public Surplus List
Date: August 23rd, 2022

Quantity	Dept	Description	CCCSD#	Serial Number
1	MISC	60Kw Kohler 60RZ272 - 277/480V (225A) Generator		366862
1	MISC	35Kw Generac 3630860100 - 277/480V (150A) Generator		2074903
1	MISC	Lot of approx 16 student chairs (Wrapped on Pallet)		
2	MISC	Lot of approx 32 student chairs (Wrapped on Pallet)		
1	MISC	EPOKE Spreader Model# PM1.4 w/3 pt. hitch, PTO drive and Hopper Ext.		33051281
1	MISC	Kelly-Creswell Heavy Duty Model C Portable Paint Striper		8809
1	MISC	Lot of metal wire mesh cage panels and door panel sizes 3ft x 10ft		
1	MISC	Green metal desk		
2	MISC	Round table with metal adjustable legs		
1	MISC	Metal/Wood food serving line 8ft x3ft		
1	MISC	Stainless Steel prep table 8ft x 2.5ft		



Churchville-Chili Central School District

Where learning leads to a lifetime of opportunities

Loretta J. Orologio, Ed.D.

*Superintendent of Schools
x2300*

**Superintendent's
Executive Cabinet**

Mr. Franklin C. Nardone, CPA
*Assistant Superintendent for
Business Services and District
Clerk
x2330*

Mr. Giulio Bosco
*Assistant Superintendent for
Instruction
x2310*

Mr. Lawrence M. Vito
*Assistant Superintendent for
Human Resources
x2320*

Ms. Amanda Puleo, APR
*Communications/Administrative
Assistant to the Superintendent
x2300*

DISCUSSION ITEM

MEMO

**To: Board of Education
Dr. Loretta J. Orologio, Superintendent**

From: Franklin C. Nardone *Frank*
Asst. Superintendent for Business Services

Re: Reserve Funds Allocation

Date: August 19, 2022

As we close the books for June 30, 2022, we generated a surplus of \$6,003,537 which includes \$1,395,154 of appropriated reserves. This surplus is the result of additional sales tax revenue, better than expected BOCES and benefit costs and sound financial management.

Per the resolution passed by the Board of Education on June 28, 2022, \$4,000,000 was transferred to the Worker's Comp Reserve, \$500,000 transferred to the 2022 Capital Reserve, \$1,000,000 to Unemployment, and \$500,000 to the TRS Reserve. In addition, the district retained \$3,659,491 in unassigned fund balance, which is \$130,940 below the 4% statutory limit.

If you have any questions, please contact me.

FCN/br

Capital Project Summary 2008-Present

Phase 2		Vote Date	Total Project Cost	Adjusted Total	Capital Reserve	Other Funds	Debt
		12/9/2008	55,985,000		15,600,000	2,376,127	37,600,000
		Transferred to Phase 5	(859,147)				
		Transferred to Phase 4	(153,720)	54,972,133			
Building(s)	Description	Project Cost		SED Approval	Bid Date	Completion Date	
2-1 District Wide	Sewer Project	1,760,699		5/7/2009	6/19/2009	6/2/2014	
2-2 FRS, MS, SHS, Trans	CCPAC, Classroom Renovations, Bus Loop	51,817,851		9/22/2010	11/23/2010	5/22/2015	
2-3 MS, SHS	Entrance Canopy, Fitness Room, Doors	632,112		7/15/2013	6/10/2013	5/22/2015	
2-4 MS	Theatre Stage Rigging	116,728	Total Cost	11/30/2015	2/23/2016	5/30/2017	
2-5 MS	Boiler Replacement	644,743	54,972,133	3/31/2016	6/10/2016	5/30/2017	
Remaining Funds		-					

Phase 3		Vote Date	Total Project Cost	Adjusted Total	Capital Reserve	Other Funds	Debt
		12/11/2012	9,997,000		1,830,000	400,000	7,767,000
		Transferred to Playground	(122,863)	9,874,137			
Building(s)	Description	Project Cost		SED Approval	Bid Date	Completion Date	
3 CRS, CES	Interior Renovations, ADA Accessibility	9,596,742	Total Cost	1/29/2014	4/4/2014	12/16/2015	
3-1 CES	Window Replacement	277,395	9,874,137	4/14/2016	2/24/2017	12/18/2017	
CRS		Remaining Funds	-				

Phase 5		Vote Date	Total Project Cost	Adjusted Total	Capital Reserve	Other Funds	Debt
		12/8/2015	22,678,000		5,175,000	2,300,000	15,203,000
		Transferred from Phase 2	859,147				
		Transferred from Athletic Entrance	6,337,412	29,874,559			
Building(s)	Description	Project Cost		SED Approval	Bid Date	Completion Date	
5-1 AB SHS	Stadium & Windows	4,156,526		12/23/2016	2/24/2017	11/29/2018	
5-1C MS	HVAC	178,260		9/19/2016	4/10/2018	11/29/2018	
5-2 SHS	Pool, Lockers, Scoreboard	22,718,165		2/26/2018	4/10/2018	9/7/2020	
5-4 SHS/Transportation	Gym Ceiling,	1,428,297	Total Cost	1/31/2021	3/23/2021	Fall 2022	
			27,052,951				
		Remaining Funds	1,393,311				

Athletic Entrance & Trans.		Vote Date	Total Project Cost	Adjusted Total	Capital Reserve	Other Funds	Debt
		12/12/2017	7,915,000		1,665,000	1,700,000	4,550,000
		Transferred to Phase 5	(6,337,412)	1,577,588			
Building(s)	Description	Project Cost	Total Cost	SED Approval	Bid Date	Completion Date	
Tranportation	Replace Bus Lifts & Underground Tanks	1,577,588	1,577,588	3/14/2019	5/21/2019		
Remaining Funds		-					

Playground Project		Vote Date	Total Project Cost	Adjusted Total	Capital Reserve	Other Funds	Debt
		12/12/2018	3,952,400		880,000		3,072,400
		Transferred from Phase 3	122,862	4,075,262			
Building(s)	Description		Project Cost		SED Approval	Bid Date	Completion Date
FRS	Playground & Doors/Stair Treads		537,942		4/12/2019	5/21/2019	4/17/2020
CRS	Playground		634,331		2/19/2020	4/28/2020	9/9/2020
CES	Playground, Kitchen, PA System		2,087,319		2/19/2020	4/28/2020	9/9/2020
CES	Windows		815,670		4/27/2021	6/8/2021	Est. Fall 2022
		Remaining Funds	-				

Phase 6		Vote Date	Total Project Cost	Adjusted Total	Capital Reserve	Other Funds	Debt
		1/11/2022	66,730,000		18,662,395	947,605	47,120,000
	Building(s)	Description	Project Cost		SED Approval	Bid Date	Completion Date
6-1	SHS/MS/Transportatio	Roofs	7,626,871		Sept. 2022	Nov. 2023	Fall 2025
6-2	SHS/MS/Transportatio	Classrooms, Fields, Road, Parkinglot	59,103,129				
Remaining Funds			-				

General Fund Projects-\$100,000 projects included in General Fund budget						
Building(s)	Description	Vote Date		SED Approval	Bid Date	Completion Date
GF1 SHS	Asbestos Abatement-Science Wing	5/15/2007		Nov. 2007	1/22/2008	5/5/2008
GF2 FRS	Corridors	5/20/2008		3/11/2009	5/21/2009	4/25/2013
GF3 CRS	Cafeteria	5/18/2010		6/29/2010	7/27/2010	4/25/2013
GF4 CES	Gym	5/17/2011		5/23/2011	6/24/2011	4/24/2014
GF5 CES	Bell Tower Restoration	5/15/2012		4/18/2013	6/21/2013	11/17/2014
GF6 MS	Remediation of Bridges	5/21/2013		4/7/2015	5/14/2015	9/25/2015
GF7 FRS	Gym Renovation	5/20/2014		3/24/2016	4/7/2016	12/15/2016
GF8 CES	Window Replacements	5/19/2015		3/1/2016	2/24/2017	10/12/2017
GF9 FRS	Gym Flooring	5/17/2016		1/12/2017	3/24/2017	12/18/2017
GF10 MS	HVAC	5/16/2017		6/6/2018	6/8/2018	11/29/2018
GF11 CES	Library Ceiling and Lights	5/15/2018		4/4/2019	5/17/2019	11/27/2019
GF12 CES	Window Replacements	5/21/2019		2/19/2020	4/28/2020	11/9/2020
GF13 MS	Middle School North Gym	6/9/2020		3/5/2021	Fall 2022	Spring 2023
GF14 MS	Middle School North Gym	5/18/2021		5/17/2022	Spring 2023	Fall 2023
GF15 CES	Classroom Floor Replacement	5/24/2022		Spring 2023	Spring 2024	Fall 2024

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SUBJECT: DUTIES OF THE SCHOOL DISTRICT TREASURER

The Treasurer is appointed by the Board of Education at the Annual Reorganizational Meeting and will be covered by a blanket bond. In addition to the routine duties of accounting, filing, posting and preparing reports and statements concerning District finances, the District Treasurer shall perform other specific tasks as follows:

- a) Acts as custodian of all moneys belonging to the School District and lawfully deposits these moneys in the depositories designated by the Board;
- b) Pays all authorized obligations of the District as directed, including payments of bond principal and interest;
- c) Maintains proper records and files of all checks, and approved payment of bills and salaries;
- d) Makes all such entries and posts all such financial ledgers, records and report, including bond and note registers, as may be properly required to afford the District an acceptable and comprehensive financial accounting of the use of its moneys and financial transactions;
- e) Signs all checks drawn on District fund accounts provided that the District's Internal Claims Auditor has attested to the authority to issue the check based upon proper evidence of a charge against the District's funds;
- f) Safeguards ~~either~~ his/her electronic signature ~~and/or the check signing machine and signature plate, personally~~ overseeing all preparation of checks;
- g) Assumes other duties customary to the office.

Duties-Education Law Section 2122, 2523
Bond-Education Law Section 2130, Part 5
8 New York Code of Rules and Regulations (NYCRR) § 170.2 (g), (o) and (p)
9 NYCRR § 540.4

Adopted: 7/10/2001

Revised: 3/8/2005, 3/28/2006, 2/25/2014, 1/8/2019; 8/11/22

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SUBJECT: AUTHORIZED SIGNATURES

The Board of Education authorizes the signature of the District Treasurer on all District checks for the payment of all salaries and any other non-salary payments. Student activity account checks shall be signed by the District Treasurer.

The Board authorizes the District Clerk, Superintendent, Treasurer and President of the Board to sign such contracts, documents, papers, agreements, writings and other instruments in writing as are authorized by the Board or required by law to be executed.

In the absence or inability of the President of the Board to sign any of the above documents, the Vice President of the Board is authorized to sign in his/her place and stead.

The Board authorizes the use of a machine check-signer to stamp School District checks with the required signature or an electronic signature by the District Treasurer. If a check signing device is used, it must be a recognized manufactured product with safeguards for the School District's protection. The District Treasurer has the responsibility of safeguarding his/her electronic signature and ~~or the check signing machine and signature plate and must personally~~ oversee^{ing} preparation of checks.

Education Law Sections 1720 and 2523
8 New York Code of Rules and Regulations
(NYCRR) Section 170.1(c)(d)

Adopted: 7/10/2001

Revised: 1/8/2019; 8/11/2022