

Minutes – February 11, 2025
South Buffalo Charter School
Board of Directors Meeting

Meeting was called to order at 6:05 p.m.

Members Present:

In Person: Chris Schafer, Jen Mack, Kathy Linhardt

Virtual: Anne Marie Tryjankowski, Matt Szalkowski, Carine Merritt

Members Absent: None.

Public Comment: None.

Presentation: Marketing presentation – slides not ready – will be presented at March board meeting
Updated NYS ELA – See attached.

Board Reports:

- Executive Committee – No meeting.
- Academic Committee – Met. Discussed test scores. Nothing to report.
- Facility Committee – Met. Proposals need additional funding and paperwork before being presented to the Board.
- Finance Committee – No meeting. Schedule of Bills reviewed and ok.
- Human Resources/Appeals Committee – Met on 01/16 and 02/10 re: modifications to contract discussed; other matters to be discussed at March meeting in Executive Session.

New Business:

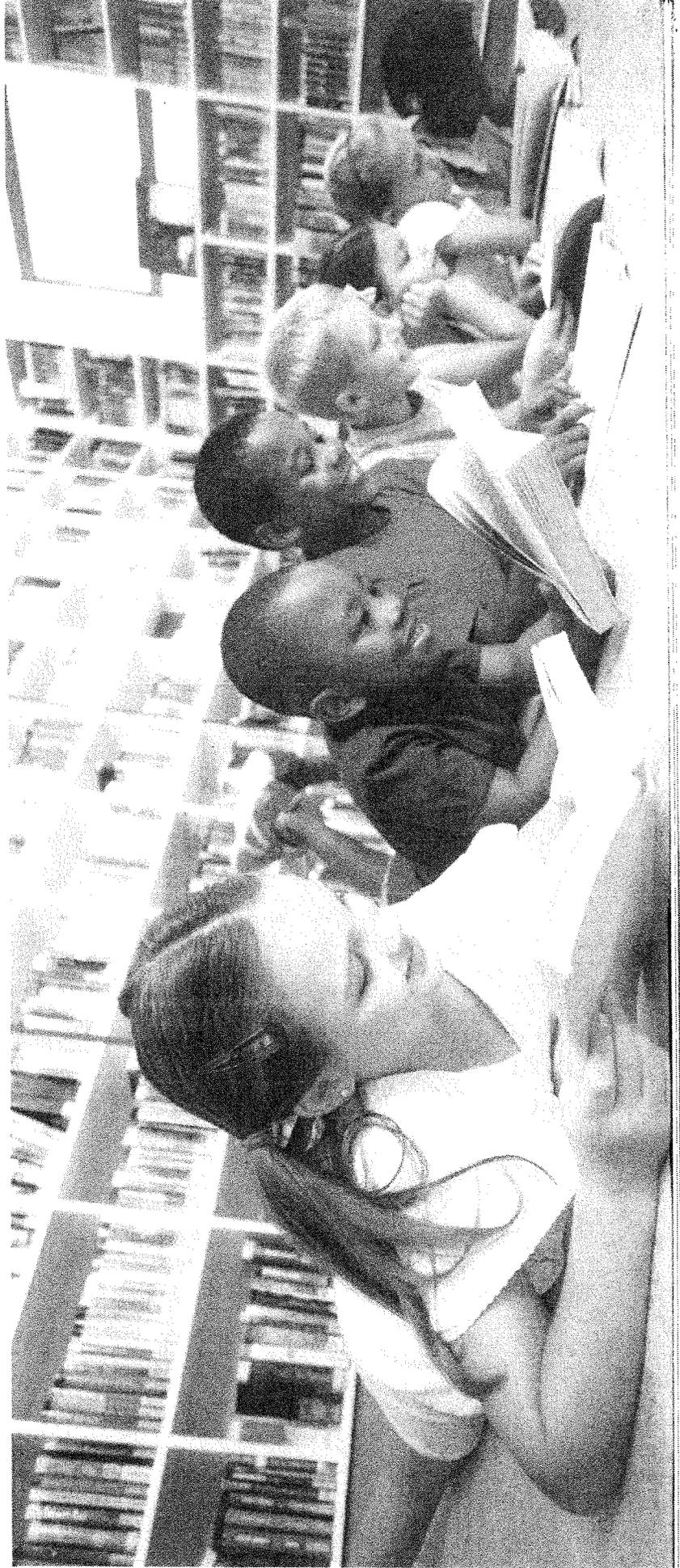
- Motion to move into Executive Session was made by Jen Mack; seconded by Kathy Linhardt. Vote: All in favor. Executive Session began at 6:10 p.m.
- Motion to end Executive Session was made by Kathy Linhardt; seconded by Matt Szalkowski. Vote: All in favor. Executive Session ended at 6:21 p.m. Board meeting reconvened at 6:23 p.m.
- Motion to approve the minutes from the Board Meeting on January 14, 2025 was made by Kathy Linhardt; seconded by Matt Szalkowski. Vote: All in favor.
- Enrollment Summary – See attached. Wait list candidates have been contacted.
- Superintendent’s Report – See attached. Anti-bully coalition to be formed.
- Motion to approve opening of new SBCS Cafeteria account with Northwest Bank, with signers to be Chris Schafer, Matt Szalkowski, Gina Palermo and David Ehrle; removing Margaret Higgins from the account was made by Matt Szalkowski; seconded by Anne Marie Tryjankowski. Vote: All in favor.
- Motion to approve the SBCS Schedule of Bills for January 2025 was made by Matt Szalkowski; seconded by Jen Mack. Vote: All in favor.
- Motion to approve an amendment to Mr. Ehrle’s employment contract was made by Kathy Linhardt; seconded by Jen Mack. Vote: All in favor.
- Motion to adjourn the meeting was made by Jen Mack; seconded by Kathy Linhardt. Vote: All in favor.

The meeting was adjourned at 6:46 p.m.



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

New York State Education Department Prekindergarten-3rd Grade Literacy Instructional Best Practices



Introduction to the Prekindergarten-3rd Grade Literacy Instructional Best Practices

Introduction

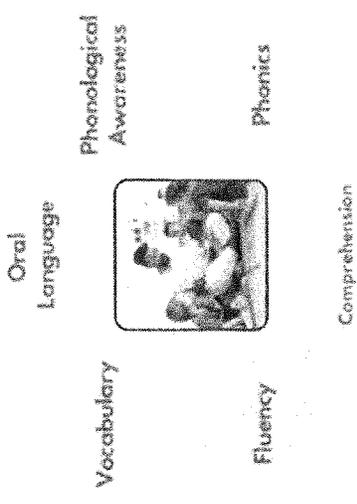
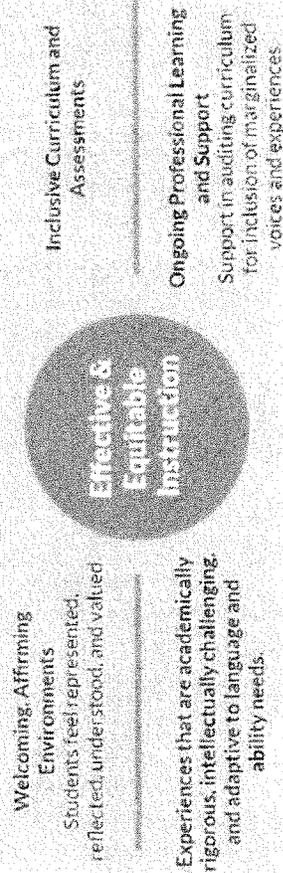
Welcome to the Prekindergarten-3rd Grade Literacy Instructional Best Practices! This evidence-based guide is a tool to be utilized when reviewing local school district literacy curriculum and instruction for evidence- and scientifically-based reading instruction prior to submitting the attestation required per Education Law 818. The purpose of this guide is to help facilitate discussions among district leaders, building leaders, literacy leaders, and teachers to reflect on the instructional best practices and literacy curriculum for students in prekindergarten through third grade. The instructional best practices should be used by literacy leaders to talk with school building leaders about literacy instruction at the local level and what adjustments may be needed. The included Prekindergarten-3rd grade Literacy Instructional Best Practices and interventions align with the requirement of literacy instruction based on the body of research known as the Science of Reading.

Evidence-Based and Scientifically-Based Culturally Responsive Literacy Instruction

The New York State Education Department is dedicated to providing all students with access to high quality literacy education, which is culturally responsive and follows evidence-based practices, commonly referred to as the Science of Reading. Therefore, this guide identifies best practices in literacy instruction that are aligned to the New York State Next Generation English Language Arts Standards and integrates the four principles identified in the Culturally Responsive-Sustaining Education Framework (CR-SE).

For further information regarding the Science of Reading, please see the [NYSED Literacy Briefs](#), authored by Dr. Nonie Lesaux (Professor of Education and Human Development at the Harvard Graduate School of Education) and Katie C. Carr, M.Ed.

Culturally Responsive-Sustaining Education and the Science of Reading



Evidence- and scientifically-based reading instruction includes attention to the following reading skills and competencies: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. A systematic, explicit, responsive, and cumulative approach ensures that every student can develop strong reading skills. By integrating diverse cultural perspectives and materials, the Department aims to promote inclusive learning environments where every student feels valued and represented. Through these efforts, the Department strives to close achievement gaps, foster a love of reading, and prepare students for lifelong success.

Oral Language

Oral Language: Includes speaking and listening, providing the foundation for written language and is the system we use to communicate with others through speaking and listening.

Overarching Best Practices and Instructional Considerations for Oral Language

Oral language includes speaking and listening, providing the foundation for written language and is the system we use to communicate with others. Oral language builds vocabulary, phonological awareness, comprehension, and sentence structure, all of which are foundational for successful mastery of literacy skills. The overarching best practices and instructional considerations listed below retain their efficacy across grade levels and are to be used in tandem with the Standards. The practices and considerations unique to each grade level can be found on subsequent pages.

Note: As students advance through each grade, it is understood that the instructional materials and methodologies increase in complexity, gradually encouraging independence and autonomy. Also note that readers develop at different rates and may require the use of best practices and instructional considerations found outside of their designated grade level.



Instructional Best Practices PreK-3

- Plan activities to expand and practice language skills.
- Engage students in conversations

Instructional Considerations PreK-3

- Model conversations by asking questions and listening, encouraging turn taking, and providing feedback.
- Use structured playtime to encourage conversations among students.
- During read aloud sessions, pause to discuss the features of the text, such as illustrations, format, or the storyline.

CR-SE Specific Instructional Considerations

- Invite families and community members to speak or read in the classroom as a means to engage students in discussion about topics that are culturally specific and aligned to the classroom curriculum.
- Leverage the tradition of storytelling to support students' narrative language skills.
- Create opportunities for students to collaboratively practice communicating in their target and home language.

Minutes – January 14, 2025
South Buffalo Charter School
Board of Directors Meeting

Meeting was called to order at 6:06 p.m.

Members Present:

In Person: Chris Schafer, Jen Mack, Kathy Linhardt, Carine Merritt

Virtual: Anne Marie Tryjankowski, Matt Szalkowski

Members Absent: None.

Public Comment: None.

Presentation: None.

Board Reports:

- Executive Committee – No meeting.
- Academic Committee – No meeting. Meeting scheduled for 01/22/25.
- Facility Committee – No meeting. Email sent to schedule meeting for next week.
- Finance Committee – No meeting. Credit card statement and Schedule of Bills reviewed and ok; remaining December financials will be reviewed throughout the month for approval at February 2025 meeting.
- Human Resources/Appeals Committee – Preliminary meeting held on 01/09/25. Meeting scheduled for 01/16/25.

New Business:

- Motion to approve the minutes from the Board Meeting on December 10, 2024 was made by Anne Marie Tryjankowski; seconded by Jen Mack. Vote: All in favor.
- Enrollment Summary – See attached.
- Superintendent’s Report – See attached.
- Motion to approve the SBCS Schedule of Bills for December 2024 was made by Carine Merritt; seconded by Matt Szalkowski. Vote: All in favor.
- Motion to adjourn the meeting was made by Anne Marie Tryjankowski; seconded by Matt Szalkowski. Vote: All in favor.

The meeting was adjourned at 6:21 p.m.

Enrollment Summary

As of February 4, 2025, we have the following:

K 98 – 1 moved to Mount Morris. 1 – Moved to Ken-Ton school District

1 98

2 102 – 1 behavior

3 99

4 99

5 102

6 96 – 3 behavior

7 98 – 1 moved to Texas, 1 - behavior

8 99 – moved to Buffalo

Total = 891

2025-2026

K 36

1 6

2 3

3 1

4 6

5 4

6 4

7 5

8 1

February Superintendent's Report
Tuesday, February 11, 2025

- On Wednesday, January 15th, we held the first meeting of our Anti Bullying Coalition. 28 parents signed up to take part, with 15 in attendance. Parents in attendance learned about the updated national bullying data and how SBCS compares. Parents learned about the differences between students who are rude, mean, in conflict and bullies. Overall, the parents who attended were strongly in favor of how SBCS has handled bullying and would like to see SBCS create a student committee.
- SBCS teachers have been asked to nominate students for an Anti Bullying Student Coalition. This group is open for nominations of students from any grade level.
- February is Black History Month! Students will be researching a classroom selected individual to create a project on. Projects will be displayed in the front foyer beginning Monday, February 10th. In addition, students can take part in a writing contest, Black History Month daily trivia and also will be treated to a dance and drum performance from the African American Cultural Center.
- Our Winter Chorus Concert and Art Show opening was on Thursday January 23rd. We had a packed auditorium for this event and the students did great. Thank you to Miss Emily Taylor for her hard work with the chorus and Mr. Nathan Boorman for the art work.
- Our Winter Band Concert and Art Show closing will be Thursday February 6th. Mr. Anable and his bands have worked very hard all year so far to be ready for this event.
- Winterfest was held on Friday January 31st throughout the school. Students were invited to take part in fun activities that included games in gym, activities in the classroom, and a spectacular presentation about the Lunar New Year put together by Mr. Jonathan Nguyen and Ms. Lisa Bos. (Videos)
- Middle school students took midterms for full year courses and final exams for all their half year courses. We will be meeting next week to review the data from these exams.
- Grade 7 and 8 had a winter dance on January 28 from 3:45-5:45.
- Some of Mount Mercy and Timon Leadership students are working with our 100th day committee as part of their service project. K-4 students are collecting 25 clothing items per homeroom so each grade level will collect 100 items. Grades 5-8 are doing the same with non perishable food items. These items will be donated to the Genesis Center, which is a local food and clothing pantry that serves the South Buffalo area.
- We held our monthly ice cream social to honor the star students and royalty.

- The master schedule has been revamped to include 3 hours of ELA instruction daily for grades K-5.
- We are participating in the Hospice Spring Bouquet sale. We usually raise about \$750 for Hospice through this sale.
- Presentation on 6 pillars for reading - NYS Education, new regulation starting 1/1/25.
- Sharing with the Board the following statement from State Ed.

New York's Constitution guarantees a system of public schools "wherein all the children of this state may be educated." Our State only began to take that command seriously in 1954, when the Supreme Court held that separate schools for African American children were inherently unequal. Since then, Congress has protected and prioritized historically neglected students through legislation such as the Elementary and Secondary Education Act, the Individuals with Disabilities Education Act, and the McKinney-Vento Homeless Assistance Act. These laws recognize and celebrate personal, social, and economic differences. They are models of strength through diversity.

Recent executive orders issued by the President are antithetical to this tradition. They are also ineffective, as the President has a constitutional duty to "take care that the laws be faithfully executed." This means the President cannot decide which laws to enforce or funds to distribute. It's also why two federal courts immediately enjoined the President's attempt to "freeze" federal funds.

The Board and the Department remain committed to the inherent dignity and worth of every child. As such, we denounce the intolerant rhetoric of these orders. Our children cannot thrive in an environment of chaos; they need steady and stable leadership that we will endeavor to provide.