



This is the official notice of the Study Session of the Board of Education of the West Irondequoit Central School District, Town of Irondequoit, Monroe County, New York, to be held Thursday evening, September 3, 2015, at 7:00 p.m. in the District Office, 321 List Avenue, Rochester, NY.

Patricia Kelly
School District Clerk
August 28, 2015

- I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE**
- II. APPROVAL OF AGENDA**
- III. PUBLIC HEARING – Safe and Positive Learning Environment / Cyberbullying**
- IV. PUBLIC COMMENT**
- V. SUPERINTENDENT’S REPORT**
- VI. REPORT OF THE TREASURER**
- VII. REPORTS OF LEADERSHIP STAFF**
 - A. Personnel
 1. Resignations/Appointments/Other
 - B. Business
 1. Audit Committee
 2. Facilities
 - C. Pupil Personnel Services
 1. Recommendation of the Committee on Special Education
- VIII. OLD BUSINESS**
 - A. Approval of 2016-17 Budget Guidelines/Timeline
 - B. Approval of 2015-16 District Focus Areas
 - C. Approval of Revised Policies
- IX. NEW BUSINESS**
 - A. Policy Review
 - B. Review of APPR Lead Evaluators/Evaluators
 - C. Surplus District Vehicle
- X. ROUTINE**
 - A. Reports/Correspondence
 - B. Review of Future Meetings
- XI. ADJOURNMENT**

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
321 List Avenue
Rochester, New York 14617

_____ made a motion upon recommendation of the Superintendent of Schools, that the following be approved:

I. RESIGNATIONS/RETIREMENTS

Certified

N/A

Classified

(1) Food Service Helper, Southlawn School, Resignation, 8 months of District Service, effective June 23, 2015

II. CHANGE IN EMPLOYMENT STATUS

N/A

III. LEAVE OF ABSENCE

N/A

IV. APPOINTMENTS

BE IT RESOLVED that the following employees are hereby appointed to the indicated positions subject to the employment clearance, conditional hiring or emergency conditional hiring law and regulations of the New York State Education Department:

A. Certified Probationary

(1) School Counselor, effective September 1, 2015

B. Certified Substitute and Part-time Teachers

N/A

C. Certified Teaching Assistants

Full-Time Probationary

(1) Full-time Teaching Assistant, effective September 1, 2015

(1) Full-time Teaching Assistant, effective November 2, 2015

Part-Time

(6) Part-time Teaching Assistants, effective September 1, 2015

~~(1) Part-time Teaching Assistant Declined Position~~

IV. APPOINTMENTS (cont'd)

D. Classified

- (2) Cleaner (Part-time), effective August 25, 2015
- (1) Cleaner (Full-time), effective August 25, 2015
- (1) Teacher Aide, effective September 1, 2015
- (1) Security Worker (Full-time), effective August 26, 2015

V. RECOMMENDATION FOR PERMANENT CIVIL SERVICE APPOINTMENT FOLLOWING SUCCESSFUL COMPLETION OF PROBATIONARY PERIOD

| <u>Position</u> | <u>Effective</u> |
|--|-------------------|
| Secretary to the Deputy Superintendent | September 2, 2015 |
| Security Worker | June 12, 2015 |
| Cashier/Food Service Worker | June 19, 2015 |

VI. NOTICE OF TERMINATION

A. Certified

| <u>Name</u> | <u>Position</u> | <u>Effective</u> |
|-------------|-----------------|------------------|
| N/A | | |

B. Classified

| <u>Name</u> | <u>Position</u> | <u>Effective</u> |
|-------------|-----------------|------------------|
| N/A | | |

VII. LAYOFFS

A. Certified

| <u>Name</u> | <u>Position</u> | <u>Effective</u> |
|-------------|-----------------|------------------|
| N/A | | |

B. Classified

| <u>Name</u> | <u>Position</u> | <u>Effective</u> |
|-------------|-----------------|------------------|
| N/A | | |

BOE Recommendations without Names

| <u>CMA BOE Date</u> | <u>Committee Date</u> | <u>Student Gen Ed ID#</u> | <u>Expected Grade</u> | <u>Committee</u> | <u>Meeting Reason</u> | <u>Committee Decision</u> | <u>Disability</u> | <u>Recommended School</u> | <u>Program</u> |
|---------------------|-----------------------|---------------------------|-----------------------|-----------------------------------|----------------------------|---------------------------|-------------------------------|--------------------------------|---------------------------------|
| 09/03/2015 | 08/13/2015 | 142631 | Postgraduate | Subcommittee on Special Education | Amendment | Classified | Autism | Easter Seals NY Kessler Center | Special Class |
| | 08/13/2015 | 004404 | 10 | Subcommittee on Special Education | Annual Review | Classified | Autism | Irondequoit High School | Special Class |
| | 06/01/2015 | 230740 | 03 | Subcommittee on Special Education | Reevaluation/Annual Review | Classified | Speech or Language Impairment | Southlawn School | Special Class |
| | 08/13/2015 | 230408 | 03 | Subcommittee on Special Education | Annual Review Follow Up | Classified | Speech or Language Impairment | Colebrook School | Integrated Co-teaching Services |
| | 08/13/2015 | 231203 | 09 | Subcommittee on Special Education | Amendment | Classified | Autism | Irondequoit High School | Integrated Co-teaching Services |
| | 08/13/2015 | 231467 | Kdg. | Committee on Special Education | Amendment | Classified | Other Health Impairment | Briarwood School | Integrated Co-teaching Services |
| | 08/13/2015 | 232201 | 12 | Subcommittee on Special Education | Amendment | Classified | Other Health Impairment | Irondequoit High School | Integrated Co-teaching Services |
| | 08/13/2015 | 230235 | 02 | Committee on Special Education | Requested Review | Classified | Learning Disability | Colebrook School | Consultant Teacher Services |

Total Records: 8
Total Students: 8

**WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
2016-2017 BUDGET GUIDELINES**

Proposed plans for educational expenditures for the 2016-17 school year will be guided by the following general parameters and the ongoing uncertain economic environment.

PROGRAM

- **Staffing**

Teaching

The number of full-time equivalent (FTE) positions for certificated and support staff will not exceed 2015-16 levels except for requirements, such as state mandates or changes in program (**full-day kindergarten**) or those which relate to increased or decreased enrollment. Initially, certificated classroom staffing levels will be determined by the following planning numbers:

- a. Twenty-three (23) students per regular classroom, grades K-3
- b. Twenty-five (25) students per regular classroom, grades 4-6 and regular academic courses, grades 7-12
- c. Class size appropriate to extraordinary learning situations (i.e. offerings requiring special space/safety considerations, unique offerings required for graduation and/or completion of a study sequence).

Leadership

Any restructuring/leadership staffing would be accomplished, generally, under current budgeted levels.

- **Staff Development**

Funding will be provided for an effective program of staff development/training commensurate with the high expectations held for staff performance.

- **Curriculum/Instruction**

Improvement of current programs of study and services will be accomplished without additional FTE. Each proposal for revision (e.g. new course offering/service) will include a corresponding deletion/decrease in existing curricula/services. Under exceptional circumstances (i.e. program support for a particular group of students), additional programming would be considered.

Technology

A continued allocation for technology related equipment/services will be considered in conjunction with recommendations of the District Technology Plan. (2015-16 appropriation is approximately \$1,200,000).

Existing Programs and Services

In the event that state aid or other major revenue sources are reduced, modifications to existing programs and/or services will be delineated through the use of the Criteria for Budget Decisions.

SUPPORT FOR PROGRAM

- **Operations and Maintenance**

All funding will be directed toward programs of preventive and day-to-day maintenance and energy conservation as indicated in the general fund expenditure plan established with the Master Plan for Buildings and Grounds. Overtime and security expenditures will be adjusted to maintain a safe, clean and supportive environment.

- **Transportation**

Transportation service will be provided within the framework of current district policy with continued study of transitional busing opportunities, restrictions and financing.

- **Food Service**

Continued study and implementation of cost saving opportunities and increasing revenue sources.

- **BOCES**

BOCES Programs and Services will be evaluated individually for value added to West Irondequoit goals.

- **Equipment, Services, and Supplies**

Appropriations for all equipment, contractual services, and supplies, shall be comparable on a district-wide basis, with equipment specified by item. Total expenditures will be based on student enrollment adjusted for inflation. The basis for calculating the base rate will be the 2014-15 budget amount or estimated actual expenses, whichever is lower.

REVENUE/CAPITAL PROJECTS/NEGOTIATED AGREEMENTS

- **Compensation and Fringe Benefits**

Contractual bargaining agreements will be developed, as required, and implemented.

- **Debt Service/Capital Improvement**

The appropriation in 2016-17 will include the following bonds: 2009 Pool/Excel Project, 2011 Bond Refunding, 1998 Dake Project, 1996 Sproule Field House, and the **Promise Project**. Additionally, borrowing will be initiated for the Promise Project. Also included is funding for local capital projects, to be determined each year.

- **State Aid**

State Aid will be conservatively estimated using the Governor's proposal and other relevant information as it becomes available. State Aid will be analyzed to meet impending budget needs as well as needs that are more long-term. Criteria for consideration are:

- ❑ Tax rate, budget, and levy – keep any increases steady, predictable, and responsible
- ❑ Funding capital renovation/repairs
- ❑ Maximize state aid
- ❑ Manage future state aid uncertainties
- ❑ Consider potential impact of future state mandated program changes
- ❑ Consider potential impact of current and future tax certiorari challenges

- **Revenue**

All efforts to secure funds from non-property tax sources will be pursued aggressively. (e.g. grants, rental, etc.)

- **Real Property Tax**

Budget development documents will include the dollar amount and percent change in the projected real property tax levy. The Board will be kept informed of changes in assessed valuation and their effect on tax rate.

The Senior Citizen Income Exemption and the **Veteran's Exemption** will be reviewed for their effect on the real property tax rate.

WEST IRONDEQUOIT CENTRAL SCHOOL DISTRICT
Timeline for Preparation of 2016-2017 Budget

| | |
|-------------------|---|
| September 3, 2015 | Regular Board Meeting at District Office 7:00 p.m. Adopt proposed timeline and guidelines |
| October 19, 2015 | Begin work within departments and buildings on budget matters; continue work on budget requests within buildings and departments; building administrators confer with appropriate staff members |
| January 4, 2016 | Administrators submit budget and personnel requests to the Assistant Superintendent for Finance. |
| January 4-8, 2016 | Superintendent reviews budget requests with Principals; administrators report back to faculty |
| January 21, 2016 | Regular Meeting at Dake, 7:00 p.m. – Preview of January 27, 2016 Budget Workshop |
| January 27, 2016 | Budget Workshop at District Office, 5:30 p.m. |
| February 25, 2016 | Regular Meeting at District Office, 7:00 p.m. Overview of 2016-2017 budget: All Revenues; Approval of Legal Notice of Election and Legal Notice of Budget Hearing |
| March 2, 2016 | Leadership Staff Meeting – Review of Preliminary Budget Proposal; Administrators report back to faculty |
| March 3, 2016 | Study Session at Iroquois, 7 p.m. – Overview of 2016-2017 budget: Non-Personnel Expenditures. |
| March 17, 2016 | Regular Meeting at District Office, 7:00 p.m. – Overview of 2016-2017 budget: Personnel Expenditures. |
| April 1, 2016 | Publication of First Legal Notice of District Election |
| April 7, 2016 | Study Session at I H S, 7:00 p.m. – Continued Budget Discussion |
| April 12, 2016 | PTSA Meeting at District Office , 7:00 p.m. – Presentation of preliminary budget |
| April 18, 2016 | Petitions to run for Board of Education must be filed by 5:00 p.m. |
| April 14, 2016 | Regular Meeting at District Office, 7:00 p.m. – Budget Adoption |
| May 2, 2016 | PTSA BOE Candidates Night, 7:00 p.m. – IHS Campus Center |
| May 3, 2016 | Copies of proposed budget available at all district buildings (legal obligation – 14 days before vote) |
| May 5, 2016 | District Budget Hearing at Dake, 8:30 p.m. (legal obligation) |
| May 1 - 16, 2016 | Publish and present proposed budget and newsletter. |
| May 11, 2016 | Deadline for mailing “Budget Notice” (included in special QUOTE) |
| May 17, 2016 | Community Vote on budget and members of the Board of Education |

Learning and Achievement

The West Irondequoit Central School District embraces its primary role of ensuring that all students reach their highest levels of academic learning and achievement. We support each student reaching these levels by extending his/her thinking and the acquisition of skills through applied learning opportunities within and beyond the classroom.

All West Irondequoit students will make continuous progress toward the goal of achieving at a mastery level that exceeds NYS standards:

- the ~~2011~~ 2012 cohort ~~4-year~~ graduation rate will increase from ~~93.5% - June (95% August)~~ 97%
- the percentage of students obtaining a Regents diploma will increase from ~~99%~~ 98% by the year ~~2015~~ 2016;
- the percentage of students obtaining an Advanced Regents diploma will increase from ~~69.8%~~ 72% by the year ~~2015~~ 2016;
- the percentage of students *achieving and moving towards* the mastery level on all assessments for learning will increase;
- the number of students challenging themselves and achieving mastery through upper level vocational and technical courses will increase;
- The percentage of graduates having accessed College credit coursework will increase from ~~81%~~ 94% by the year ~~2015~~ 2016;
- the drop out rate will decrease to 0%;
- the non-completer rate will decrease to 0%.

Culture and Climate

The West Irondequoit Central School District has a central role to play in preserving the ongoing vitality of our community. Within this context, our district will foster a concept of continuous improvement for our community of learners. Learning and achievement are supported and communicated through the following principles:

- mutual respect -- fundamental to a climate and culture which supports an effective and safe learning environment;
- collaborative culture -- our students will experience the greatest levels of success in a culture where all partners in the educational process work together;
- collective trust – instrumental to a climate and culture of academic optimism which maximizes learning potential;
- equal access -- all children, notwithstanding their abilities, experiences, family or financial status, will have the necessary opportunities to achieve academic success;
- life-long learning activities -- including students, staff, parents/guardians, and community.

1. Foster pride in West Irondequoit’s culture of achievement through:
 - celebration of success for all students and staff;
 - acknowledgment of exceptional efforts.
2. Continue to foster collaborative and proactive labor relations.
3. ~~Improve community understanding of the school district~~ **Continue to improve community-school district collaboration and relations:**
 - effectively engage the community in positive interactions **including the design of opportunities for active listening**
 - use a variety of resources, including technology, to enhance timely communications;
 - provide information and support to students and parent/guardians during transitions from level to level and school to school, especially for parents/guardians new to our school system;
 - communicate curricula, policies and procedures to proactively engage parents/guardians as partners in the educational process of their children.
4. Appropriately address student social and emotional needs that directly affect academic success.

Transition

The West Irondequoit Central School District recognizes that an increasing number of transition areas must be proactively and simultaneously managed within an environment of uncertain governmental policies, court decisions, and finite resources. These areas include:

- changing standards for student achievement;
- leadership sustainability;
- unpredictable funding;
- the provision of professional growth opportunities;
- planning for facilities that support instructional goals;
- the preservation and maintenance of district facilities investment.

1. Anticipate and advocate federal and state governments and the State Education Department ~~for changes that~~ **for decisions that** benefit our school community ~~so that:~~
2. **Continue to provide and to monitor** ~~and in the best case, we will establish~~ a stable, predictable level of taxation through controlled budgetary expenditures and conservative estimates of revenue.
 - We will manage reductions across the district to least affect students **in situations that warrant this process.**
3. Actively recruit, develop, and retain highly competent faculty, staff, and administrators.
4. Continue to build the information base to support research and development for long range planning and program effectiveness.

D R A F T
Policy 7420 Sports and the Athletic Program (Revised)
July 15, 2015
Stewart Agor

In February 2015, NYSED issued a new protocol for districts that allow 7th and 8th grade students to play on varsity and junior varsity teams. The protocol is called the Athletic Placement Process (APP). The revised standard takes into account an athlete's physical and emotional maturity, level of physical fitness, and sport skills in order to place him/her at a level of competition that results in increased opportunity, a fairer competitive environment, minimal risk, and greater personal satisfaction.

This policy draft (from Erie 1 BOCES) adopts the APP. It also incorporates key district responsibilities under Title IX as well as for assuring student safety and managing injuries. Recommended for adoption to replace our current 7420.

SUBJECT: SPORTS AND THE ATHLETIC PROGRAM

General Principles and Eligibility

Athletics are an integral part of a well-balanced educational program. The District's interscholastic athletic program will conform with the Commissioner's regulations, as well as the established rules of the New York State Public High School Athletic Association and the State Education Department.

Athletic eligibility requires that the student:

- a) Provide written parental/guardian consent. The consent form must contain information regarding mild traumatic brain injuries (concussions) as specified in the Commissioner's regulations.
- b) Obtain medical clearance from the school physician/nurse practitioner or the student's personal physician. The school physician/nurse practitioner retains final approval on any physicals performed by a student's personal physician.
- c) Meet the requirements for interscholastic competition as set forth by the Commissioner's regulations and the New York State Public High School Athletic Association.
- d) Comply with all District rules, codes, and standards applicable to athletic participation.

Title IX Compliance

The Board supports equal athletic opportunities for members of both sexes through interscholastic and intramural activities. To ensure equal athletic opportunities for its students, the District will consider:

- a) Its accommodation of athletic interests and abilities (the nature and extent of sports offered, including levels of competition, team competition, and team performance);
- b) Equipment and supplies;
- c) Scheduling of games and practice time;
- d) Travel costs and opportunities for travel;
- e) Assignment and compensation of coaches;
- f) Locker rooms, practice, and competitive facilities;
- g) Available medical and training facilities and services; and
- h) The nature and extent of support, publicity, and promotion, including cheerleading, bands, programs distributed at games, and booster club activities.

The District may consider other pertinent factors as well. Each of the factors will be assessed by comparing availability, quality, type of benefits, kind of opportunities, and form of treatment. Identical benefits, opportunities, or treatment are not required.

The District's Civil Rights Compliance Officer will coordinate the District's efforts to comply with and carry out its responsibilities under Title IX. This person will be appropriately trained and possess comprehensive knowledge about applicable federal and state laws, regulations, and policies. To the extent possible, the District will not designate an employee whose other job duties may create a conflict of interest, such as the athletic director.

Booster Clubs

The District has a responsibility under Title IX to ensure that boys' and girls' programs are provided with equivalent benefits, treatment, services, and opportunities regardless of their source. When determining equivalency, therefore, benefits, services, and opportunities attained through private funds-including donations, fundraising, and booster clubs-must be considered in combination with all benefits, services, and opportunities.

Athletic Placement Process for Interscholastic Athletic Programs (APP)

The APP is a method for evaluating students who want to participate in sports at higher or lower levels, consistent with their physical and emotional maturity, size, fitness level, and skills. The Board approves the use of the APP for all secondary school interscholastic team members. The Superintendent will implement procedures for the APP, and will direct the athletic director to maintain records of students who have successfully completed the APP.

Student Athletic Injuries

No injured student will be allowed to practice or play in an athletic contest. An appropriate medical professional should diagnose and treat an athlete's injuries. The coach should ensure that any player injured while under his or her care receives prompt and appropriate medical attention, and that all of the medical professional's treatment instructions are followed. The injured student has an obligation to promptly inform his or her coach of all injuries. No student will be allowed to practice or compete if there is a question whether he/she is in adequate physical condition. A physician's certification may be required before an athlete is permitted to return to practice or competition.

Athletic Program-Safety

The District will take reasonable steps to minimize physical risks posed to students participating in the interscholastic athletic program by:

- a) Requiring timely medical examinations of participants;
- b) Employing certified or licensed staff to coach all varsity, junior varsity, and modified practices and games;
- c) Providing or requiring certified or licensed officials to officiate all competitions;
- e) Ensuring that its players' equipment is safe and operates within the applicable manufacturers' guidelines;
- f) Ensuring that all home fields, courts, pools, tracks, and other areas where athletes practice, warm-up, or compete are safe and appropriate for use; and
- g) Requiring all coaches to remain current on all New York State certifications, licenses and updated requirements.

Title IX of the Education Amendments of 1972, 20 USC Section 1681 et seq.
45 CFR Part 86
8 NYCRR Sections 135 and 136

NOTE: Refer also to Policies: 3413 -- Discrimination, Harassment and the Dignity for all Students Act
7522 -- Concussion Management

Adopted: 06-11-98
Revised: **ADD DATE**

~~Athletics are an integral part of a well-balanced educational program. Therefore, the Board supports within its resources a broad sports program with equal access for both males and females through interscholastic and intramural activity.~~

~~The interscholastic athletic program shall conform to the Regulations of the Commissioner of Education as well as the established rules of the New York State Public High Schools Athletic Association (Section V), the State Education Department and the Monroe County Public School Athletic Association.~~

~~Eligibility for interscholastic athletic competition requires that the students:~~

- ~~a) Provide written parental/guardian consent;~~
- ~~b) Pass satisfactorily the medical examination administered by the school physician; and~~
- ~~c) Meet the requirements for interscholastic competition as set forth by the Commissioner's Regulations and the New York State Public High School Athletic Association.~~

~~Selection/Classification Process~~

~~The Board approves the use of the selection/classification process for all secondary school interscholastic team members. The Board directs the Superintendent to implement the procedures and maintain a file of those students deemed eligible as a result of those procedures.~~

D R A F T
Policy 6213 Probation and Tenure (Revised)
August 7, 2015
Stewart Agor

The Board of Regents recently passed rules extending probationary periods from three to four years along with addressing other provisions. The changes below keep our policy consistent with the revised rules.

Policy 6213

SUBJECT: PROBATION AND TENURE

Probation

Certified staff members shall be appointed to a probationary period by a majority vote of the Board of Education upon recommendation of the Superintendent of Schools. Probationary appointments shall be made in accordance with law and Commissioner's Regulations.

Full-time certified staff members meeting shall be appointed to a probationary period of four (4) years. However, the probationary period shall not exceed three (3) years for a member previously appointed to tenure in this or another school district or BOCES within the state, provided the member was not dismissed from the former district **and the probationary appointment date in West Irondequoit is continuous from the resignation from the tenured position.** Additionally, up to two (2) years of service as a regular substitute teacher may be applied towards probationary service. This is sometimes referred to as Jarema Credit.

During the probationary period, a member shall be given assistance in adjusting to the new position, but the essential qualifications for acceptable performance shall be assumed because of the possession by the member of the required certification or license.

Tenure

Certified staff members successfully completing a probationary period in the West Irondequoit Central School District may be recommended (by the Superintendent of Schools) to the Board of Education for tenure appointment.

The Board will follow all applicable statutes regarding tenure.

Education Law Sections 3012 and 3031
8 New York Code of Rules and Regulations
(NYCRR) Part 30

Adopted: 6/11/98
Revised: DATE

D R A F T
Policy 8260 Instruction for English
Language Learners (Revised and retitled)
Stewart Agor
August 3, 2015

This draft revises our current 8280 (a required policy) to reflect changes in Commissioner's Regulation, particularly Part 154, regarding English Language Learners (ELLs). Rather than attempt to repeat the exhaustive details provided by the Erie 1 sample policy and regulation, I have affirmed the District's adherence to 154, and simply indicated the general areas to which it applies. The District is already required to have a comprehensive ELL plan. That continues, though the plan will need to be updated to address the changes in 154. With this policy and the plan, I do not believe we need a separate regulation.

Policy 8260

SUBJECT: INSTRUCTION FOR ENGLISH LANGUAGE LEARNERS

The West Irondequoit School District is committed to the success of all students, including students identified as English Language Learners (ELLs). Toward that end, the District embraces all relevant provisions of Part 154 of the New York State Commissioner's Regulations.

The District will apply all provisions of Part 154 in identifying, educating, and transitioning students into and out of ELL services. It will assure that parents are fully informed of the program and placement of their children and that they are aware of procedures for reviewing placements. It will provide "qualified personnel," as defined in Part 154 for the identification and teaching of ELLs, and it will maintain a program of professional development as required.

In addition, the Superintendent will establish a Language Proficiency Team (LPT) to determine whether students with disabilities have second language acquisition needs or whether their disability is the determinant factor affecting their English proficiency. Where the LPT determines a student should take the English language proficiency assessment, it will refer the student to the Committee on Special Education to authorize any testing accommodations that may be appropriate.

The District will maintain a comprehensive plan to meet the educational needs of ELLs. The Superintendent will ensure that all data, including plans, assurances, and reports as required by the Commissioner's regulations, are submitted to the State Education Department in a timely manner.

Title I of the Elementary and Secondary Education Act of 1965, as amended by
the No Child Left Behind Act of 2001, Sections 1112(g) and 3302(a)
Education Law Section 3204
8 NYCRR Section 100.2(g), Parts 117 and 154

Adopted: 6/11/98

Revised: 03/20/08; **ADD DATE**



West Irondequoit Central School District

~~1998~~ ~~8260~~
~~1 of 2~~

Instruction

~~SUBJECT: INSTRUCTION FOR STUDENTS WITH LIMITED ENGLISH —PROFICIENCY~~

~~The Board of Education recognizes its responsibility to ensure that students of foreign birth or ancestry, who have limited English proficiency, are provided with appropriate transitional services in English as a Second Language. The Superintendent shall develop regulations and procedures pursuant to the Regulations of the Commissioner to:~~

- ~~a) Identify these students with limited English proficiency by means of a diagnostic screening of new entrants and provide English as a Second Language services for eligible students. A plan shall be developed to meet the educational needs of each student and proficiency will be measured annually by a language assessment instrument in order to determine further participation by a student. The plan will include assessment of each student's performance in content areas to measure the student's academic progress. State mandated tests may be offered in a student's native language.~~
- ~~b) Ensure that such students have access to appropriate instructional and support services, including guidance programs pursuant to Commissioner's Regulations and the opportunity to participate in District educational programs, including all existing extracurricular programs and activities, which are available to all other students enrolled in the public schools of the District.~~

~~A student whose score on an English language assessment instrument as specified in Section 154.2(a) of the Commissioner's Regulations is a result of a disability shall be provided special education programs and services in accordance with the individualized education program (IEP) developed for such student and shall also be eligible for services pursuant to Part 154 of the Commissioner's Regulations when these services are recommended in the IEP.~~

~~The parent/guardian of a student identified as limited English proficient shall be informed in his/her native language, if necessary, of the student's placement in an instructional program.~~

~~The Superintendent shall ensure that all data required by the Commissioner's Regulations is submitted to the State Education Department in a timely manner.~~

~~Comprehensive Plan~~

~~The District will maintain a comprehensive plan to meet the educational needs of students with limited English proficiency. The plan will be kept on file in the District and made available for SED review upon request. The plan includes:~~

- ~~a) The District's philosophy for the education of ELL/LEP students;~~

(Continued)



West Irondequoit Central School District

~~1998~~ ~~8260~~
~~2 of 2~~

~~Instruction~~

~~SUBJECT: INSTRUCTION FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY, Continued~~

- ~~b) Administrative practices and procedures to:
 - ~~1. Diagnostically screen students for limited English proficiency;~~
 - ~~2. Identify students with limited English proficiency;~~
 - ~~3. Annually evaluate each ELL/LEP student including his/her performance in content areas to measure the student's academic progress.~~~~
- ~~e) A description of the nature and scope of the bilingual and/or English as a second language instructional program and services available to ELL/LEP students;~~
- ~~d) A description of the criteria used by the District to place ELL/LEP students in appropriate bilingual or free-standing English as a second language programs;~~
- ~~e) A description by building of the curricular and extracurricular services provided to ELL/LEP students;~~
- ~~f) A description of the District and school level procedures for the management of the program, including staffing, site selection, parental notification, coordination of funds, training and program planning.~~

~~Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, Sections 1112(g) and 3302(a)
Education Law Sections 207, 215, 2117, 3204(2)(2 a), 3602, and 3713
& New York Code of Rules and Regulations (NYCRR) Section 100.2(g) and Parts 117 and 154~~

~~Adopted: 6/11/98
Revised: 03/20/08~~

**Annual Professional Performance Plan
Lead Evaluators and Evaluators
2015-16**

Teacher APPR

Principal APPR

| | | |
|--------------------|--------------------------|----------------|
| Brennan, James | | Evaluator |
| Brooker, Jennifer | Lead Evaluator/Evaluator | |
| Bush, Gretchen | Lead Evaluator/Evaluator | |
| Bush, Kathleen | Lead Evaluator/Evaluator | |
| Cramer, Michelle | Lead Evaluator/Evaluator | |
| Crane, Jeff | | Lead Evaluator |
| DesRosiers, Dennis | Lead Evaluator/Evaluator | |
| Dougherty, Maria | Lead Evaluator/Evaluator | |
| Ertel, Scott | Lead Evaluator/Evaluator | |
| Finter, Karen | Lead Evaluator/Evaluator | |
| Flood, Susan | Lead Evaluator/Evaluator | |
| Jacobs, Suzanne | Lead Evaluator/Evaluator | |
| Lauf, Doug | Lead Evaluator/Evaluator | |
| Lipani, Tony | Lead Evaluator/Evaluator | |
| Miga, Chrissy | Lead Evaluator/Evaluator | |
| Miller, Chuck | Lead Evaluator/Evaluator | |
| Nagle, Joyce | Lead Evaluator/Evaluator | |
| Reed, Ellen | Lead Evaluator/Evaluator | |
| Reeves, Laura | Lead Evaluator/Evaluator | |
| Ryan, Karyn | Lead Evaluator/Evaluator | |
| Schrage, Matt | Lead Evaluator/Evaluator | |
| Smith, Todd | Lead Evaluator/Evaluator | |
| Spitz, Alicia | Lead Evaluator/Evaluator | |
| Terranova, Tim | Lead Evaluator/Evaluator | Evaluator |
| Vandergrift, Amy | Lead Evaluator/Evaluator | |
| Zugelder, Steven | Lead Evaluator/Evaluator | |


Board of Education approved: **DATE**



West Irondequoit Central School District

321 List Avenue
ROCHESTER, NEW YORK 14617-3125
Telephone: (585) 342-5500
Fax: (585) 266-1556
www.westirondequoit.org

To: Jeffrey Crane, Superintendent of Schools

From: James Brennan, Assistant Superintendent for Finance 

Subject: Surplus Vehicle

Date: August 25, 2015

Attached to this memo is a request from Jeff Rahn that the Board of Education declare vehicle #875 (a 2000 Chevrolet C6500 with built-in salter, VIN#1GBJ7H1B6YJ518956) as surplus. Upon approval from the Board we will coordinate with Jeff Rahn to trade the vehicle in for \$6,000 to be applied as credit towards the purchase of a replacement vehicle (price quote attached), which will be used with salter equipment already purchased by the District. The money for this vehicle purchase was included in our 2015-2016 budget.

Therefore I am recommending that at the September 3rd meeting of the Board of Education that the Board adopts a resolution declaring this vehicle as surplus to be traded in for a value of \$6,000.

If you have any questions please do not hesitate to contact me prior to our meeting.

Thank you for your consideration.



West Irondequoit Central School District

ENVIRONMENTAL AND SECURITY SERVICES DEPARTMENT

321 LIST AVENUE

ROCHESTER, NEW YORK 14617

TELEPHONE: (585) 703-6408

FAX: (585) 266-1556

WICSDSECURE@AOL.COM

To: James Brennan, Assistant Superintendent for Finance

From: Jeffrey W. Rahn, Director of Facilities

Date: August 25th, 2015

Subject: Salvage recommendation

I am requesting approval to "trade-in" vehicle #875, a 2000 Chevrolet C6500 salting vehicle. Based on the professional opinion of our mechanic, Matthew McCabe, he believes that the \$6000 trade in credit is a fair market value based on the age, condition and repairs needed for this vehicle. Pending Board of Education approval, the proceeds of this trade will be applied to the cost of the new Ford F-650 vehicle that will be used for salting as well as other year-round purposes.

"West Irondequoit Schools Are Community Schools"

Wednesday August 26th, 2015 9:37 AM



71 Marsh Rd East Rochester, NY 14445 585-586-7705 Fax 585-586-7706

Vehicle Purchase Proposal

Attention: **Jeff Rahn**

Purchase Order#:

West Irondequoit Central School District
 321 List Ave
 Rochester NY 14617
 Phone: 585-336-2996 Fax: 585-336-2942

Quote# 19530
 Onondaga Bid 2015 7974 Reg Cab Diesel F6D

| Item Description | Code | Qty | Your Price | MSRP |
|---|---------------------|-----|--------------|---------|
| 2016 F-650 Reg Cab 158 WB | F6D | 1 | \$ 57,339.10 | \$ 0.00 |
| Blue Jeans Met | N1 | 1 | \$ 0.00 | \$ 0.00 |
| 6.7L Power Stroke V8 Turbo Diesel - 300 HP, 700 lb-ft Torque @ 1800 RPM | 99E | 1 | \$ 0.00 | \$ 0.00 |
| 220 Amp Alternator | 17C | 1 | \$ 0.00 | \$ 0.00 |
| Battery - Two 900 CCA, 1800 Total, Includes Steel Battery Box | 63B | 1 | \$ 0.00 | \$ 0.00 |
| Engine Idle Shutdown Timer - 10 Minutes | 94B | 1 | \$ 0.00 | \$ 0.00 |
| Transmission Power Take-Off Provision w/LiveDrive Capability | 41A | 1 | \$ 0.00 | \$ 0.00 |
| 158" Wheelbase/84" CA/49" AF/246" OAL | 158WB | 1 | \$ 0.00 | \$ 0.00 |
| Brake Chamber Spring Relocated | 62F | 1 | \$ 0.00 | \$ 0.00 |
| Hydraulic Brake System - Bosch HydroMax w/Traction Control | 674 | 1 | \$ 0.00 | \$ 0.00 |
| Single Channel - Straight 'C' 10.75 SM, 80,000 PSI | 533 | 1 | \$ 0.00 | \$ 0.00 |
| Anti Theft System | 85A | 1 | \$ 0.00 | \$ 0.00 |
| Power Equipment Group | 90P | 1 | \$ 0.00 | \$ 0.00 |
| Radio, Electronic Premium AM/FM Stereo, Disc | 586 | 1 | \$ 0.00 | \$ 0.00 |
| Remote Keyless Entry w/2 Key Fobs | 85K | 1 | \$ 0.00 | \$ 0.00 |
| SYNC Media System | 21D | 1 | \$ 0.00 | \$ 0.00 |
| Back-Up Alarm - Electric, 102 dBA | 17M | 1 | \$ 0.00 | \$ 0.00 |
| Body Builder Wiring - To End of Frame | 59C | 1 | \$ 0.00 | \$ 0.00 |
| Daytime Running Lamps | 962 | 1 | \$ 0.00 | \$ 0.00 |
| Fuel Tank - LH 65 Gallon Rectangular - Aluminum | 65E | 1 | \$ 0.00 | \$ 0.00 |
| Mirrors, Dual - Heated Rectangular, XL2020 - 96" Width | 54M | 1 | \$ 0.00 | \$ 0.00 |
| Mud Flap Holder With Flaps | 166 | 1 | \$ 0.00 | \$ 0.00 |
| Trade Value 2000 Chevy C6500 | | 1 | \$ -6,000.00 | \$ 0.00 |
| Term is Net 15 Days A.R.V. Delivery from factory to dealer is estimated at 16-20 weeks. This Quote Expires In 60 Days or final Order date, whichever comes first. | Total Price: | | \$ 51,339.10 | |
| Quantity on this Order: 1 | Grand Total: | | \$ 51,339.10 | |

To place an order please sign and date this proposal and return it to Van Bortel Ford along with a valid Purchase Order, Voucher, or Letter of Intent. Thank You!

Accepted By: _____ Title _____ Date _____

Van Bortel Ford Inc (WBE) Federal ID 16-1609363 Salesperson: Tom Cavanaugh Quote: 19530