

**BYRON-BERGEN CENTRAL SCHOOL**  
**Board of Education Meeting**  
**Thursday, June 13, 2024**  
**6:00 p.m. – Professional Development Room**  
**GOVERNANCE TEAM NORMS**

**No surprises \* We are prepared, on time, and on task \***  
**We support each other to express our thoughts in a cohesive environment \***  
**We are objective and open minded \* We always “check in”**

**Our MISSION at Byron-Bergen is to...**

inspire, prepare, and support using the VALUES of compassion, humility, kindness, and persistence with the VISION to change the world.

**Top 10 Student Recognition**

<b><u>Page</u></b>	
	1. Call to Order/Pledge of Allegiance
	2. President’s Report
	3. Academic Focus – Jr./Sr. High School – Top 10 Students
	4. Student Council Report – None
	5. Principals’ Comments
	6. Director of Instructional Services Comments
	7. Director of Technology and Assessment Comments
	8. Business Administrator Comments
	9. Superintendent’s Comments and Agenda Review
	10. Consent Agenda (unless Board member requests removal of any item)
1-7	a. Approval of Previous Minutes May 23, 2024
8-17	b. Financial Matters
18-19	General Fund Bills
20	School Lunch Fund Bills
21-22	Federal Fund Bills
23-25	Capital Fund Bills
	Trust & Agency Fund Bills
	c. Personnel Matters
	Resignations/Retirement/Termination:
	Resignation – School Counselor – Kristie Holler (Eff. 7/8/24)
	Approvals:
26	2024-2025 Summer Food Service Workers
27	Substitute Teacher Aide – Kendall Phillips
	Tenure Appointments:
28	Pamela Johnson
29	Marc Palmer
30	Sarah Saeli
31	Natalie Malick
32	2024 Extended School Year Program Teacher Aides
33	2024-2025 Instructional Coaches – Deborah Slocum and Diana Walther
34	2024-2025 Curriculum and Multi-Tier System of Supports – Integrated (MTSS-I)
	Specialist Position – Diane Taylor
35	2024 Extended School Year Program Nurses

- 36-37 2024-2025 Summer Curriculum Writing Hours and UPK/Kindergarten Orientation
- 38 2024-2025 Summer Hours for Special Education CSE Meetings/Testing/IEP Writing
- 39 Permanent Appointment – Secretary – Rebekah Ireland (Eff. 7/1/24)
- 40 2024-2025 Fall Sport Coaches/Advisors
- 41 Additional 2023-2024 Extracurricular Advisor
- 2024-2025 Non-Affiliated Salary Increases
- d. Miscellaneous Matters
  - Field Trip – FFA – Camp Oswegatchie – 8/4-9/24
  - Field Trip – FFA – National FFA Convention, Indianapolis, IN – 10/20-26/24
  - Field Trip – FFA – 2025 NYS FFA Convention, Syracuse, NY – 5/7-9/25
- e. CPSE/CSE Review
  - CSE
  - CPSE

11. Board Reports/Comments

**REPORTS:**

- Elementary and Jr./Sr. High Goals Report – Principals**
- Public Hearing – 2024-2025 Code of Conduct – Jr./Sr. High Principal**
- Public Hearing – School Safety Plan - Superintendent**
- Spring Athletic Report – Athletic Director**
- Maintenance Report – Director of Facilities**
- Strategic Plan Update – Superintendent**

12. Old Business

- + 12.1 Policy Committee Update –
- + 12.2 Facilities Committee Update – 6/13/24 5:00 p.m.
- + 12.3 Budget Committee Update
- 12.4 Audit Committee Update
- + 12.5 SOAR Update
- + 12.6 Positive Recognition
- + Designates Board will address issue at this meeting.

13. New Business

- 42-57 13.1 Approval of the 2024-2025 Professional Learning Plan
- 58 13.2 Approval of 2023-2024 Funding of Reserves
- 59-75 13.3 Approval of 2023-2024 Reserve Plan
- 76 13.4 Approval of Board of Education Re-Organizational Meeting to be held on July 8, 2024 in the Board of Education Conference Room
- 77-87 13.5 Approval of 2024-2025 District MTSS-I Handbook

14. Public Comment

15. Information/Announcements/Reports

16. Requests Requiring Board Consideration

17. Review of Next Meeting's Agenda

**DATES TO REMEMBER:**

6/19/24 – Juneteenth – No School  
 6/21/24 – Graduation for Class of 2024 at 6:30 p.m. at the Soccer Stadium  
 7/4/24 – Independence Day – District Closed  
 7/8/24 – Re-Organizational Meeting in the Board Conference Room

**BYRON-BERGEN CENTRAL SCHOOL  
BOARD OF EDUCATION MEETING  
Thursday, May 23, 2024  
6:00 p.m. – Professional Development Room  
Tour of the Jr./Sr. High School**

- Call to Order:** The meeting was called to order at 4:04 p.m. by President D. List.
- Members Present:** D. List, H. Ball, K. Carlson, J. Cook (left at 6:54 p.m.), L. Forsyth, C. Matthews (arrived at 5:45 p.m. and left at 6:54 p.m.), L. Smith
- Members Absent:** None
- Also Present:** P. McGee, L. Prinz, K. Loftus, R. Stevens, B. Brown, J. Back, P. Hazard, K. Grattan, K. Kaercher and 26 members of the audience.
- Executive Session:** It was moved by J. Cook and seconded by H. Ball to enter executive session at 4:05 p.m. to discuss the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.  
The motion passed 6 Yes, 0 No.
- Return to Public Session:** It was moved by L. Smith and seconded by L. Forsyth to return to public session at 5:40 p.m.  
The motion passed 6 Yes, 0 No.
- President's Report:** D. List thanked everyone who came out to the Buzzin' Bistro to recognize Judy Green. She thanked the community for supporting our school and voting for a budget that passed. The annual GVSBA meeting is May 30<sup>th</sup>. There are a lot of end-of-the-year events coming up. The tour of the Jr./Sr. High School was acceptable, the construction is coming along nicely.
- Academic Focus:** Jr./Sr. High School – P. Spence – Belize Trip  
Over Spring Break 15 students, three staff members, and several parents went to Belize. They ventured to various places such as:
- old sugar mill
  - zip lining
  - Mayan ruins
  - cave tubing in limestone caverns
  - rainforest tour
  - coral reef
  - jungle survival
  - school

- made chocolate
- zoo
- market to shop

They ate a lot of great food and the weather was great. The students were very well behaved and had a great time.

**Student Council  
Report:**

**Elementary and Jr./Sr. High School  
Elementary School –**

The Elementary School Student Council voted to purchase t-shirts for the entire elementary school and will be used during a school project on STEAM Day. Some students from the Jr./Sr. High will be coming to the elementary to help put designs on the t-shirts. Many of the t-shirt designs were chosen based on the chosen country for Olympic Day. They also approved seed starters for Agricultural Day, so every student was able to bring one home and plant. For the Olympic Day they also approved to have the Kona Ice Truck here and every student will receive a Kona Ice. For Teacher Appreciation Day they made bookmarks for all the teachers. Elections are being held soon and applications are out for students who want to run for Student Council next year.

**Jr./Sr. High School –**

Student Council approved to provide the senior class with food for their Senior Breakfast. Applications for next school year are due on May 31<sup>st</sup>, for students who want to run for Student Council. Next week is the final Spirit Week for the school year. On Thursday, a field day will be held with games and activities. The Student Council also voted and approved giving money to the new school store that was started. The money was used to help buy a cabinet to store the inventory and a cashbox.

**Principals'  
Comments:**

**K. Loftus reported:**

- Farm Day was today and went great. There was sheep, goats, ducks, horses, and calves. A huge thank you to STEP Boosters for purchasing squishy sheep for the students to take home.
- STEAM Day is coming up along with band and chorus concerts.
- Kindergarten screening is coming up in June.
- Scholastic has their BOGO book fair. STEP Boosters gave each teacher \$20 to use for books for their classrooms.
- Year-end benchmark testing begins next week.

**P. Hazard reported:**

- Farm Day was today at the elementary school and several students from the Jr./Sr. High participated.
- Drive your tractor to school day was a few weeks ago and several students participated in it.
- The Buzzin' Bistro and art show was amazing, we have such talented students.

- A lot of year-end events are coming up such as concerts and field trips.
- AP testing is complete.
- There are several senior activities coming up such as prom, senior exit projects, senior trip, and senior breakfast.
- The DWI and Mercy Flight simulation went well and it is a great event we can put on for our students.

Director of  
Instructional  
Services  
Comments:

B. Brown gave her final Instructional Services Report for the school year. She started with curriculum; all teachers now have access to curriculum documents on Google Shared Drive. These documents were developed using NYSED guidance and timelines. Opportunities for Curriculum development for all grade levels and departments have been provided. For Special Education, there are currently 93 students with disabilities, which is 9.9% of our student enrollment. The District successfully completed the NYS SPP#13 Reporting. This year we are holding an Extended School Year (ESY) Program at Byron-Bergen during July and August. Next school year we are opening a 12:1+1 classroom at the high school level. For Professional Learning, 90 teachers have participated in a variety of Instructional Coaching cycles with Debbie and Diana. Superintendent Conference Days this year focused on Literacy, Trauma-Informed Practices, Mandated Training, and SEL. This year there were 11 mentor/mentee teacher partnerships. Finally, for Instructional Technology and SEL, she has supported the Director of Technology to work on the goals of the Instructional Technology Plan, data security and reporting, and NYS Testing. She has supported the District Social Emotional Learning Coordinator and SEL goals for the district.

Director of  
Technology &  
Assessment  
Comments:

J. Back stated that the year-end testing schedule is almost complete. This year a ParentSquare will be sent out for transportation needs for testing. This summer the IT Department will be working on the desktop computer replacement.

Business  
Administrator  
Comments:

L. Prinz reported that the budget and all the propositions passed. The Reserve Plan will be coming up for approval at the June meeting. The 2024-2025 Capital Outlay Project is being sent to SED for approval. Of the three additional FEMA funding applications submitted over one year ago, one has been approved and \$28,000 has been received.

Superintendent's  
Comments:

P. McGee thanked the community for voting to pass the budget, voter turnout was very low this year. He was asked to speak at the United Way Day of Caring. Legislature is proposing that lockdown drills in schools go from four to two a year. There are two new additions to New Business: 13.1 Approval of Substitute Teacher (UPK-12) – Sierra Houghton and 13.2 Approval of Substitute Teacher (UPK-12) – Elizabeth Piper.

Consent Agenda: It was moved by H. Ball and seconded by K. Carlson that the following consent agenda be approved:

Approval of Minutes

May 9, 2024

Financial Matters

General Fund Bills: Warrant A-75, Ck. # 25149-25213, \$629,130.05

School Lunch Fund Bills: Warrant C-22, Ck. # 201237-201242, \$23,507.94

Federal Fund Bills: Warrant F-19, Ck. # 400558-400565, \$160,906.87

Capital Fund Bills: Warrant H-19, Ck. # 2771-2776, \$523,941.17

Trust & Agency Fund Bills: Warrant TA-23, Wire # 1732-1735,  
Ck. # 301459-301466, \$446,962.81

Monthly Treasurer's Report – April 2024

Personnel Matters

Resignations/Retirement/Termination:

None

Approvals:

Substitute Teacher Aide – Elizabeth Piper

LTS Elementary Teacher – Darlene Sommerfeldt (Eff. 9/4/24)

Darlene Sommerfeldt, who holds initial certifications in the Childhood Education (1-6) and Students with Disabilities (1-6) certification areas in the public schools of New York State, is hereby appointed to the temporary position of (Category IV) Long-Term Substitute Elementary Education Teacher commencing September 4, 2024 through June 27, 2025. The salary during this appointment will be paid in accordance with the salary schedule as outlined in the collective bargaining agreement between the Byron-Bergen Faculty Association (BBFA) and the Board of Education, and will be based upon Step 3. This is a benefit eligible position.

Elementary Teacher – Diana Meier (Eff. 9/4/24)

Diana Meier, who holds initial certifications in the Early Childhood Education (B-2), Childhood Education (1-6) and Students with Disabilities (1-6) certification areas in the public schools of New York State, is hereby appointed to the position of Elementary Education Teacher in the Elementary Education (B-2) tenure area for a probationary period of three (3) years to commence on September 4, 2024 and to end at the end of the day on the first day of the school year in September, 2027 (due to serving as a long-term substitute Elementary Education Teacher for the 2023-2024 school year). The salary during this appointment will be paid in accordance with the salary schedule as outlined in the collective bargaining agreement between the Byron-Bergen Faculty Association (BBFA) and the Board of Education, and will be based upon Step 3.

**Special Education Teacher (7-12) – Joseph McNulty (Eff. 9/4/24)**

Joseph McNulty, who has his initial certifications in Students with Disabilities (7-12) and English Language Arts (7-12) certification areas in the public schools of New York State, is hereby appointed to the position of Special Education Teacher (7-12) in the Special Education tenure area for a probationary period of four (4) years to commence on September 4, 2024 and to end at the end of the day on the first day of the school year in September 2028. The salary during the first year of this appointment will be paid in accordance with the salary schedule as outlined in the collective bargaining agreement between the Byron-Bergen Faculty Association (BBFA) and the Board of Education, and will be based upon Step 2.

**Special Education Teacher (7-12) – Benjamin Zakes (Eff. 9/4/24)**

Benjamin Zakes, who is in the process of attaining his initial certification in Students with Disabilities (7-12) and who has his initial certification in Social Studies (7-12) certification area in the public schools of New York State, is hereby appointed to the position of Special Education Teacher (7-12) in the Special Education tenure area for a probationary period of four (4) years to commence on September 4, 2024 and to end at the end of the day on the first day of the school year in September 2028. The salary during the first year of this appointment will be paid in accordance with the salary schedule as outlined in the collective bargaining agreement between the Byron-Bergen Faculty Association (BBFA) and the Board of Education, and will be based upon Step 4.

**2024 Extended School Year Program Teachers**

**Teachers**

**Heather Close**

**Heather Painting**

**Alana Penna**

**Substitutes**

**Alyson Tardy**

**Debbie Slocum**

**Kristina Feldman**

**Cayli Carmona**

**Savannah Vascukynas**

**Joseph McNulty**

Substitute Teacher Aide – Joseph McNulty

Cleaner – Michael Boni (Eff. 5/20/24)

Permanent Appointment – District Clerk – Emily Willard (Eff. 6/12/24)

Substitute Teacher Aide – Savannah Vascukynas

Substitute Teacher Aide – Shawna Tuttle

**Miscellaneous Matters**

Child of Employee Brian Tatar (Ella Tatar) to Attend BBCS Tuition Free  
2024-2025 School Year

**CSE/CPSE Review**

CSE cases as presented

The motion passed 5 Yes, 0 No.

Reports:	PLP Annual Review – Director of Instructional Services The Professional Learning Plan has a few changes to it. A Professional Learning Committee was created. There were two goals that were added to the plan. Goal 4: Technology Integration and Security Practices and Goal 5: Mandatory New York State Trainings.
Policy Committee Update:	None
Facilities Committee Update:	Date to be set
Budget Committee Update:	The 2024-2025 Budget Passed.
Audit Committee Update:	None
SOAR Update:	None
Positive Recognition:	Positive Recognition was give out at the Buzzin' Bistro.
Approval – Policy # 1640 – Absentee, Military, and Early Mail Ballots	Upon the recommendation of the Superintendent, it was moved by H. Ball and seconded by L. Forsyth to approve Policy # 1640 – Absentee, Military, and Early Mail Ballots.  The motion passed 5 Yes, 0 No.
Approval – Policy # 3110 – Media/Municipal Governments/Senior Citizens	Upon the recommendation of the Superintendent, it was moved by L. Smith and seconded by K. Carlson to approve Policy # 3110 – Media/Municipal/Governments/Senior Citizens.  The motion passed 5 Yes, 0 No.
Approval – Policy # 5130 – Budget Adoption	Upon the recommendation of the Superintendent, it was moved by H. Ball and seconded by L. Forsyth to approve Policy # 5130 – Budget Adoption.  The motion passed 5 Yes, 0 No.
Approval – Policy # 6213 – Registration and Professional Learning	Upon the recommendation of the Superintendent, it was moved by L. Smith and seconded by K. Carlson to approve Policy # 6213 – Registration and Professional Learning.  The motion passed 5 Yes, 0 No.



Approval –  
Policy # 6550 –  
Leaves of Absence

Upon the recommendation of the Superintendent, it was moved by H. Ball and seconded by K. Carlson to approve Policy # 6550 – Leaves of Absence.  
The motion passed 5 Yes, 0 No.

Approval –  
Substitute  
Teacher (UPK-12) –  
Sierra Houghton

Upon the recommendation of the Superintendent, it was moved by K. Carlson and seconded by L. Forsyth to approve Substitute Teacher (UPK-12) – Sierra Houghton.  
The motion passed 5 Yes, 0 No.

Approval –  
Substitute  
Teacher (UPK-12) –  
Elizabeth Piper

Upon the recommendation of the Superintendent, it was moved by H. Ball and seconded by L. Smith to approve Substitute Teacher (UPK-12) – Elizabeth Piper.  
The motion passed 5 Yes, 0 No.

Public Comment: None

Information/Announcements/Reports: None

Requests Requiring Board Consideration: None

Review of Next Meeting's Agenda:

Policy Committee Update  
Facilities Committee Update  
Budget Committee Update  
Audit Committee Update  
SOAR Committee Update  
Positive Recognition

Adjournment:

It was moved by H. Ball and seconded by K. Carlson to adjourn the meeting at 8:14 p.m.  
The motion passed 5 Yes, 0 No.



Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
25214	A 2630.400-01-0000	05/17/2024	644	CHASE CARD SERVICES	TECH CONTRACTUAL - ES		PO BOX 1423, CHARLOTTE NC 28201-1423	230850	DESMOND HOTEL	230850	10.45	10.45
	A 2630.400-03-0000				TECH CONTRACTUAL - HS			230850	DESMOND HOTEL	230850	10.45	10.45
	A 2630.400-01-0000				TECH CONTRACTUAL - ES			230850	CROWNE PLAZA	230850	90.00	90.00
	A 2630.400-03-0000				TECH CONTRACTUAL - HS			230850	CROWNE PLAZA	230850	90.00	90.00
	A 2630.400-01-0000				TECH CONTRACTUAL - ES			230850	INTEREST	230850	4.38	4.38
	A 2630.400-03-0000				TECH CONTRACTUAL - HS			230850	INTEREST	230850	4.38	4.38
Check Total:											209.66	
25215		05/17/2024	6187	ENERGY COOPERATIVE OF AMERICA	CONTRACTUAL - ELECTRIC		1408 SWEET HOME ROAD SUITE 8, AMHERST NY 14228	230625		230625	280.85	280.85
Check Total:											280.85	
25216		05/17/2024	6886	EZ PASS			TOLLS BY MAIL PAYMENT PROCESSING CENTER PO BOX 15183, ALBANY NY 12212-5183	230076		230076	3.32	3.32
Check Total:											3.32	
25217		05/17/2024	6095	UGI ENERGY SERVICES LLC			835 KNITTING MILLS WAY, WYOMISSING PA 19610	230588		230588	1,282.52	841.38
	A 1620.400-00-GAS			CUST - CONTRACT GAS				G6152590			81.86	81.86
	A 5530.400-00-GAS			CONTRACTUAL - NATURAL GAS				G6152590				
Check Total:											1,364.38	
25218		05/17/2024	3913	VERIZON WIRELESS			PO BOX 408, NEWARK NJ 07101-0408	230035		230035	75.98	75.98
	A 5530.400-00-TELE			CONTRACTUAL - TELEPHONE				9962977407				
Check Total:											75.98	



Check #	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
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Number of Transactions: 5

Warrant Total: 1,934.19  
Vendor Portion: 1,934.19  
Payroll Portion: 0.00

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 5 in number, in the total amount of \$ 1,934.19. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

5/23/24 [Signature] Claims Auditor

Date

Signature

Title

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
25219	A 1620.400-00-SEWE	05/24/2024	41	AD CALL & SONS			PO BOX 60, STAFFORD NY 14143-0060	184432		230870	400.00	400.00
25220	A 1060.400-00-0000	05/24/2024	7064	VIRGINIA B ADAMS			42 KAYMAR DRIVE, BERGEN NY 14416			Check Total:	400.00	
				DISTRICT MEETING - CONTRACTUAL			2024 ELECTION INSPECTOR				157.50	
25221	A 2855.400-03-0000	05/24/2024	113	DAVID ALTON			69 REDFIELD PARKWAY, BATAVIA NY 14020			Check Total:	157.50	
				ATHLETIC - CONTRACT			TRACK OUTDOOR STARTER	05/09/2024			101.50	
25222	A 1240.450-00-0000	05/24/2024	8811	AMAZON.COM			PO BOX 035184, SEATTLE WA 98214-5184			Check Total:	101.50	
				ADMIN - MAT & SUPPLY			13XH-13GX FPW			230838	68.90	68.90
				BOARD OF ED MAT / SUPP			119H-GXG9-YD7Y			230839	91.98	91.98
				BOARD OF ED MAT / SUPP			1CHK-4QNC-DF4X			230846	138.53	158.53
				BOARD OF ED MAT / SUPP			1L9F-XR3D-DGXW			230848	55.99	75.99
				ADMIN - MAT & SUPPLY			1CHK-4QNC-DF4X			230846	257.27	257.27
25223	A 1310.400-00-0000	05/24/2024	5797	ASBO NEW YORK			5 SOUTHSIDE DRIVE, SUITE 11-206, CLIFTON PARK NY 12065-3870			Check Total:	612.67	
				BUS ADMIN - CONTRACTUAL			LORI PRINZ	200020888		230001	260.00	610.00
25224	A 2630.200-01-0000	05/24/2024	6316	JENNIFER BACK			28 DORKING RD, ROCHESTER NY 14610			Check Total:	260.00	
				TECH COMPUTER EQUIP - ES			COMMON ROOTS			230770	9.00	
				TECH COMPUTER EQUIP - HS			COMMON ROOTS			230770	9.00	
				TECH COMPUTER EQUIP - ES			UNCOMMON GROUNDS			230770	4.04	
				TECH COMPUTER EQUIP - HS			UNCOMMON GROUNDS			230770	4.05	
				TECH COMPUTER EQUIP - ES			MILEAGE TO CROWNE			230770	80.40	
				TECH COMPUTER EQUIP - HS			MILEAGE TO CROWNE			230770	80.40	

## Check Warrant Report For A - 78: GENERAL FUND BILLS - 05/24/2024 For Dates 5/24/2024 - 5/24/2024

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	PO Number	Check Description	Check Amount	Liquidated
A 2630.200-01-0000	TECH COMPUTER EQUIP - ES						1113 EVERWILD VIEW, WEBSTER NY 14580	MILEAGE FROM CROWNE	230770		73.36	230.56
A 2630.200-03-0000	TECH COMPUTER EQUIP - HS							MILEAGE FROM CROWNE	230770		73.37	230.56
25225	05/24/2024	4720 ROY BORTLE								Check Total:	333.62	
A 2855.400-03-0000	ATHLETIC - CONTRACT					GIRLS JV SOFTBALL GAME FEE		05/02/2024			92.55	
A 2855.400-03-0000	ATHLETIC - CONTRACT					1/2 FEE FOR WORKING ALONE		05/02/2024			46.28	
25226	05/24/2024	440 JACK W BRENNAN					44 HOLLEY STREET, BROCKPORT NY 14420			Check Total:	138.83	
A 2855.400-03-0000	ATHLETIC - CONTRACT					GIRLS VARSITY SOFTBALL		05/06/2024			115.70	
25227	05/24/2024	9067 DIANNA CLINTON					3 ABBY LN, ROCHESTER NY 14606			Check Total:	115.70	
A 2855.400-03-0000	ATHLETIC - CONTRACT					GIRLS JV SOFTBALL GAME FEE		05/06/2024			92.55	
A 2855.400-03-0000	ATHLETIC - CONTRACT					1/2 FEE FOR WORKING ALONE		05/06/2024			46.28	
25228	05/24/2024	4421 CSDNET INC					874 MONTAUK HIGHWAY, BAYPORT NY 11705			Check Total:	138.83	
A 2630.460-03-0000	TECH - SOFTWARE - HS						2024-24409		230669		735.30	735.30
25229	05/24/2024	9046 DON D'AMICO					326 THORNELL RD, PITTSFORD NY 14534			Check Total:	735.30	
A 2855.400-03-0000	ATHLETIC - CONTRACT					MODIFIED BASEBALL GAME FEE		05/06/2024			81.00	
A 2855.400-03-0000	ATHLETIC - CONTRACT					1/2 FEE FOR WORKING ALONE		05/06/2024			40.50	
25230	05/24/2024	5334 DAVIS TRAILER WORLD					1640 MAIN STREET, YORK NY 14592			Check Total:	121.50	
A 1622.200-00-0000	GROUNDS - EQUIPMENT						135953		230738		11,500.00	11,500.00
25231	05/24/2024	5716 DAY AUTOMATION					BOX 8000 DEPARTMENT 278, BUFFALO NY 14267-0002			Check Total:	11,500.00	
A 1621.400-00-CONT	MAINT - CONTRACT						SIN-0009849		230052		787.50	787.50
25232	05/24/2024	9020 DECKMAN OIL CO INC.					9 NORTON ST, HONEOYE FALLS NY 14472			Check Total:	787.50	
A 5510.450-00-PART	MAT & SUPPLY - BUS/EQUIP PARTS						790976		230716		245.70	245.70
25233	05/24/2024	9033 EDTOMORROW LLC					17 LESLIE AVENUE, CONKLIN NY 13748			Check Total:	245.70	

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	PO Number	Check Description	Check Amount	Liquidated
A 2010.400-01-0000	CURR DEV - CONTRACT ELEM							2024VIRTUAL-JFX0005	230851		150.00	150.00
25234	05/24/2024	5236 ENERGY ENTERPRISES INC				PO BOX 182 10 MILL STREET, MOUNT MORRIS NY 14510			Check Total:		150.00	
A 1621.400-00-CONT	MAINT - CONTRACT						191636		230037		300.00	300.00
25235	05/24/2024	8875 CONNIE FIEDLER				22 MUNGER ST PO BOX 122 BERGEN NY 14416			Check Total:		300.00	
A 1060.400-00-0000	DISTRICT MEETING - CONTRACTUAL						2024 ELECTION INSPECTOR				157.50	
25236	05/24/2024	9062 FRANK LAUREN				2271 LAKE ROAD, ONTARIO NY 14519			Check Total:		157.50	
A 2855.400-03-0000	ATHLETIC - CONTRACT					GIRLS VARSITY SOFTBALL	05/04/2024				115.70	
25237	05/24/2024	1355 GENESEE COUNTY BEA				8276 PARK ROAD, BATAVIA NY 14020			Check Total:		115.70	
A 2020.450-03-0000	PRIN OFF - MAT & SUPPLYS						052024-03		230857		20.00	20.00
A 1240.450-00-0000	ADMIN - MAT & SUPPLY						052024-03		230857		20.00	20.00
25238	05/24/2024	5226 GERALDIE GOLDEN				60 FALESON ROAD, ROCHESTER NY 14612			Check Total:		40.00	
A 2855.400-03-0000	ATHLETIC - CONTRACT					GIRLS JV SOFTBALL GAME FEE	04/30/2024				92.55	
A 2855.400-03-0000	ATHLETIC - CONTRACT					1/2 FEE FOR WORKING ALONE	04/30/2024				46.28	
25239	05/24/2024	9068 JULIE GRACE				3 ABBY LANE, ROCHESTER NY 14606			Check Total:		138.83	
A 2855.400-03-0000	ATHLETIC - CONTRACT					GIRLS JV SOFTBALL GAME FEE	05/13/2024				92.55	
A 2855.400-03-0000	ATHLETIC - CONTRACT					1/2 FEE FOR WORKING ALONE	05/13/2024				46.28	
25240	05/24/2024	1476 GRAINGER				DEPT 809218829, PALATINE IL 60038-0001			Check Total:		138.83	
A 1621.450-00-0000	MAINT - MAT & SUPPLY						9108706145		230474		60.36	60.36
25241	05/24/2024	7653 DAVID HALL				4685 NORTH BYRON RD, ELBA NY 14058			Check Total:		60.36	
A 2855.400-03-0000	ATHLETIC - CONTRACT					MODIFIED BASEBALL GAME FEE	05/10/2024				81.00	
A 2855.400-03-0000	ATHLETIC - CONTRACT					1/2 FEE FOR WORKING ALONE	05/10/2024				40.50	
25242	05/24/2024	8746 HEARING EVALUATION SERVICES				2733 WEHRLE DRIVE SUITE 200, WILLIAMSVILLE NY 14221			Check Total:		121.50	
05/23/2024 09:23 AM												



Check # Account	Check Date	Vendor ID	Vendor Name Account Description	Explanation	Payment Address	Invoice Number	Check Description PO Number	Check Amount	Liquidated
A 2250.400-03-0000			SPEC ED - CONTRACT HS			213345	230209	1,270.74	1,270.74
25243	05/24/2024		7297 LOUISE HILBERT		25 B MUNGER ST BERGEN NY 14416		Check Total:	1,270.74	
A 1060.400-00-0000			DISTRICT MEETING - CONTRACTUAL		2024 ELECTION INSPECTOR			157.50	
25244	05/24/2024		7624 HILLSIDE CHILDREN'S CENTER		1183 MONROE AVE ROCHESTER NY 14620		Check Total:	157.50	
A 2250.472-01-0000			SPEC ED TUITION - PRIVATE ELEM		04/01/2024 04/26/2024		230534	16,471.68	16,471.68
25245	05/24/2024		1782 INTEGRATED THERAPY SERVICES		25 LIBERTY STREET SUITE 5, BATAVIA NY 14020		Check Total:	16,471.68	
A 2250.400-01-0000			SPEC ED - CONTRACT ELEM		BB 4.2024		230444	15,565.63	15,565.63
A 2250.400-03-0000			SPEC ED - CONTRACT HS		BB 4.2024		230444	2,573.37	2,573.37
25246	05/24/2024		8810 JMCC DBA CARMEN CHAVEZ		19 NORTH MAIN STREET ELBA NY 14058		Check Total:	18,139.00	
A 1620.400-00-0THE			CUST - CONTRACT OTHER		MAY 10 2024 #18		230465	5,000.00	5,000.00
25247	05/24/2024		6674 LAKE STREET FLORIST & GIFT SHOP		6674 LAKE STREET COOK 110 LAKE STREET LEROY NY 14482		Check Total:	5,000.00	
A 2855.450-03-0000			ATHLETIC - MAT & SUPPLY		3138		230134	25.50	25.50
A 2855.450-03-0000			ATHLETIC - MAT & SUPPLY		3135		230134	90.50	90.50
A 2855.450-03-0000			ATHLETIC - MAT & SUPPLY		3144		230134	25.50	25.50
25248	05/24/2024		5324 MARSHA LIST		7355 NORTH BERGEN ROAD, BERGEN NY 14416		Check Total:	141.50	
A 1060.400-00-0000			DISTRICT MEETING - CONTRACTUAL		2024 ELECTION INSPECTOR			157.50	
25249	05/24/2024		9064 KILEY LONGIN		12 WEST REDABT ROAD, FISHKILL NY 12524		Check Total:	157.50	
A 2855.400-03-0000			ATHLETIC - CONTRACT		MODIFIED SOFTBALL GAME FEE			81.00	
A 2855.400-03-0000			ATHLETIC - CONTRACT		1/2 FEE FOR WORKING ALONE			40.50	
A 2855.400-03-0000			ATHLETIC - CONTRACT		GIRLS MODIFIED SOFTBALL GAME FEE			81.00	
A 2855.400-03-0000			ATHLETIC - CONTRACT		1/2 FEE FOR WORKING ALONE			40.50	

## Check Warrant Report For A - 78: GENERAL FUND BILLS - 05/24/2024 For Dates 5/24/2024 - 5/24/2024

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
A 2855.400-03-0000	ATHLETIC - CONTRACT					MODIFIED SOFTBALL GAME FEE		05/15/2024			81.00	✓
A 2855.400-03-0000	ATHLETIC - CONTRACT					1/2 FEE FOR WORKING ALONE		05/15/2024			40.50	✓
25250	05/24/2024	2289 SARAH MECH					7486 TOWNLINE ROAD BERGEN NY 14416		Check Total:		364.50	
A 1060.400-00-0000	DISTRICT MEETING - CONTRACTUAL						2024 ELECTION INSPECTOR				30.00	✓
25251	05/24/2024	7066 KIM MILLS					6024 FISHER ROAD OAKFIELD NY 14125		Check Total:		30.00	
A 2855.400-03-0000	ATHLETIC - CONTRACT					TRACK OUTDOOR JUDGE		05/01/2024			135.00	✓
25252	05/24/2024	2440 PHILIP MUNGER					24 DRAKE STREET OAKFIELD NY 14125		Check Total:		135.00	
A 2855.400-03-0000	ATHLETIC - CONTRACT					TRACK OUTDOOR STARTER		05/08/2024			138.00	✓
A 2855.400-03-0000	ATHLETIC - CONTRACT					TRACK OUTDOOR STARTER		04/30/2024			138.00	✓
A 2855.400-03-0000	ATHLETIC - CONTRACT					TRACK OUTDOOR STARTER		04/29/2024			138.00	✓
25253	05/24/2024	5408 MUSIC THERAPY PATHWAYS					80 SOUTH MAIN STREET OAKFIELD NY 14125		Check Total:		414.00	
A 2250.400-01-0000	SPEC ED - CONTRACT ELEM							24-APR		230207	714.00	✓
25254	05/24/2024	8774 NAPA AUTO PARTS					4630 LAKE RD SOUTH BROCKPORT NY 14420		Check Total:		714.00	
A 5510.450-00-PART	MAT & SUPPLY - BUS/EQUIP PARTS							73669		230092	31.00	✓
A 5510.450-00-PART	MAT & SUPPLY - BUS/EQUIP PARTS							73847		230092	38.46	✓
A 5510.450-00-PART	MAT & SUPPLY - BUS/EQUIP PARTS							73821		230092	62.75	✓
25255	05/24/2024	2488 NATIONAL GRID					PO BOX 371376 PITTSBURGH PA 15250-7376		Check Total:		132.21	
A 1620.400-00-ELEC	CUST - CONTRACT ELECTRIC							04/11/2024-05/13/2024		230055	6,551.85	✓
25256	05/24/2024	5497 MICHAEL NAZARENKO					6788 SPRING CREEK DRIVE VICTOR NY 14564		Check Total:		6,551.85	
A 2855.400-03-0000	ATHLETIC - CONTRACT					GIRLS VARSITY SOFTBALL		04/30/2024			115.70	✓
									Check Total:		115.70	



Check #	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
25257	05/24/2024	05/24/2024	ATHLETIC - CONTRACT	2583 MATT NILSEN	BOYS VARSITY BASEBALL	10 JEFFERSON AVE , LEROY NY 14482	05/11/2024			115.70	
A 2855.400-03-0000											
25258	05/24/2024	05/24/2024	2589 NOCO ENERGY CORPORATION			DEPARTMENT #116218 PO BOX 5211, BINGHAMTON NY 13902-5211				115.70	
A 5510.450-00-DIES											
A 5510.450-00-UNLE	MAT & SUPPLY - DIESEL FUEL						SP12825411	230334		3,326.82	3,326.82
A 5510.450-00-UNLE	MAT & SUPPLY - UNLEADED GASOLINE						SP12825042	230331		1,883.49	1,883.49
A 5510.450-00-UNLE	MAT & SUPPLY - UNLEADED GASOLINE						SP12819120	230331		1,271.95	1,271.95
A 2250.472-03-0000											
25259	05/24/2024	05/24/2024	2591 NORMAN HOWARD SCHOOL			4 LAKEVIEW PARK, ROCHESTER NY 14613				6,482.26	
A 2250.472-03-0000	SPEC ED TUITION - PRIVATE - HS						2024-0501	230417		9,660.80	9,660.80
A 5510.400-00-PHYS											
25260	05/24/2024	05/24/2024	7169 NORTHERN STAR MEDICAL BILLING AND COLLECTIONS			60 FINN RD SUITE A HENRIETTA NY 14467				9,660.80	
A 5510.400-00-PHYS	CONTRACT DRIVER PHYSICALS						9394	230072		603.00	603.00
A 2250.400-01-0000											
25261	05/24/2024	05/24/2024	5966 NYS DEPARTMENT OF HEALTH			EMPIRE STATE PLAZA CORNING TOWER ALBANY NY 12237				603.00	
A 2250.400-01-0000	SPEC ED - CONTRACT ELEM						2024 APPLICATION FEE	230865		709.00	709.00
A 2110.450-03-CURR											
25262	05/24/2024	05/24/2024	9016 OPEN UP RESOURCES			DEPT LA 24903 PASADENA CA 91185-4903				709.00	
A 2110.450-03-CURR	MAT'L & SUPPLIES - INSTRUCTIONAL SVCS						INV-35439	230698		222.00	222.00
A 1240.400-00-0000											
25263	05/24/2024	05/24/2024	8911 OROLOGIO ASHLEY			7726 SCHOOL ROAD, BERGEN NY 14416				222.00	
A 1240.400-00-0000	ADMIN - CONTRACTUAL						MILEAGE JUL-DEC 2023			58.56	
A 1240.400-00-0000	ADMIN - CONTRACTUAL						MILEAGE JAN-MAY 2024			150.62	
A 3041 RALPH AND ROSIES DELI											
25264	05/24/2024	05/24/2024	3041 RALPH AND ROSIES DELI			19 NORTH LAKE STREET PO BOX 10, BERGEN NY 14416				209.18	

Check # Account	Check Date	Vendor ID	Vendor Name Account Description	Explanation	Payment Address	Invoice Number	Check Description PO Number	Check Amount	Liquidated
A 2110.450-01-0000			MAT & SUPPLY ELEM			6	230222	31.96	31.96
25265	05/24/2024	7024	ROCHESTER REGIONAL HEALTH WESTERN NEW YORK MEDICAL PRACTICE PC		PO BOX 24325 NEW YORK NY 10087-4325		Check Total:	31.96	
A 2855.400-03-0000			ATHLETIC - CONTRACT			3179	230452	1,593.75	1,593.75
25266	05/24/2024	7104	RUSSELL PLUMBING & HOME SERVICE		7711 SWAMP RD BERGEN NY 14416		Check Total:	1,593.75	
A 1620.400-00-SEWE			CUST - CONTRACT SEWE			2013-3336	230866	576.00	576.00
25267	05/24/2024	3240	ERIC SAGE		108 ELMCREST RISE WEST HENRIETTA NY 14586		Check Total:	576.00	
A 2855.400-03-0000			ATHLETIC - CONTRACT	GIRLS VARSITY SOFTBALL		04/30/2024		115.70	
25268	05/24/2024	3349	SECTION V		CARRIE VIERHILE TREASURER 131 DRUMLIN COURT MAPLE BLDG NEWARK NY 14513		Check Total:	115.70	
A 2855.400-03-0000			ATHLETIC - CONTRACT			1788	230767	609.26	609.26
25269	05/24/2024	8958	SHOPLET.COM		PO BOX 200079 SOUTH OZONE PARK NY 11420		Check Total:	609.26	
A 5510.450-00-CLEA			MAT & SUPPLY - CLEANING SUPPLIES			1714078917	230830	88.01	88.01
A 5510.450-00-OFFI			MAT & SUPPLY - OFFICE SUPPLIES, FORMS, ETC			1714078917	230830	74.88	74.88
25270	05/24/2024	3513	RON SPIOTTA		44 GILMAN ROAD CHURCHVILLE NY 14428		Check Total:	162.89	
A 2855.400-03-0000			ATHLETIC - CONTRACT	BOYS MOD BASEBALL GAME FEE		05/16/2024		81.00	
A 2855.400-03-0000			ATHLETIC - CONTRACT	1/2 FEE FOR WORKING ALONE		05/16/2024		40.50	
25271	05/24/2024	3545	STAPLES BUSINESS ADVANTAGE		PO BOX 70242 PHILADELPHIA PA 19176-0242		Check Total:	121.50	
A 1310.450-00-0000			BUS ADMIN - MAT & SUPPLY			6002089682	230841	50.29	54.68
A 1240.450-00-0000			ADMIN - MAT & SUPPLY			6002089682	230841	19.92	19.92
25272	05/24/2024	6467	JADWIGA SYFERT		8021 CREAMERY ROAD BERGEN NY 14416		Check Total:	70.21	
A 1060.400-00-0000			DISTRICT MEETING - CONTRACTUAL			2024 ELECTION INSPECTOR		157.50	

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
25273		05/24/2024	3767	TOSHIBA BUSINESS SOLUTIONS			PO BOX 927, BUFFALO NY 14240-0927				157.50	
	A 2630.200-01-0000			TECH COMPUTER EQUIP - ES			6275552	230031			154.83	154.83
									Check Total:		154.83	
25274		05/24/2024	7323	VILLA OF HOPE			3300 DEWEY AVENUE, ROCHESTER NY 14616					
	A 2250.472-03-0000			SPEC'ED TUITION - PRIVATE - HS			9685	230523			9,537.36	9,537.36
									Check Total:		9,537.36	
25275		05/24/2024	5736	WEBSTER SZANYI LLP			1400 LIBERTY BUILDING, BUFFALO NY 14202					
	A 1420.400-00-0000			LEGAL - CONTRACTUAL			55012	230036			302.50	302.50
	A 1420.400-00-0000			LEGAL - CONTRACTUAL			54990	230036			4,379.01	4,104.50
									Check Total:		4,681.51	
25276		05/24/2024	5752	THOMAS WESCOTT			7724 LEWISTON ROAD, BATAVIA NY 14020					
	A 2855.400-03-0000			ATHLETIC - CONTRACT			BOYS VARSITY BASEBALL	05/11/2024			115.70	
									Check Total:		115.70	
25277		05/24/2024	9065	EVAN WEXLER			664 GILMORE RD, BROCKPORT NY 14420					
	A 2855.400-03-0000			ATHLETIC - CONTRACT			TRACK OUTDOOR JUDGE	05/08/2024			127.00	
									Check Total:		127.00	
									Warrant Total:		102,723.66	
									Vendor Portion:		102,723.66	
									Payroll Portion:		0.00	

Number of Transactions: 59

## Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 59 in number, in the total amount of \$ 102,723.66. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

5/23/24 Jessie Wilder Claims Auditor  
Date Signature Title

Check #	Account	Check Date	Vendor ID	Vendor Name	Explanation	Payment Address	Invoice Number	PO Number	Check Description	Check Amount	Liquidated
201243		05/24/2024		5912 AMERICAN FRUIT & VEGETABLE CO		205 MUSHROOM BLVD PO BOX 20613, ROCHESTER NY 14602					
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			896095-IN	230113		146.75 ✓	146.75
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			896091-IN	230113		206.00 ✓	206.00
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			897338-IN	230113		222.75 ✓	222.75
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			897340-IN	230113		256.55 ✓	256.55
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			897991-IN	230113		64.00 ✓	64.00
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			897987-IN	230113		176.75 ✓	176.75
									<b>Check Total:</b>	<b>1,072.80</b>	
201244		05/24/2024		5909 HERSHEY'S ICE CREAM		8220 PARK ROAD , BATAVIA NY 14020					
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			INVE0020349752	230119		382.92 ✓	382.92
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			INVE0020383813	230119		608.40 ✓	608.40
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			INVE0020400906	230119		313.92 ✓	313.92
									<b>Check Total:</b>	<b>1,305.24</b>	
201245		05/24/2024		6698 LATINA FOODS		LATINA BOULEVARD FOODS, LLC 1 SORIUNER DR, SUITE #1, CHEEKTOWAGANY 14227					
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			1768035C	230102		1,746.63 ✓	1,746.63
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			1775046B	230102		1,010.73 ✓	1,010.73
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			1776839C	230102		2,128.75 ✓	2,128.75
									<b>Check Total:</b>	<b>4,886.11</b>	
201246		05/24/2024		3634 SYSCO FOOD SVCS OF SYRACUSE		PO BOX 80 , WARNERS NY 13164					
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			427796367 6	230117		3,398.65 ✓	3,398.65
	C 2860.450-00-0000			MATERIALS & SUPPLIES			427801711 8	230117		12.16 ✓	0.00
	C 2860.450-00-0000			MATERIALS & SUPPLIES			427799275 8	230117		16.69 ✓	0.00
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			427796366 8	230117		2,730.89 ✓	2,730.89
	C 2860.450-00-0000			MATERIALS & SUPPLIES			427796366 8	230117		52.88 ✓	0.00
	C 2860.450-00-0000			MATERIALS & SUPPLIES			427805541 5	230117		26.76 ✓	0.00
									<b>Check Total:</b>	<b>6,238.03</b>	
201247		05/24/2024		3822 TYSON FOODS INC		2200 W DON TYSON PARKWAY , SPRINGDALE AR 72762-6901					
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			32193103	230118		119.28 ✓	119.28
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			32288027	230118		106.09 ✓	106.09
									<b>Check Total:</b>	<b>225.37</b>	
201248		05/24/2024		3870 UPSTATE NIAGARA COOPERATIVE		PO BOX 74870 , CLEVELAND OH 44194-0953					



Check #	Account	Check Date	Vendor ID	Vendor Name	Explanation	Payment Address	Invoice Number	PO Number	Check Description	Check Amount	Liquidated
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			40967	230104		645.06	645.06
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			26416	230104		724.09	724.09
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			26415	230104		758.20	758.20
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			40966	230104		559.74	559.74
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			56200	230104		764.42	764.42
	C 2860.410-00-0000			FOOD PURCHASE - LUNCH			56201	230104		577.48	577.48
										<b>Check Total:</b>	<b>4,028.99</b>
										<b>Warrant Total:</b>	<b>17,756.54</b>
										<b>Vendor Portion:</b>	<b>17,756.54</b>
										<b>Payroll Portion:</b>	<b>0.00</b>

Number of Transactions: 6

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 6 in number, in the total amount of \$ 4,028.99. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

5/23/24 [Signature] claims auditor  
Date Signature Title



Check #	Account	Check Date	Vendor ID	Vendor Name	Explanation	Payment Address	Invoice Number	Check Description	Check Number	Check Amount	Liquidated
400566		05/24/2024	7556	INC. AVI FOODSYSTEMS		2590 ELM ROAD NE, WARREN OH 44483					
F 2115.400-03-PTEC				PTECH CONTRACTUAL - HS			CTR000403004		230794	77.00	77.00

Number of Transactions: 1

Check Total: 77.00

Warrant Total: 77.00

Vendor Portion: 77.00

Payroll Portion: 0.00

## Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 1 in number, in the total amount of \$ 77.00. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

Date

Signature

Title

## Check Warrant Report For H - 20: CAPITAL FUND BILLS - 05/24/2024 For Dates 5/24/2024 - 5/24/2024

Check # Account	Check Date	Vendor ID	Vendor Name Account Description	Explanation	Payment Address	Invoice Number	Check Description PO Number	Check Amount	Liquidated
2777	05/24/2024	4898	A-VERDI STORAGE CONTAINERS	MOVING AND STORAGE	14150 ROUTE 31, SAVANNAH NY 13146	1722225	230860	144.00	576.00
H 2021.242-00-2023						1724648	230860	288.00	0.00
H 2021.242-00-2023						1725806	230860	144.00	0.00
Check Total:								576.00	
2778	05/24/2024	8832	ATLANTIC TESTING LABORATORIES, LIMITED		6431 US HIGHWAY 11, CANTON NY 13617	250990	220848	1,474.97	1,474.97
H 2021.223-00-2023								1,474.97	
Check Total:								1,474.97	
2779	05/24/2024	383	BLACKMON-FARRELL ELECTRIC INC		57 HALSTEAD STREET, ROCHESTER NY 14610				
H 2021.292-03-2024				ELECTRICAL - PHASE 2 - HS			230777	26,410.00	26,410.00
H 2021.292-04-2024				ELECTRICAL - PHASE 2 - NATATORIUM			230777	6,840.00	6,840.00
Check Total:								33,250.00	
2780	05/24/2024	7629	CAMPUS CONSTRUCTION MANAGEMENT GROUP, INC.		1241 PITTSFORD-VICTOR RD #104 PITTSFORD NY 14534				
H 2021.204-00-2023				CONSTRUCTION MGMT - PHASE 1		APP-00026	210740	28,778.00	28,778.00
Check Total:								28,778.00	
2781	05/24/2024	7027	KIRCHER CONSTRUCTION INC		3090 MT MORRIS GENESEO ROAD, MT MORRIS NY 14510				
H 2021.290-03-2023				GENERAL CONST - PHASE 1 - HS		APPLICATION NO: 10	220887	168,150.00	168,150.00
H 2021.290-04-2023				GENERAL CONST - PHASE 1 - NATATORIUM		APPLICATION NO: 10	220887	24,700.00	24,700.00
Check Total:								192,850.00	
2782	05/24/2024	7027	KIRCHER CONSTRUCTION INC		3090 MT MORRIS GENESEO ROAD, MT MORRIS NY 14510				
H 2021.290-04-2024				GENERAL CONST - PHASE 2 - NATATORIUM		APPLICATION NO: 2	230775	4,750.00	4,750.00
H 2021.290-03-2024				GENERAL CONST - PHASE 2 - HS		APPLICATION NO: 2	230775	104,500.00	104,500.00
Check Total:								109,250.00	
2783	05/24/2024	9032	LANDRY MECHANICAL CONTRACTORS INC.		164 FLINT HILL ROAD, LEROY NY 14482				
H 2021.296-03-2024				PLUMBING - PHASE 2 - HS		APPLICATION NO: 2	230781	124,735.00	124,735.00

## BYRON GEN CSD

Check Warrant Report For H - 20: CAPITAL FUND BILLS - 05/24/2024 For Dates 5/24/2024 - 5/24/2024



Check #	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	PO Number	Check Description	Check Amount	Liquidated
H 2021.296-04-2024	05/24/2024	9032	LANDRY MECHANICAL CONTRACTORS INC	PLUMBING - PHASE 2 - NATATORIUM	164 FLINT HILL ROAD, LEROY NY 14482	APPLICATION NO: 2	230781			5,225.00	5,225.00
2784								Check Total:		129,960.00	
H 2021.294-03-2024	05/24/2024	9032	LANDRY MECHANICAL CONTRACTORS INC	HVAC - PHASE 2 - HS		APPLICATION NO: 2	230776			13,917.50	13,917.50
H 2021.294-04-2024	05/24/2024	9032	LANDRY MECHANICAL CONTRACTORS INC	HVAC - PHASE 2 - NATATORIUM		APPLICATION NO: 2	230776			23,453.12	23,453.12
							Check Total:			37,370.62	
							Warrant Total:			533,509.59	
							Vendor Portion:			533,509.59	
							Payroll Portion:			0.00	

Number of Transactions: 8

## Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 8 in number, in the total amount of \$ 533,509.59. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

5/23/24 [Signature] Claim Auditor  
Date Signature Title



BYRON E GEN CSD  
Check Warrant Report For TA - 24: PAYROLL #24 - 05/23/2024 TA For Dates 5/10/2024 - 5/31/2024

05/21/2024 10:55 AM Page 1/3



Check # Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
TA 026			SOCIAL SECURITY WITHHOLDING		Trust & Agency Payment					26,167.60	
TA 022			FEDERAL WITHHOLDING TAX		Trust & Agency Payment					35,092.68	
TA 026			SOCIAL SECURITY WITHHOLDING		Trust & Agency Payment					6,119.84	
TA 026			SOCIAL SECURITY WITHHOLDING		Trust & Agency Payment					6,119.84	
1741	05/23/2024		6585 BANK OF CASTILE		29 MAIN STREET, LEROY NY 14482			Check Total: Trust & Agency Payment		99,667.56	
TA 010			CONSOLIDATED PAYROLL		Trust & Agency Payment					306,426.17	
301467	05/23/2024		4420 AFLAC NEW YORK		REMITTANCE PROCESSING PO BOX 535178, PITTSBURGH PA 15253-5178			Check Total: Trust & Agency Payment - AFLAC-PR		306,426.17	
TA 050			AFLAC		Trust & Agency Payment - AFLAC-AF					441.60	
TA 050			AFLAC		Trust & Agency Payment - AFLAC-PR					695.44	
301468	05/23/2024		305 BB FACULTY ASSOCIATION		NY			Check Total: Trust & Agency Payment - TEACHDUE		1,137.04	
TA 024			DUES		Trust & Agency Payment - TEACHDUE					3,759.53	
301469	05/23/2024		1422 GILLAM GRANT COMMUNITY CENTER		6966 WEST BERGEN ROAD, BERGEN NY 14416			Check Total: Trust & Agency Payment - G-GRANT		3,759.53	
TA 096			DONATION - GILLAM GRANT CENTER		Trust & Agency Payment - G-GRANT					30.00	
301470	05/23/2024		6472 NYS CHILD SUPPORT PROCESSING CENTER		PO BOX 15363, ALBANY NY 12212-5363			Check Total: Trust & Agency Payment - GENSCU		30.00	
TA 023			GARNISHMENTS		Trust & Agency Payment - GENSCU		CA91969Q1 - DOLPH, APRIL M			23.07	
301471	05/23/2024		6472 NYS CHILD SUPPORT PROCESSING CENTER		PO BOX 15363, ALBANY NY 12212-5363			Check Total: Trust & Agency Payment - STLAWSKU		23.07	
TA 023			GARNISHMENTS		Trust & Agency Payment - STLAWSKU		BU40670J1 - RADEL, TINA M			40.00	
301472	05/23/2024		2651 NYS TEACHER RETIREMENT SYSTEM		PO BOX 5522, BINGHAMTON NY 13902-5522			Check Total: Trust & Agency Payment - TRSLN		40.00	
TA 027			TEACHERS' RETIREMENT SYSTEM LOAN		Trust & Agency Payment - TRSLN					2,468.00	



Check Warrant Report For TA - 24: PAYROLL #24 - 05/23/2024 TA For Dates 5/10/2024 - 5/31/2024

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Payment Address	Invoice Number	Check Description	PO Number	Check Amount	Liquidated
301473		05/23/2024	2690	NYSUT BENEFIT TRUST		TRUST & AGENCY PAYMENT - NYSUT	800 TROY-SCHENECTADY ROAD , LATHAM NY 12110-2455		Check Total:		2,469.00	
TA 033				NYSUT BENEFIT TRUST		TRUST & AGENCY PAYMENT - NYSUT					231.82	
301474		05/23/2024	4177	SAANYS		TRUST & AGENCY PAYMENT - SAANYS	8 AIRPORT PARK BLVD ALBANY AIRPORT PARK, LATHAM NY 12110		Check Total:		231.82	
TA 024				DUES		TRUST & AGENCY PAYMENT - SAANYS					159.47	
301475		05/23/2024	3356	SEIU 200 UNITED		TRUST & AGENCY PAYMENT - UNIONDUE	PO BOX 1130 , SYRACUSE NY 13201		Check Total:		159.47	
TA 024				DUES		TRUST & AGENCY PAYMENT - UNIONDUE					205.25	
Number of Transactions: 15												
											Check Total:	
											Warrant Total:	
											Vendor Portion:	
											Payroll Portion:	

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 15 in number, in the total amount of \$ 455,578.25. You are hereby authorized and directed to pay to the claimants certified above the amount of each claim allowed and charge each to the proper fund.

5/23/24 Date  
[Signature] Signature  
claims auditor Title

**BYRON-BERGEN CENTRAL SCHOOL DISTRICT  
OFFICE OF THE SCHOOL BUSINESS OFFICIAL**



**TO:** PATRICK MCGEE, SUPERINTENDENT  
**FROM:** LORI PRINZ  
**SUBJECT:** SUMMER 2024 FOOD SERVICE WORKERS  
**DATE:** MAY 20, 2024  
**CC:** RACHEL STEVENS

Recommendation – The appointment of Food Service staff to receive summer pay for work performed from June 27, 2024 through September 3, 2024:

<u>Name</u>	<u>Position</u>
Julie Radley	Assistant Summer Food Service Manager/Cook
Carol Burchfield	Summer Food Service Worker
Jeffrey Bater	Substitute Summer Food Service Worker
Melanie Balduf	Substitute Summer Food Service Worker
Jane Utter	Substitute Summer Food Service Worker
Colleen Pimm	Substitute Summer Food Service Worker
Shawna Tuttle	Substitute Summer Food Service Worker
Jacqueline Cassidy	Substitute Summer Food Service Worker
Annie Sheard	Substitute Summer Food Service Worker
Dana Bloom	Substitute Summer Food Service Worker
Victoria Priestley-Maid	Substitute Summer Food Service Worker

Effective July 1, 2024 through September 3, 2024. Their rates of pay will be as follows:

Assistant Summer Food Service Manager/Cook	\$16.50 per hour
Food Service Worker	As per contract
Substitute Food Service Worker	The higher of NYS minimum wage or rate set by Board of Education

Background – With Byron Bergen School offering a 2024 summer school program which will be utilizing the Elementary School buildings to provide breakfast and lunch five days per week for six weeks, food service staff will be needed to prepare and serve the meals depending upon the number of students participating. With this appointment, Mrs. Radley will oversee the Summer Meal program. In addition, all Food Service staff will be attending a one day training during the summer.

## CIVIL SERVICE POSITION RECOMMENDATION

Upon my recommendation, Kendall Phillips (candidate name) is hereby recommended to be appointed to the ☐ provisional\* ☐ probationary\*\* ☐ permanent (check one) Civil Service ☒ substitute ☐ part-time ☐ full-time (check one) position of Substitute Teacher Aide (Civil Service job title).

\* The position is considered provisional if it is a Civil Service tested position and we did not hire from the list of eligibles. The candidate must take the test as soon as it is offered and be reachable on the eligible list to become a probationary employee.

\*\* If the position is probationary, please state what the probationary period will be. Probationary period is \_\_\_\_\_ weeks (max. 52 weeks).

The rate of pay will be \$\_\_\_\_\_ per ☒ hour ☐ annum (will be pro-rated if hired after start of fiscal school year) (check one). All other terms and conditions are per the below applicable employment contract (check one):

☐ Office Personnel & Teachers' Aides Association

☐ Bus Driver's Association

☐ Service Employees International Union Local 200 United

☒ None Applicable

Additional Information/Comments: Kendall has been subbing as a substitute teacher and will do well as a sub-teacher aide.

Kristen Loftis

Supervisor Signature

6/3/24

Date

### FOR BUSINESS/DISTRICT OFFICE USE ONLY

For BOE Meeting on: \_\_\_\_\_ Candidate Start Date: \_\_\_\_\_

Replaces: \_\_\_\_\_ Payroll Budget Code: \_\_\_\_\_

#### Attachments Required for Board Recommendation:

☐ Civil Service Application

☐ Reference Information

☐ Civil Service Approval

☐ Fingerprint Clearance

**TEACHER TENURE APPOINTMENT**  
**June 13, 2024**

Upon the recommendation of the Superintendent and on motion of \_\_\_\_\_  
and seconded by \_\_\_\_\_, **Pamela Johnson**, who is certified in the  
**ESOL/ENL** area, is hereby appointed on tenure in the **ESOL/ENL** tenure area to be effective  
on **September 4, 2024**.

Aye: \_\_\_\_\_

Nay: \_\_\_\_\_

**TEACHER TENURE APPOINTMENT**  
**June 13, 2024**

Upon the recommendation of the Superintendent and on motion of \_\_\_\_\_  
and seconded by \_\_\_\_\_, **Marc Palmer**, who is certified in the  
**Technology Education** area, is hereby appointed on tenure in the **Technology** tenure area to  
be effective on **September 4, 2024**.

Aye: \_\_\_\_\_

Nay: \_\_\_\_\_

**TEACHER TENURE APPOINTMENT**  
**June 13, 2024**

Upon the recommendation of the Superintendent and on motion of \_\_\_\_\_  
and seconded by \_\_\_\_\_, **Sara Saeli**, who is certified in the **Literacy**  
area, is hereby appointed on tenure in the **Literacy** tenure area to be effective on **September**  
**8, 2024.**

Aye: \_\_\_\_\_

Nay: \_\_\_\_\_



**TEACHER TENURE APPOINTMENT**  
**June 13, 2024**

Upon the recommendation of the Superintendent and on motion of \_\_\_\_\_  
and seconded by \_\_\_\_\_, **Natalie Malick**, who is certified in the **Special Education (1-6)** area, is hereby appointed on tenure in the **Special Education** tenure area to be effective on **September 19, 2024**.

Aye: \_\_\_\_\_

Nay: \_\_\_\_\_



## INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT  
 FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *hb*  
 SUBJECT: 2024 EXTENDED SCHOOL YEAR PROGRAM TEACHER AIDES  
 DATE: JUNE 3, 2024

As a part of our Special Education program, we are offering an Extended School Year Program (ESY) for students with disabilities who are eligible for program and services over the summer. The CSE determines if students are eligible based on present levels of performance, assessment data, regression, or severity of need. During ESY Programming, students will be engaged in activities tailored to meet their IEP needs and goals.

The following candidates are recommended to be approved as teachers aides or substitute teachers aides for the Extended School Year Program which runs from July 8th - August 16th, 2024. Students attend Monday - Friday from 8:30 - 11:30am. Teacher Aide work day will be 3 hours per day. All teacher aides and teacher aide sub appointments will be paid at the rate per contract or approved substitute teacher aide rate.

Name	Position	Amount of Time Working
Joseph McNulty	Teacher Aide	6 weeks Monday-Friday 3 hours per day
Savannah Vascukynas	Teacher Aide	6 weeks Monday-Friday 3 hours per day
Shawna Tuttle	Teacher Aide	6 weeks Monday-Friday 3 hours per day
Kristina Feldman	Substitute Teacher Aide	Substitute
Ashley Yerdon	Substitute Teacher Aide	Substitute



## INTEROFFICE MEMORANDUM

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TO: PATRICK MCGEE, SUPERINTENDENT  
FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *BB*  
SUBJECT: TOSA - INSTRUCTIONAL COACH RECOMMENDATION FOR 2024-25 SCHOOL YEAR  
DATE: JUNE 3RD, 2024

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I am recommending Deborah Slocum to be approved as Teacher on Special Assignment (TOSA) - Instructional Coach for the 2024-25 school year.

I am recommending Diana Walther to be approved as Teacher on Special Assignment (TOSA) - Instructional Coach for the 2024-25 school year.



## INTEROFFICE MEMORANDUM

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TO: PATRICK MCGEE, SUPERINTENDENT  
FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *Bob*  
SUBJECT: TOSA RECOMMENDATION FOR 2024-25 SCHOOL YEAR  
DATE: MAY 31, 2024

---

Pat,

The Teacher on Special Assignment (TOSA) for Curriculum and Multi-Tier System of Supports - Integrated (MTSS-I) Specialist position will support students and teachers in implementing a vertically aligned curriculum and MTSS-I practices at the elementary and junior/senior high school. This TOSA will work with students, teachers, reading specialists, math intervention specialists, instructional coaches, and administrators by leading data and curriculum sessions that look at curriculum documents and assessments. Using assessment results, the Curriculum and MTSS-I Specialist will support implementing and monitoring AIS and RTI interventions for students.

**I am recommending Diane Taylor to be approved as TOSA - Curriculum and MTSS-I Specialist for the 2024-25 school year.**



## INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT

FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *bb*

SUBJECT: 2024 EXTENDED SCHOOL YEAR PROGRAM TEACHERS

DATE: JUNE 3, 2024

As a part of our Special Education program, we are offering an Extended School Year Program (ESY) for students with disabilities who are eligible for program and services over the summer. The CSE determines if students are eligible based on present levels of performance, assessment data, regression, or severity of need. During ESY Programming, students will be engaged in activities tailored to meet their IEP needs and goals.

**The following candidates are recommended to be approved as nurse or substitute nurse for the Extended School Year Program which runs from July 8th - August 16th, 2024. Students attend Monday - Friday from 8:30 - 11:30am. Nurse work day will be 3 hours. All Nurses and Nurse sub appointments will be paid at the rate of BBFA professional pay/hour or substitute teacher pay.**

Name	Position	Amount of Time Working
Amy Stevens	Nurse	6 weeks Monday-Friday 3 hours per day
Heather Foeller	Substitute Nurse	Substitute



## INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT  
 FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *BB*  
 SUBJECT: SUMMER 2024 CURRICULUM WRITING  
 DATE: JUNE 3, 2024

Pat,

I am recommending the following teachers to work on curriculum this summer with a focus on developing curriculum and assessments, as well as continuing to improve vertical alignment. We will focus on specific grade levels and content areas for this work. For the Social Workers, time will be spent preparing for the upcoming school year and connecting with families. For the TOSAs, time will be spent providing professional development, attending curriculum writing days, and/or preparing for the upcoming school year. For the Advanced Placement courses, teachers will use the time to meet with students prior to the start of the school.

Teachers will be paid at the professional rate per BBFA contract.

Name	Grade/Position	Time (hours)
Daneen Williams	2nd Grade	6
Kelly Morriss	2nd Grade	6
Melissa Conaghan	2nd Grade	6
Heather Young	Special Education- 2nd Grade	6
Kelly Stephen	Reading	5
Sarah Saeli	Reading	5
Katlin Blackburn	Reading	5
Ken Gropp	Social Studies	6
Aaron Clark	Social Studies	6
Nick Muhlenkamp	Social Studies	6
Trey Nadolinski	Social Studies - New Course	6
Marc Palmer	Technology	24
Chris Wood	Technology	24
Jeanne Rivera	Spanish	6
Laurie Penepent	English	6
Diane Taylor	TOSA - Curriculum/MTSS	18
Debbie Slocum	Instructional Coach	6
Diana Walther	Instructional Coach/English Content Leader	12
Courtney Bapst	ES Social Worker	12
Alyssa Hancock	Jr/Sr HS Social Worker	48

Kelly Lovell	Advanced Placement Class	2
Jon DiLaura	Advanced Placement Class	2
Andrew McNeil	Advanced Placement Classes	4
Nicholas Muhlenkamp	Advanced Placement Classes	4
Mike Conine	Advanced Placement Class and Labs	6
Pete Spence	Science - NYS Investigations and Advanced Placement Class	8
Briana DelVecchio	Science - NYS Investigations	6
Terry Vick	Science - NYS Investigations	6
Ayn Gardner	UPK/Kindergarten Orientation	3
Beth Overhoff	UPK/Kindergarten Orientation	3
Charity Kinkelaar	UPK/Kindergarten Orientation	3
Shana Feissner	UPK/Kindergarten Orientation	3
Diana Meier	UPK/Kindergarten Orientation	3



## INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT

FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *bb*

SUBJECT: SUMMER SPECIAL EDUCATION CSE MEETINGS

DATE: JUNE 3, 2024

Pat,

I am recommending the following Special Education, Related Service Providers, and General Education teachers to attend CSE meetings, complete testing, and write IEPs for students who are in the process of initial referral to CSE. Teachers will be paid at the professional rate per BBFA contract.

Jillian Bradigan	Primary 12:1+1	Up to 6 Hours	CSE Meetings and IEP writing
Dianne Powers	Speech	Up to 6 hours	CSE Meetings and Testing
Heather Close	ES Special Education	Up to 6 hours	CSE Meetings and IEP writing
Shana Feissner	Kindergarten	Up to 6 hours	CSE Meetings



## CIVIL SERVICE POSITION RECOMMENDATION

Upon my recommendation, Rebekah Ireland (candidate name) is hereby recommended to be appointed to the ☐ provisional\* ☐ probationary\*\* ☒ permanent (check one) Civil Service ☐ substitute ☐ parttime ☐ full-time (check one) position of Secretary (Civil Service job title).

\* The position is considered provisional if it is a Civil Service tested position and we did not hire from the list of eligibles. The candidate must take the test as soon as it is offered and be reachable on the eligible list to become a probationary employee.

\*\* If the position is probationary, please state what the probationary period will be. Probationary period is \_\_\_\_\_ weeks (max. 52 weeks).

The rate of pay will be \$ 19.52 per ☒ hour ☐ annum (will be pro-rated if hired after start of fiscal school year) (check one). All other terms and conditions are per the below applicable employment contract (check one):

☒ Office Personnel & Teachers' Aides Association

☐ Bus Driver's Association

☐ Service Employees International Union Local 200 United

☐ None Applicable

Additional Information/Comments: Bekah has been an awesome addition to the CSE office! (EFF 7/1/24)

Betsy Brown  
Supervisor Signature

6/4/24  
Date

### FOR BUSINESS/DISTRICT OFFICE USE ONLY

For BOE Meeting on: \_\_\_\_\_ Candidate Start Date: \_\_\_\_\_

Replaces: \_\_\_\_\_ Payroll Budget Code: \_\_\_\_\_

Attachments Required for Board Recommendation:

- ☐ Civil Service Application  
☐ Civil Service Approval

- ☐ Reference Information  
☐ Fingerprint Clearance

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**BYRON-BERGEN CENTRAL SCHOOL DISTRICT  
DEPARTMENT OF ATHLETICS**



**INTEROFFICE MEMORANDUM**

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**TO:** PATRICK MCGEE; BOARD OF EDUCATION  
**FROM:** RICH HANNAN, ATHLETIC DIRECTOR;  
**SUBJECT:** RECOMMENDATION MEMO  
**DATE:** JUNE 4, 2024  
**cc:** Paul Hazard

**I would like to recommend the following people serve as Coach / Advisor for the 2024-25 School year.**

**Volleyball:**

**Varsity – Pending**

**JV – Jason Blom**

**Mod – Rebekah Ireland**

**Volunteers – Cindy D’Errico, Mary Bochicchio, Maddy Farnsworth**

**Boys Soccer:**

**Varsity – Ken Rogoyski**

**JV – Matt Ellis**

**Mod – Elliot Flint**

**Girls Soccer**

**Varsity - Wayne Hill**

**JV - Gina Gray**

**Mod - Grace Campbell**

**XC**

**Varsity – Dave Bateman**

**Mod - Mike Conine**

**Fall Cheer**

**Pending**



## BYRON- BERGEN CENTRAL SCHOOL DISTRICT

### Elementary School

6917 West Bergen Road | Bergen, NY 14416-9747  
(585) 494-1220

Kristin Loftus, Principal

Katie Kaercher, Director of Student Services

Betsy Brown, Director of Instructional Services

To: Patrick McGee  
Superintendent

From: Kristin Loftus  
Principal

Re: Recommendation for Storytelling Advisor

Date: June 5, 2024

I am recommending Megan Wahl, effective June 5, 2024, as a Storytelling advisor for grades 3-5 for the 2023-2024 school year. Mrs. Wahl has served in this role in the past (last year) but the position had shifted from a grant funded position so an MOA was created since it wasn't the contract. Due to this MOA, there was an oversight in it being officially added to the approvals for advisors earlier in the year. In this position, the responsibilities of the advisors are to inform and promote storytelling to students in grades 3-5, support students in learning how to storytell, communicate with parents for storytelling, organize the storytelling event at school in the form of a school performance.

Elementary Principal  
KL/kb



**Byron-Bergen**

**Central School District**

**Professional Learning Plan**

**2024-2025**

Approved by the  
Byron-Bergen CSD  
Board of Education:  
TBD

**Byron-Bergen Central School District Contact Information:**

BEDS Code: 18-07-01-04-0000  
Superintendent: Mr. Patrick McGee  
Address: 6917 West Bergen Road Bergen, NY 14416  
Telephone: (585) 494-1220  
Fax: (585) 494-2613

**This plan was developed by the Byron-Bergen Professional Learning Committee:**

Ken Gropp, Teacher/BBFA President  
Jennifer Back, Director of Technology and Assessment  
Elizabeth Overhoff, Teacher  
Debbie Slocum, Instructional Coach  
Diana Walther, Instructional Coach  
Nicholas Muhlenkamp, Teacher  
Dianne Crea-Powers, Speech Pathologist  
Jeanne Rivera, Teacher  
Kerri Smith, Special Education Teacher  
Megan Wahl, Teacher/SEL Coordinator  
Bob Lancia, Teacher  
Sarah Saeli, Reading Specialist  
Rob Kaercher, College and Career Counselor  
Betsy Brown, Director of Instructional Services  
Paul Hazard, Junior/Senior High School Principal  
Kristin Loftus, Elementary School Principal  
Patrick McGee, Superintendent

**Advisory Members:**

Rob Kaercher, Parent Representative  
Betsy Brown, Higher Education Representative

This plan was reviewed and updated on June 6, 2024 by the Professional Learning Committee.

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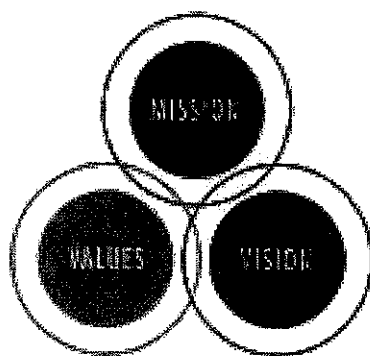
Purpose of the Professional Learning Plan	3
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Professional Learning Plan Review Process	5
Methods of Delivery and Annual Time Devoted to Professional Learning and Development	6
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Goal 2: Teaching and Learning Practices	9
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## Purpose of the Professional Learning Plan

This plan meets the requirements of the part 100.2 (dd) Regulations of the State of New York. The purpose of this plan is to improve student outcomes through ongoing professional learning and development opportunities for the Byron-Bergen Learning Community. This community includes students, faculty (including long-term substitutes), staff, and administration. These learning opportunities will be connected to the overall mission and vision of Byron-Bergen Central School District.

The Professional Learning Plan (PLP) describes the process by which the Byron-Bergen school district will plan, facilitate, and review professional learning opportunities for its teachers, long-term substitutes, staff and administrators that allows these professional certificate holders to maintain their certificates in good standing. The Professional Learning Plan shall follow the guidelines set forth by New York State Commissioner of Education and be aligned with the NYS standards for High Quality Professional Development (Appendix A)

## Our Mission



Byron-Bergen Central School District's **MISSION** is to inspire, prepare, and support using the **VALUES** of compassion, humility, kindness, and persistence with the **VISION** to change the world.

## District Goals

The Byron-Bergen learning community will...

- Provide a school environment that is proactive in maintaining an individual's physical and emotional safety.
- Produce graduates who are responsible, well-rounded, goal-oriented life-long learners who are prepared for the future. The District will ensure high learning standards by utilizing researched-based curriculum and instructional strategies to create opportunities for all students to become college and career ready.
- Provide ongoing professional development for District staff, administration and the Board of Education in an effort to promote high-quality educational opportunities.
- Promote cost effectiveness by developing a transparent budget that provides a quality education in a fiscally responsible manner that is accomplished through multi-year planning. Continue to explore opportunities to sustain a viable district through collaboration and shared services, as well as revenue generating opportunities.
- Provide quality buildings, infrastructure and facilities that are well maintained and efficient.

## Byron-Bergen Central School - Strategic Plan

**Byron-Bergen CSD Strategic Plan**

2023-2024

**Priority, Goals, and Expected Outcomes****Priority: Instruction – Rigor, Diversity, Engagement****Goal statements:**

1. Develop an engaging, differentiated, and rigorous learning community where multiple perspectives are valued so students can achieve their highest potential.
2. Foster a school environment in which all stakeholders uphold high expectations.

**Outcomes:**

<b>Short-term results (within next 12 months)</b>	<b>Intermediate results (within next 1-3 years)</b>	<b>Long-term results (by year 5)</b>
<ul style="list-style-type: none"> <li>• Develop shared understanding of behavioral expectations</li> <li>• Increased school employee understanding of how trauma impacts the learning and the school environment</li> <li>• Increase in student sense of belonging in our school community</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and staff are confident (self-efficacy) in addressing student behavior</li> <li>• Reduction in disruptive behaviors impacting the learning environment</li> <li>• Curriculum is vertically aligned</li> <li>• Increase in student growth mindset (I can...)</li> <li>• Increase in student attendance</li> <li>• Increase in student engagement</li> <li>• Increase in parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• All stakeholders feel they have a part in student success</li> <li>• Improvement in academic outcomes</li> </ul>

Anchored in the mission and goals of the learning community, Byron-Bergen Central School District believe the following tenets are important to guide decision making around professional learning offerings as well as those providing or facilitating the learning:

- Successful professional learning is supported through a continuous improvement process and reinforced through coaching, learning communities (i.e. grade level and content focused teams), and information repositories that are accessible by all faculty.
- Professional development needs to be student centered and continuous to maximize the integration of the new learning into practice.
- Taking students' needs into account when deciding on professional learning offerings ensure that our professional staff are able to best meet student needs.
- Effective classroom pedagogical practices are the primary focus of professional learning offerings.
- Understanding how technology can be useful to enhance pedagogy practice is more important than the act of mastering instructional technology.
- Learning resources that are shared online and accessible by all faculty can further professional learning and knowledge creation.



## Professional Learning Standards

In accordance with the National Staff Development Council's standards for professional development, the Byron-Bergen Central School District believes that high-quality professional learning and development demonstrates the following characteristics:

- It is substantial and continuous.
- It leads to growth in teacher and staff effectiveness and increased student achievement.
- It enables teachers and staff to be reflective.
- It provides opportunities for collaboration and team building.
- It is delivered in a flexible manner in order to best meet the needs of individual teachers or teams of teachers.
- It is relevant to the needs of teachers and students as indicated by performance data and quality indicators (data-driven).

In addition to national standards, Byron-Bergen Central School District aligns its professional learning to New York State's standards and attributes that contribute to high quality professional learning (Also found in Appendix A):

1. **Designing Professional Development:** Professional development 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 development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
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 a 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 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 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 Plan Review Process

In an effort to measure the plan's effectiveness, the following methods will be utilized during the timeframe of the plan:

- Annual Professional Learning survey provided to professional staff
- Post session surveys provided to participants
- Quarterly Professional Learning team meetings to evaluate future Professional Learning offerings

Student achievement data and teacher input will be used to identify student learning needs and plan for professional learning and development. The following data sources will be used:

- Regents' Passing Rate on the following exams:
  - Global, US History and Government, ELA, Algebra I, Earth Science, Physics
- Grades 3-8 ELA and Math Assessments
- Grades 5 and 8 Science Assessments
- Grade 8 Language Proficiency Exam
- Common Grade Level/Subject Assessments (Benchmark Assessments)
- Observation Data
- Coaching Cycle Observation and Data
- Technology Surveys and Implementation Plans
- Student Surveys (SEL, Strategic Plan Survey, etc)

This data will serve as a touchstone for the team to reflect on. The District's professional learning team will work collaboratively with faculty and administration to analyze all data sources for common themes and patterns which will guide professional learning opportunities.

## Methods of Delivery and Annual Time Devoted to Professional Learning and Development

All teachers have opportunities to participate in various professional learning and development activities, which include but are not limited to: instructional coaching, conferences, workshops, curriculum work, summer workshops, and faculty/department/grade level meetings.

All Byron-Bergen teachers will participate in four Superintendent Conference Days each year. Three of these days are planned jointly by the Byron-Bergen Faculty Association and the District through the Professional Learning Team. Faculty meetings throughout the year will be utilized to continue the work started on conference days to allow teachers opportunities to continue to learn, reflect on their practice, and share with their peers as well as gather ideas for further implementation in their instruction. Each grade level and/or department will devote time to continuing the work begun during conference days (i.e. curriculum development, honing instructional practices, etc.) and moving forward with grade level/department goals.

Additional professional development may be provided by the following: Genesee Valley Educational Partnership (BOCES) regional workshops, BOCES (Midwest Joint Management Team (JMT), Regional Information Center (RIC), Mid-West Regional Bilingual Resource Network (RBERN), Mid-West Regional Partnership Center (RPC), Teacher Centers, and other NYS approved CTLE provider.

## Continuing Teacher and Leader Education (CTLE):

Individuals holding a professional teaching/administrative certificate and those holders of a Level III Teaching Assistant certificate must complete 100 hours every five years in order to maintain certification. Participation in district and regional professional development opportunities will provide the educator the opportunity to log 100+ hours over a period of 5 years.

**CTLE Requirement Overview:** <http://www.highered.nysed.gov/tcert/resteachers/ctle.html>.

**Registration and CTLE Requirements Chart:** <http://www.highered.nysed.gov/tcert/pdf/registrationtable.pdf>.

**Number of CTLE Clock Hours:** <http://www.highered.nysed.gov/tcert/resteachers/ctle-hours>

All staff that hold a professional certificate have the responsibility to maintain records of their professional development activities and hours by using Frontline Professional Growth (Byron-Bergen's Professional Learning Management System) or using the Recommended Individual Record Template (Appendix B) from New York State. Educators must maintain personal records that include: The title of the activities; Total number of hours completed; Number of hours completed in content, pedagogy, language acquisition addressing the needs of English language learners; Approved CTLE sponsor's name and number; Educators' identifying information listed on the activities; Attendance verification; and Date and location of the activities. An example of Certificate of Completion Form can be found here: <http://www.highered.nysed.gov/tcert/pdf/ctle-certificate-completion-form.pdf> (Appendix C). CTLE certificate holders are required to maintain records of their own CTLE hours for eight years.

Byron-Bergen Central School District uses Frontline Professional Growth to maintain CTLE certificates (Appendix C). Attendance records for professional development sessions are also available in Frontline Professional Growth. These certificates and records will be maintained for eight years.

## CR Part 154 Professional Development Waiver

According to CR Section 154-2.3(k) districts may "seek permission from the Commissioner on an annual basis for an exemption from the professional development requirements" and such request must include evidence that: "All teachers, level III teaching assistants, and administrators receive training sufficient to meet the needs of the district's or BOCES' ELLs, in language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs" and that "All Bilingual and English to Speakers of Other Languages (ESOL) certified teachers receive training, sufficient to meet the needs of the district's ELLs, in language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for ELLs."

Each year, Byron Bergen Central School will use BEDs data to determine if the student population has fewer than thirty (30) ELLs enrolled or in which ELLs make up less than five percent (5%) of the district's total student population. The Professional Development Waiver online form will be completed. This waiver does not exempt Byron-Bergen from providing professional development sufficient to meet the needs of its ELLs. It exempts teachers from the minimum number of professional development hours required by CR Part 154. The school districts and BOCES that received an exemption from the CTLE language acquisition requirement for each year are listed on this website: <https://www.highered.nysed.gov/tcert/resteachers/ctle-lang-acquisition-exempt.html>

## Goal 1: Curriculum Development and Review

Create professional development opportunities that will allow the Byron-Bergen faculty to develop and maintain local curriculum based on national and state standards. A comprehensive local curriculum will include content standards, SEL education, technology integration, interdisciplinary connections, and assessment of learning.

- Revisit and continue the process of prioritizing and unpacking the New York State standards.
- Revisit and continue the process of creating a viable local curriculum in all subject areas.

Strategies	Evidence
Provide training in <b>prioritizing and unpacking standards</b> for new teachers and faculty in need.	Agendas of meetings Professional Learning Registrations Curriculum Templates/documents Curriculum Maps Scopes and Sequences Cloud-based collection of curriculum maps and digital resources TOSA, Grade Level Leaders, and Content Leader Salt LakePositions to support the work
Provide opportunities and time to <b>vertically align standards and skills</b> among grade level/departments. For the 2024-25 School Year, the district focus will be on writing.	
Develop <b>common language and instructional practices</b> for each content area. For the 2024-25 School Year, the district focus will be on writing.	
Provide opportunities to create and refine <b>curriculum maps and assessments</b> utilizing standards review process.	
Faculty will be able to locate and utilize curriculum documents on the shared platform.	
Curriculum maps will follow a consistent format district wide.	

### NYS Standards Addressed:

Standard 2: Content Knowledge and Quality Teaching  
 Standard 3: Research-based Professional Learning  
 Standard 4: Collaboration  
 Standard 5: Diverse Learning  
 Standard 6: Student Learning Environments  
 Standard 8: Data-Driven Professional Practice  
 Standard 9: Technology  
 Standard 10: Evaluation

## Goal 2: Teaching and Learning Practices

The District will continue to facilitate ongoing professional learning and development around research based practices of teaching and learning. The Professional Learning Team will develop professional learning opportunities for faculty that target best practices for teaching and learning. Focus areas for this goal will include:

- Instructional Strategies
- Differentiation of Instruction and Teaching Models
- Data Driven Instruction
- Technology Integration

Strategies	Evidence
Provide ongoing learning opportunities using research from Fisher, Frey, Marzano, Hattie, etc.  Staff will utilize the instructional and SEL playbooks while planning for or reflecting on instruction.	Professional Learning Course Registration Meeting agendas and notes APPR post conferences and Instructional Coaching Reflection meetings Learning Walks (Building and Cross District) Teachers earn CTLE hours for participating in Superintendent Conference Days, faculty meetings, and Small Group PD Sessions.
Expand professional literature resources within each building (including library and faculty's personal collections).	Library Catalog System Purchase Orders Book Talks/Book Clubs
Instructional coaching cycles with goal setting used for individualized professional growth.	Video recorded lessons submitted to coaches and administrators Percentage of staff participating in instructional coaching Teachers earn CTLE hours for participating in Instructional Coaching Cycles (Team Coaching, Individual) - Teacher Reflection/Data forms
All staff will participate in ongoing Professional Learning to better utilize technology to fulfill their professional duties.	1st Year teachers will attend Technology PL Session to learn about programs and platforms utilized by BBCSD Professional Learning Course Registration Teachers will participate in PL sessions to learn best practices Coaching Cycles Observations and APPR post conferences
All staff will participate in ongoing Professional Learning to better understand Trauma Informed Teaching Practices and Teacher/Student Relationship Norms	Non-Tenured teachers will create classroom management matrix within the first 3 weeks of school. Teachers will participate in PL sessions to learn best practices Observations and APPR post conferences Coaching Cycles

### NYS Standards Addressed:

Standard 1: Designing Professional Development  
Standard 3: Research-based Professional Learning  
Standard 5: Diverse Learning  
Standard 8: Data-Driven Professional Practice

Standard 2: Content Knowledge and Quality Teaching  
Standard 4: Collaboration  
Standard 6: Student Learning Environments  
Standard 9: Technology

### Goal 3: New Teacher and Administrator Mentor Program

The Byron-Bergen Central School District is a professional learning community that believes all educators are continuously growing and developing their craft. The District believes in the importance of providing support for new educators through a mentoring process where experienced teachers will provide assistance to new teachers to help ensure their success. Comprehensive details are outlined in the Byron-Bergen Mentor Handbook ([LINK](#)).

Effective December 31, 2019, teachers who provide mentoring may earn CTLE clock hours.

- Teachers acting as a mentor to a new classroom teacher as part of Byron-Bergen's mentoring program may earn up to 30 hours towards their CTLE requirement in each five-year registration period.
- Teachers acting as a mentor to a teacher candidate may earn up to 25 hours towards their CTLE requirement in each five-year registration period.

#### Objectives of the Mentor Teacher and Administrator Program:

- Provide support for new teachers and administrators to the district;
- Provide an opportunity for goal setting and reflection on practices
- Promote professional growth and assist teachers in developing new strategies;
- Communicate district information and expectations; and
- Facilitate collegial relationships among staff.

### Mentor Program Outline

	Year 1	Year 2
New Teacher Orientation	2 days prior to the start of the school year planned by the district.	2 days prior to the start of the school year (1 district planned day and 1 additional day)
Goal Setting with Mentor	2 goals - one per semester (focus on domains 2 and 3 from Danielson)	1 goal for the year (may focus on any domain from Danielson)
Mentor Observation	Mentor observes Mentee: 2 times per school year (one may be video)	Mentor observes Mentee: 2 times per school year (one may be video)
Mentee Observation	Mentee observes Mentor or other Teacher: 2 times per school year	Mentee observes Mentor or other Teacher: 1 time per school year
Formal Meetings	4 times per school year (once quarterly)	2 times per school year (once per semester)
Professional Learning	Mentees will receive instructional coaching PD and New Teacher Check Ins with Administration and Instructional Coaches  Mentors will participate in a yearly professional learning session focused on mentoring skills.	Mentees will receive instructional coaching PD and New Teacher Check Ins with Administration and Instructional Coaches  Mentors will participate in a yearly professional learning session focused on mentoring skills.

#### NYS Standards Addressed:

Standard 1: Designing Professional Development  
Standard 3: Research-based Professional Learning  
Standard 5: Diverse Learning  
Standard 7: Parent, Family, and Community Engagement  
Standard 9: Technology

Standard 2: Content Knowledge and Quality Teaching  
Standard 4: Collaboration  
Standard 6: Student Learning Environments  
Standard 8: Data-Driven Professional Practice  
Standard 10: Evaluation

#### Goal 4: Technology Integration and Security Practices

The District is committed to facilitating ongoing professional learning around best practices of integrating technology into student learning and implementing data security practices as outlined by the BBCSD Instructional Technology Plan.

Strategies	Evidence
All staff will participate in ongoing Professional Learning to better <b>utilize technology</b> to fulfill their professional duties.	1st Year teachers will attend Technology PL Session to learn about programs and platforms utilized by BBCSD Professional Learning Course Registration Staff will participate in PL sessions to learn best practices Coaching Cycles Observations and APPR post conferences Teacher/Staff experts to facilitate training in house to teach best practices with instructional technology in the classroom Analytics from Software Programs used in Classrooms
All staff will participate in ongoing Professional Learning to <b>understand data security practices</b> to ensure cyber safety.	Identify needs using surveys and technology committee observations. Analytics from Security Testing Platform Ed-Law 2D Training Results

#### IYS Standards Addressed:

- Standard 1: Designing Professional Development
- Standard 3: Research-based Professional Learning
- Standard 5: Diverse Learning
- Standard 6: Student Learning Environments
- Standard 7: Parent, Family, and Community Engagement
- Standard 8: Data-Driven Professional Practice
- Standard 9: Technology
- Standard 10: Evaluation

**Goal 5: Mandatory New York State Trainings**

Byron-Bergen's faculty and staff will participate in mandated training to satisfy the SAVE legislation requirements and NYS mandated training. Examples of these sessions include the following:

- Ed-Law 2d, Blood Borne Pathogens, Sexual Harassment with Staff and Students, Hazard communication, School Violence, Student Mental Health Awareness, Work Place Violence.
  - This includes Mandated Reporter Training which needs to be completed by April 2025.
- Support staff will receive mandated training through an initial staff meeting and at ongoing staff meetings during the year.

**NYS Standards Addressed:**

Standard 1: Designing Professional Development

Standard 6: Student Learning Environments

Standard 7: Parent, Family, and Community Engagement

Standard 9: Technology



## APPENDIX A

### New York State Standards for High Quality Professional Development

**Standard 1: Designing Professional Development**

Professional development 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.

**Standard 2: Content Knowledge and Quality Teaching**

Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

**Standard 3: Research-based Professional Learning**

Professional development is research-based and provides educators opportunities to analyze, apply and engage in research.

**Standard 4: Collaboration**

Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

**Standard 5: Diverse Learning**

Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

**Standard 6: Student Learning Environments**

Professional development ensures that educators are able to create a safe, secure, supportive, and equitable learning environment for all students.

**Standard 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 childrens' education.

**Standard 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 help sustain continuous professional growth.

**Standard 9: Technology**

Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

**Standard 10: Evaluation**

Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning

## APPENDIX B

### Example of Continuing Teacher and Leader Education (CTLE) Individual Record

### Continuing Teacher and Leader Education (CTLE) Individual Record

Directions: This form is provided for use by individuals holding either a Professional Certificate or a Teaching Assistant Level III certificate. This document will assist CTLE certificate holders with maintaining records of CTLE activities in accordance with certification regulations.

1. Document activities in the table below.
2. Keep "Certificate of Completion" forms and/or other documentation with this record. Documentation must be retained for 8 years.
3. **DO NOT** submit this form or other CTE documentation to the Office of Teaching Initiatives, unless it is requested. At the end of your Registration period, you will be asked to attest to meeting or not having met CTE requirements. This document will assist you with making the proper determination.

[illegible]

\*Sponsor Categories: 1 = Public School; 2 = BOCES; 3 = Teacher Center; 4 = College/University; 5 = "Other NYSED-Approved Sponsor"

**DO NOT SUBMIT THIS FORM. PLEASE KEEP FOR YOUR OWN RECORDS.**

Office of Teaching Initiatives Web site: [www.highered.nysed.gov/tcert/](http://www.highered.nysed.gov/tcert/) E-Mail: [CTLE@nysed.gov](mailto:CTLE@nysed.gov)

## APPENDIX C

### Example of Certificate for Completion of Continuing Teacher and Leader Education (CTLE) Hours

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Office of Teaching Initiatives  
[www.highered.nysed.gov/tcert](http://www.highered.nysed.gov/tcert)

#### Completion of Approved Continuing Teacher and Leader Education (CTLE) Hour(s) Certificate

All CTLE must be completed with Approved Sponsors and be reported using this form, or an alternative form/format that captures the same information that is requested on this form, in addition to any electronic reporting requirements.

##### Instructions for the Trainee:

Please complete Section I and retain your copy for at least three years from the end of the registration period in which you completed the CTLE. It is not necessary to send a copy of this form to the Office of Teaching Initiatives unless it is requested by the State Education Department or for use in obtaining an Initial Reissuance. A separate form must be completed for each training.

##### Instructions for the Approved CTLE Sponsor:

Please complete Sections II and III. These sections must be completed by the Approved CTLE Sponsor authorized individual. Sponsors must verify that the trainee completed the activity, the title, date(s) and number of hours awarded. Records must be retained for a period of eight years. You may use an alternative form or format, however that alternative must capture the same information that is requested on this form.

<b>Section I:</b>			
First Name: _____		Last Name: _____	
Middle Initial: _____			
Date of Birth: ____/____/____		Last 4 Digits of the Social Security Number: _____	
<b>Section II:</b>			
Name of Venue: _____			
Street Address: _____		City: _____	State: _____ Zip Code: _____
CTLE Activity Title: _____ <small>(Indicate title/subject/grade level, etc.)</small>			
Select One or More Areas of Activity: _____ Pedagogy _____ Content _____ English Language Learning _____			
CTLE Date(s): from: ____/____/____ to: ____/____/____ <small>(mm) (dd) (yyyy) (mm) (dd) (yyyy)</small>		Number of hours awarded: _____	
<b>Section III:</b>			
I certify that the individual listed in Section I completed the CTLE cited above pursuant to Subpart 80-6 of the Regulations of the Commissioner of Education.			
Approved Sponsor Name: _____			
Print Name of Authorized Certifying Officer: _____			
Signature of Authorized Certifying Officer: _____			
Approved Sponsor Identification Number: _____		Date: _____	
Email: _____		Phone Number: _____	

(Rev. 06/2020)

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**BYRON-BERGEN CENTRAL SCHOOL DISTRICT  
OFFICE OF THE SCHOOL BUSINESS OFFICIAL**




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**TO:** PATRICK MCGEE, SUPERINTENDENT  
**FROM:** LORI PRINZ  
**SUBJECT:** FUNDING OF RESERVES  
**DATE:** MAY 31, 2024  
**CC:** RACHEL STEVENS

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Based on 2023-24 projected year-end revenue and expenditures, our review with the budget committee and the Board of Education; I am requesting approval to fund the following reserves up to the amounts as noted below:

**Proposed Funding to Reserves:**

Reserve for Tax Certiorari	Increase in an amount not to exceed	\$ 25,000
Repair Reserve	Increase in an amount not to exceed	\$ 1,000,000
Employee Benefit Reserve	Increase in an amount not to exceed	\$ 200,000
NYS Retirement Reserve	Increase in an amount not to exceed	\$ 800,000
TRS Retirement Reserve	Increase in an amount not to exceed	\$ 160,000
Capital Reserve - 2023	Increase in an amount not to exceed	\$ 1,000,000
Equipment & Technology Reserve	Increase in an amount not to exceed	\$ 100,000

This proposed funding is in accordance with the 3<sup>rd</sup> quarter projection previously provided.

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BYRON-BERGEN CENTRAL SCHOOL DISTRICT  
OFFICE OF THE SCHOOL BUSINESS OFFICIAL



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**TO:** PATRICK MCGEE, SUPERINTENDENT  
**FROM:** LORI PRINZ  
**SUBJECT:** 2023-24 RESERVE PLAN  
**DATE:** MAY 22, 2024  
**CC:** RACHEL STEVENS

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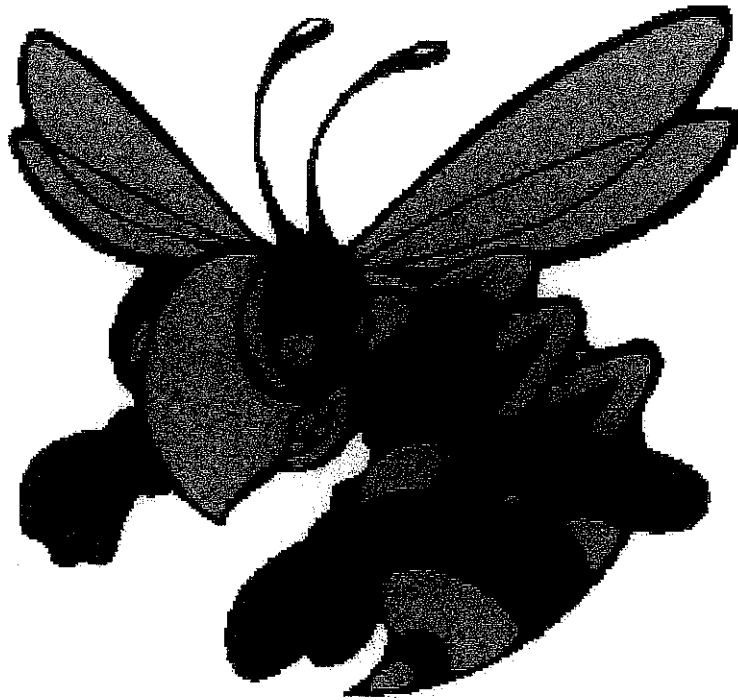
Attached you will find the Reserve Plan for the 2023-24 school year which I am asking to be included as new business on the June 13<sup>th</sup> Board agenda. Each reserve account in the Plan shows the "Balance", the current amount of funds in the reserve as of June 30<sup>th</sup>, and the "Planned Funding Level" which is the maximum amount that could be in the reserve. This ten year Reserve Plan is a long-range plan for potential future financial budget difficulties.

As we discussed earlier this spring, with the new Repair Reserve authorized by the voters in May, we are able to start funding that reserve using excess monies which were being held in the "Unassigned Fund Balance" from last year and additional anticipated excess funds from the 2023-24 school year.

We anticipate that the "Unassigned Fund Balance" will be under 4% for the 2023-24 school year as required by GM Law.

# **Byron Bergen Central School**

## **Reserve Plan**



The purpose of the Reserve Plan for the Byron Bergen Central School District is to provide the District with ten years of expenditure coverage in the event of a prolonged economic decline and to afford the students of the District opportunities that might not exist without reserves.

The Board of Education reviews the revenue, expenditure and reserve projection on a quarterly basis and final approval of the 2023-24 reserve plan is June 13, 2024.

The establishment and funding of reserves is an important consideration in the maintenance of a sound financial plan for any school district. While strict adherence to state law is required to ensure reserves are both legal and appropriate, adequately funded reserves are vital to the long-term health and stability of the school district. This concept is recognized by the New York State Comptroller as stated below.

## **Reserve Funds**

*The Local Government Management Guide for Reserve Funds issued by the Office of the New York State Comptroller states – Saving for future projects, acquisitions, and other allowable purposes is an important planning consideration for local governments and school districts. Reserve funds provide a mechanism for legally saving money to finance all or part of future infrastructure, equipment, and other requirements. Reserve funds can also provide a degree of financial stability by reducing reliance on indebtedness to finance capital projects and acquisitions. In uncertain economic times, reserve funds can also provide officials with a welcomed budgetary option that can help mitigate the need to cut services or to raise taxes. In good time, money not needed for current purposes can often be set aside in reserves for future use.*

## **Intended Use of Reserves**

*The Local Government Management Guide for Reserve Funds issued by the Office of the New York State Comptroller states – Reserve funds, like other savings plans, are mechanisms for accumulating cash for future capital outlays and other allowable purposes. The practice of planning ahead and systematically saving for capital acquisitions and other contingencies is considered prudent management. Saving for future capital needs can reduce or eliminate interest and other costs associated with debt issuances. Similarly, certain reserve funds can be utilized to help protect the budget against known risks (a major storm).*

The Byron Bergen Central School District, its Audit and Budget Committees and Board of Education believe in sound financial planning. A component of such planning includes the funding of reserves. The prudent use of reserves can greatly reduce the cost of borrowing, minimize the risk of mid-year budget cuts, and smooth potential fluctuations in tax rates. It is in the best interest of both students and taxpayers to appropriately establish and use reserves to weather the financial storms and uncertainties that will occur.

All reserves are authorized by New York State law which require adherence to establish, fund and use.

This plan will be reviewed and updated annually.

## Unemployment Insurance Reserve (A815)

[GML Section 6-m]

**Purpose:** This reserve is used to reimburse the State Unemployment Insurance Fund for payments made to claimants where the District has elected to use the "benefit reimbursement" method. The District does subscribe to the benefit reimbursement method, meaning we reimburse the State for actual claims incurred. The District does not pay NYS a fixed premium for unemployment insurance coverage.

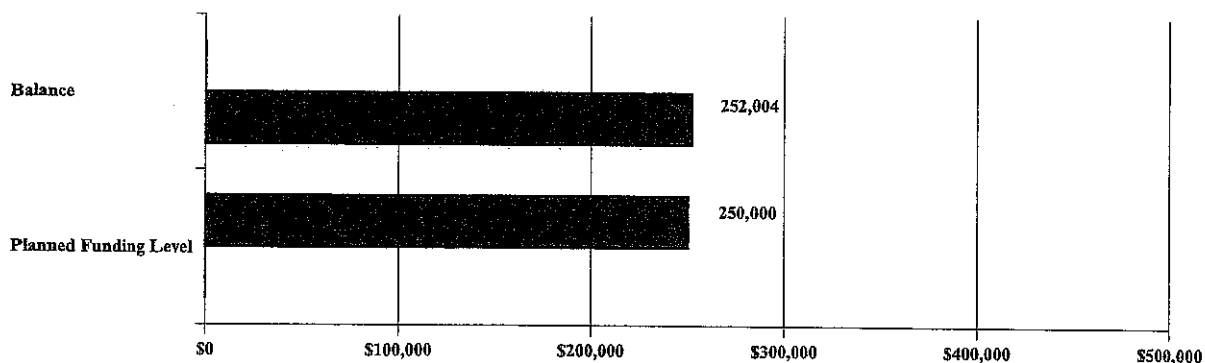
**Funding:** This reserve will be funded by budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum and other legally appropriate sums (e.g. surplus money).

**Use:** Funds will be used when any one (1) employee or more has been laid off by the District and has properly filed and qualified for unemployment benefits.

**Oversight:** The School Business Administrator will monitor this reserve, in conjunction with other central office administrators to assess the potential for incurring unemployment claims.

**Level:** Sufficient to pay full unemployment costs for a 2% reduction of staff (each year up to ten (10) years. Funds may be transferred within 60 days of the close of the school year to other reserve funds, or may be applied to budgetary appropriations for the new school year.

**Reserve for Unemployment Insurance**

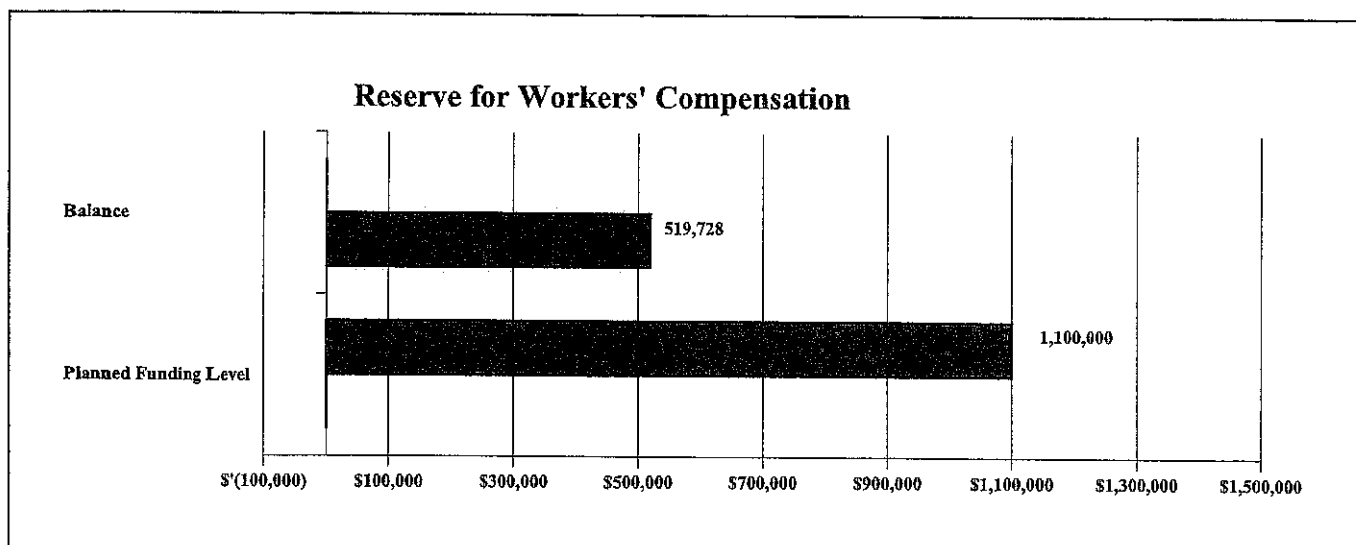




## Workers' Compensation Reserve (A816)

[GML Section 6-j]  
August 24<sup>th</sup>, 2010

- Purpose:* This reserve is used to pay for Workers' Compensation premiums and consortium liabilities.
- Funding:* This reserve will be funded by budgetary appropriations and other legally appropriate sums (e.g. surplus money).
- Use:* This reserve will be utilized to ensure coverage of existing Workers' Compensation claims and existing liabilities.
- Oversight:* The School Business Administrator will monitor this reserve.
- Level:* The funding level of this reserve will cover ten (10) years' premiums plus the consortium's ten (10) year average liability.
- Notes:* If it is determined this reserve is overfunded the Board of Education may elect within 60 days after the close of the school year to transfer excess to other reserve funds or apply an amount as revenue to the next year's budget.



## **Reserve for Liability (A862)**

[Ed. Law Section 1709 8-c]

June 30<sup>th</sup>, 2003

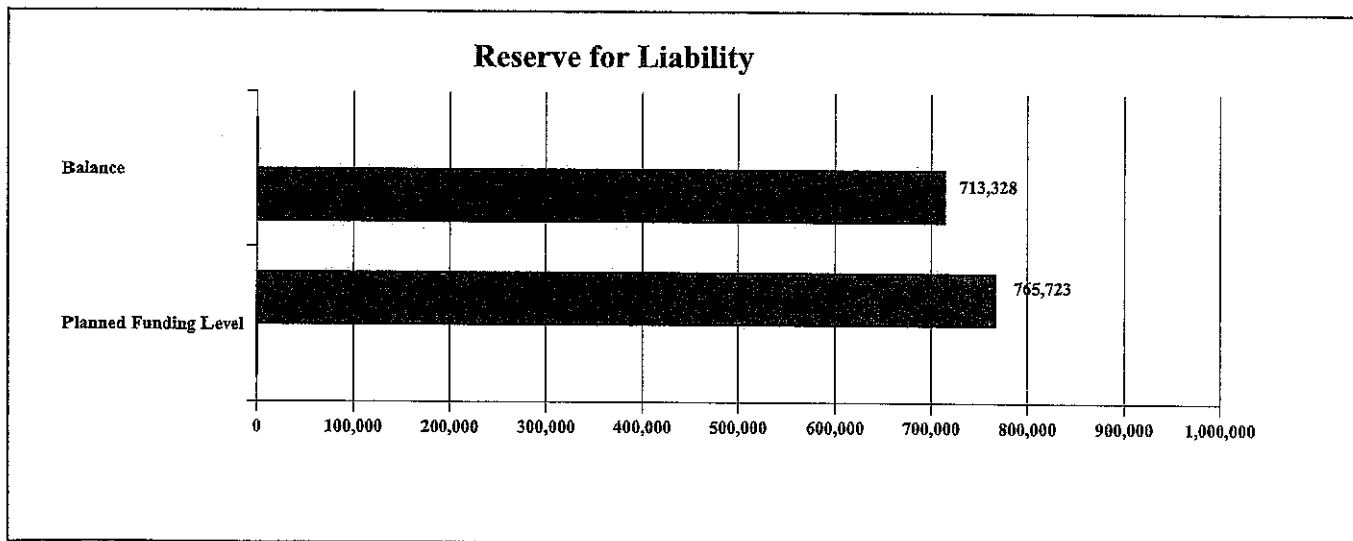
*Purpose:* This reserve is used to pay for property loss and liability claims.

*Funding:* This reserve will be funded by budgetary appropriations and other legally appropriate sums (e.g. surplus money).

*Use:* This reserve is used to pay property loss and liability claims.

*Oversight:* The School Business Administrator will monitor this reserve.

*Level:* May not exceed in total 3% of the annual budget or \$15,000 whichever is greater.



## **Reserve for Tax Certiorari (A864)**

[Ed. Law Section 3651]

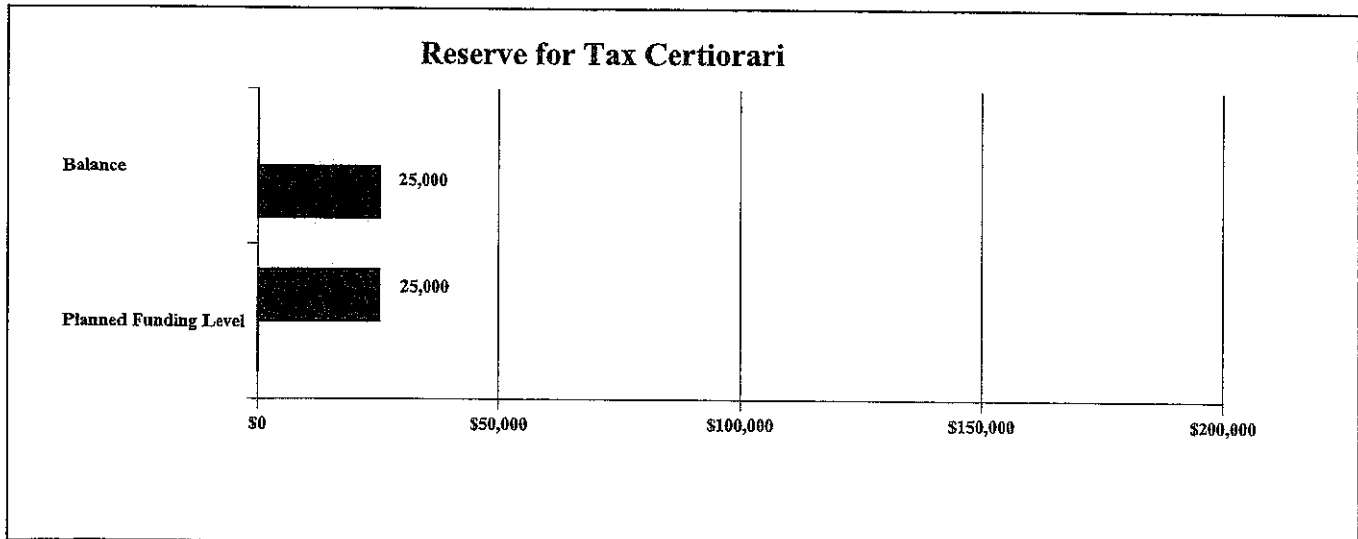
**Purpose:** This reserve is used to pay for judgments and claims in tax certiorari proceedings in accordance with Real Property Tax Law. Current year refunds should be paid through the budget.

**Funding:** This reserve will be funded by budgetary appropriations and other legally appropriate sums (e.g. surplus money).

**Use:** This reserve is utilized to pay for prior year tax certiorari claims.

**Oversight:** The School Business Administrator will monitor this reserve.

**Level:** Reserve may not exceed the amount that might reasonably be deemed necessary to meet anticipated claims. The current funding level has been set at \$25,000.



## **Repair Reserve (A882)**

[GML Section 6-d]

July 1st, 2024

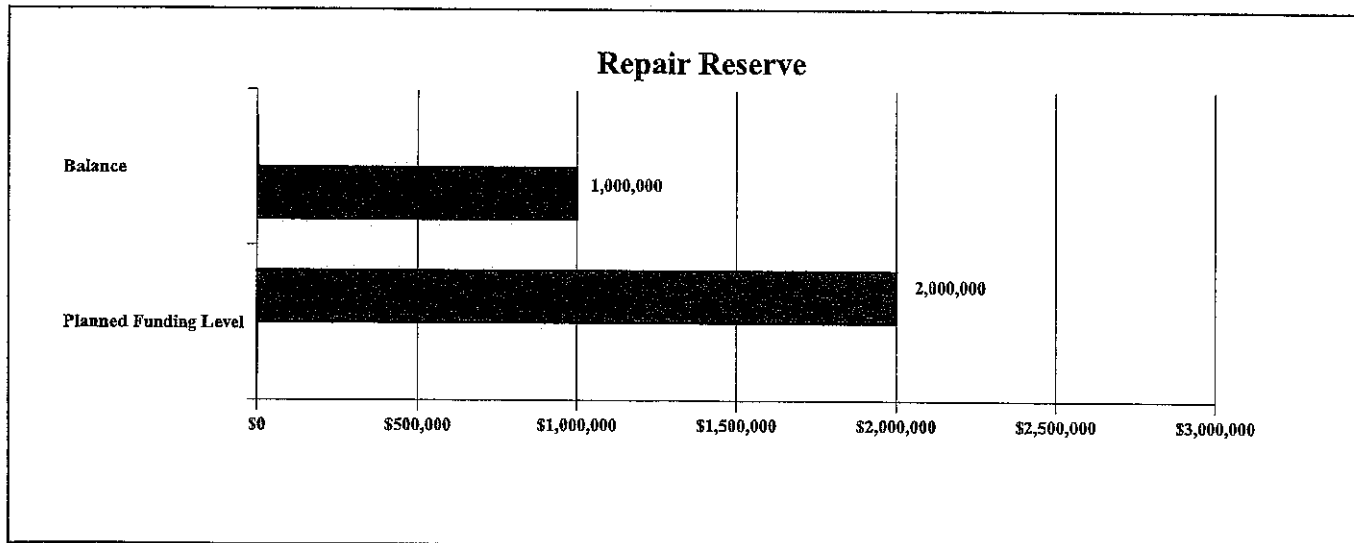
**Purpose:** This reserve is used to pay for unanticipated, non-recurring repairs to District capital improvements, facilities and equipment.

**Funding:** Voter approval is required to establish and fund this reserve.

**Use:** In accordance with the law, a public hearing must be held in order to use funds from this reserve, except in an emergency. Funds used without holding a public hearing must be repaid to the fund over two years. Use is restricted to the purpose stated above.

**Oversight:** The School Business Administrator will monitor this reserve.

**Level:** Use of this reserve does requires a 2/3 majority vote of the Board of Education.



## **Reserve for Insurance Recovery (A887)**

[GML Section 6-n]

June 30<sup>th</sup>, 2003

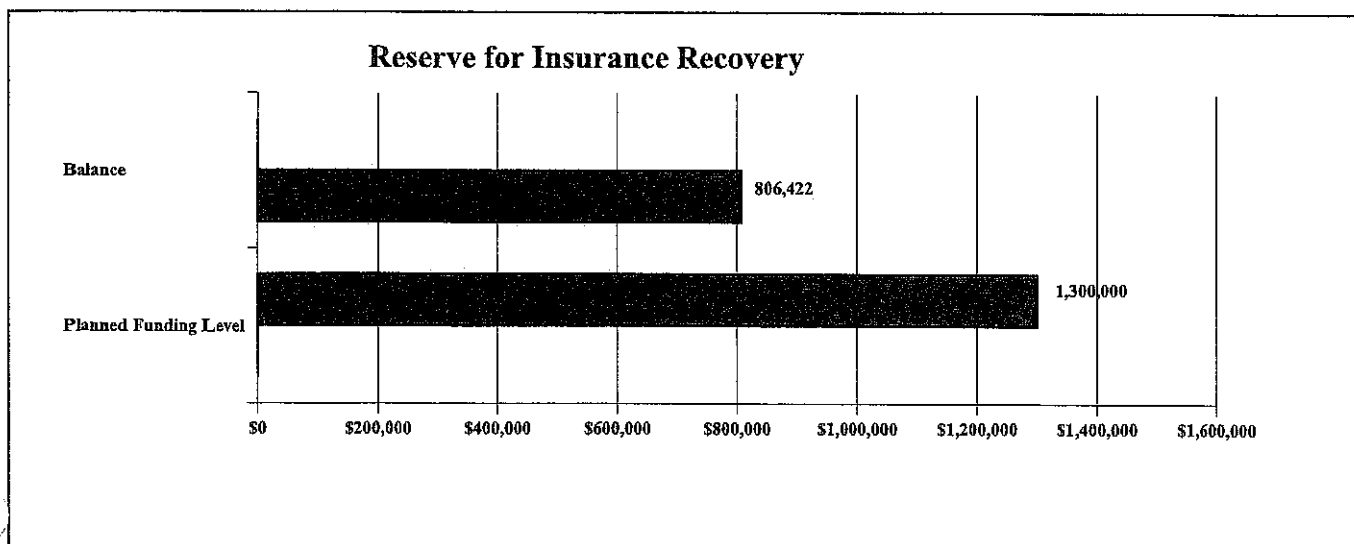
*Purpose:* To fund certain uninsured losses, claims, actions, or judgments for which the local government is authorized or required to purchase or maintain insurance, with a number of exceptions. An insurance reserve fund may also be used to pay for expert or professional services in connection with the investigation, adjustment, or settlement of claims, actions, of judgements.

*Funding:* This reserve will be funded by budgetary appropriations and other legally appropriate sums (e.g. surplus money).

*Use:* This reserve would be used to pay any allowable claims in excess of deductible and uninsured claims, as described in the purpose of this reserve.

*Oversight:* The School Business Administrator will monitor this reserve.

*Level:* Funding cannot exceed 5% of budget on an annual basis. There is no limit on the cash balance.



## Reserve for Employee Retirement Benefits (A888)

[GML Section 6-p]

*Purpose:* This reserve is used to pay for unused accumulated leave time contractually provided to certain groups of employees. This typically includes payment for unused sick and vacation pay. This fund cannot be used to pay for items such as: retirement incentives and FICA and Medicare payments.

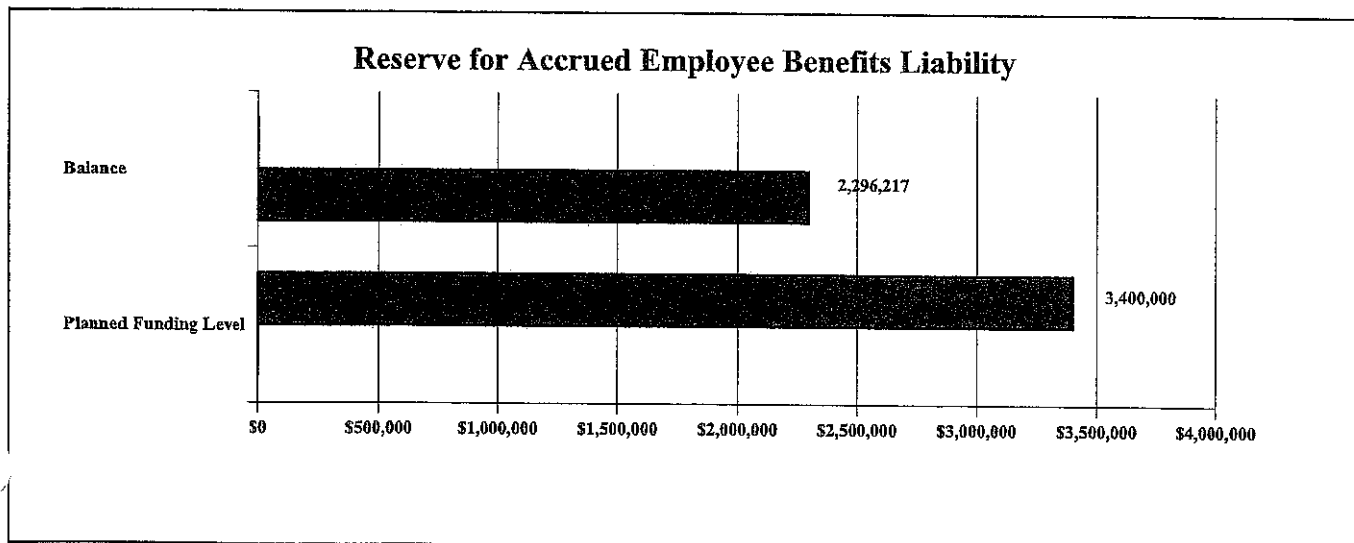
*Funding:* This reserve will be funded by budgetary appropriations and other legally appropriate sums (e.g. surplus money).

*Use:* This reserve will be used anytime an employee separates from the District and payment of accumulated leave is required. These transactions flow through the budget via a budget revision with the offsetting revenue coming from a drawdown of this reserve.

*Oversight:* The School Business Administrator will monitor this reserve.

*Level:* The desired funding level of this reserve will be equal to 100% of the accrued liability for unused accumulated leave time.

*Note:* Currently, districts must apply to the New York State Comptroller's office to be granted permission to remove excess funds from this reserve.



## Reserve for NY State Retirement System (A889)

[GML Section 6-r]

August 24<sup>th</sup>, 2010

**Purpose:** This reserve is used to pay for District expenses to the NYS Employees' Retirement System only. Payments to the Teachers' Retirement System are not allowed from this reserve.

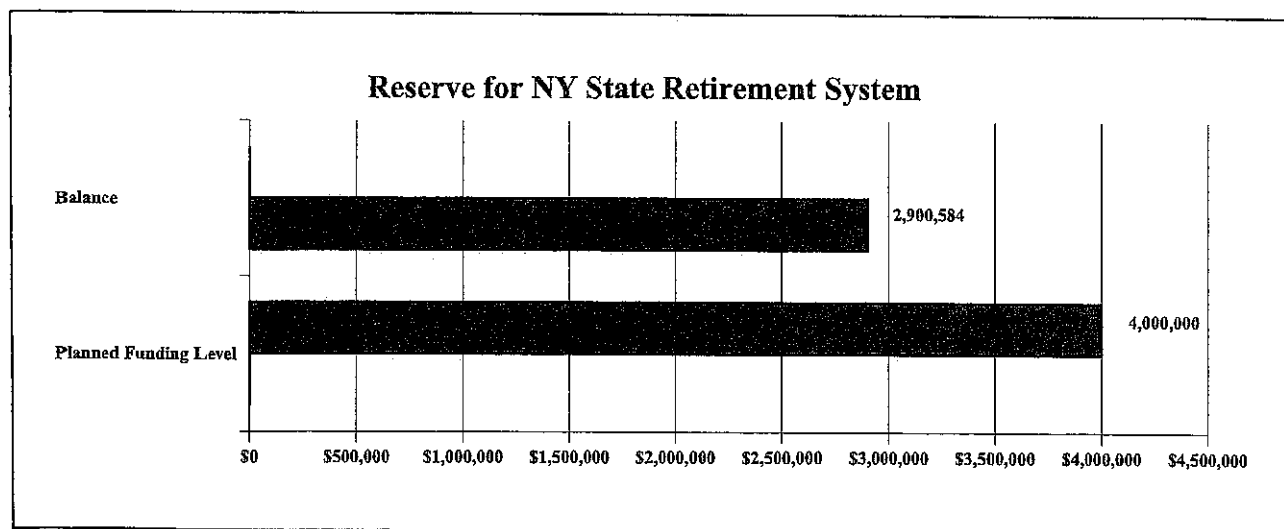
**Funding:** This reserve will be funded by budgetary appropriations, revenues not required or restricted by law to be paid into another fund or account or transfers from Tax Certiorari, Capital or Repair Reserves.

**Use:** The plan calls for saving ten (10) years of NYS Employees' Retirement System expenses to assist the district in times of fiscal stress. Funds will be used during times of financial hardship, as determined by the Board of Education. The District defines "financial hardship" as any time when unassigned fund balance is less than the maximum legal limit.

**Oversight:** The School Business Administrator will monitor this reserve.

**Level:** The desired funding level of this reserve will be equal to approximately ten (10) years of projected retirement system billings.

**Note:** The Board of Education may authorize transfers from or into another reserve. These transfers require a public hearing with 15 days' notice published in official newspaper.



## **TRS Reserve (A889TRS)**

[GML Section 6-r]

April 25<sup>th</sup>, 2019

**Purpose:** This reserve is used to pay for District expenses to the NYS Teachers' Retirement System only.

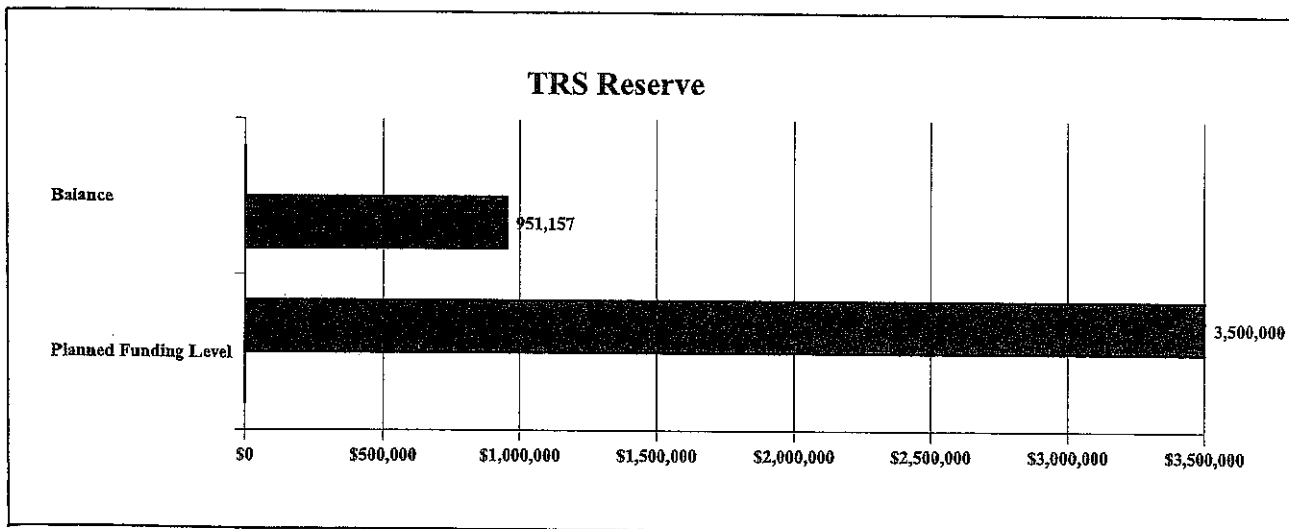
**Funding:** This reserve will be funded by budgetary appropriations and other legally appropriate sums (e.g. surplus money).

**Use:** Funds will be used during times of financial hardship, as determined by the Board of Education. The District defines "financial hardship" as any time when unassigned fund balance is less than the legal limit.

**Oversight:** The School Business Administrator will monitor this reserve.

**Level:** The monies contributed annually to this reserve shall not exceed 2% of the total salaries of all TRS members paid during the immediately preceding fiscal year. The total balance of this reserve shall not exceed 10% of total salaries paid during the immediately preceding fiscal year.

**Note:** This reserve is actually a sub-fund of the Reserve for Employees' Retirement Contribution. The District will report this sub-fund separately in its financial system as well as in this document to ensure proper accounting of funds. The Board of Education may authorize transfers from or into another reserve. These transfers require a public hearing with 15 days' notice published in official newspaper.





## **Capital Reserve-2023 (A892)**

[Ed. Law Section 3651]

May 16, 2023

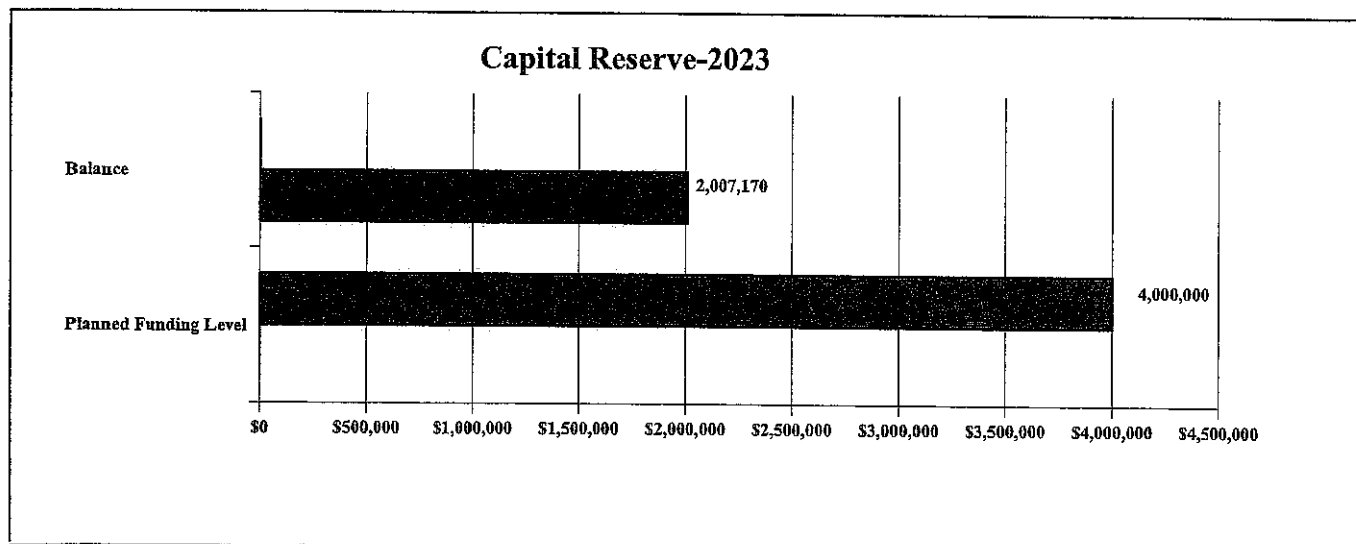
*Purpose:* This reserve may be used to fund the cost of any object or purpose for which bonds may be issued.

*Funding:* Voter approval is required to establish and fund this reserve. In accordance with the approved proposition, this reserve is funded entirely from excess fund balance.

*Use:* Use of this reserve requires voter approval. The proposition to use these funds must be specific to a set of projects and dollar amounts.

*Oversight:* The School Business Administrator will monitor this reserve.

*Level:* Not to exceed \$4,000,000 plus interest earnings.



## **School Vehicle Reserve – 2019 (A893)**

[Ed. Law Section 3651]  
May 21, 2019

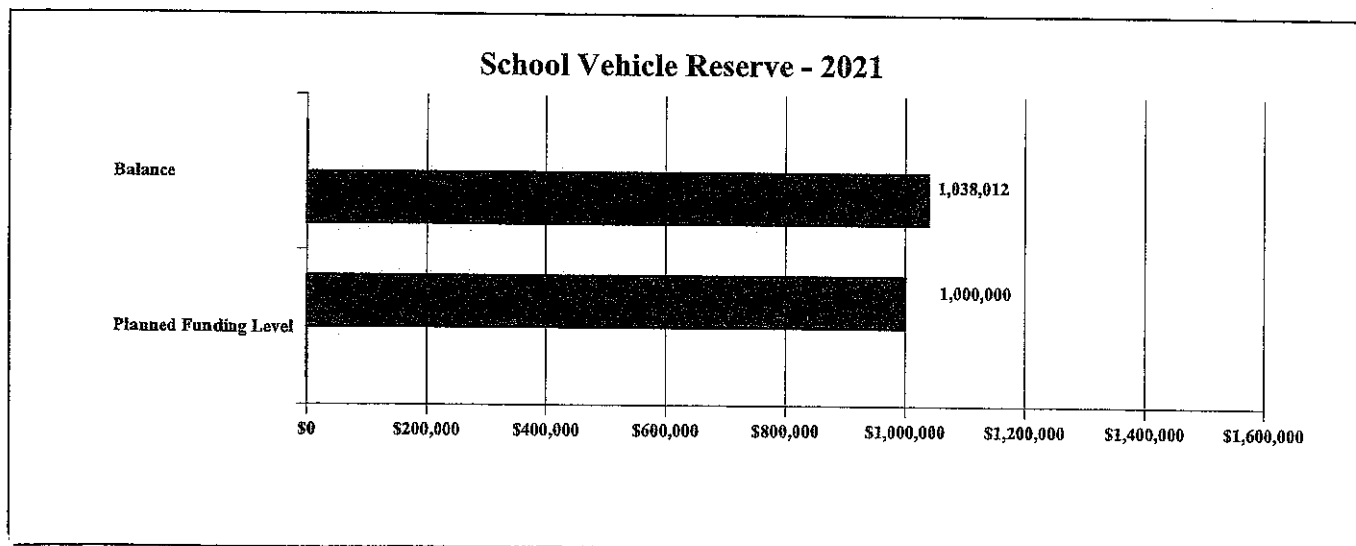
*Purpose:* This reserve may be used to fund the purchase of any school vehicle used to transport students.

*Funding:* Voter approval is required to establish and fund this reserve. In accordance with the approved proposition, this reserve is funded entirely from excess fund balance.

*Use:* Use of this reserve requires voter approval. The proposition to use these funds must be specific to a set of projects and dollar amounts.

*Oversight:* The School Business Administrator will monitor this reserve.

*Level:* Not to exceed \$1,000,000 plus interest earnings.



## **Technology and Equipment Capital Reserve-2023**

[Ed. Law Section 3651]

May 16, 2023

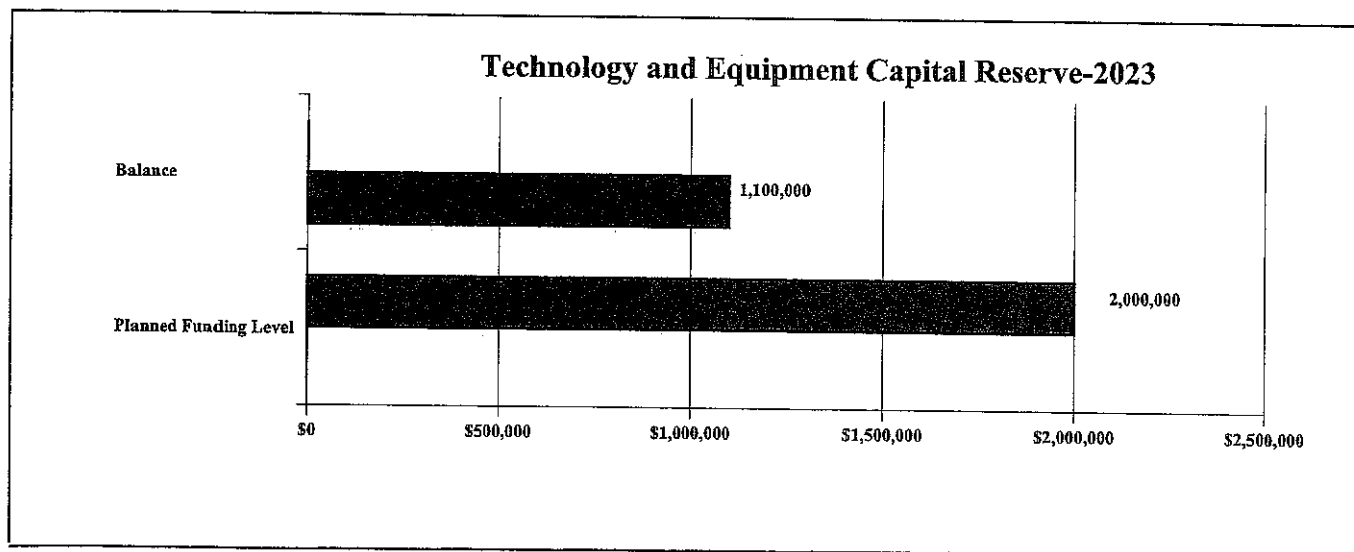
*Purpose:* This reserve may be used to fund the cost of any object or purpose for which bonds may be issued.

*Funding:* Voter approval is required to establish and fund this reserve. In accordance with the approved proposition, this reserve is funded entirely from excess fund balance.

*Use:* Use of this reserve requires voter approval. The proposition to use these funds must be specific to a set of projects and dollar amounts.

*Oversight:* The School Business Administrator will monitor this reserve.

*Level:* Not to exceed \$2,000,000 plus interest earnings.



*The following items are not reserves, but are important to planning revenues for the District.*

### **Unassigned Fund Balance (A909)**

**Creation:** Retention of these funds are allowed by law.

**Purpose:** These funds are unrestricted and may be used for any valid purpose.

**Funding:** These funds have been accumulated from excess fund balance.

**Use:** It is recommended that these funds not be used except for an emergency, unanticipated expense, or revenue shortfall, that cannot be handled either in the budget or with other available reserves.

**Oversight:** The School Business Administrator will monitor these funds.

**Level:** The maximum legal limit is 4% of the ensuing budget.

<b>Legal limit as of 6/30/24</b>	<b>\$1,102,551</b>
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### **Assigned Fund Balance - Appropriated for Subsequent Years (A910)**

**Creation:** These funds are having been set aside, for a particular purpose, to reduce the tax levy required to support an ensuing year's budget.

**Purpose:** These funds are set aside and returned to the community by lowering the required tax levy to support the District's budget.

**Funding:** These funds are fund balance that is assigned for a particular purpose.

**Use:** It is recommended that the practice of returning these funds continue each year, as budgets permit. In the future, tighter budgets may restrict the amount of excess available to be returned in a subsequent year.

**Oversight:** The School Business Administrator will monitor these funds.

**Level:** Over time, it is recommended that the planned amount of assigned fund balance included as a revenue source in future budgets be reduced to zero (\$0) plus encumbrances, unless truly needed to balance the ensuing budget.

### **Committed Fund Balance (A)**

**Creation:** These funds have been set aside, for the payment of Health Reimbursement Account (HRA) contractual commitments and Section 125 Cafeteria Plan employee deductions.

**Purpose:** The District has contractual obligations to provide HRA funding for employees enrolled in the GAHP D2 healthcare plan and has withheld monies from employee payroll to be used for the Section 125 Cafeteria Plan. These funds are not available for the regular payment of invoices or payroll.

**Funding:** The HRA monies are funded in July of each year and the Section 125 Cafeteria funds are deducted from employee wages biweekly.

**Use:** When employees expend sums which comply with IRS regulations in regards to HRA and Section 125 costs, the employees are able to submit for reimbursement of their allowable out-of-pocket costs.

**Oversight:** The School Business Administrator will monitor these funds.

**Level:** Balance must be equal to or less than the total HRA balances and Section 125 Cafeteria balances available to employees as of June 30<sup>th</sup>.

<b>Balance as of 6/30/24</b>	<b>\$545,000</b>
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**RESOLUTION**  
**BOARD OF EDUCATION RE-ORGANIZATIONAL MEETING**

**June 13, 2024**

Upon the recommendation of the Superintendent and on motion of \_\_\_\_\_  
and seconded by \_\_\_\_\_, the Board of Education will hold their  
annual Re-Organizational Meeting on Monday, July 08, 2024.

Aye \_\_\_\_\_

Nay \_\_\_\_\_



*Byron-Bergen Central School*  
**District MTSS-I Handbook**  
**2024-2025**

## What is a Multi-tiered System of Support (MTSS)?

MTSS is a systemic, evidence-based, continuous school-improvement framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system. Every Student Succeeds Act defines MTSS as a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs (e.g., academic, behavioral, social-emotional, student physical and mental health) with regular observation to help data-based instructional decision-making that supports all learners. It ensures fair access to a rigorous, robust, high-quality education beginning in pre-kindergarten. MTSS helps schools organize the delivery of a continuum of support so that students can access the level of support they need when it is needed.

## What is an Integrated MTSS Framework (MTSS-I)?

MTSS-I provides the structure for districts to prioritize the needs of the whole child, including social-emotional, behavioral, and academic growth. It ensures culturally responsive-sustaining environments that are welcoming, safe, and bias aware, forming the foundation of all instruction and interventions. All students are provided an inclusive learning environment regardless of age, race, ethnicity, gender identity, zip code, language, socio-economic status, living conditions (i.e., homeless, foster care), migrancy, physical or intellectual ability, and citizenship status.

The MTSS-I framework blends NYSED (New York State Education Department) resources, training systems, data, and practices to develop a comprehensive, coherent, strategically combined system to address instructional, behavioral, cultural, linguistic, social-emotional, physical, and mental health support for all students.

### MTSS-I is not:

- a curriculum or program;
- just a process for struggling students;
- synonymous with Academic Intervention Services (AIS) - See AIS section on page 4

## The MTSS-I framework is comprised of four critical, interactive components:

- Instruction and Intervention
- Assessment and Instructional Decision-Making
- Systems Capacity
- Program Fidelity

### Instruction and Intervention

"Interventions" are defined as programmed instructional practices used in schools to improve student outcomes within a given tier of service. They are evidence-based practices, found to work with similar students in similar environments as outlined in research, with explicitly defined steps, and with effects that can be measured. These instructional practices should have evidence of rigor, should fit within the local context, be feasible relative to currently existing practices, and be considered regarding their fit within a tiered system of support. Culturally responsive-sustaining environments that are welcoming, safe, and bias-aware environments form the foundation of all instruction and interventions. Byron-Bergen Central School will ensure that intervention implementation is a shared responsibility, staff receive appropriate evidence-based professional learning opportunities, and framework implementation is supported with data.

### Assessment and Instructional Decision-making

MTSS emphasizes the need to measure all skills that our district identifies as instructional priorities. Instructional needs are evaluated within a problem-solving model. Assessment and intervention should blend seamlessly throughout this process. Many different types of assessments serving multiple functions are used within MTSS-I. These functions include:



- screening to identify at-risk students;
- problem solving approached through an asset-based lens to isolate student needs and identify beginning instructional levels for intervention;
- progress monitoring of student performance to guide instructional, behavioral, social-emotional, and physical and mental health support; and
- evaluating fidelity of practices.

### **Systems Capacity**

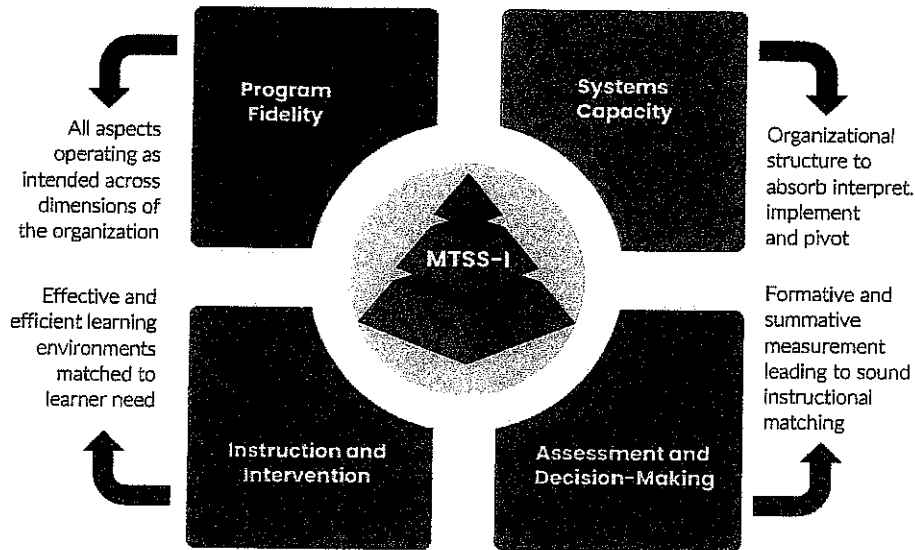
Systems capacity refers to the ability of our district and schools to implement and sustain the MTSS-I framework. Systems capacity includes:

- administrators and staff at the district and school levels who actively participate in and publicly articulate commitment to MTSS-I implementation that includes support of the initiative with appropriate and sustained resources, such as staff, material development, policy statements, and leadership;
- family, students, and community groups that are actively engaged in implementation in meaningful ways;
- ongoing professional learning opportunities for school and district personnel that are sustained over multiple years and reflect data-based needs and research-supported adult learning practices;
- team structures that are culturally responsive and representative of the educational community;
- data collection systems and analysis, disaggregated by race, ethnicity, and disability, built to persist over time that produce reliable and valid data used in decision making related to MTSS-I; and
- Procedures, materials, records, and manuals developed and systematically used to ensure staff attrition does not lead to loss of implementation fidelity.

### **Program Fidelity**

Research has shown that without active monitoring, interventions are usually not implemented by faculty and staff as intended, especially when these interventions have been recently taught to faculty and/or staff (Noell et al., 2005). To expect an intervention to work, it must be implemented as intended, with fidelity. In a functional MTSS system, practice fidelity is actively monitored, and appropriate supports are put into place to aid teachers when it is found that fidelity is below acceptable criteria.

Implementation fidelity data are used to assess the degree to which all key component parts of the MTSS-I framework are being dependably employed. The use of fidelity data is critical to impact instructional practices to yield desired student outcomes. MTSS-I teams at both the district and the school levels are charged with reviewing implementation fidelity data regularly to guide decision-making and problem solving regarding MTSS-I practices, data, and systems.



## MTSS-I Pilot Framework



14

### MTSS-I at Byron-Bergen Central School includes the following:

- **High-Quality Instruction** – delivered to all students in the general education or special education class by qualified personnel.
- **Screenings** - applied to all students to identify those students who are not making academic progress at expected rates.
- **Individualized Instruction** – arranged as tiers with increasingly intensive levels of targeted intervention. This includes instruction for students who do not make satisfactory progress in their present levels of performance and/or in their rate of learning to meet age or grade level standards.
- **Progress Monitoring** – of student achievement which should include curriculum-based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- **Informed/Data-Driven Decision Making** – reflect on the student's response to intervention to make educational decisions about changes in goals, instruction and/or services. This could then determine the possibility of a referral for further evaluations.
- **Parent Communication** – when the student requires an intervention beyond that provided to all students in the general education classroom a parent must be notified of the following:
  - 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

## Byron-Bergen Central School District MTSS-I Stakeholders

### District Leadership Team

The key function of the members of the District Leadership Team is to ensure that implementation capacity is developed at the school level in both schools, and that collectively the schools build the infrastructure needed for high fidelity implementation. This team consists of Administrators, School Psychologists, and Superintendent to guide educational practices, establish procedures, and dedicate necessary resources to implement and maintain the MTSS-I framework.

### School Leadership Team

The School Leadership Team plays a critical role in supporting teachers' competency to use effective interventions with fidelity. Coupled with this goal, the work of this team includes ensuring that educators are supported and receive on-going, data-informed training and coaching. The School Leadership Team supports and uses a consistent data system to resolve problems, enact action plans, and monitor feasibility, usability, and impact of interventions using improvement cycles.

### MTSS Team

The focus of the MTSS Team is to improve outcomes for students. Core activities of this team include evaluating the effects of practices supporting all students within their specific grade and classrooms, as well as taking steps to strengthen them. The MTSS Team reviews student screening data after each benchmark period for grouping and intervention considerations, reviews overall student progress, and compares results against grade-level targets to assess whether to modify instruction and practices.

The MTSS team is formed dependent on a student's needs. Team members could include, but are not limited to:

- Administrators
- Parents/Guardians
- General and/or Special Education Teachers
- School Psychologists and/or Counselors
- Instructional Coach
- Curriculum and MTSS-I Specialist
- Content Specialists
- School Nurse
- Interventionists
- Related Service Providers, including Physical Therapist, Occupational Therapist, Speech Therapist, and Music Therapist

## Components of AIS Model

According to the New York State Education Department, Academic intervention services (AIS) are services designed to help students achieve the learning standards in English language arts and Mathematics in grades K-12 and Social studies and Science in grades 4-12. These services include two components:

- additional instruction that supplements the general curriculum (regular classroom instruction); and/or
- student support services needed to address barriers to improved academic performance.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through New York State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level. A school district has the authority and responsibility to place students in appropriate academic programs during the regular school day.

**When AIS Is Not Required:** Academic intervention services are not required in standards areas where there are no State assessments, even though students must earn one or more units of credit for graduation. They are only required in English language arts, mathematics, social studies, and science.

**Eligibility for Academic Intervention Services:** Students eligible for AIS, including those with disabilities and/or limited English proficiency, are:

- those who score below the designated performance levels on elementary, intermediate, and commencement-level State assessments in English language arts, mathematics, social studies, and science;
- those at risk of not meeting State standards as indicated through the district-adopted or district approved procedure, including those K-3 students who lack reading readiness; and
- LEP/ELL students who do not achieve the annual designated CR Part 154 performance standards as stipulated in the evaluation design of the CR Part 154 application packets.

#### **Description of the Two-Step Process for Identifying Students to Receive AIS (NYS Memorandum, October 2023)**

All students performing below the median scale score between a Level 2/partially proficient and a Level 3/proficient on a Grade 3-8 state assessment or Regents Exams shall be considered for AIS.

As a second step for using state assessment scores, the MTSS-I process will be used for deciding which students shall receive AIS. This process will be applied uniformly and equitably at each grade level. These multiple measures may include, but are not limited to, the following:

1. Benchmark Assessments and Unit Assessments for grades UPK-12th Grade;
2. New York State English as a Second Language Achievement Test (NYSESLAT);
3. Common formative assessments that provide information about students' skills;
4. Results of psychoeducational evaluations

After the district/schools considers a student's scores on multiple measures of student performance, they will decide whether the student must receive AIS.

### **Components of an RTI Model**

According to the New York State Education Department, Response to Intervention (RTI) is a multi-tiered, problem-solving approach that identifies students struggling in academic and behavioral areas early and provides them with systematically applied strategies and targeted instruction at varying levels of intervention. Response to Intervention is a school-wide system of organizing instruction and support resources to deliver high quality instruction to meet the diverse needs of learners.

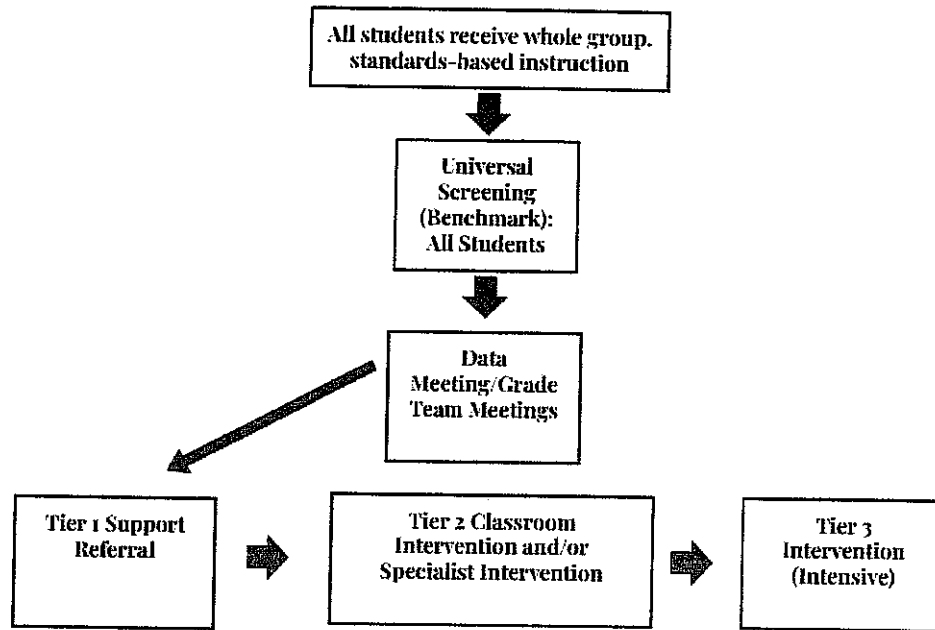
Byron-Bergen Central School has developed an RTI plan with the following components:

#### **1. Universal Screening:**

- Screening assessments are administered to all students, beginning in pre-kindergarten. Universal screening is used to pinpoint early academic difficulties. (See Appendix A).

#### **2. Data Driven Decision Making:**

- Baseline data will be used to formulate ongoing decision making. The decision making process is represented in the visual display below:
- Baseline data will be disseminated to MTSS Teams and grade level teams for appropriate action



### 3. Progress Monitoring

- Frequent, multiple, and regular assessments of student performance will be administered and analyzed. Academic, social, and behavioral data will be considered. In a Tier 1 model for academic intervention, student growth in all areas will determine future action plans. In a Tier 2 or Tier 3 model, regularly scheduled data team meetings will be held to analyze the success of intervention and guide further decision making.
- Lack of adequate progress on assessments or progress monitoring tools may lead to an Multi-Tiered Support System referral

### 4. Who is referred to the Multi-Tiered Support System (MTSS) Team:

- Referrals would be made for:
  - Students not making adequate progress in Tier 1 interventions or assessments
  - Students who may have behavior/attentional needs or social emotional concerns interfering with academic progress

### 5. Making a Referral to the Multi-Tiered Support System Team:

Elementary School	Jr./ Sr. High School
<ol style="list-style-type: none"> <li>1. The classroom teacher has concerns about a student and contacts the family to inform them of what they are observing in class to gather input and/or suggestions from family member(s). The teacher completes the <b>Student Concern Tier 1 form</b>.</li> <li>2. A Tier 1 Support meeting will be scheduled so current Tier 1 interventions can be reviewed. Additional Tier 1 interventions are discussed and progress monitor tools are created. Implementation of interventions and progress monitoring will take place for at least 4 weeks.</li> <li>3. If adequate progress has not been made after intervention implementation, a referral may be made to the Multi-Tiered Support System by the teacher, counselor, or an administrator.</li> </ol>	<ol style="list-style-type: none"> <li>1. The classroom teacher has concerns about a student and contacts the family to inform them of what they are observing in class to gather input and/or suggestions from family member(s). The teacher completes the <b>Student Concern Tier 1 form</b>.</li> <li>2. A Tier 1 Support meeting will be scheduled so current Tier 1 interventions can be reviewed. Additional Tier 1 interventions are discussed and progress monitor tools are created. Implementation of interventions and progress monitoring will take place for at least 4 weeks.</li> <li>3. The teacher may also bring student concerns to grade level meetings to discuss with the team. The teacher will share the Tier 1 strategies that have been implemented and their effectiveness.</li> </ol>

<ol style="list-style-type: none"> <li>4. The MTSS Chair, in collaboration with the teacher, will complete the <b>MTSS referral form</b>.</li> <li>5. The MTSS Chair will schedule the meeting and invite the student's parent/guardian. The parent/guardian will be asked to complete a <b>Parent Information Form</b> sharing information about their child for the meeting.</li> <li>6. The MTSS Chair will notify faculty members of the meeting date and share completed MTSS referral form prior to meeting. Faculty members may include various providers (counselor, intervention teacher, service providers, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>4. If adequate progress has not been made after 4 weeks of intervention implementation, a referral may be made to the Multi-Tiered Support System by the teacher, counselor, or an administrator.</li> <li>5. The MTSS Chair, in collaboration with the teacher, will complete the <b>MTSS referral form</b>.</li> <li>6. The MTSS Chair will schedule the meeting and invite the student's parent/guardian. The parent/guardian will be asked to complete a <b>Parent Information Form</b> sharing information about their child for the meeting.</li> <li>7. The MTSS Chair will notify faculty members of the meeting date and share completed MTSS referral form (Tier 2/3) prior to meeting. Faculty members may include various providers (counselor, intervention teacher, service providers, etc.)</li> </ol>
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## 6. Write an Action Plan

Once the problem is identified, an intervention plan must be written that includes:

- Tier of intervention
- Duration, schedule and start of the intervention
- Measurable outcomes relative to grade level expectations in terms of student growth, achievement or skill level
- Description of skill measurement and recording techniques
- Person responsible for implementation of the intervention
- Follow Up MTSS meeting every 6-10 weeks to monitor student progress with the MTSS team

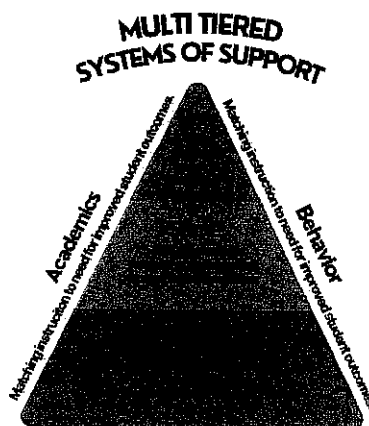
## 7. Regular Scheduled Meetings

- The Multi-Tiered Support Systems Team (MTSS) will be led by a chairperson. This person may designate other members to fulfill necessary roles (chair/recorder, time keeper, etc.).
  - The Coordinator of Student Services will serve as MTSS Chairperson at Elementary School.
  - The Jr/Sr HS Assistant Principal will serve as MTSS Chairperson at Jr/Sr High School.
- The MTSS Facilitator will share the schedule of meetings and the referral for each student with MTSS team members at least 1 week before the meeting. The agenda will be developed based on new referrals received or follow up needed.
  - *For new referrals:* time will be spent reviewing documentation/data, creating goals, and development of plan/interventions.
  - *For Follow Up meeting (approx 6-10 weeks after original MTSS meeting):* Time will be spent reviewing MTSS plan, goals, intervention data, and current assessment/benchmark data.

# Criteria for Determining the Appropriate Levels of Intervention

## *Levels of Intervention*

MTSS/RTI serves as a multi-tiered prevention/intervention model with increasing levels or tiers of instructional support. It is expected that use of the tier level of instruction be specific to each student's needs and will be an ongoing process. Students will enter and exit tiers of intervention according to the analysis of student performance data and progress monitoring.



### Tier 1

Tier 1 is commonly identified as the core instructional program provided to all students by the general education or special education teacher in the classroom. The students at this tier have been found to be meeting expectations or are on grade level through benchmark and classroom assessments. Research-based instruction and positive behavior intervention and supports are part of the core program. A school district's core program (Tier 1) should meet the academic and social-emotional/behavioral needs of at least 80 % of all learners and should minimally include:

- Guaranteed and viable curriculum aligned to the NYS/Next Generation learning standards
- Universal screening administered to all students in general and special education classrooms
- High leverage teaching practices utilizing a balanced literacy/mathematics framework and the abilities and needs of all students in the core program
- Explicitly taught clear behavioral expectations

### Tier 2

Tier 2 is typically small group (3-5 students) supplemental instruction. This supplemental instructional intervention is provided in addition to, and not in place of, the core instruction provided in Tier 1. The students at this tier are approaching expectations on benchmark assessments, and/or fall below the recommended cut scores on the NYS Assessments. These students may receive supplemental support from a classroom teacher in the classroom, or an intervention specialist. These students should be progress monitored a minimum of once a month. Tier 2 interventions focus on the areas of student need or weakness that are identified in the screening, assessment or progress monitoring reports from Tier 1. Therefore, students are often grouped according to instructional needs. Approximately 10%-15% of students in a grade level receive Tier 2 intervention. Tier 2 interventions should minimally include:

- Academic Intervention Services in reading and/or math (Push-in or Pull-out as prescribed)
- Progress monitoring minimally once every month
- Teacher/intervention specialist provided intervention

### Tier 3

Tier 3 is designed for those students who demonstrate insufficient progress in Tier 2. The students in this tier continue to fall well below grade level expectations on benchmark assessments or another progress monitoring tool that shows lack of response to prescribed supplemental intervention. Tier 3 is typically reserved for approximately one to five percent (1 - 5%) of students in a grade level. These students will receive more intensive instruction in addition to their core instruction. Tier 3 differs from Tier 2 instruction in terms of such factors as type of intensive **research-based instruction** that targets academic area(s) of **greatest** need, time, duration, group size, and frequency of individualized instruction. Tier 3 interventions should minimally include:

- Additional individualized, targeted research based interventions
- Progress monitoring at least bi-weekly utilizing Curriculum-Based Measurement or prescribed measurements in an intervention

Following intensive targeted intervention, if the student continues to demonstrate inadequate growth, consideration will be given to additional assessments and/or referral to CSE/504 Committee.

## **Learning Disability Determination**

Effective as of July 1, 2012, a school district must have a MTSS/RTI process in place as it may no longer solely use the severe discrepancy between achievement and intellectual ability to determine that a student in kindergarten through grade four has a learning disability in the area of reading. In making a determination of eligibility for special education under the classification of Learning Disabled, the Committee on Special Education must determine that a student's academic underachievement is not due to the lack of appropriate instruction. Determination is also based on documented interventions and student response to the intervention. Byron-Bergen Central School District is committed to utilizing best practices in all areas of education. Response to Intervention data will be used to identify students kindergarten through grade eight with a learning disability in the areas of reading and/or math.

## **Parent Notification**

Regular communication with families is a vital component in developing the relationships necessary to support student success. Throughout the RTI process, regular communication with families will include but are not limited to:

- Regular contact from the classroom teacher: agenda, notes, phone calls, emails, etc.
- Notification of initial concerns (teacher calls parent before completing Student Concern Tier 1 form)
- Notification of MTSS referral - invitation letter and parent input form
- Attendance at meetings
- Follow up from all meetings
- Notification of movement between Tiers of Intervention
- Notification of their rights for further evaluation if they suspect their child has a disability.

Additionally, families will be routinely informed of:

- The amount and nature of data that will be collected and the general education services that will be provided
- Strategies to increase the students' rate of learning
- Ongoing meetings. These meetings provide ample opportunity to discuss additional services that may be necessary.

## **Byron-Bergen CSD MTSS-I Meeting Norms**

When the Multi Tiered Support System (MTSS) meets in an effort to prescribe individualized interventions aimed at improving student achievement, the following structure will be utilized and maintained:

1. Team members will be prepared, having pre-read student data
2. The MTSS team will conduct a brief discussion reviewing the current status of the designated student
3. No more than 2 goals will be established for the designated student
4. Specific interventions will be outlined for the designated student.
5. Additional support will be discussed as needed.
6. Establish follow up meeting on master calendar



## Appendix A

Data Sources Table

ELA	Math	SEL	Attendance
<b><u>Universal Screener</u></b> NYS TEST Battelle Inventory (UPK) DIAL 4 (Kindergarten) Benchmark Assessments - Nov, March, June	<b><u>Universal Screener</u></b> NYS TEST Battelle Inventory (UPK) DIAL 4 (Kindergarten) Benchmark Assessments - Nov, March, June	<b><u>Universal Screener</u></b> Local SEL Assessment based on CASEL standards - 2 times a year Battelle Inventory(UPK) DIAL 4 (Kindergarten)	<b><u>Universal Screener</u></b> SchoolTool Attendance Reports
<b><u>Tier 1 Assessments</u></b> Common End of Unit Assessments - throughout the year  Oral Reading Fluency - throughout the year  Sight Word Assessments - throughout the year	<b><u>Tier 1 Assessments</u></b> Common End of Unit Assessments - throughout the year  Numeracy Fluency Assessments - Sept, Nov, March, June	<b><u>Tier 1 Assessments</u></b> Zones of Regulation Data Collection Tools   Second Step Unit Performance Assessments	