

BYRON-BERGEN CENTRAL SCHOOL
Board of Education Meeting
Wednesday, June 15, 2022
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.

Board of Education Member Recognition

<u>Page</u>	
	1. Call to Order/Pledge of Allegiance
	2. President's Report
	3. Academic Focus – P. Spence – Costa Rica J. Parnapy – FFA
	4. Student Council Report – None
	5. Principals' Comments
	6. Director of Instructional Services Comments
	7. Business Administrator Comments
	8. Superintendent's Comments and Agenda Review
	9. Consent Agenda (unless Board member requests removal of any item)
1-7	a. Approval of Previous Minutes May 26, 2022
8-18	b. Financial Matters
19-20	General Fund Bills
21	Federal Fund Bills
	Capital Fund Bills
	Expendable Trust Fund Bills
22-36	Monthly Treasurer's Report – May 2022
	c. Personnel Matters
	Resignations/Retirement/Termination:
	Resignation – Custodian – Kimberly Maskell (Eff. 6/11/22)
	Resignation – Teacher Aide – Michelle Shade (Eff. 7/1/22)
	Approvals:
37	Appointment – Music Teacher – Joseph Paris (Eff. 9/6/22)
38	Appointment – Physical Education Teacher – Grace Campbell (Eff. 9/6/22)
39	Additional 2022-2023 Summer Learning Program Recommendations
40	Substitute Teacher Aide – Michelle Shade
	Tenure Appointments:
41	Nichole Whiteford
42	Jillian Bradigan
43	Matthias Ellis, II
44	Jessica Golino-Smith
45	Heather Painting
	2022-2023 Non-Affiliated Salary Increases
46	2022-2023 Summer Curriculum Hours

- 47 2022-2023 Summer Hours for Instructional Coaches
- 48 2022-2023 Summer Hours for Technology Coordinator
- 49 Appointment – Coordinator of Student Services – Kaitlin Kaercher (Eff. 7/1/22)
- 50-52 2022-2023 Jr./Sr. High Extracurricular Activity Appointments
- Interim Elementary Principal Stipend
- 53 2022-2023 Summer Hours – ENL Teacher
- 54 Revised 2022-2023 Elementary Summer Learning Program Coordinator
- Revised Appointment Elementary Teacher – Savannah Vascukynas (Eff. 9/6/22)
- JUUL Agreement for Employee Dated June 8, 2022
- d. Miscellaneous Matters
- None
- e. CSE/CPSE Review

10. Board Reports/Comments

REPORTS: Instructional Services Report – Director of Instructional Services
 Elementary & Jr./Sr. High Goals Reports – Principals
 Maintenance Report – Director of Facilities
 SEL Progress Update – M. Wahl

11. Old Business

- + 11.1 Policy Committee Update
- + 11.2 Facilities Committee Update – Meeting 6/15/22 at 5:00 p.m.
- 11.3 Budget Committee Update
- 11.4 Audit Committee Update
- + 11.5 SOAR Update
- + 11.6 Positive Recognition

+ Designates Board will address issue at this meeting.

12. New Business

- 12.1 Approval of the 2022-2023 Code of Conduct
- 12.2 Approval of the 2022-2023 Professional Learning Plan
- 55-69 12.3 Approval of 2021-2022 Reserve Plan
- 70-76 12.4 Approval of 2022-2023 Response to Intervention Plan
- 77 12.5 Approval of Board of Education Re-Organizational Meeting July 12, 2022 at 4:00 p.m. in Board Conference Room
- 78-109 12.6 Approval of Byron-Bergen Central School District Annual Professional Performance Review Plan (APPR)
- 12.7 Approval of Ratification of Byron-Bergen Faculty Association Contract (Eff. 7/1/22-6/30/26)

13. Public Comment

14. Information/Announcements/Reports
 Parental Leave – Sarah Saali (Eff. 7/27/22)

15. Requests Requiring Board Consideration

16. Review of Next Meeting's Agenda

DATES TO REMEMBER:

- 6/16/22 – Elementary Olympics (K-5th)
- 6/17/22 – UPK Graduation
- 6/20/22 – Juneteenth Observed – No School
- 6/22/22 – 5th Grade Moving Up Day
- 6/24/22 – Class of 2022 Graduation Day
- 7/12/22 – Board of Education Reorganizational Meeting at 4:00 p.m. – Board Conference Room

**BYRON-BERGEN CENTRAL SCHOOL
BOARD OF EDUCATION MEETING
Tuesday, May 26, 2022
6:00 p.m. ~ Professional Development Room**

Top 10 Student Recognition

- Call to Order:** The meeting was called to order at 5:30 p.m. by President D. List.
- Members Present:** D. List, Y. Ace-Wagoner (arrived at 5:33 p.m.), K. Carlson, W. Forsyth (arrived at 5:32 p.m.), A. Phillips, T. Menzie, J. VanValkenburg
- Members Absent:** None
- Executive Session:** It was moved by A. Phillips and seconded by K. Carlson to enter executive session at 5:31 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 5 Yes, 0 No.
- Return to Public Session:** It was moved by W. Forsyth and seconded by T. Menzie to return to public session at 5:58 p.m.
The motion passed 7 Yes, 0 No.
- Also Present:** P. McGee, L. Prinz, R. Stevens, A. Grillo, B. Brown, M. Marcello and 41 members of the audience.
- President's Report:** D. List said this is her favorite time of the year when we get to acknowledge students; she congratulated the spring sports teams, academics, and clubs for all their hard work this year. Last night was the Spring GVSBA Meeting which featured David Little; he spoke about "Save harmless for all? Beyond full funding, what's next?". She is looking forward to graduation. She congratulated the incoming Board of Education members and thanked Y. Ace-Wagoner and J. VanValkenburg for their hard work and dedication to the Board. She also thanked the community for a positive vote result.
- Academic Focus:** Recognition of Top 10 Students – A. Grillo announced the Top 10 Students of the 2021-2022 school year.
10. Grace Shepard
 9. Alayna Streeter
 8. Sasha Schramm
 7. Kaitlyn Windhauser
 6. Elli Schelemanow
 5. Madison Burke

4. Madelyn Pimm
3. Ella VanValkenburg
2. Brooke Jarkiewicz (Salutatorian)
1. Corden Zimmerman (Valedictorian)

**Student Council
Report:**

Elementary and Jr./Sr. High
Elementary School – The Elementary Student Council highlighted the 2021-2022 school year events. Students did the morning announcements every day and had two dress up days (Red Ribbon Week and Holiday Spirit Week). In November, students read stories about being grateful and made a bulletin board of what they were thankful for. Students also collected food for the less fortunate and donated it to the Bergen Presbyterian Church and Community Action Food Pantry. Games and activities were purchased for students to use during their lunch time and rules and guidelines were established. STEP Boosters held a movie night and Student Council members selected three movies for students to choose from; *Luca* was chosen and raffled off at the end of the night. They joined with the nationwide Great Kindness Challenge and challenged every student to do one kind thing each day. Byron-Bergen Elementary School was awarded a Kindness Certified School certificate for all their efforts. Black History Month was celebrated with a visit from musician Herb Smith. Several members presented to the Board throughout the school year. For Teacher Appreciation Day students were asked to write their favorite thing about their teacher and then flowers were made and hung in the hallway with the messages. Rocks were also painted for teachers to use as paper weights. Student Council elections will be held on June 13th for the next school year.

Jr./Sr. High School – Last Friday the Jr./Sr. High held their first Field Day and it was a huge success. The final spirit week was last week and they had great participation from students. They selected a teacher for the Golden Bee Award and it will be given out at the next faculty meeting. Elections for next year's Student Council are coming up and students have been hanging flyers throughout the building.

**Principals'
Comments:**

- A. Grillo reported:**
- A staff committee of 20 plus faculty members plus Student Council members discussed the updates for the Code of Conduct.
 - The New York State US History Regents Exam was cancelled.
 - Final exams start June 15th.
- B. Brown reported:**
- On May 24, author Leslie Youngblood visited the Elementary School.
 - Field trips will be in full swing over the next few weeks.
 - Kindergarten screening is wrapped up this week and 51 students were screened.

- The Elementary School master schedule is being revised. The new master schedule would be going from a 6 day cycle to a 4 day cycle.

Director Of
Instructional
Services
Comments:

B. Brown stated that the TOSA's, made possible from Federal ARP grant money, are on the Consent Agenda for approval. The final benchmarks will be given in June. The school received several applications for the Coordinator of Student Services which have been narrowed down to four possible candidates.

Business
Administrator
Comments:

L. Prinz stated the budget and all of the propositions passed. Both she and P. McGee presented the budget to two of the senior classes and the students asked very good questions. The election inspectors commented on how this year there were more seniors who voted than in previous years. Jon Thompson was awarded the 2022 Rochester Area Transportation Supervisors Association's Professional Pupil Transportation Employee of the Year for Byron-Bergen. The District's 2021-2022 Reserve Plan will be up for approval at the June meeting.

Superintendent's
Comments:

P. McGee thanked the Board, Budget Committee, L. Prinz, and the community for a successful budget vote. He wished everyone a happy and safe Memorial Day weekend. There is one new item for approval under New Business 12.1 Appointment of English Teacher (7-12) – Janet Williams (Eff. 9/6/22).

Consent Agenda:

It was moved by W. Forsyth and seconded by Y. Ace-Wagoner that the following consent agenda be approved:

Approval of Minutes

May 10, 2022

Financial Matters

General Fund Bills: Warrant A-74, Ck. # 22128-22131, \$3,266.80

Warrant A-76, Ck. # 22132-22190, \$562,131.23

School Lunch Fund Bills: Warrant C-20, Ck. # 200890-200897, \$20,918.77

Federal Fund Bills: Warrant F-20, Ck. # 400402-400406, \$27,035.68

Trust & Agency Fund Bills: Warrant TA-22, Wire # 1491-1494,

Ck. # 301025-301033, \$429,065.13

Warrant TA-23, Wire # 1495-1499,

Ck. # 301034-301044, \$417,441.13

Warrant TA-24, Wire # 1500-1503,

Ck. # 301045-301052, \$427,663.87

Personnel Matters

Resignations/Retirement/Termination:

None

Approvals:

Substitute Teacher – Aiden Flaherty (UPK-12)

2022 Summer Learning Program Recommendations:

Summer Learning Program Coordinators:

Jennifer Back Kaitlin Kaercher

Summer Learning Program Teachers/Substitute Teachers:

Teachers:

Diana Walther	Alana Penna
Heather Painting	Elliott Flint
Terry Vick	Ken Rogoyski
Jeanne Rivera	Sara MacKenzie
Grace Campbell	Danielle Carson
Pam Johnson	Cayli Carmona
Savannah Vascukynas	Jenna Carney
Natalie Malick	Miriam Tardy
Alyson Tardy	Mike Conine
Kelly Stephen	Colleen Hardenbrook
Erin Varley	

Substitute Teachers:

Debbie Slocum	Pam Patmore
Evelyn Hunt	Jessica Golino-Smith

Summer Learning Program Bus Drivers/Bus Aides:

Lori Henry	Richard Harter
Shandra Webster	Chris Mattison
Tina Radel	Noma Evans
Jennifer Zastrocky	Allen Leach
Robert Wilkins	Dawn Davalos
Gregory Humphrey	Nicole Kochmanski
Elwood Jordan	

2022-2023 Social Emotional Learning Coordinator – Megan Wahl

2022-2023 Content and RTI Specialists (2) for UPK-5th Grade

Kaitlin Kaercher – TOSA ELA/Social Studies Content & RTI Specialist for UPK-5th Grade

Diane Taylor – TOSA Math/Science Content & RTI Specialist for UPK-5th Grade

Special Education Teacher – Trey Nadolinski (Eff. 9/6/22)

Trey Nadolinski, who holds Emergency COVID-19 New York State certificates in the Students with Disabilities (7-12) and Social Studies (7-12) certification areas in the public schools of New York State, is hereby appointed to the position of Special Education Teacher in the Special Education tenure area for a probationary period of four (4) years to commence on September 6, 2022 and to end at the end of the day on the first day of the school year in September, 2026. 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 (due to contiguous service as a building substitute for the 2021-2022 school year).

Elementary Education Teacher (1-6) – Savannah Vascukynas (Eff. 9/6/22)
 Savannah Vascukynas, who holds Emergency COVID-19 New York State certificates 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 position of Elementary Education Teacher in the Elementary Education (1-6) tenure area for a probationary period of four (4) years to commence on September 6, 2022 and to end at the end of the day on the first day of the school year in September, 2026. 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 (due to contiguous service as a long-term substitute Elementary Education Teacher (Gr. 3) for the 2021-2022 school year).

Reading Teacher – Katlin Blackburn (Eff. 9/6/22)

Katlin Blackburn, who holds Initial New York State certificates in the Literacy (B-6), Literacy (5-12), 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 Reading Teacher in the Literacy tenure area for a probationary period of four (4) years to commence on September 6, 2022 and to end at the end of the day on the first day of the school year in September, 2026. 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 of the 2022-2023 BBFA Contract (due to contiguous service as a long-term substitute Elementary Education Teacher (Gr. 3) for the 2021-2022 school year). She has been hired as part of the American Rescue Plan Act of 2021.

Permanent Appointment – Kristina Bird (Eff. 4/26/22)

Permanent Appointment – James Baldwin, Jr. (Eff. 5/27/21)

Miscellaneous Matters

Field Trip – World Languages Department – Spain/Portugal –
 Spring Break 2023

Field Trip – FFA – Camp Oswegatchie – 10/15-17/22

Field Trip – FFA – National FFA Convention, Indianapolis, IN –
 10/23-30/22

CSE/CPSE Review

CSE

Case # 2993, # 3185, # 3355, # 3587, # 4237, # 4336, # 4739

CPSE

Case # 4787

The motion passed 7 Yes, 0 No

Reports: **Public Hearing – 2022-2023 Code of Conduct**
 A. Grillo talked about the few changes to the 2022-2023 Code of Conduct specifically Section V. Student Dress Code. Language was changed to make it more gender neutral, appropriate footwear is to be worn in school and on Elementary playground, head coverings are allowed but teachers have the right to have them removed in their classrooms, and students are not to wear winter or heavy coats or blankets during the school day.

Policy Committee Update: Meeting 6/9/22 at 4:00 p.m.

Facilities Committee Update: Meeting 6/15/22 at 5:00 p.m.

Budget Committee Update:

Audit Committee Update: None

SOAR Update:

Positive Recognition: None

Approval – English Teacher (7-12) – Janet Williams (Eff. 9/6/22)
 Upon the recommendation of the Superintendent, it was moved by J. VanValkenburg and seconded by K. Carlson to approve the English Teacher (7-12) – Janet Williams (Eff. 9/6/22). Janet Williams, who holds an Initial New York State certificate in the English Language Arts (7-12) and an Emergency COVID 19 certification in the Students with Disabilities (7-12) certification areas in the public schools of New York State, is hereby appointed to the position of English Teacher in the English Language Arts (7-12) tenure area for a probationary period of four (4) years to commence on September 6, 2022 and to end at the end of the day on the first day of the school year in September, 2026. 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 1 of the 2022-2023 BBFA Contract. She has been hired as part of the American Rescue Plan Act of 2021.
 The motion passed 7 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

Executive Session: It was moved by W. Forsyth and seconded by T. Menzie to re-enter executive session at 7:36 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. There will be not be any new business transacted after executive session.

The motion passed 7 Yes, 0 No.

Return to Public Session:

It was moved by T. Menzie and seconded by W. Forsyth to return to public session at 8:59 p.m.

The motion passed 7 Yes, 0 No.

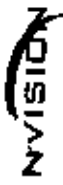
Adjournment:

It was moved by W. Forsyth and seconded by J. VanValkenburg to adjourn the meeting at 9:00 p.m.

The motion passed 7 Yes, 0 No.

BYRON BERGEN CSD

Check Warrant Report For A - 77: GENERAL FUND - 5/20/22 For Dates 5/20/2022 - 5/20/2022



Check #	Check Date	Vendor ID	Vendor Name	Check Description	Explanation	Invoice Number	PO Number	Check Amount	Liquidated
22191	05/20/2022	6187	ENERGY COOPERATIVE OF AMERICA						
22192	05/20/2022	6886	EZ PASS						
A 1620.400-06-7015 CONTRACT ELECTRIC									5,192.34
A 5510.400-11-6104 CONTRACT - TOLLS									9.24
22193	05/20/2022								
A 2280.450-03-0000 OCC ED MAT & SUPPLY HS									416.53
A 1621.450-06-7011 MAINT - MAT & SUPPLY									15.98
22194	05/20/2022								
A 1620.400-06-7015 CUST - CONTRACT ELECTRIC									5,936.11
A 5530.400-11-7015 CONTRACTUAL - ELECTRIC									425.30
22195	05/20/2022								
A 5510.450-11-8406 MAT & SUPPLY - DIESEL FUEL									3,628.40
A 5510.450-11-8400 MAT & SUPPLY - GASOLINE									1,924.93
A 5510.450-11-8400 MAT & SUPPLY - GASOLINE									2,081.40
A 5510.450-11-8400 MAT & SUPPLY - DIESEL FUEL									3,024.07
Check Total:									10,658.80
Warrant Total:									22,654.30
Vendor Portion:									22,654.30
Payroll Portion:									0.00
Number of Transactions: 5									

Certification of Warrant

I, the undersigned, certify that the above warrants are valid and correct, and that the amount of the warrants is correct, and that the amount of the warrants is correct, and that the amount of the warrants is correct.

[Signature]

Check Warr. Report For A - 79: GENERAL FUND - 5/27/22 For Dates 5/27/20 - 5/27/2022

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BYRON BEGEN CSD

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Check #	Account	Check Date	Vendor ID	Vendor Name	Check Description	Invoice Number	PO Number	Check Amount	Liquidated
	A 2610.450-01-0000			LIBRARY MAT & SUPPLIES - ELEM		396825	210549	1,086.32	1,086.32
	A 2610.450-01-0000			LIBRARY MAT & SUPPLIES - ELEM		396825	210549	20.00	58.13
	A 2610.450-01-0000			LIBRARY MAT & SUPPLIES - ELEM		396825	210549	393.71	393.71
	A 2610.450-01-0000			LIBRARY MAT & SUPPLIES - ELEM		396825	210549	264.26	348.81
22214	05/27/2022			7074 JARED FREGOE				106.65	
	A 2855.400-10-5000			ATHLETIC - CONTRACT	ALONE	5/13/22 JV BASEBALL		106.65	
	A 2855.400-10-5000			ATHLETIC - CONTRACT		5/17/22 VARSITY SOFTBALL		100.25	
	A 1240.400-05-0000			ADMIN - CONTRACTUAL		052022-10	210776	20.00	20.00
								20.00	
								24.78	
22218	05/27/2022			5770 SHERI GIRVIN				111.00	
	A 5127.000-00-0000			5127 GV SECONDARY PRINCIPALS ASSOC				100.00	100.00
22219	05/27/2022			5127 GV SECONDARY PRINCIPALS ASSOC				100.00	
	A 5361.000-00-0000			5361 RICHARD HANNAN				87.98	
22221	05/27/2022			7654 ROB HAYES				87.98	

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BYRON BFG GEN CSD

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Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Check Description	Invoice Number	PO Number	Check Amount	Liquidated
22230		05/27/2022	5324	MARSHA LIST					Check Total:	80.80	
22231		05/27/2022	4948	JOHN MCCARTY					Check Total:	138.60	
22232		05/27/2022	2289	SARAH MECH					Check Total:	100.25	
22233		05/27/2022	7628	MONROE COUNTY DIRECTOR OF					Check Total:	52.80	
22234		05/27/2022	5408	MUSIC THERAPY PATHWAYS					Check Total:	271.00	
22235		05/27/2022	7172	NAPA WEST RIDGE					Check Total:	204.00	
A 5510-450-11-6407				MAT & SUPPLY - BUS/EQUIP					210331	26.37	
A 5510-450-11-6407				MAT & SUPPLY - BUS/EQUIP					210331	95.49	
A 5510-450-11-6407				MAT & SUPPLY - BUS/EQUIP					210331	18.80	
A 5510-450-11-6407				MAT & SUPPLY - BUS/EQUIP					210331	-17.90	
A 2855-400-10-5000				ATHLETIC - CONTRACT					Check Total:	100.25	

BYRON B. FENGEN CSD

Check Warrant - Report For A - 79: GENERAL FUND - 5/27/22 For Dates 5/27/2022 - 5/27/2022

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Check Description	Invoice Number	PO Number	Check Amount	Liquidated
22237	A 2250 400-03-0000	05/27/2022	2659	NYSCOSS						100.25	
Check Total: 100.25											
22238	A 2250 400-03-0000	05/27/2022	4280	PENFIELD CENTRAL SCHOOL						1,990.00	
Check Total: 1,990.00											
22241	A 2815 400-03-0000	05/27/2022	HLTH	CONTRACT HS				5878-22A	210015	659.80	700.00
Check Total: 659.80											
22242	A 2110 450-01-0000	05/27/2022	MAT	SUPPLY ELEM				1232367	210810	99.00	108.00
Check Total: 99.00											
22243	A 2250 400-03-0000	05/27/2022	7391	REALLY GREAT READING COMPANY, LLC						900.00	
Check Total: 900.00											
22244	A 2250 400-03-0000	05/27/2022	3342	SPEC ED - CONTRACT ELEM						150.00	150.00
Check Total: 150.00											
22245	A 2250 400-03-0000	05/27/2022	3343	SPEC ED - CONTRACT HS						150.00	150.00
Check Total: 150.00											
22246	A 2250 400-03-0000	05/27/2022	200623	SPEC ED - CONTRACT HS						1,940.52	1,940.52
Check Total: 1,940.52											
22247	A 2250 400-03-0000	05/27/2022	200623	SPEC ED - CONTRACT HS						1,173.45	1,173.45
Check Total: 1,173.45											
22248	A 2855 400-10-5000	05/27/2022	ATHLETIC	CONTRACT				517122 VARSITY SOFTBALL		100.25	
Check Total: 100.25											

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BYRON BROWN GEN CSD

Check Warr. Report For A - 79: GENERAL FUND - 5/27/22 For Dates 5/27/2022 - 5/27/2022

VISION

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Check Description	Invoice Number	PO Number	Check Amount	Liquidated
22252	A 2110.450-03-0000	05/27/2022	5595	JAMES THOMPSON	MAT & SUPPLY - HS			479937478669	210817	599.00	✓
	A 2280.450-03-0000			OCC ED MAT & SUPPLY HS				79465985656	210806	237.48	✓
										836.48	✓
										836.48	✓
										2,714.30	✓
										300.00	✓
										300.00	✓
										8.24	✓
										7,906.50	✓
										106.65	✓
										30.83	✓
										24.55	✓
										55.38	✓
										100.25	✓
										80.80	✓
										10,732.00	✓

BYRON BEINGEN CSD

Check Warrant Report For A - 79: GENERAL FUND - 5/27/22 For Dates 5/27/2022 - 5/27/2022

VISION

Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Check Description	Invoice Number	PO Number	Check Amount	Liquidated
22260	A 1420.400-05-0000	05/27/2022		LEGAL - CONTRACTUAL	5736 WEBSTER SZANYI LLP			48749	210019	1,431.00	✓
22261	A 2855.400-10-5000	05/27/2022		ATHLETIC - CONTRACT	5044 STEVEN WELLS			57722 VARSITY		100.25	✓
22262	A 2855.400-10-5000	05/27/2022		ATHLETIC - CONTRACT	7657 ROBERT WESLEY			47722 JV SOFTBALL		80.80	✓
22263	A 2855.400-10-5000	05/27/2022		ATHLETIC - CONTRACT	7024 WESTERN NEW YORK MEDICAL PRACTICE PC			1782	210479	1,268.50	✓
22264	A 2855.400-10-5000	05/27/2022		ATHLETIC - CONTRACT				57922 VARSITY SOFTBALL		100.25	✓
22265	A 2855.400-10-5000	05/27/2022		ATHLETIC - CONTRACT				57922 JV SOFTBALL		121.20	✓

BYRON BERGEN CSD

Check Wan Report For A - 79: GENERAL FUND - 5/27/22 For Dates 5/27/20... - 5/27/2022



Check #	Account	Check Date	Vendor ID	Vendor Name	Account Description	Explanation	Check Description	Invoice Number	PO Number	Check Amount	Liquidated
---------	---------	------------	-----------	-------------	---------------------	-------------	-------------------	----------------	-----------	--------------	------------

Number of Transactions: 70

Warrant Total: 85,387.92

Vendor Portion: 85,387.92

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 70 in number, in the total amount of

5/26/22 Forest Hills claims auditor

2015. 2

2015

05/25/2022 03:32 PM Page 1/2

BYRON BROWN CSD

Check Warrant Report For F - 21: FEDERAL FUND - 5/27/22 For Dates 5/27/2022 - 5/27/2022

Check #	Account	Check Date	Vendor ID	Vendor Name	Check Description	Invoice Number	PO Number	Check Amount	Liquidated
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Number of Transactions: 6

Warrant Total: 107,340.18
Vendor Portion: 107,340.18

Certification of Warrant

To The District Treasurer: I hereby certify that I have verified the above claims, 62 in number, in the total amount of \$107,340.18

Spencer Larson Claims Auditor

2015.2

21

1105

5/26/22 Laura Mulvih Davis Auditor

Date _____ Signature _____

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

22



Account: General Fund
Cash Account(s): A 200

Ending Bank Balance:		733,320.11
Outstanding Checks (See listing below):	-	85,152.43
Deposits in Transit:	+	0.00
Other Credits:	+	17.57
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 648,185.25

Cash Account Balance: 648,185.25

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
06/18/2021	20877	MARK MAZZATTI	97.25
10/08/2021	21286	JACOB PROSPERO	80.80
10/08/2021	21288	DENISE RAMBALI	161.00
11/19/2021	21478	BRITTANY KESSLER	13.44
11/19/2021	21492	RALPH AND ROSIES DELI	35.98
12/24/2021	21582	ENCORE PIANO SERVICE	245.00
01/07/2022	21691	MICHAEL SWEENEY	84.60
01/28/2022	99157	BENEFIT RESOURCE INC	625.00
02/04/2022	21765	JEFF CLARK	169.20
04/29/2022	22068	RONALD BOYCE	150.38
04/29/2022	22082	KYLE GEER	100.25
04/29/2022	22104	PEARSON CLINICAL	761.51
04/29/2022	22105	PEMBROKE ATHLETIC BOOSTERS	275.00
04/29/2022	22106	TIMOTHY PIERCE	100.25
05/13/2022	22132	A-VERDI STORAGE CONTAINERS	0.00
05/13/2022	22153	GVEDUCATIONAL PARTNERSHIP	0.00
05/13/2022	22170	NYSACAC	350.00
05/13/2022	22176	STEPHEN J RAPALEE	90.00
05/27/2022	22196	A-VERDI STORAGE CONTAINERS	689.00
05/27/2022	22197	VIRGINIA B ADAMS	138.60
05/27/2022	22198	ALEXANDER EQUIPMENT DBA THOMAS GADD, INC	17.93
05/27/2022	22199	DAVID ALTON	122.00
05/27/2022	22200	APPLIED MAINTENANCE SUPPLIES & SOLUTIONS LLC	802.16
05/27/2022	22201	BATAVIA CITY SCHOOL DISTRICT.	2,021.60
05/27/2022	22203	BEVERLYS FLORAL & GIFTS	79.20
05/27/2022	22204	MICHAEL BONANZA	100.25
05/27/2022	22205	BYRON BERGEN CSD-EXTRACURRICULAR	100.00
05/27/2022	22208	BYRON BERGEN SCHOOL LUNCH FUND	5.02
05/27/2022	22207	COLLEGE BOARD	6,692.00
05/27/2022	22208	LEON CYRUS	100.25
05/27/2022	22209	ANTHONY DEMARCO	100.25
05/27/2022	22210	EAST IRONDEQUOIT ALL SPORTS BOOSTER CLUB, INC	250.00

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Check Date	Check Number	Payee	Amount
05/27/2022	22211	ENCORE PIANO SERVICE	95.00
05/27/2022	22212	ENERGY ENTERPRISES INC	300.00
05/27/2022	22213	FOLLETT SCHOOL SOLUTIONS INC	3,346.45
05/27/2022	22214	JARED FREGOE	106.65
05/27/2022	22215	SAMUEL GALLINA	100.25
05/27/2022	22216	GENESEE COUNTY BEA	20.00
05/27/2022	22218	SHERI GIRVIN	111.00
05/27/2022	22219	GV SECONDARY PRINCIPALS ASSOC	100.00
05/27/2022	22220	RICHARD HANNAN	87.98
05/27/2022	22221	ROB HAYES	80.80
05/27/2022	22222	RIGKEY HILL	100.25
05/27/2022	22223	HILLSIDE CHILDREN'S CENTER	4,484.20
05/27/2022	22224	KEN HODKINSON	80.80
05/27/2022	22225	INTEGRATED THERAPY SERVICES	16,450.00
05/27/2022	22226	JIM BARNARD CHEVROLET	188.84
05/27/2022	22227	JOHNSON NEWSPAPER CORP C/O NEW YORK PRESS SERVICE	751.47
05/27/2022	22228	JOSTENS	1,826.79
05/27/2022	22229	ROBERT KEISTER	80.80
05/27/2022	22230	MARSHA LIST	138.60
05/27/2022	22231	JOHN MCCARTY	100.25
05/27/2022	22232	SARAH MECH	52.80
05/27/2022	22233	MONROE COUNTY DIRECTOR OF FINANCE	271.00
05/27/2022	22234	MUSIC THERAPY PATHWAYS	204.00
05/27/2022	22235	NAPA WEST RIDGE	271.40
05/27/2022	22236	HAROLD F NARON	100.25
05/27/2022	22237	NYSCOSS	2,165.00
05/27/2022	22238	PENFIELD CENTRAL SCHOOL	659.80
05/27/2022	22239	PIONEER VALLEY BOOKS	99.00
05/27/2022	22240	POMPA FARMS INC	900.00
05/27/2022	22241	RALPH AND ROSIES DELI	59.21
05/27/2022	22242	REALLY GREAT READING COMPANY LLC	838.88
05/27/2022	22243	RUFFELL REIMBURSEMENTS	600.00
05/27/2022	22244	RUSH HENRIETTA CENTRAL SCHOOL	3,505.12
05/27/2022	22245	ERIC SAGE	200.50
05/27/2022	22246	SCHOOL SPECIALTY INC	641.14
05/27/2022	22247	TIM SIMMONS	100.25
05/27/2022	22248	RON SPIOTTA	100.25
05/27/2022	22249	JADWIGA SYFERT	122.10
05/27/2022	22250	SYNGB/AMAZON	0.00
05/27/2022	22251	SYNGB/AMAZON	2,711.38
05/27/2022	22252	JAMES THOMPSON	300.00
05/27/2022	22253	U P S	8.24
05/27/2022	22254	VILLA OF HOPE	7,906.50
05/27/2022	22255	ABBY VURRARO	106.65
05/27/2022	22256	WALMART COMMUNITY	55.38

BYRON BERGEN CSD

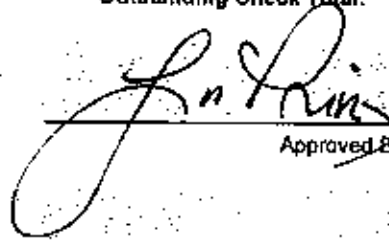
Bank Reconciliation for period ending on 5/31/2022

Check Date	Check Number	Payee	Amount
05/27/2022	22257	ALEX WAMPOLE	100.25
05/27/2022	22258	WILLIE WASHINGTON	80.80
05/27/2022	22259	WB MASON CO INC	10,732.00
05/27/2022	22260	WEBSTER SZANYI LLP	7,801.73
05/27/2022	22262	ROBERT WESLEY	80.80
05/27/2022	22263	WESTERN NEW YORK MEDICAL PRACTICE PC	1,268.50
05/27/2022	22264	TOM WHITE	100.25
05/27/2022	22265	MIKE WYSPIANSKI	121.20

Outstanding Check Total: 85,152.43



Prepared By



Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Gov't Premier Money Market
Cash Account(s): A 202

Ending Bank Balance:		3,047,078.28
Outstanding Checks (See listing below):	-	0.00
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 3,047,078.28

Cash Account Balance: 3,047,078.28

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
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Outstanding Check Total: 0.00

Prepared By

Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

26



Account: General Svgs - Non BB
Cash Account(s): A 201

Ending Bank Balance:		441,975.81
Outstanding Checks (See listing below):	-	0.00
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 441,975.81

Cash Account Balance: 441,975.81

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
Outstanding Check Total			0.00

Prepared By

Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Capital Fund
Cash Account(s): H 200

Ending Bank Balance:		413,493.10
Outstanding Checks (See listing below):	-	150,195.25
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 263,297.85

Cash Account Balance: 263,297.85

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
05/27/2022	2638	CAMPUS CONSTRUCTION MANAGEMENT GROUP, INC.	15,400.00
05/27/2022	2639	CLARK PATTERSON ENGINEERS, SUR	134,795.25
Outstanding Check Total:			150,195.25



Prepared By

Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Trust & Agency
Cash Account(s): TA 200

Ending Bank Balance:		25,897.82
Outstanding Checks (See listing below):	-	25,880.25
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	17.57

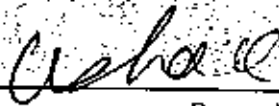
Adjusted Ending Bank Balance: 0.00

Cash Account Balance: 0.00

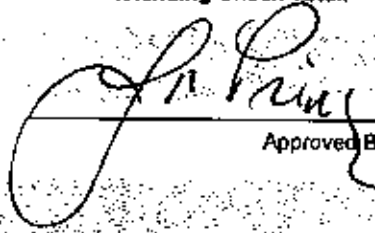
Outstanding Check Listing

Check Date	Check Number	Payee	Amount
05/26/2022	1504	NEW YORK STATE INCOME TAX	17,316.43
05/26/2022	1505	NYS EMPLOYEE RETIREMENT SYSTEM	4,280.82
05/26/2022	301053	AFLAC NEW YORK	1,297.60
05/26/2022	301055	GILLAM GRANT COMMUNITY CENTER	39.00
05/26/2022	301059	NYS TEACHER RETIREMENT SYSTEM	2,402.00
05/26/2022	301060	NYSUT BENEFIT TRUST	148.67
05/26/2022	301061	SAANYS	240.73
05/26/2022	301062	SEIU 200 UNITED	155.00

Outstanding Check Total: 25,880.25



Prepared By



Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: School Lunch

Cash Account(s): C 200

Ending Bank Balance:		94,515.60
Outstanding Checks (See listing below):	-	547.40
Deposits in Transit:	+	874.83
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance:	94,843.03
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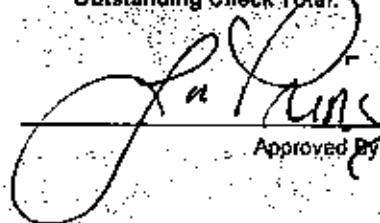
Cash Account Balance:	94,843.03
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Outstanding Check Listing

Check Date	Check Number	Payee	Amount
06/30/2021	200735	ANNELL BOGARDUS	9.80
06/30/2021	200736	WILLIAM BUELL	24.50
09/10/2021	200768	THERESA SNYDER	8.85
11/05/2021	200807	ERICA KULZER	10.45
05/13/2022	200890	AMERICAN FRUIT & VEGETABLE CO	494.00
Outstanding Check Total:			547.40



Prepared By



Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Federal Fund
Cash Account(s): F 200


Ending Bank Balance:	245,209.25
Outstanding Checks (See listing below):	- 107,340.18
Deposits in Transit:	+ 0.00
Other Credits:	+ 0.00
Other Debits:	- 0.00

Adjusted Ending Bank Balance: 137,869.07

Cash Account Balance: 137,869.07

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
05/27/2022	400407	CP ROCHESTER	1,086.10
05/27/2022	400408	GV EDUCATIONAL PARTNERSHIP	100,189.50
05/27/2022	400409	MARY CAROLA CHILDREN'S CENTER	743.04
05/27/2022	400410	NOCO ENERGY CORPORATION	115.34
05/27/2022	400411	NORMAN HOWARD SCHOOL	4,483.16
05/27/2022	400412	VILLA OF HOPE	743.04
Outstanding Check Total:			107,340.18

Prepared By: Approved By: 

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Payroll
Cash Account(s): TA 200PP

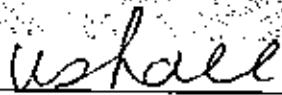
Ending Bank Balance:		968.14
Outstanding Checks (See listing below):	-	968.14
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 0.00

Cash Account Balance: 0.00

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
05/26/2022	1549	LOGAN W. POCOCK	48.78
05/26/2022	1550	HELEN HULBURT	660.33
05/26/2022	1551	SUSAN M. REDICK	79.24
05/26/2022	1552	KATHERINE WERNER	152.38
05/26/2022	1554	CHRISTOPHER L. ZASTROCKY	27.43
Outstanding Check Total:			968.14

Prepared By: Approved By: 

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Tax Lockbox

Cash Account(s): A 203

Ending Bank Balance:		0.00
Outstanding Checks (See listing below):	-	0.00
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 0.00

Cash Account Balance: 0.00

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
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Outstanding Check Total: 0.00


Prepared By
Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

33



Account: Expendable Trust
Cash Account(s): TE 200

Ending Bank Balance:	17,627.58
Outstanding Checks (See listing below):	- 10,361.40
Deposits in Transit:	+ 0.00
Other Credits:	+ 0.00
Other Debits:	- 0.00

Adjusted Ending Bank Balance: 7,266.18

Cash Account Balance: 7,266.18

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
06/04/2021	500155	SARA E GOODMAN	250.00
05/27/2022	500184	MADISON BURKE	1,000.00
05/27/2022	500185	CALEB CALHOUN	500.00
05/27/2022	500186	CALEB CARLSON	50.00
05/27/2022	500187	AIDAN CLARK	50.00
05/27/2022	500188	SADIE COOK	400.00
05/27/2022	500189	LEANNA CURTS	50.00
05/27/2022	500190	ALEXANDER DONNELLY	200.00
05/27/2022	500191	MAKENZIE ECCLESTON	105.70
05/27/2022	500192	CONNOR GALE	50.00
05/27/2022	500193	CONNOR GALE	250.00
05/27/2022	500194	CONNOR GALE	500.00
05/27/2022	500195	GIANNA GRAFF	200.00
05/27/2022	500196	GRACE HUHN	50.00
05/27/2022	500197	GRACE HUHN	1,000.00
05/27/2022	500198	BROOKE JARKIEWICZ	1,000.00
05/27/2022	500199	MALACAI MCGRATH	50.00
05/27/2022	500200	DANYEL NOWATCHIK	150.00
05/27/2022	500201	LOGAN PODOCK	50.00
05/27/2022	500202	KATHERINE ROGOYSKI	100.00
05/27/2022	500203	ELLI SCHELEMANOW	50.00
05/27/2022	500204	ELLI SCHELEMANOW	250.00
05/27/2022	500205	ELLI SCHELEMANOW	300.00
05/27/2022	500206	SASHA SCHRAMM	200.00
05/27/2022	500207	SASHA SCHRAMM	1,000.00
05/27/2022	500208	GRACE SHEPARD	50.00
05/27/2022	500209	ELLA VANVALKENBURG	450.00
05/27/2022	500210	VURRARO, ALEXANDRA	500.00
05/27/2022	500211	HALLIE WADE	100.00
05/27/2022	500212	CORDEN ZIMMERMAN	105.70
05/27/2022	500213	CORDEN ZIMMERMAN	200.00
05/27/2022	500214	CORDEN ZIMMERMAN	150.00
05/27/2022	500215	CORDEN ZIMMERMAN	1,000.00

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

34



Check Date	Check Number	Payee	Amount
Outstanding Check Total			10,361.40

Prepared By

Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Extra-Curricular
Cash Account(s): TC 200

Ending Bank Balance:		17,299.33
Outstanding Checks (See listing below):	-	4,917.41
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 12,381.92

Cash Account Balance: 12,381.92

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
05/14/2021	600542	VOOS, JENNA	10.24
06/10/2021	600568	SARAH SAELI	15.58
08/24/2021	600594	EMILY HOFFMAN	322.41
08/24/2021	600619	ALLISON SUTTON	100.00
08/24/2021	600636	JOANNE CZACHOROWSKI	605.00
08/25/2021	600677	NICHOLAS MUHLENKAMP	86.22
03/29/2022	600735	JOSTENS	1,926.00
04/08/2022	600742	VOOS, JENNA	100.00
05/04/2022	600748	TIFFANY RAE LUKSCH	31.98
05/05/2022	600769	GRACE SHEPARD	50.00
05/05/2022	600770	JORIE STRZELECKI	50.00
05/05/2022	600771	VURRARO, ALEXANDRA	50.00
05/05/2022	600772	VURRARO, ALEXANDRA	50.00
05/05/2022	600773	VURRARO, ALEXANDRA	50.00
05/11/2022	600774	PARKVIEW HOTEL	1,320.00
05/17/2022	600778	GRACE SHEPARD	75.00
05/17/2022	600779	MADELYNN PIMM	75.00
Outstanding Check Total			4,917.41

Prepared By

Approved By

BYRON BERGEN CSD

Bank Reconciliation for period ending on 5/31/2022

Account: Debt Service Fund
Cash Account(s): V 200

Ending Bank Balance:		909,984.80
Outstanding Checks (See listing below):	-	0.00
Deposits in Transit:	+	0.00
Other Credits:	+	0.00
Other Debits:	-	0.00

Adjusted Ending Bank Balance: 909,984.80

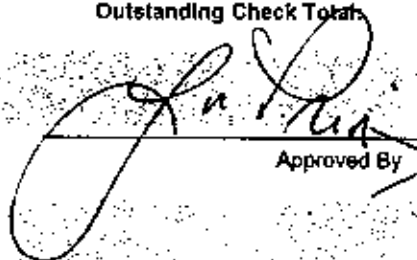
Cash Account Balance: 909,984.80

Outstanding Check Listing

Check Date	Check Number	Payee	Amount
Outstanding Check Total:			0.00



Prepared By



Approved By

BYRON-BERGEN CENTRAL SCHOOL DISTRICT**INTEROFFICE MEMORANDUM**

TO: Patrick McGee, Superintendent
FROM: Ashley John Grillo, Jr/Sr High School Principal
SUBJECT: Recommendation for Joseph Paris
DATE: May 20, 2022
CC: Personnel File, Board of Education

I recommend Joseph Paris as the 1.0 FTE Music Education Teacher effective September 6, 2022. Joseph interviewed very well and we feel that he is the best candidate for this position. He recently completed a 5-month long-term substitute position at Delaware Academy in Delhi, NY. He will make a great addition to the staff here at Byron-Bergen Jr/Sr High School.



BYRON-BERGEN CENTRAL SCHOOL DISTRICT

Elementary School

6917 West Bergen Road
Bergen, NY 14418-9747
(585) 494-1220



Superintendent – Patrick McGee
Business Administrator – Lori Prinz
Director of Instructional Services – Betsy Brown
Principal – Brian T. Meister

To: Patrick McGee
Superintendent

From: Betsy Brown for Brian Meister *BB*
Principal

Re: Elementary PE Teacher Recommendation – Grace Campbell

Date: June 2, 2022

I am recommending Grace Campbell for appointment as a 1.0 FTE PE teacher for grades UPK-5 effective 9/6/22.

BB/jm



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.



BYRON-BERGEN CENTRAL SCHOOL DISTRICT

Elementary School
6917 West Bergen Road
Bergen, NY 14418-9747
(585) 494-1220



Superintendent – Patrick McGee
Business Administrator – Lori Prinz
Director of Instructional Services – Betsy Brown
Principal – Brian T. Maister

To: Patrick McGee
Superintendent

From: Betsy Brown, Director of Instructional Services *BB*

Re: Summer Learning 2022 Recommendations

Date: June 3, 2022

As a part of the American Rescue Plan Act of 2021 - Elementary and Secondary School Emergency Relief Fund (ARP ESSER), the district has determined to use a portion of these funds to continue a summer learning and enrichment program that is open to all students who are currently enrolled in kindergarten through eighth grade.

Each day of the program will look similar in structure and will consist of academic activities while integrating opportunities for the arts, STEM, and recreation. Students will be engaged in activities tailored to their needs and interests.

The following candidates are recommended to be approved as Driver or Bus Aide or Substitute Driver/Bus Aide for the Summer Learning Program, which runs from July 11th - August 11th, 2022. All nurse and nurse sub appointments will be from to July 11, 2021 and will run through August 11, 2021 at the rate as per the Byron Bergen Bus Driver Association. The summer program runs from July 11 – August 11.

Donna Peet Bus Aide

John Johnson Driver/Aide



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

CIVIL SERVICE POSITION RECOMMENDATION

Upon my recommendation, Michelle Shade (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 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 200United

☒ None Applicable

Additional Information/Comments: _____

ag Hill
Supervisor Signature

6/3/22
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 15, 2022

Upon the recommendation of the Superintendent and on motion of _____
and seconded by _____, **Nichole Whiteford**, who is certified in the
School Psychologist area, is hereby appointed on tenure in the **School Psychologist** tenure
area to be effective on **August 1, 2022**.

Aye: _____

Nay: _____

TEACHER TENURE APPOINTMENT
June 15, 2022

Upon the recommendation of the Superintendent and on motion of _____
and seconded by _____, **Jillian Bradigan**, who is certified in the **Special**
Education (1-6) area, is hereby appointed on tenure in the **Special Education Education**
tenure area to be effective on **September 6, 2022**.

Aye: _____

Nay: _____

TEACHER TENURE APPOINTMENT
June 15, 2022

Upon the recommendation of the Superintendent and on motion of _____
and seconded by _____, **Matthias Ellis, II**, who is certified in the
Physical Education area, is hereby appointed on tenure in the **Physical Education** tenure
area to be effective on **September 6, 2022**.

Aye: _____

Nay: _____

TEACHER TENURE APPOINTMENT
June 15, 2022

Upon the recommendation of the Superintendent and on motion of _____
and seconded by _____, **Jessica Golino-Smith**, who is certified in the
English Language Arts (7-12) Education area, is hereby appointed on tenure in the **English**
Language Arts Education tenure area to be effective on **September 6, 2022**.

Aye: _____

Nay: _____

TEACHER TENURE APPOINTMENT
June 15, 2022

Upon the recommendation of the Superintendent and on motion of _____
and seconded by _____, **Heather Painting**, 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 6, 2022**.

Aye: _____

Nay: _____



INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT

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

SUBJECT: SUMMER CURRICULUM WRITING

DATE: JUNE 6, 2022

Pat,

I am recommending the following teachers to work on curriculum this summer with a focus on developing curriculum and assessments, as well as, identifying areas of learning loss from the 2021-22 School Year. For the Advanced Placement courses, teachers will use the time to meet with students prior to the start of the school. For the Social Worker and SEL Coordinator, time will be spent preparing for the upcoming school year. Teachers will be paid at the professional rate per BBFA contract.

Leah Lyons	UPK	up to 6 hours
Ayn Gardner	K	up to 6 hours
Shana Feissner	K	up to 6 hours
Charity Kinkelaar	K	up to 6 hours
Beth Overhoff	K	up to 6 hours
Diane Taylor	TOSA UPK-5	up to 12 hours
Megan Wahl	TOSA K-12	up to 6 hours
Courtney Bapst	Social Worker	up to 12 hours
Melissa Coniglio	Art	up to 12 hours
Craig Schroth	IBL	up to 12 hours
Terry Vick	Science	up to 12 hours
Elliot Flint	Science	up to 12 hours
Jeanne Rivera	Spanish	up to 12 hours
Sue Price	Spanish	up to 12 hours
Pete Spence	AP Bio	up to 2 hours
Andrew McNeil	AP Lit/AP Lang	up to 2 hours
Jonathan DiLaura	AP Calculus	up to 2 hours
Jenn Back	AP World	up to 2 hours
Nicholas Muhlenkamp	AP US History	up to 2 hours
Mike Conine	Chemistry	up to 6 hours



INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT
FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *PBB*
SUBJECT: SUMMER HOURS
DATE: JUNE 6, 2022

Pat,

I am recommending the following teachers to be provided summer hours to plan for Instructional Coaching during the 2022-23 school year, which includes developing a plan and action steps for implementing the district's instructional goal and preparing for New Teacher Orientation. Teachers will be paid at the professional rate per BBFA contract.

Diana Walther	Instructional Coach	Up to 12 hours
Debbie Slocum	Instructional Coach	Up to 12 hours



INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT
FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *BB*
SUBJECT: SUMMER HOURS
DATE: JUNE 6, 2022

Pat,

I am recommending the following teacher to be provided summer hours to plan for technology needs and ensure that all software is ready for the start of the 2022-23 school year. Teachers will be paid at the professional rate per BBFA contract.

Jenn Back	Technology Coordinator	Up to 20 hours



BYRON-BERGEN CENTRAL SCHOOL DISTRICT

Elementary School

6917 West Bergen Road
Bergen, NY 14418-9747
(585) 494-1220



Superintendent – Patrick McGee
Business Administrator – Lori Prinz
Director of Instructional Services – Betsy Brown
Principal – Brian T. Meister

To: Patrick McGee
Superintendent

From: Betsy Brown *BB*
Director of Instructional Services

Re: Coordinator of Student Services Appointment

Date: June 3, 2022

I am recommending Kaitlin Kaercher for appointment as the Coordinator of Student Services effective July 1, 2022. After an extensive interview process she stood out as the top candidate for this position.

BB/jm



BYRON-BERGEN CENTRAL SCHOOL DISTRICT
OFFICE OF THE JR./SR. HIGH SCHOOL PRINCIPAL



INTEROFFICE MEMORANDUM

To: Patrick McGee
 From: Ashley John Grillo *AJG*
 Date: June 3, 2022
 Re: Extracurricular Activity Recommendations

I would like to recommend the following faculty members to be advisors for the following extracurricular activities for the 2022-2023 school year:

Extracurricular Activity	Recommended Faculty Member(s)
Academic Challenge Bowl	Sara MacKenzie
Alliance for Equality	Ashley Hill
Art Club Jr. High	Sandy Auer
Art Club Sr. High	Justine Fritz
Class Advisor 6th Grade	Ken Rogoyski
Class Advisor 7th Grade	Ken Gropp Kerri Smith
Class Advisor 8th Grade	Aaron Clark
Class Advisor 9th Grade	Evelyn Hunt
Class Advisor 10th Grade	Briana DelVecchio
Class Advisor 11th Grade	Jennifer Back
Class Advisor Grade 12	Tiffany Luksch Nick Muhlenkamp
Color Guard	Alyson Tardy

Extracurricular Activity	Recommended Faculty Member(s)
Drama Club	Alyson Tardy
FFA	Jeff Parnapy
Interscholastic Competition in English (ICE)	Andrew McNeil
Intramural Coordinator	Ken Rogoyski
Marching Band	Kevin Bleiler
Math League Jr. High	Rebecca Logan
Math League Sr. High	Jon DiLaura
Mock Trial 6th Grade	Ken Rogoyski
Mock Trial 7th & 8th Grade	Aaron Clark Ken Gropp
Mock Trial 9th-12th Grade	Evelyn Hunt Andrew McNeil
Musical Director	Alyson Tardy
National Junior Honor Society	Ken Gropp Kerri Smith
National Honor Society	Laurie Penepent Justine Fritz
Page Turners Jr. High	Sara MacKenzie
Page Turners Sr. High	Laurie Penepent
S.A.D.D./Reality Check	Alana Penna
Scholastic Bowl	Sara MacKenzie
Science Olympiad	Terry Vick Sherri Dressler Ken Rogoyski
Singing Silhouettes	
Ski Club	Ken Rogosyki

Extracurricular Activity	Recommended Faculty Member(s)
Solo Festival/All-County Band/NYSSMA 7th - 12th Grade	Kevin Bleiler
Solo Festival/All-County Band/NYSSMA 5th - 6th Grade	Bob Lancia
Solo Festival/All-County Chorus/NYSSMA 7th-12th Grade	
Solo Festival/All-County Chorus/NYSSMA 5th - 6th Grade	Karen Tischer
Solo Festival & All-State	Kevin Bleiler - Instrumental ____ - Vocal
Spanish Club Jr. High	Sue Price
Spanish Club Sr. High	Jeanne Rivera
Steppin Up/Key Club	Jay Wolcott
Strategic Games Club Jr. High	Aaron Clark
Strategic Games Club Sr. High	Nick Muhlenkamp
Student Council	Ashley Hill Alana Penna
Talent Show	
Technology Club Jr. High	Jay Wolcott
TESA/Robotics	Marc Palmer
Varsity Club	Tiffany Luksch Nick Muhlenkamp
Yearbook Club	Briana DelVecchio

xc: Board of Education



INTEROFFICE MEMORANDUM

TO: PATRICK MCGEE, SUPERINTENDENT
FROM: BETSY BROWN, DIRECTOR OF INSTRUCTIONAL SERVICES *PBB*
SUBJECT: SUMMER HOURS
DATE: JUNE 6, 2022

Pat,

I am recommending the following teacher to be provided summer hours to create the Comprehensive ELL Educational Plan for the 2022-23 school year. Teachers will be paid at the professional rate per BBFA contract.

Pam Johnson	ENL Teacher	Up to 6 hours



BYRON-BERGEN CENTRAL SCHOOL DISTRICT

Elementary School

8917 West Bergen Road
Bergen, NY 14418-9747
(585) 494-1220



Superintendent – Patrick McGee
Business Administrator – Lori Prinz
Director of Instructional Services – Betsy Brown
Principal – Brian T. Meister

To: Patrick McGee
Superintendent

From: Betsy Brown
Director of Instructional Services

Re: Summer Learning Program Coordinator *BB*

Date: June 7, 2022

As a part of the American Rescue Plan Act of 2021 - Elementary and Secondary School Emergency Relief Fund (ARP ESSER), the district has determined to use a portion of these funds to continue a summer learning and enrichment program that is open to all students who are currently enrolled in kindergarten through eighth grade.

Each day of the program will look similar in structure and will consist of academic activities while integrating opportunities for the arts, STEM, and recreation. Students will be engaged in activities tailored to their needs and interests.

The following candidate is recommended to be approved as Summer Learning Program Coordinator for the Summer Learning Program which runs from July 11th - August 11th, 2022. All Summer Learning Program Coordinator appointments will be from to June 27th, 2021 and will run through August 12, 2021. The summer program runs from July 11 - August 11. The additional time accounts for preparation and conclusion of the program. The stipend for these positions is \$5800/coordinator.

Jenna Carney

BB/jm



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



TO: PATRICK MCGEE, SUPERINTENDENT
FROM: LORI PRINZ
SUBJECT: 2021-22 RESERVE PLAN
DATE: JUNE 3, 2022
CC: RACHEL STEVENS, PATRICIA GUNIO

Attached you will find the updated 2021-22 Reserve Plan which requires Board approval.

The "Planned Funding Levels" for each reserve have been increased to reflect 5 years of future costs. In addition, the "Balance" has been increased for the following reserves based on the Quarterly Budget Report which has been provided to you:

Workers Compensation
Insurance Recovery
NYS Retirement
School Vehicle Purchase

Liability
Employee Benefit
TRS Retirement

The Quarterly Budget Report proposes funding of many of the existing reserves, including fully funding the School Vehicle Purchase Reserve.

Even with the proposed funding of the existing reserves, the unappropriated fund balance will remain in excess of 4%. I would like to suggest doing this with the intention of including a third proposition on the 2023-24 budget vote ballot to ask the district residents to consider approving the creation a new capital reserve. If a new capital reserve were to be approved, the District would then be able to transfer some of the excess unappropriated fund balance to start funding the Capital Reserve for a future capital project.

In addition, approximately \$1 million to \$1.5 million of the excess fund balance will be transferred to the capital fund, as presented to the District residents during the capital project vote in October 2021, to lower the amount of funds to be borrowed for the 2021 Capital project and eliminate any local share of cost as a result of the 2021 capital project.

Byron Bergen Central School

Reserve Plan



Balances projected as of June 30, 2022

Reviewed and Approved by Board of Education –

The purpose of the Reserve Plan for the Byron Bergen Central School District is to provide the District with five years of expenditure opportunities that might not exist without reserves.

Overview

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:

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 times, money not needed for current purposes can often be set aside in reserves for future use. (*Office of the New York State Comptroller – Local Government Management Guide – Reserve Funds, pg 1*)

The Byron Bergen Central School District believes that judicious use of reserves greatly reduces long term borrowing costs, smooths large fluctuations in tax rates and minimizes the possibility of mid-year budget cuts which would have a direct impact on students. We believe it is in the best interest of both the students, taxpayers and employees to prudently establish and use reserves to weather the financial storms and uncertainties that will occur. Again, the Comptroller notes:

The practice of planning ahead and systematically saving for capital acquisitions and other contingencies is considered prudent management. Saving for the 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 (tax certiorari) or unknown risks (wind storm). (*Office of the New York State Comptroller – Local Government Management Guide – Reserve Funds, pg 2*)

This statement reflects the two purposes for the establishment of reserves:

1. Saving money for a large, one time future expenditure such as a capital reserve for the replacement of a roof as an example.
2. Reserves which are intended to protect the district against a large, currently unforeseen risk.

Legally established reserves can provide many benefits to the school district and its taxpayers. The purpose of this document is to detail the Byron Bergen School District's plan for use and maintenance of reserves. This plan shows a five – year financial plan created by the District.

Unemployment Insurance Reserve (A815)

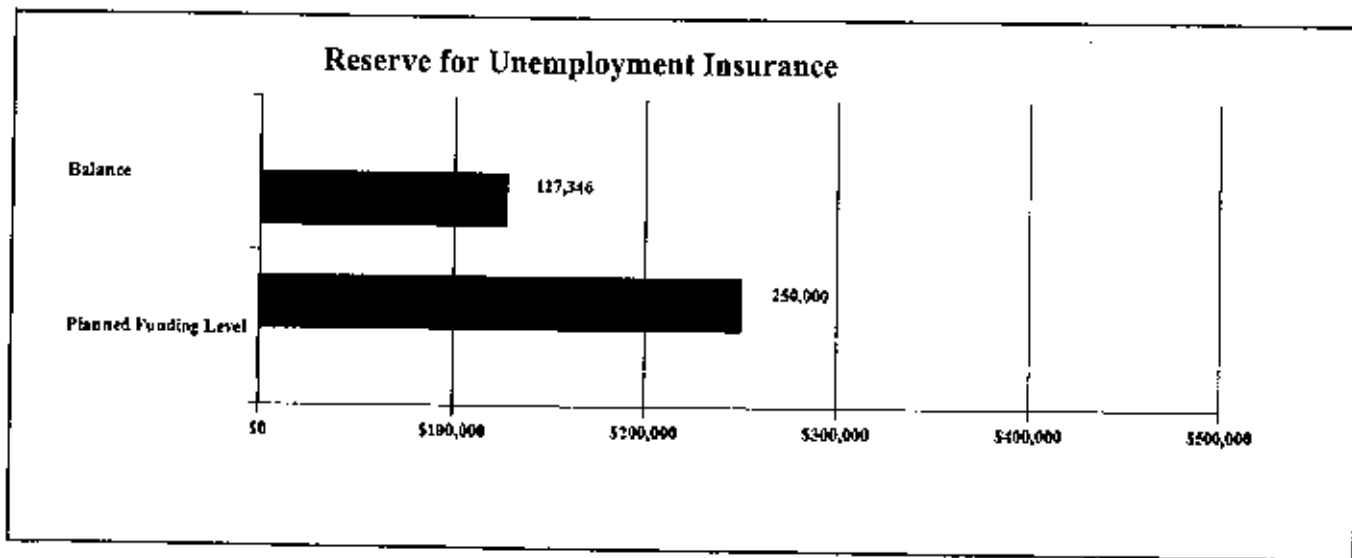
Purpose: This reserve is used to reimburse the State Unemployment Insurance Fund for payments made to claimants where the District has elected to use the "benefit reimbursement" method. The District does subscribe to the benefit reimbursement method, meaning we reimburse the State for actual claims incurred. 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.

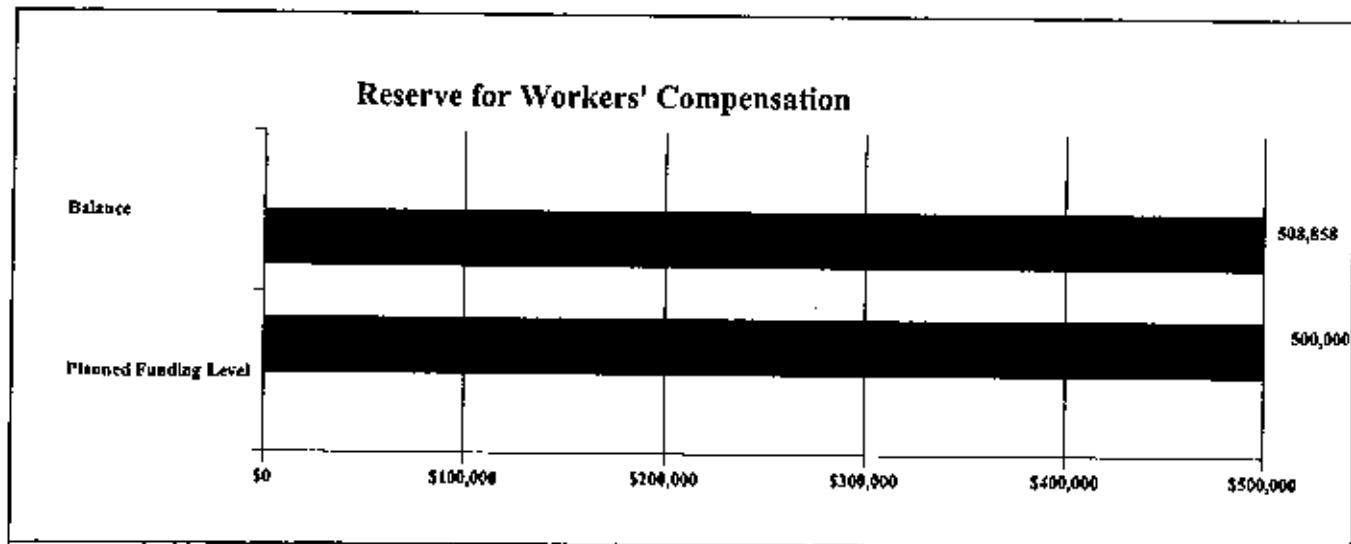
Oversight: The School Business Administrator will monitor this reserve, in conjunction with other central office administrators to assess the potential for incurring unemployment claims.

Level: Sufficient to pay full unemployment costs for five (5) years for the average number staff leaving the District, but not replaced. 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.



Workers' Compensation Reserve (A816)

- 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 five (5) years premiums plus the consortium's five (5) 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)

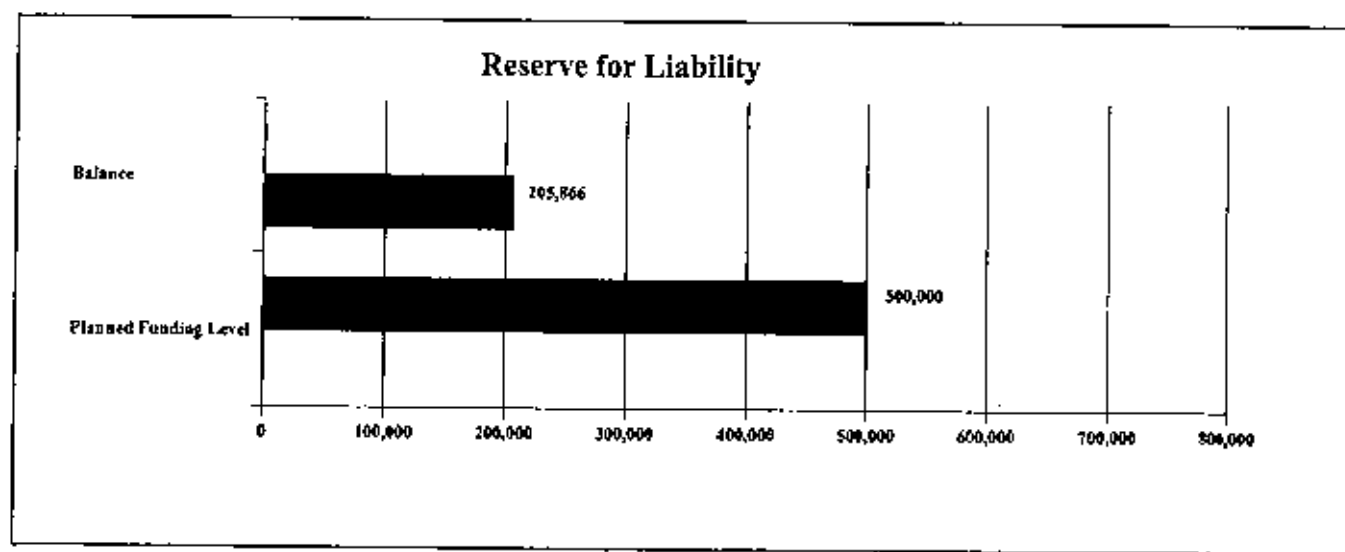
Purpose: This reserve is used to pay for property loss and liability claims.

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. Payments may not be made for purposes other than those for which the funds were established unless authorized by public vote, except that the school board may authorize use of the reserve funds (other than amounts allocated for unsettled claims or suits including related expenses) to pay premiums for insurance policies purchased to insure subsequent losses in areas previously self-insured in the event of dissolution of the self-insurance plan.

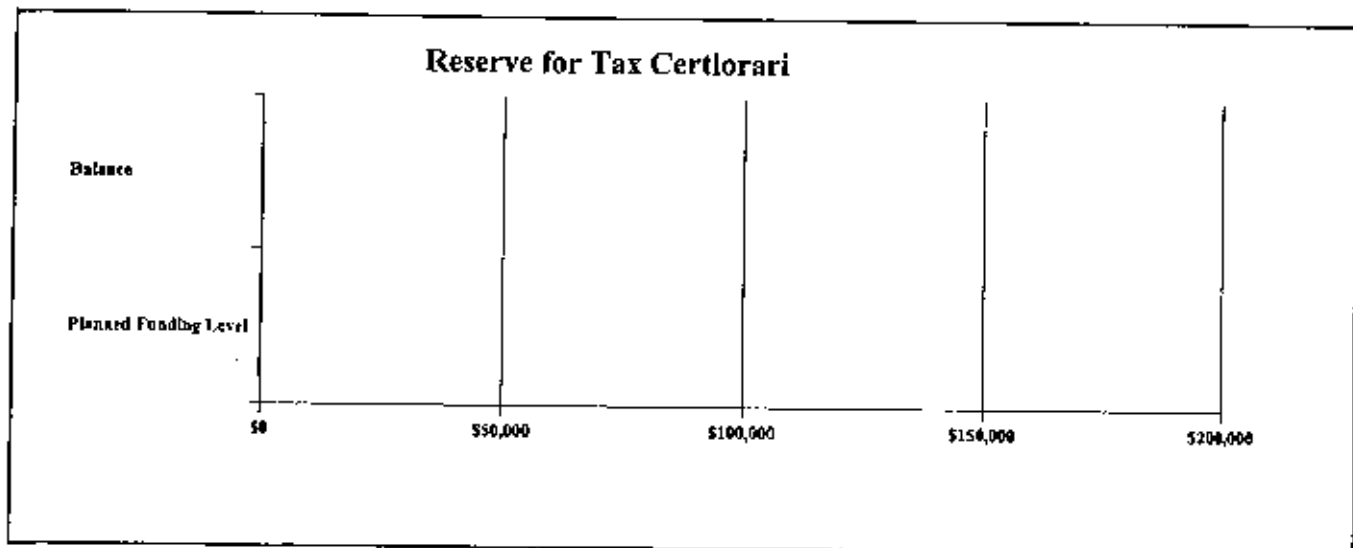
Oversight: The School Business Administrator will monitor this reserve.

Level: May not exceed in total 3% of the annual budget or \$15,000 whichever is greater. A school districts reserve cannot be reduced below total amounts estimated to be necessary to cover incurred but unsettled claims or suits, including related expenses, other than by payment for losses for which such amounts were established.



Reserve for Tax Certiorari (A864)

- 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 \$0 as the District has no existing judgements or claims.
- Note:** Funds not expended for judgments and claims must be returned to the General Fund on or before the fourth fiscal year.



Reserve for Insurance Recovery (A887)

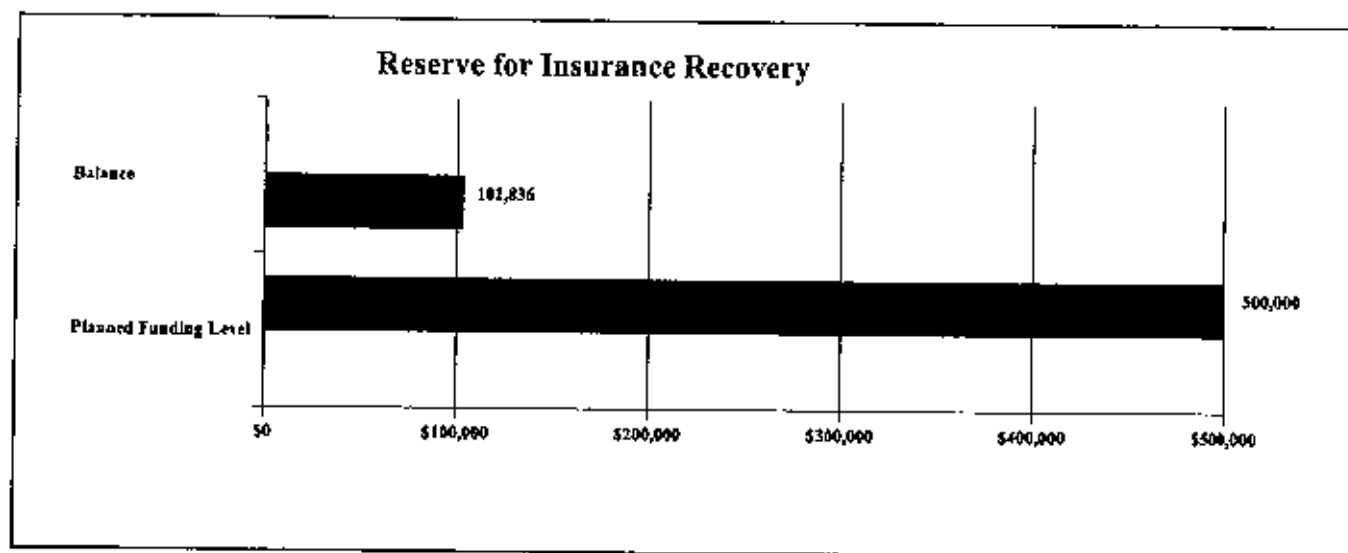
Purpose: To fund certain uninsured losses, claims, actions, or judgments for which the local government is authorized or required to purchase or maintain insurance, with a number of exceptions. An insurance reserve fund may also be used to pay for expert or professional services in connection with the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

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.



Reserve for Employee Retirement Benefits (A888)

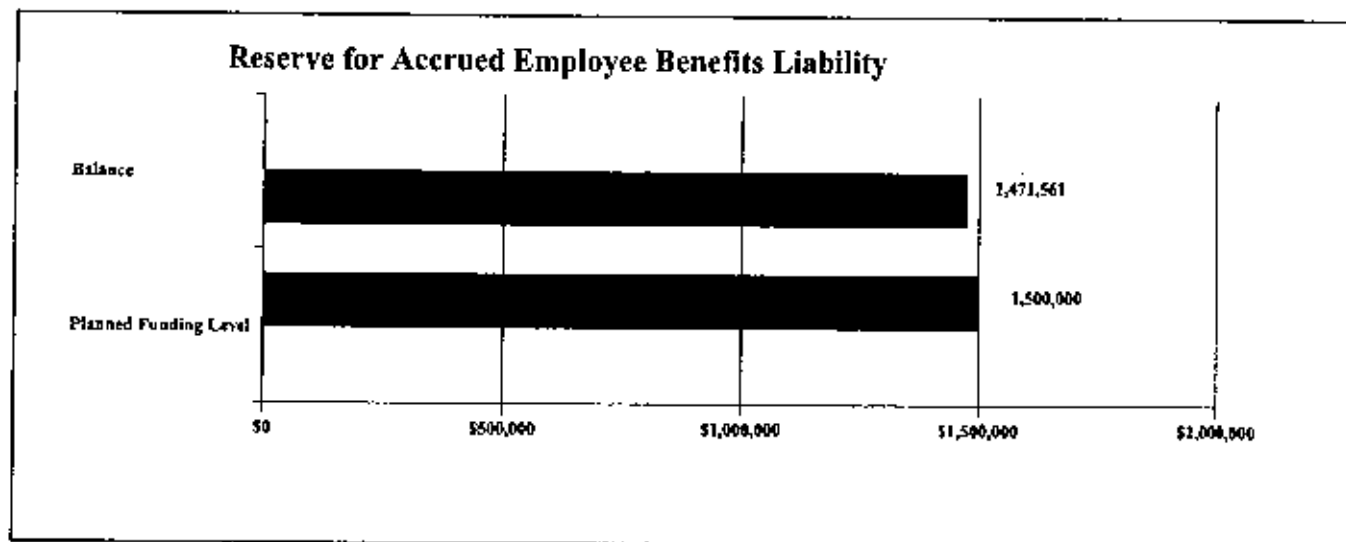
Purpose: This reserve is used to pay for unused accumulated leave time contractually provided to certain groups of employees. This typically includes payment for unused sick and vacation pay. This fund cannot be used to pay for items such as: retirement incentives and FICA and Medicare payments.

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.

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)

Purpose: For the payment of "employer's share of retirement contributions" which are defined as all or any portion of the amount payable to the New York State and Local Employees' Retirement System, pursuant to Section 17 of the Retirement and Social Security Law.

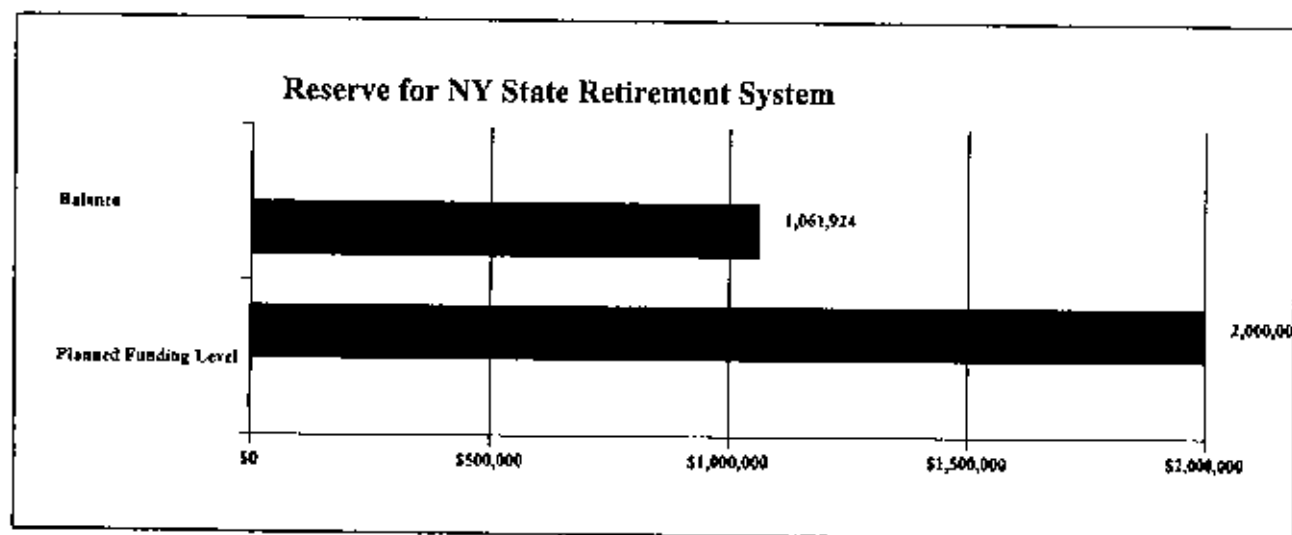
Funding: This reserve will be funded by budgetary appropriations, revenue not required by law to be paid into any other fund or account, amounts from reserve funds established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law subject to public hearing requirements and other legally appropriate sums (e.g. surplus money).

Use: The plan calls for saving five (5) 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 Audit Committee and Board of Education. The District defines "financial hardship" as any time when no fund balance is available.

Oversight: The School Business Administrator will monitor this reserve.

Level: The desired funding level of this reserve will be equal to approximately five (5) years of projected retirement system billings.

Note: The Board of Education may authorize a transfer of a portion of these monies to another reserve as per General Municipal Law.



TRS Reserve (A889TRS)

(Sub-Fund of the Reserve for NY State Retirement System)

Purpose: For the payment of "employer's share of retirement contributions" which are defined as all or any portion of the amount payable to the New York State Teachers' Retirement System, pursuant to Section 521 of the Education Law.

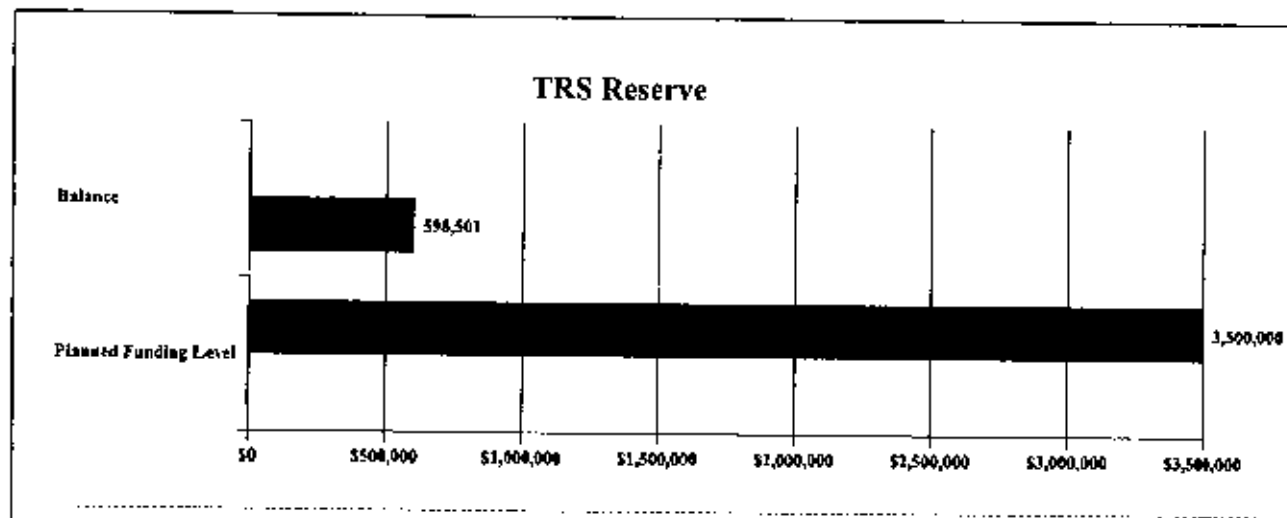
Funding: This reserve will be funded by budgetary appropriations, revenue not required by law to be paid into any other fund or account, amounts from reserve funds established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law subject to public hearing requirements and other legally appropriate sums (e.g. surplus money). The plan calls for saving 2% of the total compensation or salaries of all teachers, teacher assistants and administrators employed by the District who are members of TRS paid during the immediately preceding year.

Use: Funds will be used during times of financial hardship, as determined by the Audit Committee and Board of Education. The District defines "financial hardship" as any time when no fund balance is available.

Oversight: The School Business Administrator will monitor this reserve.

Level: The desired funding level of this reserve shall not exceed 10% of the total compensation or salaries of all teachers, teacher assistants and administrators employed by the District who are members of TRS paid during the immediately preceding fiscal year.

Note: The Board of Education may authorize a transfer of a portion of these monies to another reserve as per General Municipal Law.



Capital Reserve – 2019 (A892)

Purpose: This reserve may be used to fund the cost of any object or purpose for which bonds may be issued by, or for the objects or purposes of, a school district pursuant to the Local Finance Law.

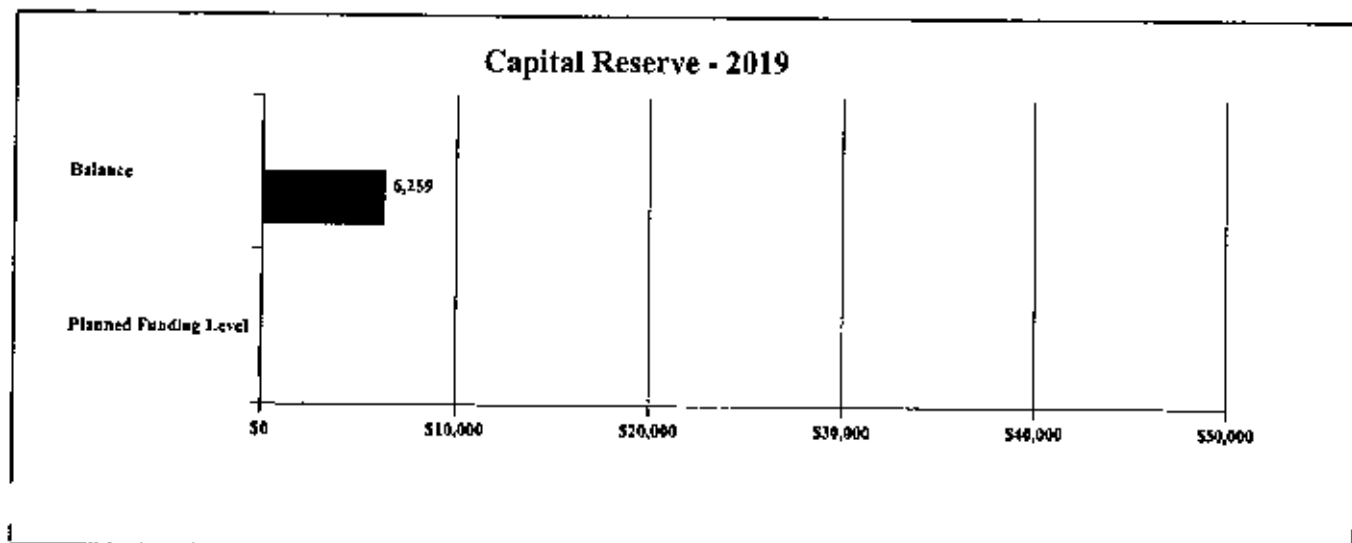
Funding: Voter approval is required to establish and fund this reserve. In accordance with the approved proposition, this reserve is funded by budgetary appropriations and other legally appropriate sums (e.g. surplus money).

The notice for the voter approval must state that a proposition to establish a reserve fund will be submitted, the purpose of the fund, the ultimate amount thereof, its probable term and the source from which the funds will be obtained. The proposition that is voted upon must specify the purpose for which the fund be established, the ultimate amount, the probable term and the source from which the funds are to be obtained. An expenditure from the reserve fund must be authorized by district voters and for the specific purpose specified in the proposition.

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: Anticipated voter approval on May 21, 2019 of a maximum not to exceed \$2,000,000 plus earnings. This reserve has a 10 year probable term.



School Vehicle Reserve – 2019 (A893)

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

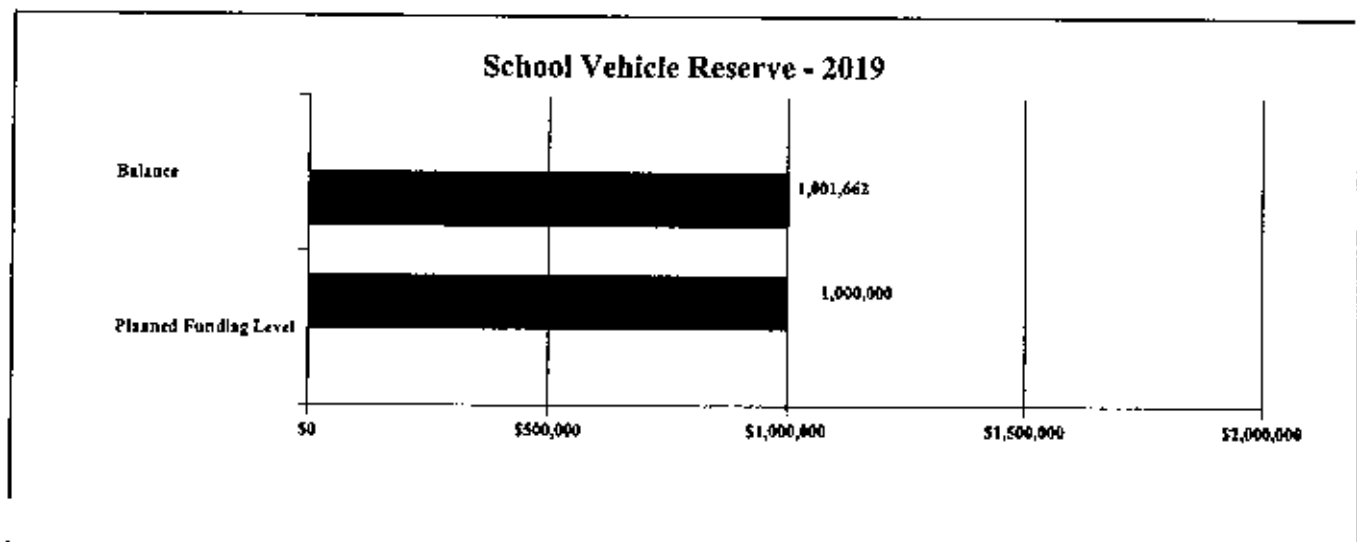
Funding: Voter approval is required to establish and fund this reserve. In accordance with the approved proposition, this reserve is funded by entirely from excess fund balance (e.g. surplus money).

The notice for the voter approval must state that a proposition to establish a reserve fund will be submitted, the purpose of the fund, the ultimate amount thereof, its probable term and the source from which the funds will be obtained. The proposition that is voted upon must specify the purpose for which the fund be established, the ultimate amount, the probable term and the source from which the funds are to be obtained. An expenditure from the reserve fund must be authorized by district voters and for the specific purpose specified in the proposition.

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

Oversight: The School Business Administrator will monitor this reserve.

Level: Anticipated voter approval on May 21, 2019 of a maximum not to exceed \$500,000 plus earnings. This reserve has a 10 year probable term.



The following three items are not reserve accounts, but are equally as 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.

Legal limit as of 6/30/22	\$1,020,964
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Projected limit as of 6/30/22	\$3,128,939
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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.

Balance as of 6/30/22	\$425,000
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Byron-Bergen Central School
Response to Intervention Plan
2022-2023

Introduction

Response to Intervention (RTI) represents an important educational strategy to close achievement gaps for all students. This includes students at risk, students with disabilities, and English language learners. Each day, educators make important data-driven decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all children might need changes in the nature of early intervention and instruction. Response to Intervention (RTI) is an effective and instructionally relevant process to make informed decisions as to whether a student has a learning disability. This must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program and/or attendance.

RTI begins with high quality evidence-based instruction in the general education setting provided by the general education teacher (Tier 1). Evidence-based interventions are programs/interventions that have been proven effective for the targeted group of students through outcome evaluations or studies. Instruction is matched to a student's need through provision of differentiated instruction in the core curriculum and supplemental intervention delivered in a multi-tier format with increasing levels of intensity and a targeted focus of instruction. As a result of school-wide screenings of all students and progress monitoring, students who have not mastered critical skills or who have not made adequate progress can be identified for supplemental intervention (Tier 2). If the student continues to make less than adequate progress after receiving intensive intervention (Tier 3), it may be determined that a referral for a comprehensive evaluation is needed.

RTI includes the following

- **Appropriate 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.
- **Instruction Matched to Student Need** – 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.
- **Repeated Assessments** – of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards.
- **Application of Information** – 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.
- **Written Notification to the Parents** – 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 RTI Committee Members

School Psychologist	School Counselor	Instructional Coach
Parent/Guardian	General Education Teacher(s)	Administrator
Math Content Specialist	ELA Content Specialist	SEL Coordinator (as needed)
Nurse (as needed)	Intervention Teacher (as needed)	Special Education Teacher (as needed)
Speech Therapist (as needed)	Physical Therapist (as needed)	Occupational Therapist (as needed)

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.

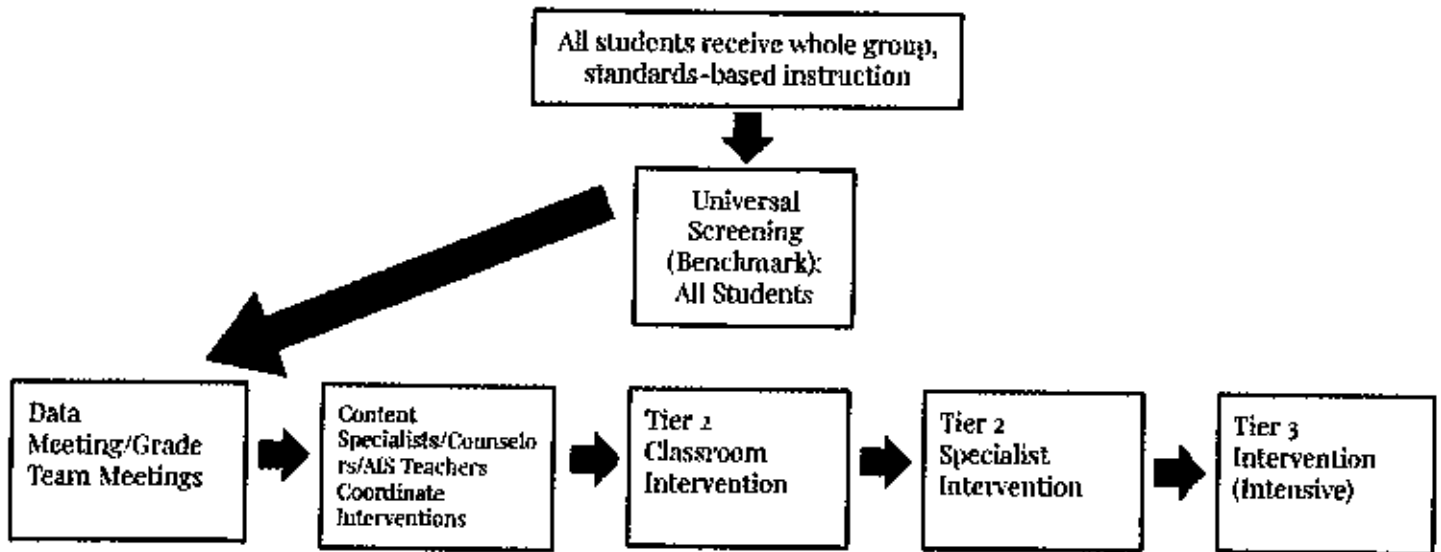
Byron-Bergen Central School has developed an RTI plan with the following components:

1. Universal Screening:

- Screening assessments are administered to all students, beginning in kindergarten. Universal screening is used to pinpoint early academic difficulties.

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 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.
- Follow up assessment may lead to an Instructional Support Team (IST) referral

4. Who is referred to the Instructional Support Team (IST):

- Referrals would be made for:
 - Students not making adequate progress in interventions following on-going Grade Level/ Department meeting discussions
 - Students who may have behavior/attentional issues interfering with academic progress

5. Making a Referral to the IST:

<ol style="list-style-type: none"> 1. The classroom teacher implements Tier 1 strategies to target areas of concern for the student. The frequency and duration of these strategies should be documented. 2. If the student is not making progress with Tier 1 interventions, the teacher will contact the parent(s)/guardian to discuss concerns. 3. The teacher will also schedule a meeting to present the student to the IST Chair (Counselor) and/or Instructional Coach. At this meeting, current Tier 1 interventions are 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 3 weeks. 4. If adequate progress has not been made after 4-6 weeks, a referral may be made to the Instructional Support Team (IST) by the teacher, counselor, or an administrator. 5. The teacher will complete the IST referral form and submit it to the IST Facilitator and IST Chair. 6. The IST Chair will schedule the IST meeting and invite the student's parent/guardian. The parent/guardian will be asked to complete a Student Information Form for the meeting. 7. The IST Facilitator or Chair will notify IST members of the meeting date and share completed referral form prior to meeting. 	<ol style="list-style-type: none"> 1. The classroom teacher implements Tier 1 strategies to target areas of concern for the student. The frequency and duration of these strategies should be documented. The teacher also contacts the parent(s) of the student to address concerns. These contacts should be documented as well. The teacher monitors Tier 1 strategies for a reasonable period of time to see if there is improvement. 2. The teacher may bring student concerns to grade level meetings to discuss with the team. The teacher should bring what strategies have been implemented and their effectiveness. Following grade level meetings, Tier 2 strategies may be implemented based on the discussion. 3. The student will be discussed at the following grade level meeting to monitor progress. If adequate progress has not been made after 4-5 weeks, a referral may be made to the Instructional Support Team by the teacher who originally raised concerns, a counselor, or an administrator. 4. The person completing the referral will distribute the referral packet to all teachers who work with the student. This person will also make contact with the parent(s). 5. When the referral packet is complete, it will be submitted to the IST Facilitator. The student will be discussed at the next scheduled IST meeting.
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6. Write an Action Plan

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

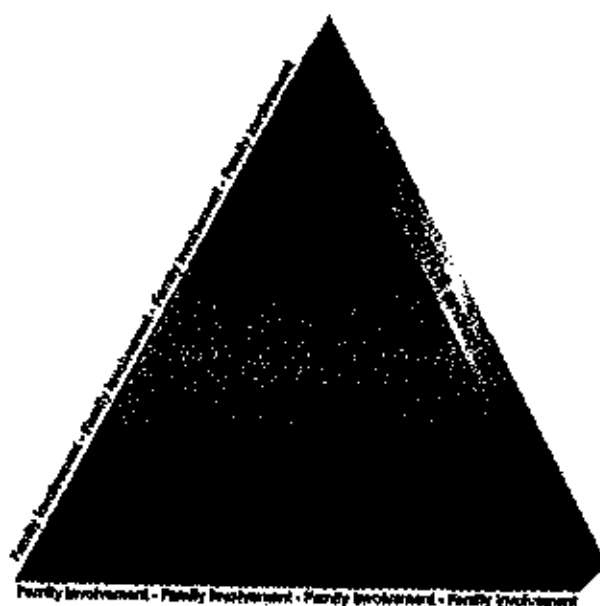
- Tier of intervention
- Duration, schedule and setting of the intervention
- Measurable outcomes relative to grade level expectations in terms of student growth, achievement or skill level
- Description of skill measurement and recording techniques
- Person responsible for implementation of the intervention
- Routine IST meetings to monitor student progress

<ol style="list-style-type: none"> 1. The Instructional Support Team (IST) will be led by a facilitator. This person may designate other members to fulfill necessary roles (chair/recorder, time keeper, etc.). 2. The IST will meet once per week in the Elementary School conference room, or in a virtual meeting. 3. The IST Facilitator will share the meeting agenda with IST team members at least 1 week before the meeting. The agenda will be developed based on new referrals received or follow up needed. <ol style="list-style-type: none"> i. For new referrals: time will be spent reviewing documentation/data, creating goals, and development of plan/interventions. ii. For Follow Up meeting (approx 6-8 weeks after original IST meeting): Time will be spent reviewing IST plan, goals, intervention data, and current assessment/benchmark data. 	<ol style="list-style-type: none"> 1. The Instructional Support Team (IST) will be led by a facilitator. This person may designate other members to fulfill necessary roles (time keeper, recorder, etc.). 2. The IST will meet on a regular basis of once per month. Meetings will be scheduled in advance and arrangements will be made for all team members to attend. 3. Meetings will begin with new referrals. Each new referral will have 30-40 minutes allotted for review of documentation, discussion, and development of a plan. If more time is needed, the facilitator will make a determination of whether to allow additional time at that meeting or table the discussion until the next meeting. 4. After the new referrals have been discussed, the team will review data and discuss students who have previously been referred to monitor progress. These discussions will be allotted to 20-30 minutes.
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Criteria for Determining the Appropriate Levels of Intervention

Levels of Intervention

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 needs of at least 80 % of all learners and should minimally include:

- Core curriculum aligned to the NYS/Next Generation learning standards
- Universal screening administered to all students in the general education classroom
- Differentiated instruction utilizing a balanced literacy/mathematics framework and the abilities and needs of all students in the core program
- 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.

LD Determination

Effective as of July 1, 2012, a school district must have an 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.

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 referral
- Teacher/Parent Interview
- 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 IST meetings. These meetings provide ample opportunity to discuss additional services that may be necessary.

Structure of Byron-Bergen CSD Response to Intervention Process

When the Instructional Support Team (IST) 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 IST 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

RESOLUTION
BOARD OF EDUCATION RE-ORGANIZATIONAL MEETING

June 15, 2022

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 Tuesday, July 12, 2022.

Aye _____

Nay _____

Byron-Bergen Central School District

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN



*Revised June 7, 2022
BOE Approved on June 15, 2022*

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Byron-Bergen Central School District

ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN



MISSION/VISION:



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.

Byron-Bergen APPR Committee Members:

Patrick McGee, Superintendent
 Ken Gropp, BBFA President
 Nicholas Muhlenkamp, BBFA Representative
 Nicole Utz, BBFA Representative
 Jenna Carney, BBFA Representative
 Ayn Gardner, BBFA Representative
 Ashley John Grillo, Jr/Sr HS Principal
 Betsy Brown, Director of Instructional Services

Committee Goal: The Committee will develop a plan to present to the Board of Education in order to in compliance with the requirements from the New York State Education Department (NYSED).

This plan was reviewed and updated by the committee in June 2022.

Section 1: Statement of Purpose

The overarching goal of the teacher evaluation system is to promote student learning and improve teaching and professional practice. The APPR encourages professional growth and development through a process that is based on current research on best practices and aligned with New York State's Teaching Standards. It assures a common language, and common expectations among all teachers and evaluators. The following principles will govern the APPR process:

- All tenured teachers are assumed to be competent and effective.
- It is every teacher's responsibility to continue to grow professionally.
- The District will support teachers in their improvement of instruction and professional practices.
- The purpose of the evaluation process is that teachers and evaluators examine the evidence obtained by multiple measures of teaching practice and student achievement to plan for meaningful professional learning and improvement of instruction.
- Evaluations will be conducted openly and objectively with the full involvement of the teacher.

Rationale:

- Motivate continuous professional growth of educators
- Facilitate student learning by creating optimal learning experiences for all students
- Improve student performance
- Stimulate self-reflection and evaluation
- Fulfill the District's mission
- Comply with legal and contractual requirements
- Provide an accurate written record
- Fulfill the minimum New York State Teaching Standards which includes but is not limited to:
 1. Knowledge of Students & Student Learning
 2. Knowledge of Content & Instructional Planning
 3. Instructional Practice
 4. Learning Environment
 5. Assessment for Student Learning
 6. Professional Responsibilities & Collaboration
 7. Professional Growth

Section 2: Definitions of Commonly Used Terms

Classroom Teacher: Defined as a teacher in the classroom teaching service with teaching certification who is the teacher of record.

Common Branch Subjects: Defined as those subjects that are included in the daily program of an elementary school.

Evaluator: An individual who conducts an evaluation (observation) of a classroom teacher or building principal.

Lead Evaluator: The primary individual responsible for conducting and completing an evaluation of a classroom teacher or building principal. To the extent practicable, the building principal, or his/her designee, will be the lead evaluator of a classroom teacher.

Leadership Standards: These are the Educational Leadership Policy Standards (ISLLC 2008) used to evaluate principals. For APPRs conducted commencing with the 2024-2025 school year, all rubrics must be aligned to the 2015 PSELs (<http://www.nysed.gov/educator-quality/teaching-and-educational-leadership-standards>)

Principal: Defined to mean the principal of a registered public school or an administrator in charge of an instructional program of the school district.

Ratings – HEDI:

- **H – HIGHLY EFFECTIVE:** A rating received by a teacher or principal that falls in the range for the composite effectiveness score.
- **E – EFFECTIVE:** A rating received by a teacher or principal that falls in the range for the composite effectiveness score.
- **D – DEVELOPING:** A rating received by a teacher or principal that falls in the range for the composite effectiveness score.
- **I – INEFFECTIVE:** A rating received by a teacher or principal that falls in the range for the composite effectiveness score.

Rubric: The District will utilize an approved teacher or principal practice rubric that has been approved by the Commissioner and included on the State's list of approved rubrics. The approved teacher rubric is Danielson's *Framework for Teaching*. The approved principal rubric is Multidimensional Principal Performance rubric.

Student Assessment: A student assessment on the list approved by the Commissioner.

Student Growth: Student growth is the change in student achievement for an individual student between two or more points in time.

Student Growth Percentile Score: This percentile score is the result of a statistical model that calculates each student's change in achievement between two or more points in time on a State Assessment or other comparable measure and compares each student's performance to that of similarly achieving students.

Teacher or Principal Student Growth Percentile: Defined as a measure of central tendency of the student growth percentile score for a teacher's or principal's students after one or more of the following student characteristics are taken into consideration – poverty, students with disabilities, and English language learners.

Testing Standards: Means the "standards for educational and psychological testing."

The Governing Body of the School District: Defined as the Board of Education.

Value – Added Growth Score: The result of a statistical model that incorporates a student's academic history and may use other student demographics and characteristics, school characteristics, and/or teacher characteristics to isolate statistically the effect on student growth from those characteristics that are generally not in the teacher's or principal's control. Defined in a manner that will be prescribed by the Commissioner.

Section 3: Plan Requirements

Under Education Law §3012-d, each teacher must receive an APPR score using a two (2) category matrix system that includes student performance and teacher observation. This APPR plan will result in teachers covered under §3012-d receiving an annual rating of "Highly Effective," "Effective," "Developing," or "Ineffective." Ratings will be determined by the following measures:

- **Student Performance:** This portion of the plan is based upon student growth measured by New York State assessments and/or Student Learning Objectives (SLO).
- **Teacher Observation:** This portion of the plan includes teacher observations by school administrators. Each teacher will be observed multiple times throughout the school year via informal observations and/or formal observations. These observations will be rated using the Danielson Framework for Teachers.

Categories	TEACHER OBSERVATION				
STUDENT PERFORMANCE	Ratings	HIGHLY EFFECTIVE (H)	EFFECTIVE (E)	DEVELOPING (D)	INEFFECTIVE (I)
	HIGHLY EFFECTIVE (H)	H	H	E	D
	EFFECTIVE (E)	H	E	E	D
	DEVELOPING (D)	E	E	D	I
	INEFFECTIVE (I)	D	D	I	I

Definition of Covered Faculty and Staff

By September 1, 2016, the Byron-Bergen Central School District shall adopt a plan accordance with the requirements of this Subpart, which may be an annual or multi-year plan for the Annual Professional Performance Review (APPR) for all of its classroom teachers and building principals. To the extent that any of the items required to be included in the plan are not finalized by September 1, 2016, or by September 1 of any subsequent year, as a result of pending collective bargaining negotiations, the plan shall identify those specific parts of the plan and the school district shall file an amended plan upon completion of such negotiations.

Included:	Not Included: Existing APPR procedures still apply (Section 8).	
<ul style="list-style-type: none"> • Classroom Teachers • CTE Teachers • Principals 	<ul style="list-style-type: none"> • Assistant Principals • Library Media Specialists • School Psychologists • School Counselors • CSE Chairperson • Director of Instructional Services 	<ul style="list-style-type: none"> • Social Workers • Teacher Aides • Teaching Assistants • Speech Pathologist/Teacher • Universal Pre-K Teachers • Coordinator of Student Services

Filing and Publication of the APPR Plan

The APPR Plan will be approved by the Byron-Bergen Board of Education, filed in the District Office and made available on the District's website no later than September 10th of each school year, or within 10 days after its adoption, whichever shall occur later.

Collection and Reporting of Teacher and Student Data

1. Ensure Accurate Teacher and Student Data

The District will ensure that the NYSED receives accurate teacher and student data, including enrollment and attendance data and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with the 3012d, in a format and timeline prescribed by the NYSED. This process will also provide an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them at the beginning of the year. This information is used in developing the teacher's Student Learning Objective (SLO).

2. Reporting Individual Component Scores

The District will report to the NYSED the individual component scores and the total composite effectiveness score for each classroom teacher and building principal in the District in a format and timeline prescribed by the NYSED.

- The District will not employ optional, locally selected measure of student growth.
- The District will not employ optional, locally determined observation by trained peer teacher.

The entire evaluation, including SED provided scores, must be completed and provided to each unit member as soon as practical.

Furthermore, the District will adhere strictly to the requirements for reporting all ratings to the New York State Department of Education established by regulations; a unique identifier will be used. An administrator shall not submit any names of individual teachers, written assessment, or the ratings of an individual teacher to any outside agency or person, without the prior written authorization of the Association, or unless required to do so by law.

Development, Security, and Scoring Assessments

Any assessments and/or measures used to evaluate teachers and principals under this section will be NY State approved and not be disseminated to students before administration. In addition, teachers and principals will not have a vested interest in the outcome of the assessments they score. All assessments will be kept secure.

The District certifies that standardized assessments will not exceed 1% of minimum required instructional hours.

The District certifies that test preparation under standardized testing conditions will not exceed 2% of minimum required instructional hours.

Details of Timely and Constructive Feedback Provided

APPR final scores will be provided to teachers by September 1st of the following year.

Extenuating circumstances are to be resolved between the administrator and teacher which will be mutually agreed upon in writing if the aforementioned date is not able to be met.

Training for Evaluators and Teachers

Evaluators and Lead Evaluators

Lead Evaluators and evaluators will complete a training course that meets the requirements prescribed in Chapter 103 and Section 30-3. Such training shall include application and use of the State approved practice rubrics as selected by the District. Once trained, the evaluator will be deemed certified as a lead evaluator.

Evaluators and lead evaluators will participate in recertification programs to insure inter-rater reliability every two years.

Training Process for Teachers

All teachers will be trained on the observation-evaluation system and its components including the NYS Teaching Standards and the designated performance rubric, the Danielson Model, prior to implementation.

Section 4: Student Performance

This portion of the APPR has been dictated by SED and is centered on student growth measured by New York State assessments or student learning objectives (SLOs).

To meet the requirements of the current moratorium by SED on the use of testing, the following District wide SLO for all teachers will be based on ALL of the following components:

- Students who meet the target of 3 or 4 on the 8th grade New York State science assessment.
- Students who meet the target of passing on the following New York State Regents Exams: Global History, United States History, Common Core ELA, Earth Science, Algebra I, Physics
- The SLO will be based on the percentage of students who meet the passing target student performance on the Science Assessments and Regents Exams. Percentage will be calculated by dividing the number of students that meet the target for the assessments by the total number of students that take the assessments (3 or 4 for science assessments and pass a regents exam).
- Students who are absent 25% or more per class and have negative impact on target are not included.

Once all New York State assessments have been completed and scored, the HEDI rating will be determined using the SED required chart in this Section (see next page).

*Exclude students with lab science absences per NYS Science Attendance Regulation

*Student first attempted assessment counts toward target

*Exam walk-ins not included in data

HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-	93-	90-	85-	80-	75-	67-	60-	55-	49-	44-	39-	34-	29-	25-	21-	17-	13-	9-	5-	0-
100	96	92	89	84	79	74	66	59	54	48	43	38	33	28	24	20	16	12	8	4
%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	8%	4%

Section 5: Teacher Observation - Process and Final Score Calculation

Observation Process for TENURED Faculty

The NYSED approved practice rubric that will be used for the evaluation of teachers is the Danielson's Framework for Teachers.

Two observations (performed by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for tenured teachers. Notice of the observation will be given the week prior to the observations.

The tenured teacher may opt for a video coaching session in lieu of one of the observations. The video will be reviewed with the video instructional coach until both the teacher and video instructional coach agree to submit the video to the Lead Evaluator/Evaluator for rubric scoring.

A final composite score for observations will be calculated by averaging the two internal observations that will be weighted as 50% each for a total of 100% of the final score. The teacher, in conference with the Lead Evaluator/Evaluator, may opt to review and reschedule one of the observations by the Principal/Assistant Principal.

Example:

Unannounced Observation 1 Score: 3.48

Unannounced Observation 2 Score: 3.75

$7.23/2 = \text{Final score of } 3.62$

The Danielson Rubric components will be discussed and selected at the beginning of the school year.

- The teacher will select TWO components from each domain listed below for a total of 4 components:
 - Domain 2: Classroom Environment
 - Domain 3: Instruction
- The Principal will then be able to select an additional component from each domain for each teacher.

(Total of six components)

During the school year the teacher will be evaluated and scored on the six components when observed during the classroom observation. Although the Evaluator can only score the six components selected they may comment on any of the other components for praise/suggestions. Each observation will address at least one component from each domain. Only observed components will be rated.

Observations will begin after the third full week of school.

Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the tenured teacher. The Lead Evaluator/Evaluator will provide feedback to the tenured teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the tenured teacher within ten (10) school days of it being submitted to the evaluator.

The administration will make a good faith effort to conduct observations at least one month apart. All observations will be completed by the end of May each school year and written evaluations returned to teachers by June 15th.

Observation Process for Non-Tenured Faculty

The NYSED approved practice rubric that will be used for the evaluation of teachers is the Danielson's Framework for Teachers.

Three observations (two formal and one informal/unannounced by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for probationary teachers. Notice of the observation will be given the week prior to the observation.

The teacher may opt for a video coaching session in lieu of one of the formal observations. The video will be reviewed with the video instructional coach until both agree to submit the video to the Lead Evaluator/Evaluator for rubric scoring.

A final composite score for observations will be calculated by averaging the three internal observations that will be weighted as 33 1/3%, for a total of 100% of the final score. Additional observations may be scheduled and averaged for the final score.

Example:

Formal Observation 1 Score: 3.48

Formal Observation 2 Score: 3.67

Unannounced Observation 3 Score: 3.75

$10.9/3 =$ Final score of 3.63

Prior to any Formal observation or video coaching session, the Lead Evaluator/Evaluator will schedule a pre-observation conference meeting with the probationary teacher. Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the probationary teacher. The Lead Evaluator/Evaluator will provide feedback to the probationary teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the probationary teacher within ten (10) school days of it being submitted to the evaluator.

This structure is the minimum number of observations required for probationary staff.

Formal observations will be conducted by the Building Administration.

The administration will make a good faith effort to conduct observations at least one month apart. All observations will be completed by the end of May each school year and written evaluations returned to teachers by June 15th.

Observation Process for Principal (School Visits and Evidence):

The NYSED approved practice rubric that will be used for the evaluation of principals is the Multidimensional Principal Performance Rubric (MPPR).

One announced and one unannounced visit by the Principal's supervisor will take place annually. Components will be discussed and mutually selected. During the school year, the Principal will be evaluated on the components when observed or by evidence collected and discussed at weekly feedback meetings. Each domain shall be evaluated with a 1-4 score. A final composite score for observations and evidence will be calculated by averaging all 6 domains.

Teacher Observation and Principal Observation Final Score Determination:

Scores will be converted to H/E/D/I scale using the following NYS Conversion Chart:

NYSED CONVERSION CHART

	Overall Observation/School Visit Score and Rating	
	Minimum	Maximum
H	3.50	4.00
E	2.50	3.49
D	1.50	2.49
I	0	1.49

Section 6: Appeals Process for Teacher and Principals

Appeals for APPR for Teachers:

Evaluation appeals are limited to tenured teachers who have received an overall rating of "ineffective" or "developing". Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to the District:

- the substance of the Annual Professional Performance Review; which shall include the following: In the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and
- the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance

and/or implementation of the terms of the teacher improvement plan, as required under Education Law §3012-d.

A teacher may not file more than one appeal on the same evaluation.

The Superintendent will be the final determiner of all appeals. The written determination from the Superintendent is a final and binding decision. The appeals process is not subject to grievance with the exception that all procedures in this plan are followed. The overall rating of the evaluator is not a basis for a grievance.

The tenured teacher has five school days from receipt of the written overall rating to appeal in writing to the Superintendent. A BBFA member has ten school days to submit supporting documentation for appeal.

Upon receipt of the supporting documentation, the Superintendent has ten school days to meet with the evaluator and the tenured teacher to discuss the appeal.

Within sixty school days from the filing date of the initial written appeal to the Superintendent, a final determination will be made.

Appeals for APPR for Principals:

Evaluation appeals are limited to tenured principals who have received an overall rating of "ineffective" or "developing". Pursuant to Education Law §3012-d, a principal may only challenge the following in an appeal to the District:

- a) the substance of the Annual Professional Performance Review; which shall include the following: In the instance of a principal rated Ineffective on the Student Performance category, but rated Highly Effective on the School Visit category based on an anomaly, as determined locally;
- b) the school district's adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and
- c) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's issuance and/or implementation of the terms of the principal improvement plan, as required under Education Law §3012-d.

A Principal may not file more than one appeal on the same evaluation.

The Superintendent will be the final determiner of all appeals. The written determination from the Superintendent is a final and binding decision. The appeals process is not subject to grievance with the exception that all procedures in this plan are followed. The overall rating of the evaluator is not a basis for a grievance.

The tenured principal has five school days from receipt of the written overall rating to appeal in writing to the Superintendent. A Byron-Bergen Administrators and Supervisors Association (BBASA) member has ten school days to submit supporting documentation for appeal.

Upon receipt of the supporting documentation, the Superintendent has ten school days to meet with the principal to discuss the appeal.

Within sixty school days from the initial filing date of the appeal, a final determination will be made by the Superintendent.

Section 7: Development of Improvement Plans for Identified Professionals

As per the regulations for the APPR Plan, all school districts must include provisions for the development of a Teacher Improvement Plan (TIP). Teachers rated overall as ineffective or developing must have a TIP developed by the School District in consultation with the teacher.

Ideally, intensive supervision is initiated after both the administrator and the teacher recognize that the teacher needs assistance in order to be successful. Observations and supervision will be frequent (a minimum of monthly) and all observations will be used as the basis for summative evaluation. Feedback will be immediate and specific. All agreed upon appropriate resources will be utilized to support the teacher.

The development of a Teacher Improvement Plan regarding any teacher rated overall as developing or ineffective should be collaborative. It should maintain the supportive climate inherent in the supportive supervision process.

See Appendix for Teacher Improvement Plans form.

The following is a timeline for development and review of the Teacher Improvement Plan (TIP):

- In the event a teacher's overall performance is found to be ineffective or developing, the teacher shall be given written notice to such effect within ten school days of the post observation meeting. Ineffective or developing teacher performance in Domains 1 and 4 shall preclude formal notification.
- Within five school days of the receipt of the written notice, a meeting will be set up between the teacher, mentor (if applicable), Principal, Association President (or designee), and Superintendent of Schools (or designee). The purpose of the meeting is to develop specific recommendations that, if satisfactorily implemented by the teacher, should lead to continuous professional improvement. All members participating in the conference can provide input.
- The administrator will observe the teacher and review the TIP until deficiencies are corrected. Revisions to the plan can be discussed at any of these meetings. The administrator will provide written feedback and specific suggestions after each set of formal observations as indicated in the BBFA Contract. In addition, monthly meetings will also be held with the teacher, Superintendent, evaluator, mentor, and Association President.
- The TIP will be signed and dated by the professional and the evaluator after each monthly review and placed in the professional's permanent record folder.

- Adjustments and refocusing of the TIP can occur at any time during the above process in response to the staff member's growth.
- If it is determined that the staff member is not able to meet the District's professional standards, the administrator will share his/her recommendation with the staff member, the Superintendent, and the Association President.
- The TIP process is to be kept confidential among the members of the improvement team. The effort is a cooperative commitment to professional growth and development.

The following is a timeline for development and review of the Principal Improvement Plan (PIP):

- In the event a principal's overall performance is found to be ineffective or developing, the principal shall be given written notice to such effect within ten school days of the post observation meeting.
- Within five school days of the receipt of the written notice, a meeting will be set up between the principal, mentor (if applicable), Association President (or designee), and Superintendent of Schools (or designee). The purpose of the meeting is to develop specific recommendations that, if satisfactorily implemented by the principal, should lead to continuous professional improvement. All members participating in the conference can provide input.
- The Superintendent will observe the principal and review the PIP every four weeks until deficiencies are corrected. Revisions to the plan can be discussed at any of these meetings. The Superintendent will provide written feedback and specific suggestions after each set of formal observations as indicated in the BBASA Contract. In addition, monthly meetings will also be held with the principal, Superintendent, evaluator, mentor, and Association President.
- The PIP will be signed and dated by the professional and the evaluator after each monthly review and placed in the professional's permanent record folder.
- Adjustments and refocusing of the PIP can occur at anytime during the above process in response to the staff member's growth.
- If it is determined that the principal is not able to meet the District's professional standards, the Superintendent will share his/her recommendation with the principal and the Association President.
- The PIP process is to be kept confidential among the members of the improvement team. The effort is a cooperative commitment to professional growth and development.

Section 8: Annual Professional Performance Review Plan (APPR) for Unit members NOT covered by Education Law §3012-d

The overarching goal of a professional evaluation system is to promote student learning and improve teaching and professional practice. This APPR encourages professional growth and development through a process that is based on current research on best practices and aligned to the 2007 edition of Charlotte Danielson's "Enhancing Professional Practice". It assures a common language and common expectations among all unit members and evaluators.

Definitions:

For purposes of APPR, a classroom teacher is defined (see §30-2.2(d)) as a teacher in the classroom teaching service as defined in §80-1.1 of the Commissioner's regulations; who is a teacher of record. Excepted from this definition are supplemental school personnel as defined in §80-5.6 of the Commissioner's regulations. It is important to note that §80-1.1 of the Commissioner's regulations specifically excludes pupil personnel service or administrative and supervisory service from the definition of classroom teaching service.

All other BBFA unit members not covered by Education Law §3012-d, and for the purposes of this plan shall include and be defined as: School Nurses, School Counselors, Social Workers, Teachers On Special Assignments, Library Media Specialists, Psychologists, and Speech Language Therapists.

The District and the BBFA agree that expedited 3020-a charges under Education Law §3012-d are not applicable to unit members not covered under the law. These unit members will be evaluated using an APPR plan subsequently outlined in this document.

Observation Process for TENURED Faculty

The NYSED approved practice rubric that will be used for the evaluation of teachers is the Danielson's Framework for Teachers.

Two observations (performed by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for tenured teachers. Notice of the observation will be given the week prior to the observations.

The tenured teacher may opt for a video coaching session in lieu of one of the observations. The video will be reviewed with the video instructional coach until both the teacher and video instructional coach agree to submit the video to the Lead Evaluator/Evaluator for rubric scoring.

A final composite score for observations will be calculated by averaging the two internal observations that will be weighted as 50% each for a total of 100% of the final score. The teacher, in conference with the Lead Evaluator/Evaluator, may opt to review and reschedule one of the observations by the Principal/Assistant Principal.

Example:

Unannounced Observation 1 Score: 3.48

Unannounced Observation 2 Score: 3.75

$7.23/2 = \text{Final score of } 3.62$

The components will be discussed and selected at the beginning of the school year.

- The teacher will select TWO components from both Domain 2: Classroom Environment and Domain 3: Instruction.
- The Principal will then be able to select an additional component from each domain for each teacher.

(Total of six components)

During the school year the teacher will be evaluated and scored on the six components when observed during the classroom observation. Although the Evaluator can only score the six components selected they may comment on any of the other components for praise/suggestions. Each observation will address at least one component from each domain. Only observed components will be rated.

Observations will begin after the third full week of school.

Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the tenured teacher. The Lead Evaluator/Evaluator will provide feedback to the tenured teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the tenured teacher within ten (10) school days of it being submitted to the evaluator.

The administration will make a good faith effort to conduct observations at least one month apart. All observations will be completed and written evaluations returned to teachers by the end of May each school year.

Observation Process for Non-Tenured Faculty

The NYSED approved practice rubric that will be used for the evaluation of teachers is the Danielson's Framework for Teachers.

Three observations (two formal and one informal/unannounced performed by the Principal/Assistant Principal/District Administrator), of a minimum of twenty (20) minutes in length, will take place annually for probationary teachers. Notice of the observation will be given the week prior to the observation.

The teacher may opt for a video coaching session in lieu of one of the formal observations. The video will be reviewed with the video instructional coach until both agree to submit the video to the Lead Evaluator/Evaluator for rubric scoring.

A final composite score for observations will be calculated by averaging the three internal observations that will be weighted as 33 1/3%, for a total of 100% of the final score. Additional observations may be scheduled and averaged for the final score.

Example:

Formal Observation 1 Score: 3.48

Formal Observation 2 Score: 3.67

Unannounced Observation 3 Score: 3.75

$10.9/3 = \text{Final of } 3.63$

Prior to any Formal observation or video coaching session, the Lead Evaluator/Evaluator will schedule a pre-observation conference meeting with the probationary teacher. Following an observation, the Lead Evaluator/Evaluator will schedule a post-observation meeting with the

probationary teacher. The Lead Evaluator/Evaluator will provide feedback to the probationary teacher for a traditional observation within five (5) school days. Feedback for a video coaching session shall be provided to the probationary teacher within ten (10) school days of it being submitted to the evaluator.

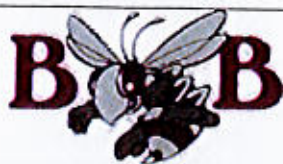
This structure is the minimum number of observations required for probationary staff.

Formal observations will be conducted by the Building or District Administration.

LIST OF APPENDICES

Appendix A	Teacher Component Selection Form
Appendix B	Teacher Observation Form
Appendix C	NYSED Student Performance Conversion Charts
Appendix D	Teacher Improvement Plan Form
Appendix E	Principal Improvement Plan Form
Appendix F	NYS Teaching Standards
Appendix G	Principal Leadership Standards

APPENDIX A: Teacher Component Selection Form



Teacher Evaluation Selections

Please select the evaluation components on which you will be evaluated this year.

Domain 2 Components:

- ☐ 2a. Creating an Environment of Respect & Rapport
- ☐ 2b. Establishing a Culture for Learning
- ☐ 2c. Managing Classroom Procedures
- ☐ 2d. Managing Student Behavior
- ☐ 2e. Organizing Physical Space

Domain 3 Components:

- ☐ 3a. Communicating with Students
- ☐ 3b. Using Questioning & Discussion Techniques
- ☐ 3c. Engaging Students in Learning
- ☐ 3d. Using Assessment in Instruction
- ☐ 3e. Demonstrating Flexibility & Responsiveness

APPENDIX B: Teacher Observation Form



Classroom Observation Form

Observation Date:

Lesson Observed:

Pre-Observation Conference Held:

Pre-Observation Conference:
☐ N/A

Post-Observation Conference Held:

Post-Observation Conference:
☐ N/A

Teacher-Selected Evaluation Components

NONE

Domain 2: Classroom Environment

Component 2a

Component	Ineffective	Developing	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport Indicators: 1. Respectful talk and turn taking 2. Respect for students' background and life outside the classroom 3. Teacher and student body language 4. Physical proximity 5. Warmth and caring 6. Politeness 7. Encouragement 8. Active listening 9. Fairness	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p> <p>Critical attributes: 1. Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity. 2. Students use disrespectful talk towards one another with no response from the teacher. 3. Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p> <p>Critical attributes: 1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. 2. Teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p> <p>Critical attributes: 1. Talk between teacher and students and among students is uniformly respectful. 2. Teacher responds to disrespectful behavior among students. 3. Teacher makes superficial connections with individual students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p> <p>Critical attributes: 1. Teacher demonstrates knowledge and caring about individual students' lives beyond school. 2. When necessary, students correct one another in their conduct toward classmates. 3. There is no disrespectful behavior among students. 4. The teacher's response to a student's incorrect response respects the student's dignity.</p>

Enter Notes

Rubric Score: 0/0

Component 2b

Component	Ineffective	Developing	Effective	Highly Effective
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Rubric Score: 0/0

Component	Ineffective	Developing	Effective	Highly Effective
2b: Establishing a Culture for Learning Indicators: 1. High expectations, supported through both verbal and nonverbal behaviors. 2. Expectation and recognition of quality. 3. Expectation and recognition of effort and persistence. 4. Confidence in students' ability evident in teacher's and students' language and behaviors. 5. Expectation for all students to participate.	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. 2. The teacher conveys to at least some students that the work is too challenging for them. 3. Students exhibit little or no pride in their work. 4. Class time is devoted more to socializing than to learning. 	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off." 2. The teacher conveys high expectations for only some students. 3. Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work. 4. Many students indicate that they are looking for an "easy path." 	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students. The teacher conveys that with hard work students can be successful. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it. 2. The teacher demonstrates a high regard for student abilities. 3. Teacher conveys an expectation of high levels of student effort. 4. Students expend good effort to complete work of high quality. 	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher communicates a genuine passion for the subject. 2. Students indicate that they are not satisfied unless they have complete understanding. 3. Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer. 4. Students recognize the efforts of their classmates. 5. Students take initiative in improving the quality of their work.
Enter Notes				
Rubric Score: 0/0				

Component 2c				
Component	Ineffective	Developing	Effective	Highly Effective
2c: Managing Classroom Procedures Indicators: 1. Smooth functioning of all routines. 2. Little or no loss of instructional time. 3. Students playing an important role in carrying out the routines. 4. Students knowing what to do, where to move.	<p>Much instructional time is lost through inefficient classroom routines and procedures. There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Students not working with the teacher are not productively engaged or are disruptive to the class. 2. There are no established procedures for distributing and collecting materials. 3. Procedures for other activities are confused or chaotic. 	<p>Some instructional time is lost through only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning. With regular guidance and prompting, students follow established routines.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Small groups are only partially engaged while not working directly with the teacher. 2. Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough. 3. Classroom routines function unevenly. 	<p>There is little loss of instructional time because of effective classroom routines and procedures. The teacher's management of instructional groups and the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The students are productively engaged during small-group work. 2. Transitions between large- and small-group activities are smooth. 3. Routines for distribution and collection of materials and supplies work efficiently. 4. Classroom routines function smoothly. 	<p>Instructional time is maximized because of efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies. Routines are well understood and may be initiated by students.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Students take the initiative with their classmates to ensure that their time is used productively. 2. Students themselves ensure that transitions and other routines are accomplished smoothly. 3. Students take initiative in distributing and collecting materials efficiently.
Enter Notes				
Rubric Score: 0/0				

Component 2d				
Component	Ineffective	Developing	Effective	Highly Effective
Rubric Score: 0/0				

Component	Ineffective	Developing	Effective	Highly Effective
2d: Managing Student Behavior Indicators: 1. Clear standards of conduct, possibly posted, and possibly referred to during a lesson. 2. Absence of animosity between teacher and students concerning behavior. 3. Teacher awareness of student conduct. 4. Preventive action when needed by the teacher. 5. Fairness. 6. Absence of misbehavior. 7. Reinforcement of positive behavior.	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The classroom environment is chaotic, with no apparent standards of conduct. 2. The teacher does not monitor student behavior. 3. Some students violate classroom rules, without apparent teacher awareness. 4. When the teacher notices student misbehavior, s/he appears helpless to do anything about it. 	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident. 2. Teacher attempts to keep track of student behavior, but with no apparent system. 3. The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient. 	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Standards of conduct appear to have been established. 2. Student behavior is generally appropriate. 3. The teacher frequently monitors student behavior. 4. Teacher's response to student misbehavior is effective. 5. Teacher acknowledges good behavior. 	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Student behavior is entirely appropriate; there is no evidence of student misbehavior. 2. The teacher monitors student behavior without speaking - just moving about. 3. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.

Enter Notes

Rubric Score: 0/0

Component 2e				
Component	Ineffective	Developing	Effective	Highly Effective
2e: Organizing Physical Space Indicators: 1. Pleasant, inviting atmosphere. 2. Safe environment. 3. Accessibility for all students. 4. Furniture arrangement suitable for the learning activities. 5. Effective use of physical resources, including computer technology, by both teacher and students.	<p>The physical environment is unsafe, or many students don't have access to learning resources. There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. There are physical hazards in the classroom, endangering student safety. 2. Many students can't see or hear the teacher or the board. 3. Available technology is not being used, even if its use would enhance the lesson. 	<p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The physical environment is safe, and most students can see and hear. 2. The physical environment is not an impediment to learning but does not enhance it. 3. The teacher makes limited use of available technology and other resources. 	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The classroom is safe, and all students are able to see and hear. 2. The classroom is arranged to support the instructional goals and learning activities. 3. The teacher makes appropriate use of available technology. 	<p>The classroom is safe, and learning is accessible to all students, including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Modifications are made to the physical environment to accommodate students with special needs. 2. There is total alignment between the goals of the lesson and the physical environment. 3. Students take the initiative to adjust the physical environment. 4. Teachers and students make extensive and imaginative use of available technology.

Enter Notes

Rubric Score: 0/0

Domain 3: Instruction

Component 3a

Component	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with Students Indicators: 1. Clarity of the purpose of the lesson 2. Clear directions and procedures specific to the lesson activities 3. Absence of content errors and clear explanations of concepts 4. Students' comprehension of content 5. Correct and imaginative use of language	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through their questions that they are confused about the learning task. The teacher makes a serious content error that will affect students' understanding of the lesson. Students indicate through body language or questions that they don't understand the content being presented. Teacher's communications include errors of vocabulary or usage. The teacher's vocabulary is inappropriate to the age or culture of the students. 	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. The teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation. The teacher must clarify the learning task so that students can complete it. The teacher makes no serious content errors but may make a minor error. The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students. Vocabulary and usage are correct but unimaginative. Vocabulary is too advanced or too juvenile for the students. 	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> The teacher states clearly, at some point during the lesson, what the students will be learning. If the tactic is appropriate, the teacher models the process to be followed in the task. Students engage with the learning task, indicating that they understand what they are to do. The teacher makes no content errors. The teacher's explanation of content is clear and invites student participation and thinking. The teacher's vocabulary and usage are correct and completely suited to the lesson. The teacher's vocabulary is appropriate to the students' ages and levels of development. 	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content and help explain concepts to their classmates. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> The teacher points out possible areas for misunderstanding. Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. All students seem to understand the presentation. The teacher invites students to explain the content to the class or to classmates. Teacher uses rich language, offering brief vocabulary lessons where appropriate.

Enter Notes

Rubric Score: 0/0

Component 3b

Component	Ineffective	Developing	Effective	Highly Effective
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Rubric Score: 0/0

Component	Ineffective	Developing	Effective	Highly Effective
3b: Questioning and Discussion Techniques Indicators: 1. Questions of high cognitive challenge, formulated by both students and teacher 2. Questions with multiple correct answers, or multiple approaches even when there is a single correct response 3. Effective use of student responses and ideas 4. Discussion in which the teacher steps out of the central, mediating role 5. High levels of student participation in discussion	Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion. Critical attributes: 1. Questions are rapid-fire, and convergent, with a single correct answer. 2. Questions do not invite student thinking. 3. All discussion is between teacher and students; students are not invited to speak directly to one another. 4. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results. Critical attributes: 1. Teacher frames some questions designed to promote student thinking, but only a small number of students are involved. 2. The teacher invites students to respond directly to one another's ideas, but few students respond. 3. Teacher calls on many students, but only a few actually participate in the discussion.	Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard. Critical attributes: 1. Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. 2. The teacher makes effective use of wait time. 3. The teacher effectively builds on student responses to questions. 4. Discussions enable students to talk to one another without ongoing mediation by the teacher. 5. The teacher calls on most students, even those who don't initially volunteer. 6. Many students actively engage in the discussion.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Critical attributes: 1. Students initiate higher-order questions. 2. Students extend the discussion, enriching it. 3. Students invite comments from their classmates during a discussion.

Enter Notes

Rubric Score: 0/0

Component 3c

Component	Ineffective	Developing	Effective	Highly Effective
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Rubric Score: 0/0

Component	Ineffective	Developing	Effective	Highly Effective
3d: Using Assessment in Instruction Indicators: 1. Teacher paying close attention to evidence of student understanding 2. Teacher posing specifically created questions to elicit evidence of student understanding 3. Teacher circulating to monitor student learning and to offer feedback 4. Students assessing their own work against established criteria	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher gives no indication of what high-quality work looks like. 2. The teacher makes no effort to determine whether students understand the lesson. 3. Feedback is only global. 4. The teacher does not ask students to evaluate their own or classmates' work. 	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning. Feedback to students is general; students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work. Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. There is little evidence that the students understand how their work will be evaluated. 2. Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. 3. Teacher requests global indications of student understanding. 4. Feedback to students is not uniformly specific and not oriented towards future improvement of work. 5. The teacher makes only minor attempts to engage students in self-assessment or peer assessment. 	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions, prompts, assessments are used to diagnose evidence of learning.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Students indicate that they clearly understand the characteristics of high-quality work. 2. The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. 3. Feedback includes specific and timely guidance, at least for groups of students. 4. The teacher attempts to engage students in self-assessment or peer assessment. 	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning. Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. There is evidence that students have helped establish the evaluation criteria. 2. Teacher monitoring of student understanding is sophisticated and continuous; the teacher is constantly "taking the pulse" of the class. 3. Teacher makes frequent use of strategies to elicit information about individual student understanding. 4. Feedback to students is specific and timely, and is provided from many sources including other students. 5. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
Enter Notes				
Rubric Score: 0/0				

FFT2011 - 3e

Criteria	Ineffective	Developing	Effective	Highly Effective
3e: Demonstrating Flexibility and Responsiveness Indicators: 1. Incorporation of student interests and events of the day into a lesson 2. Visible adjustment in the face of student lack of understanding 3. Teacher seizing on a teachable moment	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher ignores indications of student boredom or lack of understanding. 2. Teacher brushes aside student questions. 3. Teacher makes no attempt to incorporate student interests into the lesson. 4. The teacher conveys to students that when they have difficulty learning it is their fault. 5. In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. Teacher's efforts to modify the lesson are only partially successful. 2. Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. 3. The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them. 4. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so. 	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. 2. Teacher incorporates students' interests and questions into the heart of the lesson. 3. The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. 4. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p> <p>Critical attributes:</p> <ol style="list-style-type: none"> 1. The teacher's adjustments to the lesson are designed to assist individual students. 2. Teacher seizes on a teachable moment to enhance a lesson. 3. The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use. 4. In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.
Rubric Score: 0/0				

Criteria	Ineffective	Developing	Effective	Highly Effective
Enter Notes				
Rubric Score: 0/0				

Observer Comments

The notes below will lend themselves to professional discussion between the observer and faculty member about the New York State Teaching Standards and the four Domains of Professional Practice according to the Charlotte Danielson Model of Teacher Evaluation.

Observer Comments:

Domain 2 Score							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

Domain 2 Average:

Domain 3 Score							
Rubric	Progress	Score	Max	Criteria	Avg	Last Completed	

Domain 3 Average:

Observation Average:

APPENDIX C: NYSED STUDENT PERFORMANCE CONVERSION CHARTS

SLO Conversion Chart

SLOs	Scoring Range
Percent of Students Meeting Target	
0-4%	0
5-8%	1
9-12%	2
13-16%	3
17-20%	4
21-24%	5
25-28%	6
29-33%	7
34-38%	8
39-43%	9
44-48%	10
49-54%	11
55-59%	12
60-66%	13
67-74%	14
75-79%	15
80-84%	16
85-89%	17
90-92%	18
93-96%	19
97-100%	20

	Overall Student Performance Category Score and Rating	
	Minimum	Maximum
H	18	20
E	15	17
D	13	14
I	0	12

APPENDIX D: Teacher Improvement Plan

Byron-Bergen Central School Teacher Improvement Plan (TIP)			
Teacher: _____	Tenure Area: _____	Observation Date: _____	
Observer/Evaluator: _____	Position: _____	Date of TIP FINAL EVALUATION: _____	
STATUS: <input type="checkbox"/> 1st Year Probationary <input type="checkbox"/> 2nd Year Probationary <input type="checkbox"/> 3rd Year Probationary <input type="checkbox"/> 4th Year Probationary <input type="checkbox"/> Tenured		<small>The NY State Commissioner's Regulation (302.11) requires that any teacher with an annual professional performance review rated as Ineffective or Developing overall shall receive a Teacher Improvement Plan to be implemented by October 1st of the school year following the school year in which the educator's performance was rated Ineffective or Developing, or as soon as practicable thereafter. A TIP shall be developed in consultation with the teacher and union representation and shall be offered at the teacher's request. A TIP is not a disciplinary action. At the end of a mutually agreed upon timeline, the teacher administrator and mentor (if one has been assigned), and a union representative (if requested by the teacher) shall meet to assess the effectiveness of the TIP in enabling the teacher to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP shall be modified accordingly.</small>	
Place a check mark in the box next to any domain below (inclusive of the 7 teaching standards) that is rated as Developing or Ineffective: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Domain 1: Planning and Preparation <input type="checkbox"/> Domain 3: Instruction </div> <div> <input type="checkbox"/> Domain 2: The Classroom Environment <input type="checkbox"/> Domain 4: Professional Responsibility </div> </div>			
<small>In the space below, describe the following: List the goals to address the domains assessed as Developing or Ineffective. List the differentiated activities to support the teacher's improvement in the areas listed above. Describe the manner in which the improvement will be assessed, and Provide a timeline for achieving improvement.</small>			
GOALS to address error(s) checked off above	Activities & Support for Improvement	How will the Improvement be assessed? Evidence	Achievement Timeline
<small>I agree with what has been outlined in the TIP and that it has been developed collaboratively between the Teacher and Evaluator.</small>			
Teacher: _____		Date: _____	
Evaluator: _____		Date: _____	

APPENDIX E: Principal Improvement Plan

Byron-Bergen Central School Principal Improvement Plan (PIP)			
Principal: _____		Tenure Area: _____	
Observer: _____		Date: _____	
Evaluator: _____		Position: _____	
STATUS: <input type="checkbox"/> 1st Year Probationary <input type="checkbox"/> 2nd Year Probationary <input type="checkbox"/> 3rd Year Probationary <input type="checkbox"/> 4th Year Probationary <input type="checkbox"/> Tenured		The NYS Commissioner's Regulation 30-1.11 requires that any principal with an annual professional performance review rated as "ineffective or Developing overall" shall receive a Principal Improvement Plan to be implemented by October 1st of the school year following the school year in which the principal's performance was rated "ineffective or Developing," or as soon as practicable thereafter. A PIP shall be developed in consultation with the principal and union representation and shall be afforded at the principal's request. A PIP is not a disciplinary action.	
Place a check mark in the box next to any domain below that is rated as Developing or ineffective:			
<input type="checkbox"/> Vision of Learning Shared and Supported by Stakeholders <input type="checkbox"/> Management of Organization	<input type="checkbox"/> Integrity, Fair, and Ethical Behavior <input type="checkbox"/> Collaborating with and Mobilizing Stakeholders	<input type="checkbox"/> Culture and Program Support Student Learning and Staff Professional Development <input type="checkbox"/> Influencing Policies/Social/Economic/Legal/Cultural Context	
In the space below, describe the following: List the goals to address the domains assessed as Developing or ineffective. List the differentiated activities to support the teacher's improvement in the areas listed above. Describe the manner in which the improvement will be assessed, and provide a timeline for achieving improvement.			
GOALS to address area(s) checked off above	Activities & Support for improvement	How will the improvement be assessed? Evidence?	Achievement Timeline
I agree with what has been outlined in the PIP and it has been developed collaboratively between the Principal and Evaluator.			
Principal: _____		Date: _____	
Evaluator: _____		Date: _____	

APPENDIX F: New York State Teaching Standards

- 1. Knowledge of Students and Student Learning**
Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- 2. Knowledge of Content and Instructional Planning**
Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.
- 3. Instructional Practice**
Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.
- 4. Learning Environment**
Teachers work with all students to create a dynamic learning environment that supports achievement and growth.
- 5. Assessment for Student Learning**
Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- 6. Professional Responsibilities and Collaboration**
Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.
- 7. Professional Growth**
Teachers set informed goals and strive for continuous professional growth.

APPENDIX G: Principal Leadership Standards

ISLLC 2008	PSEL 2015
1. Vision	1. Mission, Vision, and Core Values 10. School Improvement
2. School Culture and Instructional Program	4. Curriculum, Instruction, and Assessment 5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 7. Professional Community for Teachers and Staff
3. Operations, Management, and Resources	5. Community of Care and Support for Students* 6. Professional Capacity of School Personnel* 9. Operations and Management
4. Collaboration With Faculty and Community	8. Meaningful Engagement of Families and Community*
5. Ethics	2. Ethics and Professional Norms 3. Equity and Cultural Responsiveness*
6. Political, Social, Legal, Cultural Context	3. Equity and Cultural Responsiveness* 8. Meaningful Engagement of Families and Community*

* Note. Individual PSEL standards designated with an asterisk (*) correlate to multiple ISLLC standards.