

The Special Meeting of the Board of Education of Madison Central School was held on August 30, 2021 at 8:00 am in the District Conference Room..

**MEMBERS PRESENT:** Mrs. Laura Billings  
Ms. Jessica Clark  
Mrs. Jennifer Lavoie  
Mr. Jona Snyder

**MEMBERS ABSENT:** Mr. Mike Filipovich  
Mrs. Brittany Rizzo  
Mrs. Jennah Turner

**OTHERS PRESENT:** Mr. Jason Mitchell, Superintendent

- I. Call to Order
  - a. Mrs. Lavoie, president, called the meeting to order at 8:05 am.
- II. Agenda Additions
  - a. None
- III. Consent Agenda
  - a. Approval of Agenda for This Meeting

**MOTION # 1 - APPROVAL OF AGENDA**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Clark, the Board moved to approve the agenda for this meeting. Motion carried 4 yes, 0 no.

- b. Approval of Minutes
  1. August 17, 2021 Regular Meeting Minutes

**MOTION # 2 - APPROVAL OF MINUTES**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Clark, the Board moved to approve the minutes from the August 17, 2021 Regular Meeting. Motion carried 4 yes, 0 no.

- IV. Public Forum
  - a. None
- V. Reports
  - a. Superintendent – Approval Items
    1. Approval of Reopening Plan for 2021-22

**MOTION # 3 - APPROVAL OF REOPENING PLAN FOR 2021-22**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to approve the Reopening Plan for 2021-22. Motion carried 4 yes, 0 no.

2. Approval of combination with Brookfield Central School for Boys Fall 2021 Soccer

**MOTION # 4 - APPROVAL OF COMBINATION FOR SOCCER**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Clark, the Board moved to approve the combination with Brookfield Central School for Boys Fall 2021 Soccer. Motion carried 4 yes, 0 no.

- II. New Business
  - a. Personnel
    - 1. Appointments

**MOTION # 5 - APPROVAL OF APPOINTMENTS**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Clark, the Board moved to approve the following appointments:

- a. Amber O'Neill - Probationary Full Time Special Education Teacher effective September 1, 2021 with anticipated tenure for September 1, 2025 in the area of Education of Children with Handicapping Conditions - General Special Education at M1, Step 1, with Masters, as per contract pending certification
- b. Amanda Rossi - Probationary Full Time Special Education Teacher effective September 1, 2021 with anticipated tenure for September 1, 2025 in the area of Education of Children with Handicapping Conditions - General Special Education at B1, Step 1, as per contract pending certification
- c. Allison Leone - Long Term Substitute Teacher for Elementary for the 2021-22 school year as per contract
- d. Aimee Van Garrett - Probationary Full Time Teacher's Aide effective September 1, 2021 at Step 6 as per contract

Motion carried 4 yes, 0 no.

- III. Adjournment

**MOTION # 6 - ADJOURNMENT**

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to adjourn the meeting at 8:11 am.  
Motion carried 4 yes, 0 no.



# School Boards Institute

*“Children First”*

## Agenda

### Oneida-Madison-Herkimer Counties School Boards Institute Board Development Workshop

### “COVID 19 Federal Funding: Challenges and Opportunities”

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[OMHSBI@herkimer-boces.org](mailto:OMHSBI@herkimer-boces.org)

**Date:** September 23, 2021

**Time:** 6:00-6:30 p.m. - Registration  
6:30 p.m. - Program begins

**Site:** In-person & Virtual option

(We will offer both In-Person at the Oneida BOCES and a Zoom Virtual option. We will follow current school and County Health requirements such as, all participants must wear a mask, maintain social distancing and we will **not** be serving food)

**Presenter(s):** Dr. Rick Timbs

### State Aid and COVID Funding: Challenges and Opportunities

Dr. Timbs will present different options and scenarios that would be available for our schools and our students while utilizing the Federal funds that were allotted to schools through the CARES Act (2020), the Coronavirus Response & Consolidated Appropriations Act (2021), and the American Rescue Plan. Dr. Timbs will also offer options on how the funds could be part of a multi-year fiscal plan.

As we know prior to the delivery of Federal Funds, the outlook in December of 2020 was one of facing a Fiscal cliff.

While the NYS financial position has improved somewhat, there are still many obstacles facing our school funding in the short term. Robust long-term State Aid to school districts is a concern as within a few years Federal support to NYS will wane.

The proper use and pacing of the Federal funding will help mitigate current fiscal limits and hopefully transition districts to a more secure financial position while the State attempts to improve its overall finances.

*There will be time allowed at conclusion of event for Q & A*



# District Comprehensive Improvement Plan (DCIP)

|          |                |
|----------|----------------|
| District | Superintendent |
|          |                |

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

|   |  |
|---|--|
| 1 | <b>Fostering positive, social and emotional relationships among students, staff, and community.</b>  |
| 2 | <b>Commitment to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic success.</b>  |
| 3 | <b>Commitment to helping students and our community achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</b> |
| 4 | <b>Commitment to improving data goals by having students meet benchmark targets throughout the year.</b>   |
| 5 |  |

# PRIORITY I

## Our Priority

|  |   |
|--|---|
| <p><b>What will we prioritize to extend success in 2021-22?</b></p> <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>We commit to fostering positive social and emotional relationships among students, staff and the community.</p> <p>According to surveys, students are concerned that they will not have a "normal" school year therefore we have decided that we need to keep in touch with our students' mental health. This commitment is important to pursue because students cannot learn if they are not feeling mentally stable and mentally supported. Every student needs to be able to develop trusting relationships with adults and other students. We aim to prioritize restoring and building connections within our school and within our community to help build these relationships.</p> |
|--|---|

Key Strategies and Resources

| STRATEGY  | METHODS                         | GAUGING SUCCESS   | RESOURCES  |
|---|---------------------------------|---|--|
| What strategies will we pursue as part of this Priority?      | What does this strategy entail? | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?                   |
| <b>Second Step SEL Program</b>                                | Social Emotional Learning PK-8  | Survey data (Fall, Winter, Spring).<br>Use sources of data the program can/will provide.  | License renewal and any PD for staff new to our district.  |
| <b>Yale Center for Emotional Intelligence: RULER Approach</b> | Social Emotional Learning K-5   | Survey data (Fall, Winter, Spring).<br>Explore any sources of data the program can/will provide.  | Professional Development, licensing, ancillary activities.   |
| <b>Restorative Practices</b>                                  | Social Emotional Learning 6-12  | Survey data (Fall, Winter, Spring).<br>Disciplinary referral data.  | Professional Development and ancillary activities to support the program.  |
| <b>Positive Behavioral Interventions and Supports</b>         | Social Emotional Learning PK-5  | Survey data (Fall, Winter, Spring).<br>Disciplinary referral data.  | Professional Development and ancillary activities that support the program (Student oriented assemblies, celebrations, etc.) |
| <b>Welcome back event</b>                                     | Students and staff              | Feedback from a survey pertaining to this event.  | Planning, supplies   |

Priority 1

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| <p><b>Houses<br/>(staff-student<br/>mentoring)</b></p> | <p>Students and staff. Staff mentor small groups of students (check-in/check-out, bonding activities, etc.)</p>  | <p>Feedback from a survey pertaining to how well this piece is working.</p> | <p>Planning and supplies for events done to support this.</p> |
| <p><b>College and Career<br/>Ready Night</b></p>       | <p>Student/community outreach. Area colleges/universities and employers set up in the gymnasium, allowing students and parents to visit, ask questions, and get information.</p> | <p>Attendance at the event.<br/>Suggestions/comments box at the event.</p>  | <p>Planning, materials/supplies needed for the evening.</p>   |
| <p><b>Community Garden</b></p>                         | <p>Parents, students, and staff create and cultivate a community garden with potential uses for students and the community.</p>  | <p>Survey data</p>  | <p>Planning, materials, equipment, and supplies.</p>          |

## Measuring Success

**What will success look like for this Priority, and how will the District know if success has been achieved?**

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| <p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.</p>  |
| <p>The district will be using student, parent, and staff surveys to generate data to show if our strategies have been successful. For SEL programs, we will also incorporate student behavior data as another data point to see if we are having success in these areas.</p> |



# PRIORITY 2

## Our Priority

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| <p><b>What will we prioritize to extend success in 2021-22?</b></p>  | <p>We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic success.</p>   |
| <p><b>Why is this a priority?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document?</i></li> <li>○ <i>The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>We believe that as a school we have the responsibility to prepare our students to feel successful for life after high school. We are continuing to work on reaching across grade levels with staff training and consistency among content areas. Teachers recognize that they need time to reflect on their curriculum that is being taught and time to collaborate with other staff.</p> |

Key Strategies and Resources

| STRATEGY   | METHODS  | GAUGING SUCCESS  | RESOURCES   |
|--|--|--|---|
| <p>What strategies will we pursue as part of this Priority?</p>                            | <p>What does this strategy entail?</p>   | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>   | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p><b>OHM BOCES Science Kits</b></p> <p><b>Orton-Gillingham Instructional approach</b></p> | <p>Direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals</p> <p>Supporting Readers and Writers through Conferencing and Small Group Instruction</p> | <p>Benchmarking throughout the year.</p>   | <p>Funding for PD and supplies.</p> <p>Funding for PD</p>   |
| <p><b>Units of Study for teaching Reading &amp; Writing with Olivia Wahl: K-5</b></p>      | <p>Continued training/support with the Units of Study in Reading and Writing.</p>  | <p>July 26-30</p> <p>Principals will observe these strategies being used throughout the year.</p> <p>Positive growth results from STAR assessments.</p> <p>August 9-11</p> <p>Principals will observe these strategies being used throughout the year.</p> | <p>Funding for PD</p>   |
| <p><b>Units of Study for teaching Reading and Writing with Olivia Wahl: 6-12</b></p>       | <p>Continued training/support with the Units of Study in Reading and Writing.</p>  | <p>August 9-11</p> <p>Principals will observe these strategies being used throughout the year.</p>   | <p>Funding for PD</p>   |

Priority 2

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|   | For ELA teachers, Special Education teachers, and Teaching Assistants that support ELA instruction.  | Positive growth results from STAR assessments.   |  |
| <b>Units of Study for teaching Reading &amp; Writing with Olivia Wahl: 6-12</b> | Reaching and engaging every child as readers and writers across content areas: ELA, Special Ed teachers, Science Teachers, Social Studies Teachers, Math Teachers, Health Teacher, Business Teacher, Agriculture Teachers, and Teaching Assistants who support instruction at the MS/HS level. | August 12 and 13<br>Principals will observe these strategies being used throughout the year.                                 | Funding for PD   |
| <b>On-site coaching, curriculum planning with Olivia Wahl</b>                   | Olivia Wahl will be working with grades K-5 throughout the year (3 days each month during the school year)   | STAR testing results and NYS Assessment results<br>Principals will observe these strategies being used throughout the year.  | Funding for PD, substitutes, and any books/supplies needed for supporting staff. |
| <b>On-site coaching, curriculum planning with Olivia Wahl</b>                   | Olivia Wahl will be working with grades 6-11 throughout the year (3 days each month during the school year)  | STAR testing results and NYS Assessment results.<br>Principals will observe these strategies being used throughout the year. | Funding for PD, substitutes, and any books/supplies needed for supporting staff. |
| <b>On-site coaching, curriculum planning with district mathematics coach.</b>   | Mathematics coach will be working with Elementary and Secondary staff every day throughout the school year.  | STAR testing results and NYS Assessment results.   | Funding for PD, substitutes, and any books/supplies needed for supporting staff. |
| <b>Equity Professional Development</b>  | Staff development in the area Equity   | Principal observations<br>Principal observations   | Funding for PD   |

Priority 2

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| <b>Providing challenging, differentiated curriculum to advanced learners</b> | Staff development with focus on differentiated, engaging instruction for advanced learners. | Principal observations<br>Student and staff survey. | Funding for PD |
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## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

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| <p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.</p>  |
| <p>We would like to see positive growth trends in our survey data at year's end.</p> <p>Through administrative observations, see more of the concepts and strategies being used in daily instruction throughout the school year.</p> <p>Ultimately see growth/higher scores in formative assessments, STAR assessments, and NYS assessments.</p> |

# PRIORITY 3

## Our Priority

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| <p><b>What will we prioritize to extend success in 2021-22?</b></p> <p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</p>   |
|  | <p>This commitment emerged as an important topic based on a questionnaire that was given to a cross section of students. According to the mission statement of MCS, we are cultivating a community of lifelong learners and critical thinkers, so it is essential that we provide skills necessary to achieve these goals. Ultimately, students will have the skill set to choose their own paths for learning and or feel ready for a career after high school.</p> |

Key Strategies and Resources

| STRATEGY  | METHODS  | GAUGING SUCCESS  | RESOURCES  |
|---|--|--|--|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p>   | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>  |
| <p><b>College and Career Night</b></p>                          | <p>Community engagement and preparing students for post graduation.</p>  | <p>Attendance at the event and graduation survey.<br/><br/>Post graduation survey 1 year after graduation.</p>   | <p>Planning (committee), communication to the community, supplies needed for the event.</p>  |
| <p><b>Learning Celebrations</b></p>                             | <p>Community engagement with focus on what students are learning throughout the year.</p>  | <p>Attendance to these events<br/><br/>Parent Survey</p>   | <p>Planning, supplies needed for the event.</p>  |
| <p><b>Curriculum Night(s)</b></p>                               | <p>Community engagement - inviting families to our school to look at and discuss curriculum.</p>   | <p>Attendance to these events<br/><br/>Parent Survey</p>   | <p>Planning, dinner/desserts, and any supplies.</p>  |
| <p><b>Homework Club</b></p>                                     | <p>Helping students with and feeling successful. Program will run 4 nights per week, 1 hour for each session, starting the first week of October and running until the second week of June (if necessary).</p> | <p>Attendance, grades, and improved grades on assessments.</p>   | <p>Staff monitoring homework club each night (2 staff each night - with an additional 2 staff if attendance numbers warrant it) and providing food (snack) for students attending.</p> |
| <p><b>Intramurals Club</b></p>                                  | <p>Helping students feel successful socially and emotionally. Program</p>  | <p>Attendance</p>  | <p>Staff monitoring the activities (1 staff</p>  |

Priority 3

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|   | will begin in October and run 1-2 nights per week depending on space availability.  | Student survey                                   | member), snacks, and any supplies needed for the club.   |
| <b>Builders Club</b>  | Helping students feel successful academically, socially, and emotionally.<br>Program will begin in October and run 1 night per week.  | Attendance                                       | Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.  |
| <b>STEM Club (Elementary students)</b>                              | Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1 nights per week   | Attendance                                       | Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.  |
| <b>Lego Robotics (Drone technology, and other robotics as well)</b> | Helping students feel successful academically, socially, and emotionally. Program will begin in October and run 1-2 nights per week   | Attendance<br>Student survey                     | Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.  |
| <b>E-Sports Club</b>  | Helping students feel successful socially and emotionally.<br>Providing students with a non-traditional opportunity to excel in competition that is not athletic, musical, or art related - in essence providing a path to those students not engaged in school with what we currently provide for competition.<br>Providing students with an opportunity to take a path toward higher education. | Attendance<br>Academic success<br>Student Survey | Staff monitoring the activities (1-2 staff members) and equipment necessary to provide students with the means to have a successful experience with this club. |



Priority 3

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| <b>Reading/Writers Club</b> | Will allow students to have opportunities to be readers and authors using the strategies from the Units of Study.  | Attendance<br>Academic success<br>Student Survey | Staff monitoring the activity (1), supplies, and snacks.                                      |
| <b>Community Garden</b>     | Allowing parents, students, and staff to come together to cultivate a vegetable garden and ultimately cultivate deeper relationships with each other.  | Attendance<br>Survey data                        | Staff monitoring the activity (2), equipment necessary to do this, and supplies/materials.    |
| <b>Community Night</b>      | Guest speakers; activities; demonstrations (various topics/opportunities such as cooking, technology, safety, etc.)  | Attendance<br>Parent Survey Data                 | First Wednesday of each month beginning in October.<br><br>Funding for staffing and supplies. |
| <b>Community Classes</b>    | Through the use of our Distance Learning Lab, provide adults in the community an opportunity to take courses/trainings after normal school hours.<br>Connectivity has been an issue for some families in our district, this could be another pathway for them to advance their career goals. | Attendance<br>Parent Survey Data                 | Funding for staffing (2 staff).   |
| <b>Technology Team</b>      | Committee of students and staff to assess our technology we currently have and then look at possibilities of implementing more technology (ie. 3D printers, drone technology, etc.)  | Student and staff survey data.                   | Funding for technology.   |

Priority 3

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

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| <p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.</p>  |
| <p>High participation in after school activities/clubs (at least 50% for students not engaged in athletics).</p> <p>Improvement in the areas of academics, attendance, and SEL - 20% improvement from previous year.</p> <p>Survey data - especially with the community to see if we are trending in the right direction and getting feedback to see where we can be more effective.</p> |

## PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

### Our Priority

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| <p><b>What will we prioritize to extend success in 2021-22?</b></p> <p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document?</i></li> <li>○ <i>The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul> | <p>We are committed to improving our data goals by having students meet benchmark targets throughout the year.</p> <p>We believe as a school that we are dedicated to making improvement across the entire school by showing growth throughout the school year.</p> |
|--|---|

Key Strategies and Resources

| STRATEGY  | METHODS  | GAUGING SUCCESS  | RESOURCES   |
|---|--|--|---|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p>   | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>   | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>             |
| <p><b>Continuation of “Data Days” with the Data Team.</b></p>   | <p>Opportunities for our Data Team to work with staff in groups and 1 to 1 about looking at student assessment data at the state and local assessment (STAR, Module, end of unit, and formative assessment) levels.</p>          | <p>Improved assessment scores.<br/><br/>Allowing more opportunity for the Data Team and new Mathematics Coach to have data conversations with teaching staff during staff development days and planned “Data Days” throughout the school year.<br/><br/>Data meetings will commence in October and run through June.</p> | <p>Funding for substitutes;<br/>Professional Development (Data Team and staff if necessary), supplies that may be needed.</p> |
| <p><b>Data Bootcamp for Parents</b></p>                         | <p>Provide an opportunity to explain/show parents on the importance of data, how we collect data, how we analyze data, and then use that data to drive instruction. Allow parents to ask questions for better understanding.</p> | <p>Attendance - offer a fall and spring session<br/><br/>Parent Survey Data</p>  | <p>Funding for presenters, supplies, and food.</p>  |

Priority 4

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| <p><b>Sharing Data with students and parents</b></p> | <p>The Data Team works with staff on providing student data to students and parents - what it shows, what it means, and how to achieve and maintain a growth mindset.</p> | <p>Increased growth through STAR and NYS Assessments.<br/>Increased growth through local measures (formative assessments).</p> | <p>Funding for substitutes, Professional Development, and any supplies that might be needed</p> |
| <p><b>Data tutorial on the District website</b></p>  | <p>For parents that do not attend Data Bootcamp, a tutorial on the District website explaining the importance of Data and how we use it.</p>                              | <p>Parent Survey Data.</p>   | <p>Funding for staff to create the tutorial.</p>  |
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## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

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|---|
| <p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.</p>   |
| <p>Increasingly higher percentage of staff understanding data, having comfortable/informed data conversations, increased usage of data to drive instruction, and ultimately improved assessment grades.</p> |
| <p>Students and parents understand the process and the importance of it - all within a growth mindset.</p>  |

## PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

### Our Priority

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|---|--|
| <p><b>What will we prioritize to extend success in 2021-22?</b></p>   |  |
| <p><b>Why is this a priority?</b></p> <p>Things to potentially take into consideration when crafting this response:</p> <ul style="list-style-type: none"><li>● How does this commitment fit into the District's vision, values and aspirations?</li><li>● Why did this emerge as something to prioritize?</li><li>● What makes this the right commitment to pursue?</li><li>● How does this fit into other commitments and the district's long-term plans?</li><li>● For Districts with identified schools:<ul style="list-style-type: none"><li>○ In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</li><li>○ In what ways does this support the SCEP commitments of your identified school(s)?</li></ul></li></ul> |  |



Key Strategies and Resources

| STRATEGY   | METHODS                         | GAUGING SUCCESS   | RESOURCES  |
|--|---------------------------------|---|--|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |
|  |                                 |   |  |

## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

|  |
|--|
| Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year. |
|--|

## Stakeholder Participation

### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

### Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

| Name             | Role    | School<br><i>(if applicable)</i> |
|------------------|---------|----------------------------------|
| Cheryl Livermore | Parent  |                                  |
| Alyson Osborne   | Parent  |                                  |
| Colleen Peavey   | Parent  |                                  |
| Karen Still      | Parent  |                                  |
| Grace Lutke      | Student |                                  |
| Mckenzie Cotter  | Student |                                  |
| Anna McNamara    | Student |                                  |
| Brianna Osborne  | Student |                                  |
| Andrew Nichols   | Student |                                  |
| Myah Hauck       | Student |                                  |
| Amber Neiss      | Teacher |                                  |
| Jessica Chenel   | Teacher |                                  |

Our Team's Process

|               |               |
|---------------|---------------|
| Tina Bergeron | Teacher       |
| Brian Latella | Administrator |
| Larry Nichols | Administrator |

### Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

| Meeting Date | Location |
|--------------|----------|
| 7/20/21      | School   |
| 7/21/21      | School   |
| 7/27/21      | School   |
| 7/29/21      | Virtual  |

### Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

| Stakeholder group  | How the perspectives of this group have been incorporated into the DCIP? |
|--|--|
| Teachers responsible for teaching each identified subgroup |  |
| Parents with children from each identified subgroup        |  |
| Secondary Schools: Students from each identified subgroup  |  |

## Submission Assurances

### Directions

Place an "X" in the box next to each item prior to submission.

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### Submission Instructions

All Districts: Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# School Comprehensive Education Plan 2021-22

| District               | School Name                     | Grades Served |
|------------------------|---------------------------------|---------------|
| Madison Central School | Madison Central School District | PK-12         |

**Collaboratively Developed By:**

The Madison Central School SCEP Development Team





## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

# COMMITMENT 1

## Our Commitment

|  |  |
|--|--|
| <p><b>What is one commitment we will promote for 2021-22?</b></p> <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>We commit to fostering positive social and emotional relationships among students, staff and the community.</p> <p>We want students to feel safe and have a sense of belonging at school. According to surveys, students are concerned that they will not have a "normal" school year therefore we have decided that we need to keep in touch with our students' mental health. This commitment is important to pursue because students cannot learn if they are not feeling mentally stable and mentally supported. Every student needs to be able to develop trusting relationships with adults and other students. We aim to prioritize restoring and building connections within our school and within our community to help build these relationships.</p> |
|--|--|

## Key Strategies and Resources

| STRATEGY   | METHODS                                | GAUGING SUCCESS  | RESOURCES   |
|--|--|--|---|
| <p>What strategies will we pursue as part of this commitment?</p>    | <p>What does this strategy entail?</p> | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>                   |
| <p><b>Second Step SEL Program</b></p>                                | <p>Social Emotional Learning PK-8</p>  | <p>Survey data (Fall, Winter, Spring). Use sources of data the program can/will provide.</p>   | <p>License renewal and any PD for staff new to our district.</p>  |
| <p><b>Yale Center for Emotional Intelligence: RULER Approach</b></p> | <p>Social Emotional Learning K-5</p>   | <p>Survey data (Fall, Winter, Spring). Explore any sources of data the program can/will provide.</p>   | <p>Professional Development, licensing, ancillary activities.</p>   |
| <p><b>Restorative Practices</b></p>                                  | <p>Social Emotional Learning 6-12</p>  | <p>Survey data (Fall, Winter, Spring).<br/>Disciplinary referral data.</p>   | <p>Professional Development and ancillary activities to support the program.</p>  |
| <p><b>Positive Behavioral Interventions and Supports</b></p>         | <p>Social Emotional Learning PK-5</p>  | <p>Survey data (Fall, Winter, Spring).<br/>Disciplinary referral data.</p>   | <p>Professional Development and ancillary activities that support the program (Student oriented assemblies, celebrations, etc.)</p> |
| <p><b>Welcome back event</b></p>                                     | <p>Students and staff</p>              | <p>Feedback from a survey pertaining to this event.</p>  | <p>Planning, supplies</p>   |

Commitment 1

|  |  |   |   |
|--|--|---|---|
| <p><b>Houses (staff-student mentoring)</b></p> | <p>Students and staff. Staff mentor small groups of students (check-in/check-out, bonding activities, etc.)</p>  | <p>Feedback from a survey pertaining to how well this piece is working.</p> | <p>Planning and supplies for events done to support this.</p> |
| <p><b>College and Career Ready Night</b></p>   | <p>Student/community outreach. Area colleges/universities and employers set up in the gymnasium, allowing students and parents to visit, ask questions, and get information.</p> | <p>Attendance at the event.<br/>Suggestions/comments box at the event.</p>  | <p>Planning, materials/supplies needed for the evening.</p>   |
| <p><b>Community Garden</b></p>                 | <p>Parents, students, and staff create and cultivate a community garden with potential uses for students and the community.</p>  | <p>Survey data</p>  | <p>Planning, materials, equipment, and supplies.</p>          |

Commitment 1

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

|                       | Survey Question(s) or Statement(s)  | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|---|--|
| <b>Student Survey</b> | I feel safe at Madison Central School   | 85% agree  |
|                       | Do you feel bullying is a problem at Madison Central School   | 45% disagree   |
|                       | Do you feel cyberbullying is a problem at Madison Central School                                      | 65% disagree   |
|                       | Does Madison Central School do enough to educate students about the issue of bullying/cyberbullying   | 65% agree  |
| <b>Staff Survey</b>   | Do you feel bullying is a problem at Madison Central School   | 60% disagree   |
|                       | Is Madison Central School doing enough to address the issues of bullying/cyber bullying               | 70% yes  |
| <b>Family Survey</b>  | My child feels connected to Madison Central School  | 70% agree  |
|                       | Staff at Madison Central School care about my child   | 70% agree  |
|                       | Madison Central School is meeting the needs of my child(ren) both academically and social emotionally | 70% agree  |
|                       | I feel better connected to Madison Central School   | 60% agree  |

Commitment 1

We believe having the following occur will give us good feedback about our progress with this commitment:

|   |
|---|
| <p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p>  |
| <p>We would like to see our survey numbers trend in a positive direction from our base percentages in September. We would like to see at least an increase of 10 percentage points from September to January and an increase of another 10 percentage points from January to May.</p> |
| <p>We would like to see decreases in behavioral/counselor referrals over the course of the year.</p>  |
| <p>Although just starting year 2 of the program, we would like to see students and staff engaging in more “restorative practice” conversations and strategies throughout the year.</p>  |
| <p>Through survey data, see if parent connectedness to the school district increases.</p>   |

## COMMITMENT 2

### Our Commitment

|  |   |
|--|---|
| <p><b>What is one commitment we will promote for 2021-22?</b></p> <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>We commit to providing professional development to offer our staff up-to-date instructional strategies to promote students' academic success.</p> <p>We believe that as a school we have the responsibility to prepare our students to feel successful for life after high school. We are continuing to work on reaching across grade levels with staff training and consistency among content areas. Teachers recognize that they need time to reflect on their curriculum that is being taught and time to collaborate with other staff.</p> |
|--|---|

## Key Strategies and Resources

| STRATEGY  | METHODS  | GAUGING SUCCESS  | RESOURCES   |
|---|--|--|---|
| <p>What strategies will we pursue as part of this commitment?</p>                     | <p>What does this strategy entail?</p>   | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p><b>OHM BOCES Science Kits</b></p>  |  |  | <p>Funding for PD and supplies.</p>   |
| <p><b>Orton-Gillingham Instructional approach</b></p>                                 | <p>Direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals</p> <p>Supporting Readers and Writers through Conferencing and Small Group Instruction</p> | <p>Benchmarking throughout the year.</p>   | <p>Funding for PD</p>   |
| <p><b>Units of Study for teaching Reading &amp; Writing with Olivia Wahl: K-5</b></p> |  | <p>July 26-30</p> <p>Principals will observe these strategies being used throughout the year.</p> <p>Positive growth results from STAR assessments.</p>  | <p>Funding for PD</p>   |
| <p><b>Units of Study for teaching Reading and Writing with Olivia Wahl: 6-12</b></p>  | <p>Continued training/support with the Units of Study in Reading and Writing.</p> <p>For ELA teachers, Special Education teachers, and Teaching Assistants that support ELA instruction.</p>   | <p>August 9-11</p> <p>Principals will observe these strategies being used throughout the year.</p> <p>Positive growth results from STAR assessments.</p> | <p>Funding for PD</p>   |



Commitment 2

|  |   |  |   |
|--|---|--|---|
| <p><b>Units of Study for teaching Reading &amp; Writing with Olivia Wahl: 6-12</b></p> | <p>Reaching and engaging every child as readers and writers across content areas: ELA, Special Ed teachers, Science Teachers, Social Studies Teachers, Math Teachers, Health Teacher, Business Teacher, Agriculture Teachers, and Teaching Assistants who support instruction at the MS/HS level.</p> | <p>August 12 and 13<br/>Principals will observe these strategies being used throughout the year.</p>                                 | <p>Funding for PD</p>   |
| <p><b>On-site coaching, curriculum planning with Olivia Wahl</b></p>                   | <p>Olivia Wahl will be working with grades K-5 throughout the year (3 days each month during the school year)</p>   | <p>STAR testing results and NYS Assessment results<br/>Principals will observe these strategies being used throughout the year.</p>  | <p>Funding for PD, substitutes, and any books/supplies needed for supporting staff.</p> |
| <p><b>On-site coaching, curriculum planning with Olivia Wahl</b></p>                   | <p>Olivia Wahl will be working with grades 6-11 throughout the year (3 days each month during the school year)</p>  | <p>STAR testing results and NYS Assessment results.<br/>Principals will observe these strategies being used throughout the year.</p> | <p>Funding for PD, substitutes, and any books/supplies needed for supporting staff.</p> |
| <p><b>On-site coaching, curriculum planning with district mathematics coach.</b></p>   | <p>Mathematics coach will be working with Elementary and Secondary staff every day throughout the school year.</p>  | <p>STAR testing results and NYS Assessment results.<br/>Principal observations</p>   | <p>Funding for PD, substitutes, and any books/supplies needed for supporting staff.</p> |
| <p><b>Equity Professional Development</b></p>  | <p>Staff development in the area Equity</p>   | <p>Principal observations</p>  | <p>Funding for PD</p>   |
| <p><b>Providing challenging, differentiated curriculum to advanced learners</b></p>    | <p>Staff development with focus on differentiated, engaging instruction for advanced learners.</p>  | <p>Principal observations<br/>Student and staff survey.</p>  | <p>Funding for PD</p>   |



## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

|                       | Survey Question(s) or Statement(s)  | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|---|--|
| <b>Student Survey</b> | Do you feel that all students are treated with respect and dignity?                           | 65%  |
|                       | Do you feel all cultural identities are affirmed, valued, and represented?                    | 65%  |
|                       | Do you feel Madison Central School is providing enough quality professional development?      | 70%  |
| <b>Staff Survey</b>   | Do you feel supported professionally by the district?   | 70%  |
|                       | Do you feel the district is providing enough professional development designed around equity? | 70%  |
|                       | Do you feel that all students are treated with respect and dignity?                           | 65%  |
| <b>Family Survey</b>  | Do you feel all cultural identities are affirmed, valued, and represented?                    | 65%  |

Commitment 2

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

We would like to see positive growth trends in our survey data at year's end.

Through administrative observations, see more of the concepts and strategies being used in daily instruction throughout the school year.

Ultimately see growth/higher scores in formative assessments, STAR assessments, and NYS assessments.

## COMMITMENT 3

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

|  |   |
|--|---|
| <p><b>What is one commitment we will promote for 2021-22?</b></p> <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>We commit to helping students and our community to achieve a foundation to feel successful and engaged with learning from Pre-K to post grade 12.</p> <p>This commitment emerged as an important topic based on a questionnaire that was given to a cross section of students. According to the mission statement of MCS, we are cultivating a community of lifelong learners and critical thinkers, so it is essential that we provide skills necessary to achieve these goals. Ultimately, students will have the skill set to choose their own paths for learning and or feel ready for a career after high school.</p> |
|--|---|

## Key Strategies and Resources

| STRATEGY   | METHODS   | GAUGING SUCCESS   | RESOURCES   |
|--|---|---|---|
| What strategies will we pursue as part of this commitment? | What does this strategy entail?   | How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success. | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?  |
| <b>College and Career Night</b>                            | Community engagement and preparing students for post graduation.  | Attendance at the event and graduation survey.<br><br>Post graduation survey 1 year after graduation.   | Planning (committee), communication to the community, supplies needed for the event.  |
| <b>Learning Celebrations</b>                               | Community engagement with focus on what students are learning throughout the year.  | Attendance to these events<br><br>Parent Survey   | Planning, supplies needed for the event.  |
| <b>Curriculum Night(s)</b>                                 | Community engagement - inviting families to our school to look at and discuss curriculum.   | Attendance to these events<br><br>Parent Survey   | Planning, dinner/desserts, and any supplies.  |
| <b>Homework Club</b>                                       | Helping students with and feeling successful. Program will run 4 nights per week, 1 hour for each session, starting the first week of October and running until the second week of June (if necessary). | Attendance, grades, and improved grades on assessments.   | Staff monitoring homework club each night (2 staff each night - with an additional 2 staff if attendance numbers warrant it) and providing food (snack) for students attending. |
| <b>Intramurals Club</b>                                    | Helping students feel successful socially and emotionally. Program will begin in  | Attendance<br><br>Student survey  | Staff monitoring the activities (1 staff member), snacks, and   |

Commitment 3

|   |   |  |  |
|---|---|--|--|
|   | October and run 1-2 nights per week depending on space availability.  |  | any supplies needed for the club.  |
| <b>Builders Club</b>  | Helping students feel successful academically, socially, and emotionally.<br>Program will begin in October and run 1 night per week   | Attendance                                       | Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.  |
| <b>STEM Club (Elementary students)</b>                              | Helping students feel successful academically, socially, and emotionally.<br>Program will begin in October and run 1 nights per week  | Attendance                                       | Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.  |
| <b>Lego Robotics (Drone technology, and other robotics as well)</b> | Helping students feel successful academically, socially, and emotionally.<br>Program will begin in October and run 1-2 nights per week  | Attendance<br>Student survey                     | Staff monitoring the activities (1 staff member), snacks, and supplies needed for the club.  |
| <b>E-Sports Club</b>  | Helping students feel successful socially and emotionally. Providing students with a non-traditional opportunity to excel in competition that is not athletic, musical, or art related - in essence providing a path to those students not engaged in school with what we currently provide for competition. Providing students with an opportunity to take a path toward higher education. | Attendance<br>Academic success<br>Student Survey | Staff monitoring the activities (1-2 staff members) and equipment necessary to provide students with the means to have a successful experience with this club. |
| <b>Reading/Writers Club</b>   | Will allow students to have opportunities to be readers and authors using the strategies from the Units of Study.   | Attendance<br>Academic success<br>Student Survey | Staff monitoring the activity (1), supplies, and snacks.   |
| <b>Community Garden</b>   | Allowing parents, students, and staff to come together to cultivate a vegetable   | Attendance<br>Survey data                        | Staff monitoring the activity (2), equipment   |

Commitment 3

|                          |   |                                  |   |
|--------------------------|---|----------------------------------|---|
|                          | garden and ultimately cultivate deeper relationships with each other.   |                                  | necessary to do this, and supplies/materials.   |
| <b>Community Night</b>   | Guest speakers; activities; demonstrations (various topics/opportunities such as cooking, technology, safety, etc.)   | Attendance<br>Parent Survey Data | First Wednesday of each month beginning in October.<br><br>Funding for staffing and supplies. |
| <b>Community Classes</b> | Through the use of our Distance Learning Lab, provide adults in the community an opportunity to take courses/trainings after normal school hours. Connectivity has been an issue for some families in our district, this could be another pathway for them to advance their career goals. | Attendance<br>Parent Survey Data | Funding for staffing (2 staff).   |
| <b>Technology Team</b>   | Committee of students and staff to assess our technology we currently have and then look at possibilities of implementing more technology (ie. 3D printers, drone technology, etc.)   | Student and staff survey data.   | Funding for technology.   |



## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

|                       | Survey Question(s) or Statement(s)  | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|---|--|
| <b>Student Survey</b> | Do you feel Madison Central School offers a wide range of activities/clubs for you to be part of?                                 | 80%  |
|                       | Do the activities/clubs offered to students at Madison Central School allow people like you to be part of them?                   | 80%  |
|                       | Do you feel that Madison Central School could provide more activities/clubs for students?   | 80%  |
|                       | Do you feel that Madison Central School is offering enough opportunities to connect with your community with the school district? | 75%  |
| <b>Staff Survey</b>   | Is Madison Central School providing students enough opportunities for after school involvement (ie. clubs)?                       | 70%  |
|                       | Is Madison Central School offering enough opportunities for the community to engage more with the district?                       | 70%  |
|                       | Is Madison Central School providing students with opportunities for after school involvement beyond athletics?                    | 70%  |
| <b>Family Survey</b>  | Is Madison Central School providing the community the opportunity to engage more with the school district?                        | 70%  |

Commitment 3

We believe having the following occur will give us good feedback about our progress with this commitment:

|   |
|---|
| <p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p> <p>High participation in after school activities/clubs (at least 50% for students not engaged in athletics).</p> <p>Improvement in the areas of academics, attendance, and SEL - 20% improvement from previous year.</p> <p>Survey data - especially with the community to see if we are trending in the right direction and getting feedback to see where we can be more effective.</p> |
|---|

## COMMITMENT 4

*This section can be deleted if the school does not have a fourth commitment.*

### Our Commitment

|  |   |
|--|---|
| <p><b>What is one commitment we will promote for 2021-22?</b></p> <p><b>Why are we making this commitment?</b><br/> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the school's vision?</i></li> <li>● <i>Why did this emerge as something to commit to?</i></li> <li>● <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul> | <p>We are committed to improving our data goals by having students meet benchmark targets throughout the year.</p> <p>We believe as a school that we are dedicated to making improvement across the entire school by showing growth throughout the school year.</p> |
|--|---|

## Key Strategies and Resources

| STRATEGY  | METHODS  | GAUGING SUCCESS   | RESOURCES   |
|---|--|---|---|
| <p>What strategies will we pursue as part of this commitment?</p> <p><b>Continuation of “Data Days” with the Data Team.</b></p> | <p>What does this strategy entail?</p> <p>Opportunities for our Data Team to work with staff in groups and 1 to 1 about looking at student assessment data at the state and local assessment (STAR, Module, end of unit, and formative assessment) levels.</p>   | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> <p>Improved assessment scores.</p> <p>Allowing more opportunity for the Data Team and new Mathematics Coach to have data conversations with teaching staff during staff development days and planned “Data Days” throughout the school year.</p> <p>Data meetings will commence in October and run through June.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <p>Funding for substitutes; Professional Development (Data Team and staff if necessary), supplies that may be needed.</p> |
| <p><b>Data Bootcamp for Parents</b></p>   | <p>Provide an opportunity to explain/show parents on the importance of data, how we collect data, how we analyze data, and then use that data to drive instruction. Allow parents to ask questions for better understanding.</p> <p>The Data Team works with staff on providing student data to students and</p> | <p>Attendance - offer a fall and spring session</p> <p>Parent Survey Data</p>   | <p>Funding for presenters, supplies, and food.</p>  |
| <p><b>Sharing Data with students and parents</b></p>  | <p>The Data Team works with staff on providing student data to students and</p>  | <p>Increased growth through STAR and NYS Assessments.</p>   | <p>Funding for substitutes, Professional</p>  |

Commitment 4

|   |  |   |   |
|---|--|---|---|
|   | <p>parents - what it shows, what it means, and how to achieve and maintain a growth mindset.</p>   | <p>Increased growth through local measures (formative assessments).</p> | <p>Development, and any supplies that might be needed</p> |
| <p><b>Data tutorial on the District website</b></p> | <p>For parents that do not attend Data Bootcamp, a tutorial on the District website explaining the importance of Data and how we use it.</p> | <p>Parent Survey Data.</p>  | <p>Funding for staff to create the tutorial.</p>          |

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

|                       | Survey Question(s) or Statement(s)  | Desired response<br>(e.g. % agree or strongly agree) |
|-----------------------|---|--|
| <b>Student Survey</b> | Do you feel your teachers adequately explain why they collect and use student data?                                       | 55%  |
|                       | Do you feel Madison Central School is providing you enough opportunity to have discussions regarding your students' data? | 70%  |
| <b>Staff Survey</b>   | Do you feel comfortable with data conversations?  | 70%  |
|                       | Do you need more professional development working with and understanding student data?                                    | 70%  |
| <b>Family Survey</b>  | Do you feel MCS provides you enough information regarding how we collect, analyze, and use data to drive instruction?     | 70%  |

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.

#### Commitment 4

Increasingly higher percentage of staff understanding data, having comfortable/informed data conversations, increased usage of data to drive instruction, and ultimately improved assessment grades.

Students and parents understand the process and the importance of it - all within a growth mindset.

## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

### XState-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

|  |                                       |
|--|---------------------------------------|
| <b>Evidence-Based Intervention Strategy Identified</b>   | <b>Restorative Practices - year 2</b> |
| <b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b> | Commitment 1 and 3                    |



**Clearinghouse-Identified**

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

|  |  |
|--|--|
| <b>Evidence-Based Intervention Strategy Identified</b>   |  |
| <b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b> |  |

**Clearinghouse used and corresponding rating**

- What Works Clearinghouse**
  - Rating: Meets WWC Standards Without Reservations
  - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
  - Rating: Top Tier
  - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
  - Rating: Model Plus
  - Rating: Model
  - Rating: Promising

**XSchool-Identified**

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

|  |                                    |
|--|------------------------------------|
| <b>Evidence-Based Intervention Strategy Identified</b>   | <b>Second Step; Ruler Approach</b> |
| <b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b> | Commitments 1 and 3.               |

**Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)**

**Second Step:**

Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental psychology*, 55(2), 415. <https://doi.org/10.1037/dev0000621>

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53(2), 180–186.

Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. *Remedial and Special Education*, doi: 10.1177/074193251456456

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

| Name             | Role          |
|------------------|---------------|
| Cheryl Livermore | Parent        |
| Alyson Usborne   | Parent        |
| Colleen Peavey   | Parent        |
| Karen Still      | Parent        |
| Grace Lutke      | Student       |
| Mckenzie Cotter  | Student       |
| Anna McNamara    | Student       |
| Brianna Usborne  | Student       |
| Andrew Nichols   | Student       |
| Myah Hauck       | Student       |
| Amber Neiss      | Teacher       |
| Jessica Chenel   | Teacher       |
| Tina Bergeron    | Teacher       |
| Brian Latella    | Administrator |
| Larry Nichols    | Administrator |
|                  |               |
|                  |               |
|                  |               |

## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

| Meeting Date | Interviewing Students | Completing the Equity Self-Reflection for Identified Schools | Reviewing Multiple Sources of Data and Feedback | Clarifying Priorities and Considering How They Connect to School Values | Writing the Plan | Completing the "Leveraging Resources" document |
|--------------|-----------------------|--|---|---|------------------|--|
| 7/6/21       | X                     |  |   |   |                  |  |
| 7/13/21      | X                     |  |   |   |                  |  |
| 7/20/21      | X                     | X  | X   | X   |                  |  |
| 7/21/21      | X                     |  | X   |   | X                |  |
| 7/27/21      |                       |  |   | X   | X                | X  |
| 7/29/21      |                       |  |   |   | X                | X  |

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

#### Student Interviews

##### **Describe how the Student Interview process informed the team's plan**

Our questions were generated from conversation and in conjunction with some of the template questions. Once we had student feedback, we analyzed the responses and worked on implementing those responses into our commitment action plans. Student feedback was very informative and eye-opening in some areas.....especially in student-teacher relations. From this and future student input we plan on a larger focus on professional development planning from their lens. Survey's and meetings will continue to a key piece in this. The dialogue we had with them was very beneficial.

#### Equity Self-Reflection

##### **Describe how the Equity Self-Reflection informed the team's plan**

Because the self-reflection piece revolved more around equity and diversion, many of our categories were emerging....even if in some part our district has done some things via social emotional learning curriculum. The equity self-reflection plan will continue to imbed into what we do here but we still have focus in other areas such as data-driven instruction (assessment based) and professional development focused on academic areas..

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1.  The SCEP has been developed in consultation with parents, school staff, and others in accordance with the [NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.

**Madison-Oneida BOCES**  
4937 Spring Rd  
Verona, NY 13478  
Phone: 315-361-5500  
Email: tpulverenti@moboces.org

(Authorized Provider #: 0423)

This certifies that Jason Mitchell  
(DOB:3/19/1976, SSN:n/a) has

successfully completed the following course/activity:

**APPR Teacher Lead Evaluator Recertification for 2021-22**

This started on 8/2/2021 and was completed on 8/2/2021

**5.5 - Professional Development Hours**

Category - Content

I certify that the individual listed completed the  
CTLE cited pursuant to Subpart 80-6 of the  
Regulations of the commissioner of Education



\_\_\_\_\_  
Signature of Authorized Certifying Officer

**Madison-Oneida BOCES**  
4937 Spring Rd  
Verona, NY 13478  
Phone: 315-361-5500  
Email: tpulverenti@moboces.org

(Authorized Provider #: 0423)

This certifies that Brian Latella  
(DOB:3/29/1978, SSN:3351) has

successfully completed the following course/activity:

**APPR Teacher Lead Evaluator Recertification for 2021-22**

This started on 8/2/2021 and was completed on 8/2/2021

**5.5 - Professional Development Hours**

Category - Content

I certify that the individual listed completed the  
CTLE cited pursuant to Subpart 80-6 of the  
Regulations of the commissioner of Education



\_\_\_\_\_  
Signature of Authorized Certifying Officer



**Madison-Oneida BOCES**  
4937 Spring Rd  
Verona, NY 13478  
Phone: 315-361-5500  
Email: tpulverenti@moboces.org

(Authorized Provider #: 0423)

This certifies that LeeAnn Cucci  
(DOB:n/a, SSN:n/a) has

successfully completed the following course/activity:

**Initial APPR Certification (TLE)**

This started on 8/26/2021 and was completed on 8/26/2021

**4 - Professional Development Hours**

Category - Content

I certify that the individual listed completed the  
CTLE cited pursuant to Subpart 80-6 of the  
Regulations of the commissioner of Education



\_\_\_\_\_  
Signature of Authorized Certifying Officer

| Excess Books                             |      |                   |             |
|--|------|-------------------|-------------|
| Title                                    | Year | ISBN#             | # of copies |
| Compact Interactive Literature           | 2007 | 0-321-47032-x     | 14          |
| The Language of Literature               | 1997 | 0-395-73704-4     | 58          |
| The Language of Literature- American Lit | 1997 | 0-395-73706-0     | 58          |
| The Elements of Style                    | 2000 | 0-205-30902-X     | 7           |
| The Norton Reader                        | 2008 | 978-0-393-93173-0 | 4           |
|  |      |                   |             |
|  |      |                   |             |
|  |      |                   |             |
|  |      |                   |             |



# MADISON COUNTY TREASURER'S OFFICE

CINDY J. EDICK, TREASURER

REBECCA S. MARSALA – DEPUTY, DELINQUENT TAX ENFORCEMENT  
& DIRECTOR OF REAL PROPERTY TAX SERVICES

KARIN D. RICHMOND – DEPUTY DIRECTOR, REAL PROPERTY TAX SERVICES

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**P.O. Box 665, Wampsville, NY 13163 ▪ Phone (315) 366-2371 ▪ Fax (315) 366-2708**

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September 14, 2021

Dennis E Taylor  
Amanda S Taylor  
PO Box 273  
3685 North Street  
Madison NY 13402

Re: 2021-22 Madison Central School Taxes  
Village of Madison  
MAP# 114.19-1-21

Dear Mr. and Mrs. Taylor:

Enclosed please find an executed Correction for Refund or Credit of Real Property Taxes for the above referenced parcel of land.

The assessor confirmed that the assessment that the parcel was split into 2 parcels and that the referenced parcel should have been deleted.

I have forwarded this information on to the Madison Central School Tax Collector and the Town of Madison Assessor by email.

If you have any questions regarding this matter, please feel free to contact this office.

Very sincerely yours,

A handwritten signature in blue ink that reads "Rebecca S Marsala".

Rebecca S Marsala  
Director, Madison County  
Real Property

/rsm  
Enc.

Cc: Madison Central School Tax Collector via email  
Madison Assessor via email

## SCHOOL BOARD OPERATIONS

### REGULAR BOARD MEETINGS

- I. All Board of Education meetings must be open to the public except those portions of the meetings which qualify as executive sessions. A “meeting” is defined as an official convening of a public body for the purpose of conducting public business and a “public body” is defined as an entity of two (2) or more persons which requires a quorum to conduct public business, including committees and subcommittees.

Whenever such meeting is to take place, there must be at least seventy-two (72) hours advance notice in accordance with the provisions of the Open Meetings Law. Notice of other meetings shall be given as soon as is practicable in accordance with law.

If videoconferencing is used to conduct a meeting, the public notice for the meeting shall inform the public that videoconferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Regular monthly meetings of the Board of Education of Madison Central School District shall take place on the day and time designated by the Board at the Organizational Meeting, except as modified at subsequent meetings of the Board.

It is the responsibility of the Superintendent to prepare the agenda and review it with the Board President and Vice President ~~(consistent with Policy 2301)~~ for each meeting of the Board. The agenda for each meeting shall be prepared during the week prior to the meeting. The agenda shall be distributed to Board members no later than the Friday before such regular meeting. Whenever the President or other members of the Board wish to bring a matter to the attention of the Board, such request should be made to the Superintendent so that the same can be placed on the agenda. Whenever individuals or groups wish to bring a matter to the attention of the Board, such request shall be addressed to the Superintendent. The Superintendent shall present such matter to the Board.

- II. The Clerk of the Board of Education shall notify the members of the Board of Education in advance of each regular meeting. Such notice, in writing, shall include an agenda and the time of the meeting.
- III. In the event that a meeting date falls on a legal holiday, interferes with other area meetings, or there is an inability to attend the meeting by Board members to the extent that a quorum would not be present, the Board shall select a date for a postponed meeting at the previous regular meeting, and shall direct the Clerk to notify all members.
- IV. Any meeting of the Board may be adjourned to a given future date and hour if voted by a majority of the Board present.

POLICY

SCHOOL BOARD OPERATIONS

**Draft 09/14/21**  
2300

REGULAR BOARD MEETINGS

- V. The Superintendent and members of his/her staff at the Superintendent's discretion shall attend all meetings of the Board. The Superintendent shall attend all executive session meetings of the Board except those that concern his/her evaluation, employment status, and salary determination. The Board may request the attendance of such additional persons as it desires.

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Madison Central School District

Legal Ref.: Education Law, 01/25/05 Sections 1708, 1709, 2504

Adopted: 1984, 10/16/98, 01/25/05

Revised: 08/20/13, \_\_\_\_\_

## FORMULATION, ADOPTION AND DISSEMINATION OF POLICY

### I. Policy Statement

Board Policies are adopted by the Board of Education to provide an operational framework for the Madison Central School District. They should be broad enough to permit discretionary action by the Superintendent in meeting day to day events, yet be specific enough to give clear guidance. Administrative Regulations are the detailed directions developed by the Superintendent to implement policy.

### II. Formulation, Adoption and Dissemination

A. It is the duty of the Board to adopt, revise or rescind policies. The Board shall generally seek the ideas, opinions and counsel of staff members, administrators and/or citizens in the development of policies before their adoption. The formal adoption of policies shall be recorded in the minutes of the Board. Only those written statements so adopted and so recorded shall be regarded as official Board Policy.

B. The adoption of a written policy shall occur only after review and discussion at a first reading the first reading of the Board of Education and the proposal has been moved, discussed and voted on affirmatively at two successive meetings the second reading of the Board of Education. The policy draft may be amended at the second meeting. (i.e. the “first reading” and the “second reading”) By a majority vote, the Board may waive the second reading and complete the adoption of the proposed policy at its first reading.

C. The formal adoption or dissemination of written Board policy shall be recorded in the official minutes of the Board. Such written Board policy shall be the continuing legal regulations of the District.

### III. Administrative Regulations

The Madison Central School District Board of Education empowers the Superintendent with the authority to establish administrative regulations, as needed, in order to implement policies and provide detailed direction for the orderly operation of the District.

IV. In the absence of policy, the Superintendent shall have the authority to act. The Superintendent’s actions shall be subject to review by the Board.

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

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Madison Central School District  
Legal Ref: NYS Education Law 1709  
Adopted: 1984, 10/16/98  
Revised: 01/13/05, 08/20/13

# Regulation

SCHOOL BOARD OPERATIONS

Draft 09/15/21  
2301.1

## BOARD AGENDA GUIDELINES

1. Board Agenda
  - I. Call to Order.
  - II.
    1. A Consent Agenda will be utilized for all routine matters.
    2. Agenda Requests will be submitted at least five days prior to meeting.
  - III. Agenda additions will be accepted when appropriate.
  - IV. Public Forum
  - V. Reports will be given as appropriate, by the following in the following order (includes all special reports or presentations will be included in the President's report).
    1. President
    2. Superintendent
    3. Principal
    4. Business Administrator and/or Treasurer
    5. Director of Curriculum, Instruction and Special Education
  - VI. Policy additions or revisions.
  - VII. Old Business.
  - VIII. New Business.
  - IX. Public Forum: Reasonable time frame should be provided
  - X. Executive Session: When required.
  - ~~XI. A fifteen minute period prior to adjournment will be devoted to agenda building, and the Superintendent's action plan for the next meeting.~~
  - XII. Adjournment.
2. Guidelines
  - I. Items open for discussion will be discussed in the following manner.

REGULATION

**Draft 09/15/21**  
2301.1

SCHOOL BOARD OPERATIONS

BOARD AGENDA GUIDELINES

1. Each Board member in designated order will be given a two-minute comment period followed by a one-minute response period. Time may be relinquished. Board members will not be permitted to address an issue more than twice.
2. Board members will be shown courtesy during debate and will not be interrupted without permission. The chair reserves the rights afforded under parliamentary procedures.
3. If items cannot be resolved via above procedures they will be tabled to the end of the meeting or the following meeting for further discussion and resolution.

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Madison Central School District  
Adopted: 09/05/01, 01/25/05  
Revised: 08/20/13, \_\_\_\_\_