

The Reorganizational Meeting of the Board of Education of Madison Central School was held on July 5, 2023 at 6:00 pm in the auditorium.

MEMBERS PRESENT: Mr. Tobias Abrams
Mrs. Laura Billings
Ms. Jessica Clark
Mrs. Jennifer Lavoie
Mr. Brett Reiter
Mr. Jona Snyder
Ms. Jennah Turner

MEMBERS ABSENT: None

OTHERS PRESENT: Mr. Jason Mitchell, Superintendent
Mr. Larry Nichols, Building Principal
Ms. Melanie Brouillette, Treasurer
Ms. Tracey Lewis, District Clerk

- I. Call to Order and Pledge – District Clerk
 - a. Ms. Lewis, District Clerk, called the meeting to order at 6:00 pm.
- II. The Oath of Office was taken by each individual listed below.
 - a. District Clerk
 - b. Superintendent
 - c. Newly re-elected members
 1. Brett Reiter
- III. Election of 2023-2024 Board President and Oath of Office
 - a. Ms. Turner nominated Mrs. Lavoie. There were no further nominations,

MOTION # 1 - ELECT BOARD PRESIDENT

ON THE MOTION of Ms. Turner, seconded by Mrs. Billings, the board moved to elect Mrs. Lavoie as the Board President for the 2023-24 school year. Motion carried 7 yes, 0 no.

- IV. Election of 2023-2024 Board Vice President and Oath of Office
 - a. Ms. Clark nominated Mr. Snyder. There were no further nominations.

MOTION # 2 - ELECT BOARD VICE PRESIDENT

ON THE MOTION of Ms. Clark, seconded by Ms. Turner, the Board moved to elect Mr. Snyder as the Board Vice President for the 2023-24 school year. Motion carried 7 yes, 0 no.

- V. Appointment of District Officers

MOTION # 3 - APPROVAL OF APPOINTMENT OF DISTRICT OFFICERS

ON THE MOTION of Mr. Snyder, seconded by Ms. Clark, the Board moved to approve the appointment of the following list of District Officers:

- a. District Clerk – Tracey Lewis
- b. District Treasurer – Melanie Brouillette – bonded at \$300,000
- c. Deputy Treasurer - Larry Nichols – bonded at \$300,000
- d. District Tax Collector – Laura Fuess
- e. Internal Claims Auditor – Amanda Barton
- f. Extra-Classroom Activity Accounts – Tracey Lewis
- g. Purchasing Agent – Melanie Brouillette / Alternate Jason Mitchell

Motion carried 7 yes, 0 no.

VI. Appointments

MOTION # 4 - APPROVAL OF APPOINTMENTS

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve the following list of appointments:

- a. School Physician – Community Memorial Hospital (Contract previously approved for July 1, 2021 through June 30, 2024)
- b. School Attorney – Ferrara, Fiorenza, Larrison, Barrett and Reitz, P.C., Hancock & Estabrook and Costello Cooney Fearon PLLC
- c. Attendance Officer – Tracey Lewis
- d. Independent Auditor – TBD
- e. Records Access Officer – Jason Mitchell
- f. Records Management Officer – Melanie Brouillette
- g. Representative to OMH (Tri County) School Boards Association – Jona Snyder, Alternate Laura Billings
- h. Dignity Act Coordinator – MS/HS Principal Larry Nichols, Elementary Principal LeeAnn Cucci, Committee on Special Education Chairperson Brian Latella, School Counselors Michael Lee and Jennifer Buckley
- i. Compliance Coordinator - Brian Latella, Director of Curriculum, Instruction and Special Education
- j. Director of Physical Education - Larry Nichols
- k. Title IX Coordinator - Brian Latella, Director of Curriculum, Instruction and Special Education
- l. Data Protection Officer – Kurt Peavey
- m. Medicaid Compliance Officer - Brian Latella, Director of Curriculum, Instruction and Special Education
- n. HIPAA Compliance Officer - Brian Latella, Director of Curriculum, Instruction and Special Education

Motion carried 7 yes, 0 no.

VII. Committee Appointments

MOTION # 5 - APPROVAL OF COMMITTEE APPOINTMENTS

ON THE MOTION of Ms. Clark, seconded by Mr. Reiter, the Board moved to approve the following list of Committee Appointments:

- a. Committee on Special Education (CSE)
Parent or Person in Parental Relationship to the Student
Regular Education Teacher of the Student
Special Education Teacher of the Student
School Psychologist – TBD
Chairperson/Administrator – Brian Latella
Subcommittee Chairperson – TBD
School Physician
Parent Member – TBD
Other Persons Having Knowledge or Special Expertise Regarding the Student
Student, if appropriate
Office Assistant: Shania Stoddard
- b. Committee on Pre-School Education (CPSE)
Parent or Person in Parental Relationship to the Student
Regular Education Teacher of the Student
Special Education Teacher of the Student
School Psychologist – TBD
Chairperson/Administrator – Brian Latella
Subcommittee Chairperson – TBD
School Physician
Parent Member – TBD

Other Persons Having Knowledge or Special Expertise Regarding the Student
Student, if appropriate
Office Assistant: Shania Stoddard
Early intervention Transition specialist, if appropriate
Representative from Madison County – Ms. Rosanne Lewis
Representative from Oneida County – Ms. Barb Pelligrino

- c. Committee Appointments
 - 1. Budget - Mr. Snyder, Ms. Clark, Mrs. Billings
 - 2. Negotiations - Mr. Snyder, Mrs. Billings
 - 3. Policy - Ms. Clark, Mr. Reiter
 - 4. Building and Grounds - Mr. Snyder, Ms. Clark, Mrs. Billings
- d. Acceptance to use Impartial Hearing Officer List as provided by NYSED Impartial Hearing Reporting System @pd.nysed.gov/specedhelp/ihrs.
- e. District Wide Safety Plan - Information Item
- f. District Safety Team – see enclosed list

Motion carried 7 yes, 0 no.

VIII. Designations

MOTION # 5 - APPROVAL OF DESIGNATIONS

ON THE MOTION of Mr. Snyder, seconded by Ms. Clark, the Board moved to approve the following list of Designations:

Asbestos Designee – Christopher Post
Official Depository – Key Bank, National Bank and Trust, Bank of America, HSBC and First Niagara Bank
Investment Banks – Bank of America, Chase Bank, National Bank and Trust and MBIA (Class), New York Liquid Assets Funds (NYLAF), Citizens Bank, HSBC, Key Bank and First Niagara Bank
Official Newspaper – Oneida Daily Dispatch
Health Consortium Representative – Melanie Brouillette / Alternate Jason Mitchell
Homeless Liaison – Brian Latella
Homeschool Coordinator - Brian Latella
Worker’s Compensation Consortium Representative – Melanie Brouillette / Alternate Jason Mitchell

Motion carried 7 yes, 0 no.

IX. Authorizations

MOTION # 6 - APPROVAL OF AUTHORIZATIONS

ON THE MOTION of Ms. Clark, seconded by Ms. Turner, the Board moved to approve the following list of Authorizations:

Payroll Certification – Melanie Brouillette
Conference Approval – Jason Mitchell, Brian Latella
Petty Cash Funds – Melanie Brouillette
Signatures for all checks, deposits for all funds except Extra Classroom Activity – Melanie Brouillette / Alternate Larry Nichols
Signatures for Extra Classroom Activity – Jason Mitchell and Tracey Lewis / Alternate Larry Nichols
Budgetary Transfers – Jason Mitchell
Applications and Reports for Federal Funds – Jason Mitchell
School Lunch and Breakfast Claims and Applications – William Cotter
Authorization to Suspend

- a. Jason Mitchell - Superintendent
- b. Brian Latella - Director of Curriculum, Instruction and Special Education
- c. Larry Nichols – MS/HS Principal

d. LeeAnn Cucci – Elementary Principal
Authorization for the use of the District Credit Card - Superintendent Jason Mitchell or his designee
with a limit of \$10,000.00

Motion carried 7 yes, 0 no.

- X. Adoption of Board Policies
 - a. All policies in the District Board Policy Manual
 - b. Approval of revised Code of Conduct Policy # 1006

MOTION # 7 - ADOPTION OF BOARD POLICIES

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to approve all policies in the District Board Policy Manual and the revised Code of Conduct Policy #1006. Motion carried 7 yes, 0 no.

- XI. Authorization to borrow up to \$900,000 in revenue anticipation notes for the 2023-2024 school year.

MOTION # 8 - APPROVAL OF AUTHORIZATION TO BORROW

ON THE MOTION of Mr. Snyder, seconded by Ms. Clark, the Board moved to approve the authorization to borrow up to \$900,000 in revenue anticipation notes for the 2023-24 school year.

- XII. Approval of Mileage Reimbursement Rate at the IRS variable rate

MOTION # 9 - APPROVAL OF MILEAGE REIMBURSEMENT RATE

ON THE MOTION of Mr. Snyder, seconded by Mr. Reiter, the Board moved to approve the mileage reimbursement rate at the IRS variable rate. Motion carried 7 yes, 0 no.

- XIII. Approval of Annual Reserve Report - not available at this time

- XIV. Approval of Annual Out of District Student Tuition of \$1,100.00 per year for 2023-2024

MOTION # 10 - APPROVAL OF ANNUAL OUT OF DISTRICT STUDENT TUITION

ON THE MOTION of Ms. Turner, seconded by Mr. Reiter, the Board moved to approve the Annual Out of District Student Tuition of \$1,100.00 per year for 2023-24 as per Board Policy. Motion carried 7 yes, 0 no.

- XV. Substitute Rate of Pay as per the attached worksheet

MOTION # 11 - APPROVAL OF SUBSTITUTE RATE OF PAY

ON THE MOTION of Ms. Turner, seconded by Mrs. Billings, the Board moved to approve the Substitute Rate of Pay as provided. Motion carried 7 yes, 0 no.

- XVI. Combination of sports annually with Morrisville Eaton

MOTION # 12 - APPROVAL OF COMBINATION OF SPORTS WITH MORRISVILLE EATON ANNUALLY

ON THE MOTION of Mrs. Billings, seconded by Mr. Reiter, the Board moved to approve the combination of sports annually with Morrisville Eaton. Motion carried 7 yes, 0 no.

- XVII. Adoption of Calendars
 - a. Board of Education Meetings
 - b. Establishment of Hours for Budget Vote and Election – Recommendation 12:00 Noon to 8:00 p.m. on May 21, 2024

MOTION # 13 - ADOPTION OF CALENDARS

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to adopt the board meeting dates and budget vote and elections date calendars. Motion carried 7 yes, 0 no.

XVIII. Appointment of Election Inspector and Clerks

MOTION # 14 - APPROVAL OF APPOINTMENT OF ELECTION INSPECTORS AND CLERKS

ON THE MOTION of Mr. Snyder, seconded by Mr. Reiter, the Board moved to approve the following list of election inspectors and clerks:

- a. Susan Anderson, Inspector
- b. Gary Anderson, Inspector
- c. Diane Janney, Inspector
- d. Laura Fuess
- e. Jo Blunt
- f. Gerry Peckham
- g. Alternate - Tracey Lewis
- h. Alternate - Melanie Brouillette

Motion carried 7 yes, 0 no.

XIX. Acceptance of Free and Reduced Lunch Price Income Eligibility Guidelines for School Lunch 2023-2024 - not necessary this year due to all meals being free with new grant program approval

XX. Approval of Extra-Curricular Organizations as listed on enclosed listing

MOTION # 15 - APPROVAL OF EXTRA-CURRICULAR LIST

ON THE MOTION of Mr. Snyder, seconded by Mr. Reiter, the Board moved to approve the list of Extra-Curricular Activities for the 2023-24 school year. Motion carried 7 yes, 0 no.

XXI. Additional Authorizations

- a. Retiree Drug Subsidy (RDS) Center Authorized Representative Verification – Lisa M. Decker as Authorized Representative

MOTION # 16 - APPROVAL OF ADDITIONAL AUTHORIZATIONS

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve the additional Authorizations of Retiree Drug Subsidy (RDS) Center Authorized Representative Verification - Lisa M. Decker as Authorized Representative. Motion carried 7 yes, 0 no.

XXII. Adjournment

MOTION # 17 - ADJOURNMENT

ON THE MOTION of Ms. Clark, seconded by Mrs. Billings, the Board moved to adjourn the Reorganizational Meeting at 6:33 pm. Motion carried 7 yes, 0 no.

The Regular Meeting of the Board of Education of Madison Central School was held on July 5, 2023 at 6:30 pm in the auditorium.

MEMBERS PRESENT: Mr. Tobias Abrams
Mrs. Laura Billings
Ms. Jessica Clark
Mrs. Jennifer Lavoie
Mr. Brett Reiter
Mr. Jona Snyder
Ms. Jennah Turner

MEMBERS ABSENT: None

OTHERS PRESENT: Mr. Jason Mitchell, Superintendent
Mr. Larry Nichols, Building Principal
Ms. Melanie Brouillette, Treasurer
Ms. Tracey Lewis, District Clerk

- I. Call to Order
 - a. Mrs. Lavoie, president, called the meeting to order at 6:33 pm.
- II. Executive Session
 - a. To discuss employment history of employees

MOTION # 1 - ENTER EXECUTIVE SESSION

ON THE MOTION of Ms. Clark, seconded by Ms. Turner, the Board moved to enter into Executive Session at 6:33 pm to discuss the employment history of employees. Motion carried 7 yes, 0 no.

- III. Adjourn Executive Session and Resume Regular Meeting

MOTION # 2 - ADJOURN EXECUTIVE SESSION

ON THE MOTION of Mr. Snyder, seconded by Mr. Abrams, the Board moved to adjourn Executive Session and return to Regular Session at 7:02 pm. Motion carried 7 yes, 0 no.

- IV. Agenda Additions
- V. Consent Agenda
 - a. Approval of Agenda for this meeting

MOTION # 3 - APPROVAL OF AGENDA

ON THE MOTION of Mr. Abrams, seconded by Ms. Turner, the Board moved to approve the agenda for this meeting. Motion carried 7 yes, 0 no.

- b. Approval of Minutes
 1. June 13, 2023 Regular Meeting Minutes

MOTION # 4 - APPROVAL OF MINUTES

ON THE MOTION of Mrs. Billings, seconded by Ms. Turner, the Board moved to approve the minutes from the June 13, 2023 Regular Meeting. Motion carried 7 yes, 0 no.

- VI. Public Forum
 - a. None

VII. Reports

a. Treasurer

1. Internal Claims Auditor's Report

MOTION # 5 - APPROVAL OF INTERNAL CLAIMS AUDITOR'S REPORT

ON THE MOTION of Ms. Clark, seconded by Mr. Reiter, the Board moved to approve the Internal Claims Auditor's Report. Motion carried 7 yes, 0 no.

2. Fund Balance was discussed.
3. Approval of Transfers

MOTION # 6 - APPROVAL OF TRANSFERS

ON THE MOTION of Mr. Reiter, seconded by Ms. Turner, the Board moved to approve the transfers as provided. Motion carried 7 yes, 0 no.

b. Superintendent – Information Items

1. Mr. Mitchell reviewed the District Wide Safety Plan for 2023-24.
2. A Capital Project update was provided. The asbestos abatement is scheduled to start this month. The Town of Madison's liability on the access road is a major concern for the town so the access road is still being discussed.
3. The playground and basketball court work is scheduled to start next week. The playground will be closed most, if not all, of the summer so this project can be done.
4. Mosiac Dental provided services to a total of 55 children including cleanings, sealants, dental exams by the dentist and other dental services.

c. Superintendent – Approval Items

1. Approval of Summer School Transportation for 2023

MOTION # 7 - APPROVAL OF SUMMER SCHOOL TRANSPORTATION FOR 2023

ON THE MOTION of Mrs. Billings, seconded by Mr. Snyder, the Board moved to approve the summer school transportation for 2023. Motion carried 7 yes, 0 no.

2. Approval of Bus Maintenance Contract for 2023-24

MOTION # 8 - APPROVAL OF BUS MAINTENANCE CONTRACT FOR 2023-24

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve the Bus Maintenance Contract for 2023-24. Motion carried 7 yes, 0 no.

3. Approval to pay Robert Magee for an additional 21 days during 2022-23

MOTION # 9 - APPROVAL TO PAY ROBERT MAGEE FOR ADDITIONAL DAYS

ON THE MOTION of Mrs. Billings, seconded by Mr. Reiter, the Board moved to approve the payment to Robert Magee for an additional 21 days during the 2023-24 school year. Motion carried 7 yes, 0 no.

4. Approval to surplus books

MOTION # 10 - APPROVAL TO SURPLUS BOOKS

ON THE MOTION of Mr. Snyder, seconded by Ms. Turner, the Board moved to approve the surplus of book as per the provided list. Motion carried 7 yes, 0 no.

5. Approval of Summer 2023 Speech Language Pathology Services

MOTION # 11 - APPROVAL OF SUMMER 2023 SPEECH LANGUAGE PATHOLOGY SERVICES

ON THE MOTION of Mrs. Billings, seconded by Mr. Reiter, the Board moved to approve the Summer 2023 Speech Language Pathology Services. Motion carried 7 yes, 0 no.

6. Approval of Additional Non-Resident Students for 2023-24
 - a. Two students entering grade 12

MOTION # 12 - APPROVAL OF ADDITIONAL NON-RESIDENT STUDENTS FOR 2023-24

ON THE MOTION of Ms. Turner, seconded by Mrs. Billings, the Board moved to approve the applications for two additional students entering grade 12 for the 2023-24 school year. Motion carried 7 yes, 0 no.

7. Creation of New Position entitled "Director of Facilities"

MOTION # 13 - APPROVAL TO CREATE NEW POSITION

ON THE MOTION of Mr. Snyder, seconded by Ms. Clark, the Board moved to approve the creation of a new position entitled "Director of Facilities." Motion carried 7 yes, 0 no.

- VIII. Committee Reports
 - a. None
- IX. Policy
 - a. First Reading of the Code of Conduct Policy - Not necessary as this was approved at the Reorganizational Meeting.
- X. Old Business
 - a. None
- XI. Board of Education Discussion Items
 - a. None
- XII. New Business
 - a. Personnel
 1. Resignations
 - a. Mikaela Reeder - Teacher Aide effective June 22, 2023

MOTION # 14 - RESIGNATION

ON THE MOTION of Ms. Turner, seconded by Mrs. Billings, the Board moved to accept the resignation of Mikaela Reeder as a Teacher Aide effective June 22, 2023. Motion carried 7 yes, 0 no.

2. Appointments

MOTION # 15 - APPOINTMENTS

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

- a. Elizabeth Rice - Certified Substitute Teacher effective September 5, 2023 and Long Term Certified Substitute Teacher for Grade 4 effective September 5, 2023 at B1, Step 1 as per contract
- b. Hannah Kimball - Probationary Full Time Teaching Assistant effective September 5, 2023 with tenure anticipated for September 5, 2027, at Step 3 as per contract
- c. Maria Rocio Fernandez - Probationary Mathematics, 7-12 Teacher effective September 5, 2023 with tenure anticipated September 5, 2027 in the area of Mathematics at M1, Step 4 with Masters as per contract with anticipated Certification in Mathematics, 7-12
- d. Kati Strong - Probationary Full-Time Teacher Aide effective September 5, 2023 at Step 4 as per contract

Motion carried 7 yes, 0 no.

3. 2023-24 Mentor Appointments
 - a. Courtney Heim mentor to Merissa Roberts

MOTION # 16 - APPROVAL OF MENTOR

ON THE MOTION of Ms. Turner, seconded by Mr. Reiter, the Board moved to approve Courtney Heim as a mentor to Merissa Roberts for the 2023-24 school year. Motion carried 7 yes, 0 no.

4. 2023-24 Detention Monitors

MOTION # 17 - APPROVAL OF DETENTION MONITORS

ON THE MOTION of Mrs. Billings, seconded by Ms. Turner, the Board moved to approve the following list of detention monitors for the 2023-24 school year:

- a. Maxine Thurston
- b. Amanda McCormick
- c. Jessica Mortensen

Motion carried 7 yes, 0 no.

5. 2023-24 Advisor Appointments - Positions with a Stipend

MOTION # 18 - APPROVAL OF ADVISORS

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to approve the following list of advisors for the 2023-24 school year with stipends as indicated:

- a. Senior Class - Megan Barnes and Jessica Mortensen (2 stipends)
- b. Junior Class - Darcy Schenk and Amanda Barton (2 stipends)
- c. Sophomore Class - Amber Neiss and Kelly Diehl (2 stipends)
- d. Freshman Class - Michelle Nolan and Patrick Hill (2 stipends)
- e. MADKA Yearbook - Amber Barrett and Elizabeth Collins (shared stipend 50/50)
- f. Athletic Director - Mike Lee
- g. SADD - Kurt Peavey
- h. TAP Coordinator - Jennifer Buckley and Patrick Hill (shared stipend 50/50)
- i. Instrumental Music - Ryan Hobart
- j. Marching Band - Ryan Hobart
- k. Choral Director - Alexandra Palese
- l. FFA - Matthew Bruno
- m. Student Council - Amber Neiss
- n. National Honor Society - Joseph Burdick
- o. Foreign Language - Jennifer Neidhart
- p. High School Art - Adam Jennett
- q. Athletics Team - TBD
- r. Musical Director - Alexandra Palese
- s. Pit Band - Ryan Hobart
- t. Set Designer - TBD
- u. Stage Manager - Amber Neiss
- v. Play Director - Alexandra Palese
- w. Audio/Visual Coordinator - Ryan Hobart

Motion carried 7 yes, 0 no.

6. 2023-24 Unpaid Advisor Appointments
 - a. Elementary Student Council - Kelly Diehl

MOTION # 19 - APPROVAL OF UNPAID ADVISOR APPOINTMENT

ON THE MOTION of Mr. Abrams, seconded by Mr. Reiter, the Board moved to approve the unpaid advisor appointment of Kelly Diehl as Elementary Student Council Advisor. Motion carried 7 yes, 0 no.

7. Leave Requests

MOTION # 20 - APPROVAL OF LEAVE REQUESTS

ON THE MOTION of Mrs. Billings, seconded by Mr. Snyder, the Board moved to approve the following leave requests as listed:

- a. Christine Buschor - Unpaid Leave for the afternoons of June 22 and 23, 2023
- b. Paige Cordone - Unpaid Leave for the afternoon of June 21, 2023

Motion carried 7 yes, 0 no.

8. Approval of Contract

- a. Director of Facilities

MOTION # 21 - APPROVAL OF DIRECTOR OF FACILITIES CONTRACT

ON THE MOTION of Ms. Turner, seconded by Mr. Snyder, the Board moved to approve the Director of Facilities Contract effective July 1, 2023 through June 30, 2025. Motion carried 7 yes, 0 no.

- b. CSE/CPSE Recommendations– in official packet

MOTION # 22 - APPROVAL OF CSE/CPSE RECOMMENDATIONS

ON THE MOTION of Mrs. Billings, seconded by Ms. Clark, the Board moved to approve the CSE/CPSE Recommendations as found in the official packet. Motion carried 7 yes, 0 no.

c. Principal / Director Reports

- 1. Mr. Nichols shared that the Senior Week went well and that Driver's Education has begun with the addition of Clinton CSD students. We currently have 82 elementary summer enrichment students enrolled, 15 middle school summer school students enrolled and 10 high school summer school students. He also shared that Connected Community Schools held a large workshop here at Madison Central School with many accolades to Michele Bowen for all she does for this community and school.

XIII. Correspondence

- a. Connected Community Schools Report

XIV. Question & Answer Opportunity

- a. None

XV. Adjournment

MOTION # 23 - ADJOURNMENT

ON THE MOTION of Mr. Snyder, seconded by Mrs. Billings, the Board moved to adjourn for the evening at 7:21 pm. Motion carried 7 yes, 0 no.



All calendars are subject to changes:
OMH SBI Calendar is online.
[OMH SBI Calendar](#)

School Boards Institute

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8/3/2023

SBI LEGISLATIVE CALENDAR MEETINGS

Calendar – 2023-2024

September 11, 2023

(Monday)

**Topic: Review Dates/Activities/Advocacy Efforts
with Brian Fessler, NYSSBA Governmental Relations Director**

Time: 4:00 pm
ZOOM Meeting

October 16, 2023

(Monday)

**Topic: Review Meeting with Superintendent Representatives and
Legislative Committee to Review and Prioritize Draft 2024-2025
Legislative Position**

Time: 4:00 pm
ZOOM Meeting

November 13, 2023

(Monday)

**Topic: Review & Finalize Position Paper and Design Activities
If Needed For Letter Writing/Video Round Table /Newsletter/PR
Strategies/Position Paper Distribution**

Time: 4:30 pm
ZOOM Meeting

December 4, 2023

(Monday)

**Topic: Finalize Legislative Forum and Questions/Review Status of
Lobbying Strategies. Agenda Item on Executive Committee Meeting**

Time: 6:00 pm
ZOOM Meeting

December 11, 2023

**Topic: NYSBBA Advocacy and 2024-2025 Budget Forecast Discussion.
NYBBA Governmental Relations Staff**

Time: TBD
Format: TBD

January 8, 2024

(Monday)

**Topic: Update on 2024-2025 NYS Budget Proposals/Review Legislative
Forum Framework/Review and Adjust Lobby Activities/Capital
Conference Meetings**

Time: 6:00 pm
ZOOM Meeting



SBI LEGISLATIVE CALENDAR MEETINGS CONTINUED

- January 25, 2024**
(Thursday)
Snow Date Feb 1, 2024
- Topic: OMH-SBI Legislative Forum. NYS Senators and Assembly.**
Time: 6:00 – 9 pm
Site: In Person Oneida BOCES
- February 9, 2024**
(Friday) *Tentative*
- Topic: NYSSBA Capital Conference - Virtual**
Time: 9 a.m. to 12 p.m.
Virtual Conference
- February 14, 2024**
(Wednesday) *Tentative*
- Topic: Capital Conference Lobby Day**
Time: 9 a.m. – first meeting; schedule appointments with Legislators
Site: State legislative Offices Albany, NY- In Person
- March 4, 2024**
(Monday)
- Topic: Review Activities /Strategies. Present Draft 2025-2026 Legislative Calendar for Review and Adoption**
Time: 6 p.m. During Executive Committee Meeting
Light meal begins 5:30 – 6 p.m.
Site: Oneida BOCES
- June 3, 2024**
(Monday)
- Topic: Distribute 2024-2025 Legislative Calendar**
Time: 6 p.m. During Executive Committee Meeting
Light meal begins 5:30 – 6 p.m.
Site: Oneida BOCES
- June / July / August 2024**
- Plan Local Legislative Lobby Meetings for Legislative Committee members. Information on Planned Meetings Will Go Out to Membership. Legislative Committee Members Will Facilitate and Conduct Meetings.**



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[OMH SBI Calendar](#)

8/7/2023

GENERAL MEMBERSHIP MEETINGS

Calendar 2023 - 2024

(These meetings are open to all board members and superintendents)

In person, location generally at Oneida BOCES

September 21, 2023

Topic: Electric Bus: Pros and Cons

(Thursday)

Time: Registration with Light Dinner 6:00 pm- 6:30 p.m.
Light Dinner – Provided by Chuck Chaffee from NYSIR
Program starts at 6:30 p.m.
Site: Oneida BOCES

November 9, 2023

Topic: Regents Report and Update – SED Commissioner Rosa

(Thursday)

Time: Registration and Light Dinner 6:00 p.m.
Program starts at 6:30 p.m.
Site: Oneida BOCES

Thursday, January 25, 2024
February 1, 2024 (Snow Date)

Topic: “Legislative Forum - Assembly & Senate Educational Forum”

Time: Registration, Coffee and Dessert Reception 6:00 p.m.
Program starts at 6:30 p.m.
Site: Oneida BOCES

March 21, 2024
(Thursday)

**Topic: “School and Community Program Showcase of
Component Districts from the Madison BOCES region”
Program Fair visitation and presentations 5:15 – 6:45 pm**

Time: Dinner: TBD
Site: Madison BOCES

May 9, 2024
(Thursday)

Topic: Distinguished Service Awards & Student Achievement Awards

Time: “Check in” and Social Hour begins 4:00 p.m.
Buffett Dinner at 5:00 p.m.
Award Program begins immediately after dinner
Site: Twin Ponds Golf and Country Club



School Boards Institute

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EXECUTIVE COMMITTEE MEETINGS

Calendar – 2023 - 2024

(For SBI District Representatives or Alternates)

Meetings Maybe Hybrid (In person at Oneida BOCES/ ZOOM Access)

In Person - Light Dinner will be served beginning at 5:30 p.m.

ZOOM meeting will have registration joining meetings 5:30 – 6:00 p.m.

Executive Meetings will start at 6:00 pm

September 11, 2023
(Monday)

Topic: Reorganization & Business Meeting
Site: Oneida BOCES

December 4, 2023
(Monday)

Topic: Business Meeting & Legislative Agenda & Draft Calendar
Site: Oneida BOCES

March 4, 2024
(Monday)

Topic: Business Meeting & Nominations
Site: Oneida BOCES

June 3, 2024
(Monday)

Topic: Business Meeting & Election of Officers
Site: Oneida BOCES

OFFICER AND COMMITTEE CHAIRS MONTHLY MEETINGS TBD (Legislative, Program, Membership, Nominating) historically on the first Monday of each month with exceptions as dictated by calendar and conflicts

March 25, 2024- 9:00- 10:30 a.m. SAA / DSA Selection Committee Meetings ZOOM
10:30-11:30 a.m. OMH SBI Officers ZOOM meetings



School Boards Institute

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BOARD MANDATED TRAINING WORKSHOPS

Calendar – 2023 - 2024

(For School Board Members elected on May 21, 2024)

ALL SESSIONS ARE REQUIRED FOR NEWLY ELECTED BOE MEMBERS

- June 6, 2024
(Thursday-Part 1) **Topic: New BOE Member Orientation & Required Training**
Time: 5:30 p.m. “Check in” and light dinner; Program 6:00 - 9:00 p.m.
Site: Oneida BOCES (Oneida Room)
- June 11, 2024
(Tuesday- Part 2) **Topic: New BOE Member Orientation & Required Training**
Time: 5:30 p.m. “Check in” light dinner; Program 6:00 - 9:00 p.m.
Site: Oneida BOCES (Oneida Room)
- June 13, 2024
(Thursday - Part 1) **Topic: Fiscal Oversight Fundamentals Training (FOT) – ZOOM**
Time: 5:30 p.m. ZOOM “Check in”
ZOOM Program 6:00 - 9:00 p.m.
- June 18, 2024
(Tuesday -Part 2) **Topic: Fiscal Oversight Fundamentals Training (FOT) – ZOOM**
Time: 5:30 p.m. ZOOM “Check in”
ZOOM Program 6:00 - 9:00 p.m.

2023-2024 BOARD DEVELOPMENT / INFORMATION / RECOGNITION WORKSHOPS

- October 26 – 28, 2023
Thursday – Friday – Saturday **NYSSBA Convention: Buffalo, NY**
Registration Opens August 8, 2023
More Information: <https://www.nyssba.org/convention/>
- November 16, 2023
(Thursday) **Genesis “Honor Education Celebration”**
This is not an SBI function but we usually have over 65% of our Member schools, individuals, programs or Board members receiving recognition.
Time: 6:00 p.m.
Site: Harts Hill Inn
- December 18, 2023
(Monday) **Topic: “Fiscal Planning for 2024 - 2025 Budget Maximizing Federal COVID Funds & Advocacy Initiatives”**
Presenter: NYSSBA Governmental Relations Staff
Time: 6:00 p.m. “Check in” and Light dinner, 6:30 p.m. Program
Site: Oneida BOCES
- January 8, 2024
(Monday) **Topic: TBD**
Presenter: OMH Professional Development Teams
Time: 6:00 p.m. “Check in” and Light dinner, 6:30 p.m. Program
Site: Oneida BOCES



School Boards Institute

"Children First"

2023-2024 BOARD DEVELOPMENT / INFORMATION / RECOGNITION WORKSHOPS continued...

February 9, 2024

**Topic: NYSSBA Capital Conference –
Virtual Conference February 9th – 9:00 a.m. – 12:00 p.m.**

TENTATIVE

NYSBBA Capital Conference Lobby Day

Time: February 14th Appointments with Legislators/ (First meeting 9:00 a.m.)

Site: State Legislative Offices, Albany, NY

*OMH-SBI Legislative Committee will schedule times with
Assembly and Senate Representatives*

February 28, 2024
(Wednesday)

Topic: "BOE Clerk Round Table & Legal Updates" Workshop

Time: 9:00 a.m. - 2:00 p.m. – Continental Breakfast, Snacks and Lunch

Site: Oneida BOCES

March 26, 2024
(Tuesday)

**Topic: "How to become a School Board of Education Candidate and what you
need to know"**

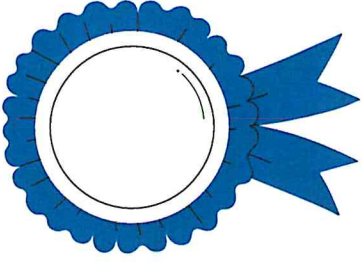
Time: ZOOM – 5:30 – 6:00 p.m. Check In

6:00 – 8:00 p.m. ZOOM Program

May/June/July 2024

Local Legislative Lobbying Initiative

Local Assembly and District Offices of NYS Representatives & Congressional
Representatives for the OMH-SBI Region



CERTIFICATE of Completion

This Certificate is awarded to :

Leeann Cucci

for successfully completing
APPR Teacher Lead Evaluator Recertification for 2023-2024,
Awarded July 19th, 2023

A handwritten signature in black ink, appearing to read 'Edward F. Rinaldo', located below the award date.

EDWARD F. RINALDO
Director of Staff &
Curriculum Development,
Madison-Oneida BOCES.

ADMINISTRATION

JASON A. MITCHELL
Superintendent
BRIAN J. LATELLA
*Director of Curriculum,
Instruction and Special
Education*
LARRY NICHOLS
Middle/High School Principal
LEEANN CUCCI
Elementary Principal
MELANIE BROUILLETTE
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TRACEY LEWIS
District Clerk

Madison Central School District

7303 State Route 20, Madison, NY 13402
315-893-1878 • 315-893-7111 Fax
madisoncentralny.org

Superintendent Approval of School Bus Drivers

Superintendent Approval of School Bus Drivers 8 NYCRR 156.3 (b)(1),(6) requires that each applicant for the position of school bus driver shall at the time of initial hire, and when subsequently required, provide at least three statements from individuals not related either by blood or marriage pertaining to the moral character and reliability of the applicant. The approval for employment of applicants as a school bus driver shall be in writing on a form prescribed by the Commissioner of Education. The licensure, testing, training and criminal history of the applicant(s) listed below have been compiled and reviewed for compliance with law and regulation by the school district. Based upon the requirements of Education Law 3624, 8 NYCRR 156.3 (b)(1),(5) and Article 19A of Vehicle & Traffic Law, the following individuals:

- Samantha Dapson
- Judson Chandler
- Chad Billings
- Jeffery Pieters-Hayduke
- Kimberly Holic
- Mark Lewis
- Jona Snyder

have been approved for hire as school bus driver for the 2023-24 school year.

Signature of Superintendent of Schools

Date

Jason A. Mitchell

Madison Central School District

Remote Learning Plan



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Guiding Principles

- Commitment to accessibility of educational materials for all MCS students
- Commitment to equity of instructional practices for all MCS students
- Commitment to supporting the emotional, physical and educational well-being of all MCS students, faculty, staff and community
- Respect for family time
- Remote learning is not intended to replicate face-to-face classroom instruction
- Providing opportunities for continued learning to students that focus on critical standards and minimize any instructional loss
- No educational harm should come to students as a result of this crisis that was outside of their control

Access to Educational Materials

Every MCS student has access to a device: iPads in pre-kindergarten/kindergarten and Chromebooks for grades 1-12. We are all sensitive to the fact that not all MCS families have internet connectivity. To ensure equity and access for all students, we have used two primary methods to deliver educational materials to students: paper-based and digitally.

Internet Connectivity

For families who are still unable to attain internet access, the District has used grant money to purchase hot spots and Kajeet Chromebooks with built-in hot spots for student use. These Chromebooks do require cellular service to work. For families without both cellular and internet service, students are able, while complying to social distancing rules, to come sit outside of the school building and connect to District wifi on their school-issued Chromebook or iPad. While school wifi is available around the outside of the building, the best signal can be acquired by the main entrance.

Instructional Delivery

Goals of remote learning

- Clearly-stated lesson objectives/learning targets
- Content and skills introduced and reinforced with a variety of methods
- Options for students that tap into their interests, readiness levels and learning styles while respecting individual family's needs.
- Opportunities to interact with teachers and classmates in a variety of ways

- Opportunities for a variety of formative and summative assessments with timely feedback provided
- Monitor and maintain student and family communication and connections with school

Consideration of Family/Home Context

Since students' homes will be the new classroom, it is critical that remote learning must work in a multitude of family and home contexts. In this time of rapidly changing public health and economic uncertainty, we must ensure that our remote learning methods account for students who:

- are at home alone while adults are working.
- are caretakers for siblings or ill family members.
- work to help support the family.
- are English Language Learners.
- have special education programs/services.
- are coping with illness or loss of a family member.
- are struggling with stress, anxiety and/or depression.

It must also be considered that MCS faculty and staff are working remotely, planning and delivering remote instruction while also providing care for their families and supporting the learning of their own children.

Content

It is important that we focus on key content standards and prepare our students to move on to the next grade level with as few instructional gaps as possible. Find ways to assess student understanding while providing them with meaningful and authentic methods to show what they know and can do. Project based learning, with multiple checkpoints along the way, is a great fit for remote learning.

Format and Structure

A predictable daily format will help students navigate their remote learning. Find ways to implement meaningful strategies that are used for face-to-face instruction, including:

- Providing for student engagement
- Sharing clear objectives
- Providing clear and specific instruction infused with ways for students to actively participate (practice, discussion, reflection, application, connection, etc.)
- Checking for student understanding
- Providing meaningful assessment/feedback
- Developing lessons that capitalize on the home environment

Teacher Availability

Through a variety of methods (Google Classroom, Google Hangouts Meet, phone, email, videos of lessons, office hours etc.), teachers should make course content and themselves available to students and families. Each teacher should communicate his/her specific availability with students and families. Availability should include opportunities for large-group communication, “drop-in” interactions and direct support for students who may need individual support or instruction.

Instructional Schedules

Below are the instructional schedules we will use if we are forced to close MCS, whether for a 24-hour period resulting from an exposure at school or for an extended period of time because of high infection rate in the region.

1. Grades PK - 5

- Monday-Friday:
1:1 or small group Meets with their classroom teacher.
- In addition:
1:1 or small group Meets with a teaching assistant, teacher aide, or RTI specialist

Communication from your child’s classroom teacher will detail your child’s specific meeting schedule. Also, this communication will detail how your child will access learning materials through their Google Classroom, where applicable.

2. Grades 6-12

Time	Period
8:05-8:45 am	Period 1
8:48-9:28 am	Period 2
9:31-10:11 am	Period 3
10:14-10:54 am	Period 4
10:57-11:37 am	Period 5 MS
10:54-11:24 am	HS Lunch/Break MS Band Choir/Period 5 (until 11:37am)
11:26 am-12:06	Period 5 HS

pm	HS Band Choir/Period 5
11:37 am-12:07 pm	MS Lunch/Break
12:09-12:49 pm	Period 6
12:52-1:32 pm	Period 7
1:35-2:15 pm	Period 8
2:18-2:58 pm	Period 9
Normal schedule	

- MS/HS students will follow their normal, nine period schedule.
- Students are expected to join class at the period it is offered in a timely fashion - this excludes study halls and lunch.
- Although some teachers will do 20-30 minute lessons during a class period, students are still expected to follow their teachers' directives for the remaining time of the period. This could be project work, small group work, homework, one on one with the teacher, etc.

Web-based and digital tools

It is vitally important that we utilize web-based and digital tools that protect our students' personally identifiable information and are Education Law 2-d compliant. When in doubt, stick to tools that were already in use at MCS prior to our closure. Teachers should check with Mr. Peavey before engaging students with a new tool.

Please be considerate of students' ability to learn a new platform remotely.

Below is a non-exhaustive list of engagement tools available to teachers and students:

Elementary: Pk-5	Middle/High School: 6-12
<ul style="list-style-type: none"> • Google Suite <ul style="list-style-type: none"> ○ Drive ○ Email ○ Docs ○ Sheets ○ Slides ○ Hangouts Meet ○ Classroom 	<ul style="list-style-type: none"> • Google Suite <ul style="list-style-type: none"> ○ Drive ○ Email ○ Docs ○ Sheets ○ Slides ○ Hangouts Meet ○ Classroom

<ul style="list-style-type: none"> ● Freckle ● Zearn ● Youtube ● Epic ● MyOn ● TED ● ABC Mouse/Adventure Academy/Reading IQ ● Common Sense Media ● NY State Early Learning ● Castle Learning ● Brainpop ● Renaissance 	<ul style="list-style-type: none"> ● Youtube ● TED ● Freckle ● NYSED EngageNY ● Castle Learning ● Xello (career/college) ● Renaissance
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Best Practices in Remote learning

- The flow of remote learning is unique. In any given week, we recommend each course accomplish three tasks: preview, prepare, and engage in learning.

Preview	<p><i>Google Classroom Update:</i></p> <ul style="list-style-type: none"> ● Overview of the lesson ● Objectives & connections to prior lessons/learning ● Quick Attendance Check (to ensure students are present and following along) 	<p><i>Tools:</i></p> <ul style="list-style-type: none"> ● Post an update in Google Classroom ● Screencast (via screencastify, Google Hangouts Meet, screen recorder)
Prepare	<p><i>Google Classroom Assignment:</i></p> <ul style="list-style-type: none"> ● Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc . 	<p><i>Tools:</i></p> <ul style="list-style-type: none"> ● Create/Post content: upload audio, video, screencast, text, links to docs, images... ● Access existing curated content: Library of Congress, TED, NatGeo, PBS, Smithsonian, Bio.com, Discovery Education, History Channel, Khan Academy, Bozeman Science, CommonLit, NYTimes Learning, Newsela
Engage	<p><i>Google Classroom Assignment:</i></p>	<p><i>Tools:</i></p> <ul style="list-style-type: none"> ● <i>Google Classroom</i>

<ul style="list-style-type: none"> ● <i>Reflective writing, journaling, guided note-taking</i> ● <i>Discussion boards, assignment submission, post/share/ respond to audio, video, images, media</i> ● <i>Writing, collaborating, peer editing google docs</i> ● <i>Virtual labs/simulations; home labs/observations</i> ● <i>Remote synchronous class</i> ● <i>Practice problems</i> ● <i>Research, writing, projects</i> ● <i>Online assessments (AP)</i> ● <i>Quiz, formative assessment</i> ● <i>Summative assessment</i> 	<ul style="list-style-type: none"> ● <i>Google Suite (docs, slides, forms/surveys, sheets, drawings)</i> ● <i>Screencastify</i> ● <i>Google Meet</i> ● <i>MyOn</i> ● <i>Freckle</i> ● <i>Scholastic Magazines</i> ● <i>Google Forms</i>
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Assessments

Determining numeric grades for students should not be our sole focus. Rather, we should be focused on ensuring that students have the opportunity to achieve the learning standards for their courses. While teachers may utilize summative assessments they should consider focusing primarily on formative assessments. Teachers should find ways to assess student understanding while providing them with meaningful and authentic methods to show what they know and can do. Project based learning, with multiple checkpoints along the way, is a great fit for remote learning.

Flexibility

Teachers are encouraged to use this time to challenge their own thinking about the best ways for students to learn, the most meaningful ways to teach, and the ways in which they assess students' content knowledge and skills. Though this is difficult and unexpected, our remote learning exploration with our students will undoubtedly provide us with opportunities to challenge the status quo. When this is all over, we have the opportunity to use this experience to significantly and meaningfully shift some of our practices to be more student-centered.

Grading

Grading will be done the same way grading was done before COVID-19. If students are not completing assignments, doing poorly on (or missing) exams, and not attending classes remotely, there is a strong likelihood that they will be in academic jeopardy. It is imperative that students put their best efforts forward whenever classes are in session. We strongly encourage parents to

stay engaged in their student(s) learning and reach out weekly to teachers for updates on how their student(s) are progressing.

We all know the importance of providing feedback to students and communicating student learning progress to parents and families. Our response to the COVID-19 pandemic has had an unprecedented impact on students, teachers and families. Our move to remote learning and communication of student learning progress must consider that our focus should be on addressing physical, social, emotional health and wellness, student connectivity and helping them attain the content knowledge and skills required by course standards. Our emphasis is feedback, not compliance. No educational harm should come to our students because of the school closure resulting from events entirely outside of their control. Students should be provided the opportunity to redo, make up or try again to complete work or show progress.

New York State 3-8 Assessments and Regents Exams

Currently all NY State Assessments are scheduled for administration. They include: :

- New York State Grades 3-8 English Language Arts Test
- New York State Grades 3-8 Mathematics Test
- New York State Grade 4 Elementary-Level Science Test
- New York State Grade 8 Intermediate-Level Science Test
- New York State English as a Second Language Achievement Test (NYSESLAT) in Grades K-12
- New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities in Grades 3-8 and high school
- All Regents exams

Next Generation ELA, Math and Science

As a result of the school closings, NYSED has updated the implementation timeline for Next Generation ELA, math and science. Please review adjusted timelines by clicking on each subject area below:

- [ELA](#)
- [Math](#)
- [Science](#)

Faculty and Staff Roles and Responsibilities

General Education Teachers (includes special-area teachers)

- Instructional Planning & Delivery:
 - Collaborate with partner teachers to create appropriate, differentiated, weekly home learning experiences per the Instructional Delivery section. In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible.
 - Collaborate with special education teachers, including related service providers, to ensure continuity of instruction throughout the materials provided to students/families.
 - Document learning experiences and contact with students and parents.
- Communication:
 - Identify students who are not engaging with remote learning and reach out to those homes on a regular basis. Document attempts to contact students.
 - Inform building principals of students/families who are not engaged and are not reachable. Building principals will further coordinate communication efforts.
 - Provide ongoing feedback and communication to students and families.
 - Individually, or as a part of a team, create office hours, at least twice per week, in order to be available for students/families.
 - Participate in virtual faculty, department, IST, and CSE meetings as needed.
- See "Special Education/504 Consideration."

Special Education Teachers, Related Service Providers, & Instructional Support

- Instructional Planning & Delivery:
 - Collaborate with partner teachers to create appropriate, differentiated, weekly home learning experiences per the Instructional Delivery section.
 - In compliance with NYS guidelines, students' IEPs and 504 plans will be implemented to the greatest extent possible.
 - Keep a record of remote learning experiences distributed to students throughout closure.
 - Create communication to allow progress monitoring of student progress of IEP goals.
- Communication:
 - Coordinate with partner teachers in order to identify students/families who are

not engaging with provided resources and reach out to those homes. Log attempts to contact students.

- Inform building principals of students/families who are not engaged and are not reachable. Building principals will further coordinate communication efforts.
- Collaborate with Related Service providers and partner teachers to ensure continuity of instruction throughout the materials provided to students.
- Provide ongoing feedback and communication with students and families.
- Individually or as a part of a team, establish office hours, at least twice per week, in order to be available for students/families.
- Participate/facilitate in virtual faculty, department, IST, and CSE meetings as needed.

Counselors

- Work with building teachers and principals to identify high needs students who may need more frequent check-ins, help support those students/families in determining whether they can access instructional materials and are able to complete them.
- Maintain a level of connectedness to students with known needs (one – two times per week), in addition to students who receive IEP counseling services.
- Coordinate with Building Leadership regarding instructional plans for At-Risk students, including seniors at risk of not graduating.
- Participate/facilitate in virtual faculty, department, IST, and CSE meetings as needed.
- Create office hours, at least twice per week, in order to be available for students/families/other staff.

Psychologist

- Support teachers as they develop remote lessons and activities for their students.
- Conference with staff members and parents as the need arises and reach out to families that you know are having challenges during this time.
- Write evaluations and reevaluations on students for which the testing has been completed.
- Participate/facilitate in virtual faculty, department, IST, and CSE meetings as needed.

Teacher Assistants / Teacher Aides

- Check in weekly with teachers with whom you work most closely to see what support you can offer.
- May work with teachers, principals and counselors as needed to check in with students and families, help support those students/families in determining whether they can access instructional materials and are able to complete them.

Building Principals

- Facilitate virtual faculty meetings as needed to update staff and/or provide professional development.
- Work with teachers and counselors to determine a list of high-needs students and help support those students/families in determining whether they can access instructional materials and are able to complete them. Log attempts to contact students.
- Develop office hours and continue to be available to students and staff during regular school hours and respond to any questions the student/families may have.
- Participate/facilitate in virtual faculty, department, IST, and CSE meetings as needed.

Nurse

- Update superintendent and building principals as necessary on community health and well-being resources for students, families, faculty and staff.

Example Responsibilities	
<i>This is not an inclusive list, rather suggestions for best practice</i>	
District Responsibilities	<ul style="list-style-type: none">• Help schools, teachers, families, and students identify needed resources in the community (academic, health, social, emotional).• Support schools, teachers, families, and students in developing and implementing a non-traditional learning plan.• Communicate regularly with community and stakeholders.
School Responsibilities	<ul style="list-style-type: none">• Implement remote learning opportunities.• Communicate regularly with stakeholders.• Support teachers in the planning and implementation of non-traditional learning opportunities.• Help teachers, families, and students identify needed resources in the community (academic, health, social, emotional).

<p style="text-align: center;">Teacher Responsibilities</p>	<ul style="list-style-type: none"> ● Be available at scheduled times to answer student/caregiver questions. ● Provide timely, regular, and meaningful feedback on student work. ● Communicate regularly with students. ● Provide a range of learning opportunities that meet the needs of all learners during the closure.
<p style="text-align: center;">Student Responsibilities</p>	<ul style="list-style-type: none"> ● Review assigned work. ● Complete your assigned work in a timely fashion. ● Ask clarifying questions when you need help or don't understand. ● Be respectful to yourself, teachers, and peers.
<p style="text-align: center;">Parent/Caregiver/Family Responsibilities</p>	<ul style="list-style-type: none"> ● Review work assigned to your student. ● Reserve a space for students to complete remote learning. ● Encourage students to get enough sleep. ● Set sensible time limits for technology use. ● Talk to students about their learning every day. ● Help students establish and maintain a daily routine.

Planning for Possible Illness

First and foremost, follow the guidance, policies, and procedures of the Madison County Department of Health.

The following are potential recommendations in the event that an illness were to occur:

- ***Teacher Illness:*** A teacher who becomes ill during the period of remote learning, and is unable to continue providing remote instruction, should report the illness immediately to the building principal. Together a plan will be developed to best support students during the period of time which the teacher remains ill.
- ***Student Illness:*** A student who becomes ill should either be excused from the assignments provided during that time or given ample time to make up the work. Students cannot be negatively impacted during the remote learning period.
- ***Family Illness for Teachers or Students:*** If the family member of a student or teacher becomes ill, compassion and support for the student or teacher are the first priority of our district. We will provide emotional support services to the extent possible, and students cannot be negatively impacted.

Professional Development

In anticipation of the possibility of implementing remote, blended and distance learning during, we have provided a variety of professional development opportunities for faculty and staff this summer and fall. Teachers should let their principal and/or Mr. Peavey know if they need professional development support to help provide remote learning opportunities for students. A variety of student, family, faculty and staff resources can be found [here](#).

The collective BOCES and RICs throughout New York State have developed an online conferencing guidance website to assist teachers in understanding this new instructional method. The website can be found here:

<https://sites.google.com/btboces.org/bocesofnewyorkstateonlineconfe/home>

Special Education/504 Considerations

- See “Faculty and Staff Roles and Responsibilities”

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, we should focus our planning efforts on how to continue serving our students to the greatest extent practicable by tailoring Remote Learning that provides educational benefits to students with disabilities. All decisions regarding special education must comply with guidance from the U.S. Department of Education. The basic guidelines and options/opportunities are based on the following core beliefs:

- IEPs remain in place and should direct students' remote learning. Be mindful that a student's program may require commencing a team meeting.
- Documentation of all services provided should be done, including using the students' ClearTrack account.
- Emphasize structure and consistency for students with special needs.
- Students with special needs benefit greatly from ongoing motivation and excel when relationships with adults and peers are strong.
- Resources should be viewed broadly and include leveraging local associations, professional organizations, government agencies, and more.
- Affirm that all students can achieve growth in all capacities. Learning opportunities should occur and should be tracked, when applicable.
- Instructional Support teachers should work with general education and classroom teachers to gain access to the Google Classrooms for which they have students on their caseload.

New Content and Review/Practice

The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. To ensure this differentiation occurs, there should be communication between special and general education teachers (including bilingual/ESL and dual language teachers), case managers, and teaching assistants (when applicable), to support students in accessibility and in meeting their IEP benchmarks and goals. Any changes to programs or goals should be made in conforming with federal and state required procedural safeguards. Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' counselors to work on activities that support students with stress/anxiety reduction and other SEL activities.

Options and Opportunities

During this time, students with disabilities should be given the opportunity to continue with learning that is consistent for all students. This learning will be based on the individual IEP. Some possible suggestions could include:

- Identify realistic, individualized time frames for task completion. Be mindful of extended time accommodations outlined in IEPs.
- Provide specific instruction and mini-deadlines/benchmarks for assignments, especially those with multiple-tasks.
- Create opportunities for students to demonstrate progress and receive feedback related to assignments and IEP goals.
- Use student interest to inform lessons and activities.
- Provide alternative options for participating in virtual class discussions
- Create video modeling of how you expect something to be done or what has been successful in the school setting, such as hand-over-hand assistance in the classroom.
- Use built-in accessibility features in learning management systems, albeit on an individualized basis according to student need, for example:
 - Use heading styles that allow screen reading software to navigate from section to section.
 - Use font, size, and text formatting to distinguish between items or to navigate. Ensure no information is conveyed solely by color or sound.
 - Use Alt-Text to allow users with screen readers or with slow connection to identify your images, graphs, and charts.
 - Enable tooltips so that descriptions appear when users hover over images, graphs, and charts.
- Provide transcripts of any pre-recorded audio or video used with students. Use closed captioning on videos.
- Use descriptive titles, headers, and captions to provide additional context and information for students.

- Use descriptive text in hyperlinks so students clearly know where the link will take them. Avoid phrases like “click here” or “read more” without additional descriptors.

“Hands-On” Options for Remote Learning

- Use non-digital resources of work. (Where possible, coordinate this effort with the case manager and/or assistance of paraprofessionals.)
- Incorporate life skills essential for students with IEPs. This includes, but is not limited to, cooking, ratios, chores, cleaning, hygiene, etc.
- Have students track activities with photos or videos and submit to teachers.
- Keep meditation logs and provide links to meditation apps
- Encourage journaling.
- Utilize ground activities (e.g., choose five objects that are around you and describe them in detail).
- Utilize virtual museum tours and video demonstrations.

Developmentally Appropriate Assessments

When developing individualized grading/assessment practices for students with disabilities, the following factors should be considered:

- Student need and present levels of performance
- IEP Goals and Objectives
- Kinds of accommodations/modifications/services that are provided
- Capacity of support in the remote learning environment
- Social-emotional response to the COVID-19 crisis
- Access to needed resources to participate in learning
- Student’s past performance
- Current grades
- Transition and postsecondary goals.

We appreciate your understanding that many of the services normally provided will be impacted, as it is unfeasible and unsafe due to the current emergency school closures to provide hands-on or in-person therapeutic services.

Meetings (Annuals, Reevaluations, Initials, Program Reviews)

- All Annual and Program Review meetings scheduled during a closure will take place remotely through Google Meet format.
- Initial and Reevaluations that were to occur during the closure will be discussed on a case by case basis and postponed when mutually agreed upon. The evaluations and

-
- CSE meetings may take place once we return to school.
 - A parent/guardian can request that any meeting be rescheduled until we can meet in person.

English Language Learners

- See “Faculty and Staff Roles and Responsibilities”

Instruction

Students who are English Language Learners (ELLs) come from culturally and linguistically diverse backgrounds and include students with varying levels of proficiency in English and their home language. This section aims to provide educators with recommendations on how to build on families’ culturally and linguistically diverse backgrounds by providing students with authentic language activities that allow them to participate and access material in both English and their home language. General Education teachers should provide access to students’ Google Classrooms for ELL teachers so that instructional support can be provided. To the extent possible, a co-teaching mentality should be utilized while providing remote learning to ELL students.

Engaging Families

In addition to providing activities appropriate to students’ language proficiency levels, it is recommended that educators consider how to leverage the culturally and linguistically diverse backgrounds of the families. To the extent possible, communication with families of ELL students should be shared in the home language as well as English.

Integrating Learning in Authentic Ways

Teachers can:

- Use thematic approaches to make connections across content. English Language Learners will benefit from learning that is integrated around a theme, rather than disparate topics that each require specific vocabulary, disciplinary language, or background knowledge.
- Encourage the arts as much as possible. Music, song, storytelling, drama, crafts, textile arts, and visual arts all provide enormous cognitive, emotional, and cultural benefits and can happen in any language.
- Embrace inquiry, problem, and project-based learning. Prompt students to brainstorm the questions they genuinely want to pursue, and prompt them to engage in authentic inquiry-based learning in the context of their everyday life. Invite students to find

ways to address the problems they identify as needing their attention. The experiences they are having or creating for themselves in this current context can become part of the inquiry process. The more we ground learning expectations in questions and actions that are relevant to their lives, the more they will feel engaged and empowered by the experience.

Thematically Designed Learning

Educators should always include appropriate scaffolds and supports when designing activities for English Language Learners. Designing activities around thematically based topics is suggested for English Language Learners. Additionally, allowing opportunities for English Language Learners to practice their bilingual or multilingual abilities is appropriate. Rich, authentic oral interactions will deepen students' learning, whether in English or the home language. Educators can consider how students' home language can be incorporated into thematically designed activities and how students might participate within these activities without technology for families that may not have access to devices and/or internet.

Finding Natural Opportunities for Language Development

English Language Learners benefit from and develop language by using, practicing, playing, observing, thinking about, and discussing language. Encouraging any and all language use will help them sustain their home language practices and contribute to their development in English. With this in mind, teachers can:

- Encourage students and families to have conversations, tell jokes and stories, sing, and play with language. Teachers can also guide families to observe and talk about how they use language in their home and community.
- Prompt students to watch programming and listen to the radio or podcasts in English and creatively use English closed-captioning or home language subtitles.
- Invite students to notice language in their environment (e.g., do scavenger hunts on signs, ads, and other environmental texts while out walking [6 feet from others] in their community).

Games and Play

- Using games to advance learning is another way to engage students in a remote learning setting. Games can be open-ended and universal enough to work for families who speak various languages other than English.
- “Gamifying” learning can lend an element of fun that may be helpful during these times. This includes word games in various languages, math games, science investigations, and the like.
- Other activities with words, such as sorting and vocabulary investigations, can also

elevate students' learning. This is a time when students can increase confidence in their ability to understand and use words in various contexts, especially in academic terms.

Appropriate Assessments based on Proficiency Level

- When developing grading/assessment practices for English Language Learners, the following factors should be considered:
 - Student need and current proficiency level
 - Kinds of accommodations/modifications/services that are provided
 - Capacity of support in the remote learning environment
 - Social-emotional response to the COVID-19 crisis
 - Access to needed resources to participate in learning
 - Level of parental support and language ability

***While the preceding two sections are specific to special education and ELL students, the instructional practices outlined above are beneficial for all students.**

NYSED Regulations and Law

All provisions described are subject to change based upon revisions to NYSED regulation, mandates and/or changes to NY State law.

To: Jason Mitchell, Superintendent

From: Mike Lee, Athletic Director

Re: Boys Varsity Soccer Combination with Brookfield

Date: August 9, 2023

At the upcoming Board of Education meeting, please seek approval for Madison to host a combined boys varsity soccer team with Brookfield. Given both schools enrollment numbers, this will not change our classification from Class D. Thank you!



Madison Central School

SUMMER 2023 LIBRARY REPORT

285 books checked
out/renewed during
the Summer Program

Most Popular book:
David gets in Trouble

Summer Updates

Summer Enrichment - Students in the elementary and middle school grades were able to have access to school library collection once a week during the five week session.

Weeding books - attached to this report is a list of books needed for approval to remove from the school library collection. There is also the rationale behind the weeding process. There was not a focus part of the collection this time around. With the renovation of the library occurring next year, I wanted to weed extensively due to decrease of shelving. Once the books are removed, the plan is to have the books available for students and families to take during open house.

Plans ahead for the upcoming school year - Finish a Media Literacy Book Study the remainder of the summer, get book orders done for the next school year, remove old materials from the library office, book displays, and get the library ready for another amazing year.

Thank you for all your continued support of our school library.

