

Committee on Special Education (CSE) Members 2022-23:

Megan Molina	Chairperson
Lori Andreine	Alternate Chairperson
Erin Furstoss	CSE Secretary
Lori Andreine	School Psychologist
Katie Richardson	School Psychologist
Krissy McNamara	School Counselor
Alyssa Hoobler	School Counselor
Amanda Williamee	School Counselor
TBD	School Counselor
Connie Lucia	Occupational Therapist (BOCES)
Patrick Thomas	Physical Therapist (BOCES)
Kaitlyn Osburn	Speech Therapist (BOCES)
Rachel Saylor	Speech Therapist (BOCES)
Jackie Weaver	School Social Worker (BOCES)
Special Ed. Teachers	All Special Ed. Teachers
General Ed. Teachers	All General Education Teachers
TBD Parent	Representative

Sub-committee on Special Education (CSE) Members Megan Molina

	Chairperson/District Administrator
Lori Andreine	Chairperson
Tom Boyanowski	Alt Chairperson/HS Principal
Brandon Foley	Alt Chairperson/MS Principal
Andy Lutz	Alt Chairperson/ES Principal
Erin Furstoss	CSE Secretary
Lori Andreine	School Psychologist
Katie Richardson	School Psychologist
Krissy McNamara	School Counselor
Alyssa Hoobler	School Counselor
Amanda Williamee	School Counselor
TBD	School Counselor
Connie Lucia	Occupational Therapist (BOCES)
Patrick Thomas	Physical Therapist (BOCES)
Kaitlyn Osburn	Speech Therapist (BOCES)
Rachel Saylor	Speech Therapist (BOCES)
Jackie Weaver	School Social Worker (BOCES)
Special Ed. Teachers	All Special Education Teachers
General Ed. Teachers	All General Education Teachers
TBD	Parent Representative

Committee on Preschool Special Education (CPSE)

2021-2022: Members

Megan Molina	CPSE Chairperson
Lori Andreine	Alternate CPSE Chairperson
Katie Richardson	School Psychologist
Erin Furstoss	CPSE Secretary
Kelly Sidari	County Representative
Christy Harmer	County Representative
Able 2	Service Provider
Building Blocks	Service Provider
Great Expectations	Service Provider
SENSATIONAL KIDS	Service Provider
Leaps and Bounds	Service Provider
Elmira Heights CSD	Evaluator
Arnot Ogden Rehab	Service Provider
A.V.R.E.	Vision Rehab Provider
Kathleen Brandt	Independent Service Provider
Cathy Cressman	Independent Service Provider
Briana Dykes	Independent Service Provider
Natalie Good	Independent Service Provider
Garrett Hall	Independent Service Provider
Rebecca McKernan	Independent Service Provider
Theresa Miler	Independent Service Provider
Marcie Proper	Independent Service Provider
Rachel Saylor	Independent Service Provider
Becky Sherwood	Independent Service Provider
Alisha Tenbus	Independent Service Provider
Heather Early	Independent Service Provider
Carrie Welty	Independent Service Provider
Raymond Youngman	Independent Service Provider
Tiffany Zygmunt	Independent Service Provider
TBD	Independent Service Provider
TBD	Parent Representative
General Ed. Teachers	Pre-Kindergarten Teachers
Special Ed. Teachers	All Special Ed Teachers

504 Accommodation Plan Members

2021-2022:

Andy Lutz	Elementary School Principal
Tom Boyanowski	High School Principal
Brandon Foley	Middle School Principal
Megan Molina	District Administrator/CSE
Lori Andreine	School Psychologist
Katie Richardson	School Psychologist
Krissy McNamara	School Counselor
Alyssa Hoobler	School Counselor
Amanda Williamee	School Counselor
TBD	School Counselor
Connie Lucia	Occupational Therapist (BOCES)
Patrick Thomas	Physical Therapist (BOCES)
Kaitlyn Osburn	Speech Therapist (BOCES)
Rachel Saylor	Speech Therapist (BOCES)
Jackie Weaver	School Social Worker (BOCES)
General Ed. Teachers	Respective Teacher

2022-23 Audit Committee

Jody Buckley - Christopher Callas – John Cole – Terrance Day - Michael Lepak – Joseph Sullivan - Andrew Willard
 Title IX Compliance Officer – Megan Molina
 Section 504/ADA Compliance Officer – Megan Molina
 Liaison for Homeless Children and Youth – Tom Boyanowski
 Foster Car Liaison – Andy Lutz
 Neglected/Delinquent/Migrant Students Liaison – Tom Boyanowski
 Grants Coordinator – Megan Molina
 TCI Coordinator – Megan Molina
 Census Coordinator – Megan Molina

Code of Conduct Officer – Tom Boyanowski
 School Improvement Coordinator – Brandon Foley
 TSI Coordinator – Brandon Foley
 Designee for Homeless Determinations – Andrew Lutz
 Chemical Hygiene Officer – Richard VanHouten
 Sexual Harassment Complaint Officers – Megan Molina, Andrew Lutz
 Substance Use Related Services Provider Info. Coordinator – Amanda Williamee
 Technology Coordinator – Julie Lederman

Attendance Officer – Andy Lutz
 COVID-19 Coordinator – Andy Lutz
 Faculty Auditor (w/ stipend \$591.7) – Marcia Ashton

Public Information Officer (w/stipend of \$3,643) – Erin Furstoss
 School Physician (with contract of \$31,314.55) – Marc Immerman, M.D.
 Data Protection Officer – Megan Molina

Oaths of Office

Oath of Office –

Administered - District Clerk – Erin Furstoss
 To Be Administered to the following appointees at earliest convenience
 Tax Collector – Kim Dykes
 Claims Auditor – Janet Longwell
 Central Treasurer, Extra-Curricular Funds – Kelly Buckley
 Deputy Treasurer – Jennifer Morris
 District Treasurer – Jennie Adriaansen
 Assistant Tax Collector – Sue Stuart

Resolutions: 2022-23

A motion was made by Terrance Day, seconded by Andrew Willard and carried 6-0 to adopt the following resolutions a-r for the 2021-2022 year:

- a. RESOLVED, that the Board of Education authorize the payroll plan with one bank transfer for the net amount of each payroll being paid to the consolidated Net Payroll Account, by the District Treasurer.
- b. RESOLVED, that any member of the Board of Education, Superintendent and other authorized personnel shall be reimbursed for expenses incurred in the interest of the district, the amount to be decided by the Board of Education as reasonable; that all bills duly itemized, signed and submitted monthly, or as otherwise provided for by the Board of Education.
- c. RESOLVED, that the Star-Gazette be designated as the official newspaper of the District.
- d. RESOLVED, the Chemung Canal Trust Company, Elmira Heights Branch; and JP Morgan Chase Bank; be designated as the official depositories for all funds; and that the Treasurer of the District be authorized to sign checks and drafts of the District.
- e. RESOLVED, that the establishment of Petty Cash Funds be authorized as follows:

District Office	\$100.00 made to Kelly Buckley
School Lunch Fund	\$100.00 made to Jennifer Basch
Athletic Director	\$100.00 made to Mike Bennett
Maintenance	\$ 50.00 made to Richard VanHouten
Transportation	\$ 50.00 made to Richard VanHouten
- f. RESOLVED, that the conferences for the teaching and non-teaching personnel be authorized by the Superintendent and/or other designated personnel, and that the costs be limited to designated budget amounts.
- g. RESOLVED, that the District Treasurer be authorize to invest monies in all accounts to secure maximum interest rates under legal authority within limits.
- h. RESOLVED, that the Chief School Administrator or designees be authorized to make necessary budget transfers in accordance with section 170.2 of the Commissioner’s Regulations.
- i. RESOLVED, that the Treasurer is authorized to wire transfer State Aid monies to Chemung Canal Trust Company and JP Morgan Chase Bank.
- j. RESOLVED, that all persons and positions required by law or regulation are bonded.
- k. RESOLVED, that the Board readopts all policies and Code of Ethics in effect last year in accordance with all current policies and regulations.
- l. RESOLVED, that the Board establish the mileage reimbursement rate at the IRS rate.
- m. RESOLVED, that the Chief School Administrator be designated to authorize payrolls.
- n. RESOLVED, that the Treasurer be designated for signature on checks.
- o. RESOLVED, that the Superintendent be authorized to apply for Grants in Aid.
- p. RESOLVED, that the Regular Meetings of the Board of Education take place at 7pm, unless advertised differently per the below schedule:

Board of Education 2022-23 Calendar

Meetings are generally held on the 1st Wednesday of Month/3rd Wednesday (if needed) Board of Education

Date	Meeting	Location
* July 6	* Reorganization Meeting/Regular BOE Meeting	Community Room
July 20	Regular BOE Meeting (if needed)	Community Room
August 3	Regular BOE Meeting	Community Room
August 30 (Tues)	BOE Retreat	TBD
August 30 (Tues)	Annual Inspection / Regular BOE Meeting (if needed)	Community Room
September 7	Regular BOE Meeting	Community Room
September 21	Regular BOE Meeting (if needed)	Community Room
October 5	Regular BOE Meeting	Community Room
October 19	Regular BOE Meeting (if needed)	Community Room
October 27-29	NYSSBA Conference	Syracuse
November 2	Regular BOE Meeting	Community Room
November 16	Regular BOE Meeting (if needed)	Community Room
December 7	Regular BOE Meeting	Community Room
December 21	Regular BOE Meeting (if needed)	Community Room
January 4	Regular BOE Meeting	Community Room
January 18	Regular BOE Meeting (if needed)	Community Room
February 1	Regular BOE Meeting	Community Room
February 15	Regular BOE Meeting (if needed)	Community Room
March 1	Regular BOE Meeting	Community Room
March 8	Regular BOE Meeting (if needed)	Community Room
March 15	Regular BOE Meeting (Final Budget Review)	Community Room
March 22	Regular BOE Meeting (if needed)	Community Room
March 29	Regular BOE Meeting (Final Budget Adoption if completed)	Community Room
April 11 (Tues)	BOCES Annual Meeting	Coopers Educational Center
April 12	Regular BOE Meeting (Final Budget Adoption if not completed)	Community Room
April 19	Regular BOE Meeting/BOCES Administrative Budget Vote	Community Room
May 3	Regular Budget Meeting/Public Presentation	Community Room
May 16 (Tues)	Budget VOTE & BOE Member Elections	TAE Gym
May 17	Regular BOE meeting (if needed)	Community Room
June 7	Regular BOE Meeting	Community Room
June 21	Regular BOE Meeting (if needed)	Community Room
June 23 (Friday)	GRADUATION	

RED indicates atypical meeting week or special event.

- q. RESOLVED, that the District will use the specified list for Impartial Hearing Officers (IHO) as Maintained by the New York State Impartial Hearing Reporting System (IHRS).
- r. Resolved that the Board of Education President sign and execute all contracts approved by legal counsel associated with approved capital construction bids approved by the Board of Education

9. At this point, the board continued to the regular business section of the meeting

Regular Business

APPROVAL OF AGENDA/MINUTES

Agenda -

A motion was made by Christopher Callas, seconded by Andrew Willard and carried 5-0 to approve the agenda **with additions** of the July 6, 2022 Board of Education Regular meeting session.

Minutes –

A motion was made by Jody Buckley, seconded Andrew Willard and carried 5-0 to approve the minutes of the following Board of Education Meetings: June 1, 2022 – Board of Education Regular Meeting -

Order of Business:

A motion was made by Christopher Callas, seconded by Andrew Willard and carried 5-0 to suspend the regular order of business to accommodate guests, special discussion topics and presentations in an order of business as deemed appropriate.

COMMENTS FROM THE PUBLIC AND STAFF

Michael Gill - Superintendent ♦ Lots of end of the year celebrations ♦ Andy Lutz handled graduation like a champ ♦ Hiring lots of new staff -- working on scheduling and rebooting the district handbook. ♦ A couple Special Education teachers were in New Orleans for a grand funded conference this past week ♦ Maintenance department has started the deep clean of summer.

Brandon Foley – Middle School Principal ♦100% graduation rate this year (49 total)! ♦Field Days were a success and the 8th grade basketball game between students and staff was fun! ♦ 50 students enrolled in Summer academy, 15-18 from each grade level.

Martha Clark – Business Manager ♦Finishing up internal audit on Medicaid to present to audit committee at the August meeting, it's looking good. ♦ Preaudit for Medicaid cost reporting, state reporting collaboration is all underway ♦ Still focusing on payroll and purchasing rollovers as we complete year end

PERSONNEL:

A motion was made by Andrew Willard, seconded by Christopher Callas and carried 6-0 to approve the following recommended personnel items F-1a through F-2a, and being further resolved that upon receipt of final clearance from the State Education Department, any conditional appointments shall be changed to regular appointments, reflecting the effective date of said Board meeting.

F-1 Appointments - approved

a. The Board approved the following list of substitutes for the 2022-23 school year:

Substitute Teachers:

Becker, Scott	Costley, JoAnn	Johnston, Jason	Thresher, Emily
Behrens, Vicki	Day, Barb	Klee, Alison	Torita-Schillo, Yuki
Bonyak, Mackenzie	Edelmann, Paula	Lourdiane, Katrina	Tubby, Jeff
Brimmer, Jr., Donald	Gallagher, Timothy	Menechella, Thomas	Turcsik, Alexa
Burdick, Sharon	German, Michelle	Mitchell, Michele	Webster, Rusten
Carpenter, Gerald	Gomez, Jose	Mustico, Charlene	Whitford, Francis
Carson, Ryleigh	Hamma, Judith	Newcomer, Sharon	Yorio, Sara
Cobb, Lisa	Jackson, Janice	Skinkle, Christine	

Substitute Support Staff:

Bonyak, Mackenzie	Day, Barb	Johnston, Jason	Pelrah, Shannon
Brimmer, Jr., Donald	Dildine, Rena	Kelley, Melissa	Ridosh, Margaret (Peg)
Brown, Victoria	German, Michelle	Klee, Alison	Ripley, Curtis
Burdick, Sharon	Hamma, Judith	Lourdiane, Katrina	Sando, Arazely
Carson, Ryleigh	Hannon, Karen	Menechella, Thomas	Skinkle, Christine
Cobb, Lisa	Hatfield, Phyllis	Miller, Joseph	Stanton, Scott
Costley, JoAnn	Hitchcock, Maryanne	Moore, Mary	Sullivan, Carol
Davis, Cynthia	Johnson, Jennifer	Mustico, Charlene	

b. The Board approved the following probationary appointments:

Baily Mack

Tenure Area: Music (all grades)

Effective: August 29, 2022

**Probationary Period: four (4) years effective August 29, 2022, thru August 28, 2026.

Certification Area: Music (all grades)

Total Compensation per EHTA Contract: \$43,952 (Step 1 with 0 graduate hours)

**To the extent required by the applicable provisions of Education law §§2509, 2573, 3212 and 3014, in order to be granted tenure the classroom teacher or building principal shall have received composite or overall annual professional performance review ratings pursuant to Education law §3012-c and/or 3012d of either effective or highly effective in at least three (3) of the four (4) preceding years. If the classroom teacher or building principal receives an ineffective composite or overall rating in the final year of the probationary period he or she shall not be eligible for tenure at that time. For purposed of this subdivision, classroom teacher and building principal mean a classroom teacher or building principal as such terms are defined in Sections 30-2.2 and 30-3.2 of this part.

c. Supervision/Game Help

The Board approved the following people for supervision/game help positions for the 2022-23 school year. All supervisors will hold current CPR/AED certification.

Jen Woodworth	Chris Klee	Missy Lutz	Melissa Kelley
Chris Bennett	James Nierstedt	Mike Bennett	John Townsend
Kyle Erickson	Carol Cady	Elizabeth Warren	Alyssa Hoobler
Mike Cady	Paul Richmond	Shane Devlin	Fran Whitford
Shawn Nugent	Lenny Smith	Dawn Call	Liz Reed
Carol Sullivan	Andy Berg	Lori Andreine	Levi Howe
Kirsten Southard-Twichell	Jen Johnson	Marcia Ashton	
Jedediah Twichell	Sherry Moore	Tammy Farley	
Connie Gleason	Andi Rice	Nancy Monks	

d. Extracurricular Positions

The Board approved the following extracurricular appointments for the 2022-23 school year:

<u>Name</u>	<u>Extracurricular</u>	<u>Level</u>	<u>Year</u>	<u>Stipend</u>
Christine Klee	7 th Grade Advisor		1	Non-stipend
Jill Wood	8 th Grade Advisor	3	10	\$ 1,933.89
Christine Klee	MS Builders Club	4	26	\$ 2,109.70
Jill Wood	MS NJ Honor Society	3	10	\$ 1,230.66
Alyssa Hoobler	MS Student Council	2	3	\$ 1,889.94
Jill Wood	MS Yearbook Advisor	3	11	\$ 1,230.66

e. Coaches

The Board appointed the following list of coaches for the 2022-23 school year pending all certification requirements.

<u>Coach</u>	<u>Sport</u>	<u>Level</u>	<u>Year</u>	<u>Stipend</u>
Kyle Erickson	Varsity Football	2	5	\$ 5,362.14
John Nolan	Assistant Football	2	3	\$ 3,384.30
Jared Slaven	Modified Football	2	3	\$ 2,329.46
Don Wainwright	Modified Football	1	1	\$ 2,285.50
Jed Twichell	Varsity Cross Country	2	2	\$ 2,988.74
Alyssa Covas	Varsity Volleyball	1	1	\$ 4,351.25
Jordan McCoey	JV Volleyball	1	1	\$ 2,944.78
Jessica Smith	Fall Cheerleading	4	19	\$ 2,988.74
Lenny Smith	Varsity Boys Basketball	4	19	\$ 6,504.90
Shawn Nugent	JV Boys Basketball	3	6	\$ 3,648.02
Chris Mallette	Varsity Girls Basketball	3	6	\$ 6,065.38
Paul Richmond	JV Girls Basketball	2	5	\$ 3,384.30
Jessica Smith	Winter Cheerleading	4	19	\$ 2,988.74
Eric Gunderson	Bowling	4	15	\$ 2,988.74
Kevin Weber	Varsity Wrestling	3	10	\$ 6,065.38
Elizabeth Warren	Varsity Softball	3	6	\$ 4,834.72
Don Wainwright	JV Softball	2	2	\$ 2,988.74
Shane Devlin	Varsity Boys Track	2	5	\$ 4,658.91
Shawn Nugent	Assistant Boys Track	3	13	\$ 3,032.69
Jed Twichell	Varsity Girls Track	2	4	\$ 4,658.91
Lenny Smith	Assistant Girls Track	2	2	\$ 2,988.74
Joe Condame	Varsity Tennis	4	32	\$ 3,648.02
Mike Cady	Modified Tennis	3	7	\$ 1,933.89

f. Elementary Summer School

The Board approved the following teacher aide to work with our 2022 Elementary summer school program, July 2022, four hours per day for sixteen days:

Amy Bonyak Teacher Aide \$14.95 / hour

g. CMS Summer School

The Board approved the following to work with our 2022 Cohen Middle summer school program, July 6 through July 29, 2022, four hours per day for sixteen days:

Anna Wales Per Diem Sub based on placement (\$25/hr enrichment/\$30/day teacher)

h. Elementary Summer School

The Board approved the following to work with our 2022 Elementary summer school program, July 6 through July 29, 2022
 Nicole Rosno Per Diem Sub rate based on placement

F-2 Leave of Absence - approved

a. Molly Nugent

The Board approved the parental leave of Molly Nugent effective on or about October 31, 2022 with an anticipated return on or about January 27, 2023. As an FMLA qualifying event, sick leave accruals shall run concurrently through the time of disability and Ms. Nugent shall have the option to continue to use accruals or take the balance of the parental leave unpaid.

F-3 Resignations / Terminations / Retirements:

a. Jordan Coons/Art Teacher

The Board accepted, with thanks for service, the resignation of Art teacher, Jordan Coons, effective August 1, 2022. Ms. Coons last day with the district will be July 31, 2022.

F-4 Change in Appointment Status:

a. Todd Baker/Elementary Teacher

The Board approved tenure status for the following:

<u>Name</u>	<u>Effective Date</u>	<u>Tenure Area</u>
Todd Baker	9/30/2022	Elementary Education

FINANCIAL

G-1 Reports - acknowledged

A motion was made by Christopher Callas, seconded by John Cole, and carried 6-0 to acknowledge the following consent financial reports G1a thru G1f.

- a. Budget Status Report as of June 29, 2022
- b. Revenue Status Report as of June 29, 2022
- c. Budget Transfer Report as of June 29, 2022
- d. Treasurer's Report for May 2022
- e. Claims Auditor Report for May 2022
- f. Extra Classroom Report for May 2022

FACILITIES

H-1 2022 Capital Outlay / Annual Project Update – Ceiling in the gym is done, just waiting on hardware for windows.

H-2 2023 Capital Outlay Project – The District is going through the state contract to purchase the overhead door because we have received only one quote. One vendor refused to quote and the other did not respond to our request. We will follow standard purchasing procedures.

H-3 Capital Project 2021 / Energy Performance Contract (EPC) Update – Mr. Gill gave a brief update on the difficulty on tracking down supplies and the price has increased on roofing materials. There was a brief discussion on warranties and it is already in the plans to replace the parts of the roof that are past their warranty.

OLD BUSINESS

No items

NEW BUSINESS

J-1 HUNT Services Contract – approved

A motion was made by Andrew Willard, seconded by Jody Buckley, and carried 6-0 to approve the Standard Form of Agreement Between Owner and Architect, Construction Manager as Adviser Edition from HUNT Engineers for Pre-Referendum and Capital Project services.

J-2 School Resource Officer MOU - approved

A motion was made by Christopher Callas, seconded by Terrance Day, and carried 6-0 to approve the Memorandum of Understanding between the Village of Elmira Heights and the Elmira Heights Central School District in regards to a Village Police Officer being assigned to the school system, as their sole job as a School Resource Officer (SRO) not to exceed \$45,000.

J-3 Employment Conditions & Benefits/Exempt Staff - approved

A motion was made by John Cole, seconded by Andrew Willard, and carried 6-0 to approve the Employment Conditions and Benefits of the Exempt Employees and Director of Facilities/Transportation Supervisor, effective July 1, 2022 through June 30, 2023.

CONSENT

A motion was made by Lisa Benedict seconded by Joseph Sullivan and carried 6-0 to approve the following consent agenda items K-1 through K-14

K-1 CSE Recommendations and Funding - approved

The Board of Education approved the student placement determinations from the June 3, 6, 7, 9, 10, 13, 16, and 21, 2022 CSE meetings and the funds to support such recommendations.

K-2 CPSE Recommendations and Funding - approved

The Board of Education approved the student placement determinations from the June 10 and 22, 2022 CPSE meetings and the funds to support such recommendations.

K-3 NYSSBA Annual Conference – approved

The Board authorized the Board of Education members and Superintendent to attend the NYSSBA Fall Conference in Syracuse, NY for the 2022-23 school year, with expenses to be paid through regular budgetary process.

K-4 NYSCOSS Conferences, House of Delegates & Legislative Committee Meetings - authorized

The Board authorized the Superintendent to attend fall, winter and spring NYSCOSS, Legislative and other committee functions for the 2022-23 school year, with related expenses paid through the regular budgetary process.

K-5 Legal Services – Hogan, Sarzynski, Lynch, DeWind & Gregory, LLP - approved

The Board approved the 2022-23 retainer fee of \$10,800 for Hogan, Sarzynski, Lynch, DeWind & Gregory, LLP as legal counsel.

K-6 Physician Services – Marc Immerman, MD – Director School Health Services - approved

The Board approved the Contract for Services for Marc Immerman, M.D. as Director of School Health Services for the 2022-23 school year at a salary of \$31,314.55.

K-7 Apptegy Service contract - approved

The Board approved the 2022-23 agreement for mobile app and web development services from Apptegy for \$18,300.

K-8 Library Media Reports – acknowledged

The Board of Education acknowledged the 2022 school year Library Media Reports for the following schools:

Cohen Elementary School
Cohen Middle School
Thomas A Edison High School

K-9 Postler & Jaeckle Corp – Maintenance Agreement - approved

The Board approved the Maintenance Agreement for Building Environmental Systems for Cohen Elementary/Middle School and Thomas A Edison High School with Postler & Jaeckle Corp. for the period of July 1, 2022 through June 30, 2023 at a cost of \$13,864.00.

K-10 School Related Group – Elmira Heights PFO – recognized

The Board recognized the Elmira Heights PFO as a school-related group for the 2022-23 school year.

K-11 Donation – up to \$500 for music stands

The Board accepted with thanks and appreciation, a donation of up to \$500.00 from Elmira Heights PFO to purchase replacement music stands for the 5th-8th grade music department.

K-12 GST BOCES Contracted Services agreement AS-7 - approved

The Board approved the attached 2022-23 AS-7 Agreement resolution for contracted services provided by GST BOCES in 2022-23 school year.

THIS AGREEMENT made this 1st day of July 2022 by and between the Board of Cooperative Educational Services for the Sole Supervisory District of SchuylerSteuben-Chemung-Tioga-Allegany County, party of the first part, and Elmira Heights Central School District, party of the second part.

WITNESSETH, that whereas party of the first part has been duly authorized to provide the approved services listed on the attached contract for services and has been authorized to enter into agreements with boards of education and school trustees, under the provisions of sections 1950-51 of the Education Law.

NOW, THEREFORE, The said party of the first part hereby agrees to provide to the party of the second part the following services listed on the attached contract for services during the school year 2022-2023 at the cost indicated on the attached contract for services

K-13 Back Pack Program renewal - acknowledged

The Board acknowledged the Food Bank of the Southern Tier 2022-23 BackPack Program annual agreement and application/renewal.

K-14 Disposition of Assets – Disposal - approved

The board approved the disposal of the attached list of textbooks from Cohen Middle School due to the condition of the assets as unrepairable. See attached.

K-15 Lunch/Breakfast prices for 2022-23 - approved

The Board approved the following 2022-23 Lunch/Breakfast prices, which remain unchanged since 2018-19.

2022-23	
Cohen Lunch Price	\$1.50
TAE Lunch Price	\$1.70
Breakfast Price – All Levels	\$1.35
A la carte snacks	various

Awards/Honors/Achievements

no items

Communications

no items

Discussion Topics

- N-1 Board of Education Retreat – Welliver hosting Board at Harbor Hotel in Watkins Glen on August 30
- N-2 NYSSBA – School Board Conference Oct 27-29, 2022 Syracuse – members discussed attending this year
- N-3 New Non-Resident Tuition Students – After a brief discussion, the Board will allow new requests to be considered following standard procedures.
- N-4 CMS SCEP Plan 2022-23 – Brandon Foley reviewed the plan and the process it took to create the plan.

EXECUTIVE SESSION:

At 8:20pm a motion was made by Christopher Callas, seconded by Andrew Willard and carried 6-0 to enter executive session to discuss personnel issues.

ADJOURN EXECUTIVE SESSION:

At 8:47pm a motion was made by Christopher Callas, seconded by John Cole, and carried 6-0 to adjourn executive session.

NEXT MEETING

Wednesday	July 20, 2021	Regular BOE Meeting (if needed)	7:00 pm	Community Room
Wednesday	August 3, 2022	Committee Meeting	6:30 pm	Community Room
Wednesday	August 3, 2022	Regular BOE Meeting	7:00 pm	Community Room
Wednesday	August 30 2021	Annual Inspection prior Regular BOE Meeting (if needed)	TBD	Community Room
Wednesday	August 30 2021	BOE Retreat	TBD	Harbor Hotel, Watkins

ADJOURNMENT – At 8:48 pm motion was made by Terrance Day, seconded by Andrew Willard, and carried 6-0 to adjourn the meeting.

Clerk

Social St.

Mr. Kennedy

0-13-014937-3 - \$ 0.91

0-13-051011-4 \$ 0.78

0-13-009810-8 \$ 0.76

0-03-072901-7 \$ 5.00

0-618-61102-9 \$ 1.10

0-13-432204-5 \$ 1.10

0-02-8199~~00~~⁷⁰-7 (Teachers Edition) \$ 8.30

2
1 Book no ISBN #.

0-13-030107-8 25 - qty \$ 0.79 ea. = \$ 19.75

0-13-030107-8 - 22 - qty \$ 0.79 ea = \$ 17.38

0-13-030107-8 - 13 - qty \$ 0.79 ea = \$ 10.27

0-13-030107-8 5 - qty \$ 0.79 ea - \$ 11.85

All quantities of

1 unless
otherwise
stated!

Thanks

Social St.
Mr. Kennedy

0-382-32705-5 - Qty-2 @ 0.72 ea = \$1.44
0-13-028192-1 @ 3.27
0-13-051013-0 @ 1.19
0-13-050623-0 @ 0.95
0-13-058848-2 @ 0.98
0-02-821576-1 @ 1.02
0-13-050672-9 @ 5.26
0-13-390568-3 @ 0.83
0-13-027599-9 @ 7.00
0-673-43783-3 @ 3.33
0-13-330702-6 @ 3.20

All quantities of
1 unless otherwise
stated!

Thanks!

To Whom it May Concern,

The following books are being recommended for disposal by the 6th grade English teacher, Robin Testone. The description, number and price of the books is attached.

Quantity	Title	ISBN	Price per book
172	"A Night to Remember"	978-0-8050-7764-3	AbeBooks.com \$5.73
80	"10 Days Martin Luther King"	978-0-545-43479-3	Amazon \$6.49
26	"Ashley's Lost Angel"	0-8167-3613-8	FantasticFiction \$1
56	"It's Like This, Cat"		Amazon \$10.04
19	"Charley Skedaddle"	0-8167-1317-0	FantasticFiction \$0.99
50	"Who Let Girls in the Boy's Locker Room"		Amazon \$5.22
23	"Pippi Longstocking"	978-0-140-309-577	Amazon \$6.99
64	"Sixth Grade Can Really Kill You"	0-590-42883-7	Amazon \$5.99
99	"Old Yeller"	978-0060-809-713	Amazon \$8.49
40	"Savage Sam"	978-0060-803-773	Amazon \$7.99



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2022-23

District	School Name	Grades Served
Elmira Heights Central School District	Cohen Middle School	6-8

Collaboratively Developed By:

The Cohen Middle School SCEP Development Team
SCEP Team Members: Brandon Foley, Dan Crandall, Alyssa Hoobler, Debbie Fishbeck, Jess Delaney, Shane Devlin, Kathryn Hackett, Robin Testone, Pat Horton

And in partnership with the staff, students, and families of Cohen Middle School

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

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 2022-23 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.

Strategies

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 Team

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

- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Writing Your SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Developing Your SCEP --- Month by Month](#)

COMMITMENT I
Our Commitment

<p>What is one commitment we will promote for 2022-23?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to helping our school form and strengthen connections among students, staff and community to foster a sense of belonging.</p> <p>We believe that learning is multidimensional, contextual and relational. We believe that the social-emotional health of our students impacts their academic progress and success. We believe adults in the school setting play a key role in helping young people learn and grow across social, emotional, and cognitive dimensions.</p> <p>The Equity Self-Reflection survey discussion emphasized the need for ensuring that all students feel respected and supported within a welcoming and affirming school environment. Interviews with students indicated their interest in making social connections through engaging with their student perspectives, opportunities for engagement, academic and non-academic, and a desire to have their own middle school space.</p> <p>The team discussion of the article, "How Learning Happens" and a review of our data confirmed our belief that creating positive learning environments and experiences that encompass the elements of Relationship and Meaningful Learning will allow our students to feel safe, respected and supported as well as to be engaged in meaningful learning that is relevant to them.</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>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Peer Mediation</p>	<p>Students in grade 6-8 will be selected to receive training to serve as peer mediators to help fellow students solve conflicts and resolve disputes.</p>	<p>Collect data on the number of times a student conducts a mediation and the result of the mediation. Trend data: look for a decreased number of referrals to the Dean's office as a result of peer mediation.</p>	<p>Schedule training and coaching for mediation</p> <p>Schedule mediation sessions</p> <p>Guidance Counselor BOCES Coordinator Dean of Students</p>
<p>Friday WIN Forums</p>	<p>Students in grades 6-8 will be allowed choice on Friday's for the WIN timeslot. Choice will consist of student council led student driven discussion topics, DEAR, or study hall. Student Council will develop a process to identify student needs around social-emotional, mental health, or other topics of concern to middle school.</p>	<p>Collect anecdotal data on the topics presented and student feedback from discussion forums, collect data on choice of students to look for trending data.</p>	<p>Coaching</p> <p>Student Council discussion group facilitators</p> <p>Training/Coaching of student facilitators</p> <p>Guidance Counselor</p>
<p>Student Newsletter</p>	<p>Students in grade 6-8 will share their student voice by participating in the monthly grade level newsletter. Students will submit work or teacher can select</p>	<p>Increase in the number of students/parents engagement with the grade level newsletter.</p>	<p>Create a grade level format for a newsletter</p>

Commitment 1

student work to be featured in the newsletter.

Grade level teachers discuss the topic for each month's student submission

Advisory Committee

Students in grade 6-8 will participate in an Advisory class beginning September 2023. 2022-2023 an advisor committee will be established to review the logistics, create buy-in, and begin forming/scheduling an advisory class for the following year roll out. The Advisory curriculum will focus on monthly themes, skills, challenges, and celebrations.

Monitor the increase of student engagement in a choice-based format

Creation advisory committee

Informal Feedback student survey

Release time/ substitute money

Principal, BOCES Coordinator, Debbie Fishbeck, Guidance Counselor

Pineapple Focus on Relationship building

Staff training on Post Covid SEL needs and cooperative learning strategies that will increase capacity for relationship building within the classroom setting. Teachers will showcase their classroom as a Pineapple class to share a strategy which builds peer to peer and/or adult to peer relationships. Teachers meet weekly during grade level meetings to discuss curriculum and opportunities to embed cooperative learning strategies to increase engagement and build relationships.

Data collected on number of Pineapple classrooms monthly and strategy viewed.

Professional Development on methods of relationship building with students (which include cooperative learning strategies, culturally responsive teaching, SEL, etc.) at grade level meetings, ½ day, and conference day.

Class walk through data will show an increase in students building relationships with each other and their teacher.

Teacher experts, BOCES Coordinator, Debbie Fishbeck

Survey data will show an increase in feeling of connectedness and belonging.

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey	57.2% I feel welcomed and supported each day in school 39.5% I am comfortable asking questions in class	70% I feel welcomed and supported each day in school 50% I am comfortable asking questions in class
Staff Survey	66.7% Students feel secure in taking risks and asking questions in class 80% Our school has generated and delivered proficient learning opportunities for staff and students to focus on Diversity, Equity, and Inclusion	80% Students feel secure in taking risks and asking questions in class 85% Our school has generated and delivered proficient learning opportunities for staff and students to focus on Diversity, Equity, and Inclusion
Family Survey	56.3% My child (ren) feels secure in taking risks and asking questions class 75% Our student service team provides student supports	70% My child (ren) feels secure in taking risks and asking questions class 85% Our student service team provides student supports

Commitment 1

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 2022-23 school year.

By the end of the 2022-2023 school year, we would like for students, staff, and the community to have positive relationships, increased student motivation, and self-esteem in order to pave the way for increased educational outcomes. This will be gauged through several activities and data collection formats conducted throughout the school year. Pre and Post surveys will be conducted to measure students' sense of belonging and meaningful learning with our school community.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2022-23?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to creating an environment in which every child is engaged in meaningful learning that is relevant to them.</p> <p>We believe that student connection and wellbeing are an integral part of creating an inclusive environment. All teachers must foster relationships with students and families to gain insight into their students' cultures, goals, and learning preferences. We also believe that a culturally responsive learning environment encourages students to embrace their learning and build the social, emotional, and cognitive skills needed to be academically successful.</p> <p>The Equity Self-Reflection survey discussion emphasized the need for ensuring that all students feel respected and supported within a welcoming and affirming school environment. Interviews with students indicated their interest in making social connections through engaging with their student perspectives, opportunities for engagement, academic and non-academic, and a desire to have their own middle school space.</p> <p>The team discussion of the article, "How Learning Happens" and a review of our data confirmed our belief that creating positive learning environments and experiences that encompass the elements of Relationship and Meaningful Learning will allow our students to feel safe, respected and supported as well as to be engaged in meaningful learning that is relevant to them.</p> <p>We seek to prioritize restoring and developing connections both within our school and within our community to strengthen these beliefs.</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>What specifically will we look for during the year to know that this strategy is having the desired impact? (This could include qualitative or quantitative data.)</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Diversity Audit</p>	<p>Cohen Middle School will conduct a diversity audit to determine the diversity of texts and curricular materials utilized in content areas so that students can see themselves reflected in their learning. Create a diversity audit tool that can be shared with staff prior to summer work time so that teachers can identify resources and gap areas in diversity text/topics. Yearlong process to identify gaps within units and material gaps.</p>	<p>Develop a tool to assist teachers in identifying diverse texts and gap areas in curriculum materials</p> <p>Feedback from summer work time and release time during school year to complete curricular audit</p>	<p>Partnership with BOCES Curriculum Coordinator, DEI Education Coordinator and Carol Cady</p> <p>Summer Curricular Work Time</p> <p>School Year Release Time</p>
<p>Essential Standards Review</p>	<p>As part of the Diversity Audit staff will review the essential standards to ensure that diverse resources, perspectives and voices are represented within the essential standards.</p>	<p>Administration will see students learning from a variety of culturally diverse texts and resources.</p>	<p>Partnership with BOCES Curriculum Coordinator, DEI Education Coordinator and Carol Cady</p> <p>Summer Curricular Work Time</p> <p>School Year Release Time</p>

Commitment 2

<p>Project Based Learning (PBL)</p>	<p>Steve Edgerton, MS Technology, will facilitate a PBL lesson for students to design an outdoor space (outdoor classroom, amphitheater, etc.). A cross curricular partnership between content area teachers, Art (pencil drawings of designs), Math (budget to create), SS (what is an amphitheater), Public (engineers, contractors) etc. to design, budget, and present space for school-wide student vote and culminating with a school board presentation.</p>	<p>Student engagement of working co-operating groups, students, teachers, and community</p> <p>School-wide display of projects for student vote</p> <p>School Board presentation of school voted project</p>	<p>Partnership BOCES Coordinator to develop PBL unit</p> <p>Partnership with content teachers and community members</p> <p>Summer Curricular Work Time</p>
<p>Oracy</p>	<p>Oracy is the ability to express oneself in and understand spoken language. Increased emphasis on cooperative learning and group work to increase student voice academically. More talking to learn. Oracy protocols will be embedded in lessons allowing students to connect and process curricular materials through academic discussions.</p>	<p>Administration will hear students developing their oracy skills in a walk-oracy through protocol.</p> <p>Student feedback will represent an increase in academic comfort and belief in ability to achieve.</p>	<p>Partnership with BOCES Curriculum Coordinator, DEI Education Coordinator and Carol Cady</p> <p>Grade level/ individual support Lunch to learn</p>

End-of-the-Year Desired Outcomes

Schools 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 (e.g. % agree or strongly agree)
Student Survey	55.5% I feel valued as an individual in my school 60.9% Teachers provide time for students to discuss topics and learn from each other	70% I feel valued as an individual in my school 75% Teachers provide time for students to discuss topics and learn from each other
Staff Survey	63.3% We work together across grade levels and content areas in order to provide an integrated approach to student learning 80% Staff and students of all cultures and backgrounds are valued in our school	75% We work together across grade levels and content areas in order to provide an integrated approach to student learning 90% Staff and students of all cultures and backgrounds are valued in our school
Family Survey	70.6% Teachers support children’s emotional needs, increasing their confidence as learners 73.3% My child(ren) attend a school that discusses and celebrates student diversity	80% Teachers support children’s emotional needs, increasing their confidence as learners 85% My child(ren) attends a school that discusses and celebrates student diversity

Commitment 2

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 2022-23 school year.</p> <p>By the end of the 2022-2023 school year, we would like students, staff, and the community to have positive relationships, increase student motivation, and self-esteem to pave the way for increased educational outcomes. This will be gauged through several activities and data collection formats conducted throughout the school year. Pre and Post surveys will be conducted to measure students' sense of belonging and meaningful learning with our school community.</p>
--

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.

X State-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:

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	This Evidence-Based Intervention will support commitments one (1) and two (2) by providing an opportunity for teachers and related service providers to discuss issues around student learning. Teachers will be able to collect and analyze data specific to each individual student and reach the targeted learning standard. Instructional Coaching as needed will also allow teachers to assess the impact of the solutions developed related to the students' progress.

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:

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

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

School-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.

Evidence-Based Intervention Strategy Identified
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

[Center on PBIS | Resource: References for the Evidence Base of PBIS](#)

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
Brandon Foley	Principal
Dan Crandall	Dean of Students
Alyssa Hoobler	Guidance Counselor
Debbie Fishbeck	DEI Education Coordinator
Jessica Delaney	Teacher
Shane Devlin	Teacher
Kathryn Hackett	Teacher
Robin Testone	Teacher
Pat Horton	Staff Development

Our Team's Process

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 (OPTIONAL)

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	OPTIONAL: Completing the "Leveraging Resources" document
06/07/2022		X	X	X		
06/10/2022	X					
06/14/2022					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

The School Comprehensive Education Plan (SCEP) development team interviewed small groups of students in grades 6-8 which were representative of the diverse student body. Interview questions were developed collaboratively by the School Comprehensive Education Plan Team and were provided to students in advance of the interviews. In the process of listening to the students, the team developed a deeper understanding of the school climate in the eyes of the students. The students' perspectives on their social emotional needs, Diversity, Equity, and Inclusiveness helped guide the team in developing Cohen Middle School's commitments in the School Comprehensive Educational Plan. Specifically, students expressed their concern regarding feeling welcomed and connected to Cohen Middle. They felt lacking in student voice and choice, not having a middle school space to belong and lacking engagement academically and nonacademically. As a result, this focus on building relationships has informed our school's commitment to fostering a welcoming and affirming learning environment which focuses on student belonging and meaningful learning.

Equity Self-Reflection

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

The SCEP development team completed the Equity Self-Reflection collaboratively and came to a consensus on each indicator of the survey. In addition, the team analyzed student, family, and staff surveys in alignment to the equity self-reflection comparing Cohen equity strengths and opportunities for growth and community/school feedback. Overall, the team concluded that Cohen Middle School offers a welcoming and affirming environment with rigorous, inclusive curriculum. The two areas of focus incorporated into the SCEP that were influenced by the Self-Equity Reflection exercise are the continuing efforts to integrate relationships across the entire building and increase the focus on belonging and meaningful learning to support specific initiatives that increase diversity, equity, inclusion, and social emotion learning.

Next Steps

Next Steps

1. **Sharing the Plan:**

- a. **CSI Schools:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by August 1, 2022.
- b. **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 2022-23 school year.
- c. **All Schools:** Ensure that the local Board of Education has approved the plan and that the plan is posted on the district website.

2. **Implementing the Plan** (for all schools):

- a. Ensure that the plan is implemented no later than the first day of school
- b. Monitor implementation closely and make adjustments as needed
- c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
- d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.