AGENDA ROCKY POINT PUBLIC SCHOOLS BOARD OF EDUCATION MEETING October 26, 2015

Reminder Regarding Public Comment:

- Public comment at meetings of the Board shall be restricted to civil discourse, free from disparaging remarks or inferences toward any person or organization. Speakers who fail to observe this protocol will be ruled out of order.
- A period of time not to exceed fifteen (15) minutes, unless extended at any given meeting by resolution of the Board, shall be provided prior to Board action on the agenda. Each speaker shall be limited to a maximum of three minutes. Speakers may not share, defer, or otherwise reallocate any or all of the three minutes afforded them.
- A period of time not to exceed thirty (30) minutes, unless extended at any given meeting by resolution of the Board, shall be provided subsequent to the completion of Board action on the agenda. Each speaker shall be limited to a maximum of three minutes. Speakers may not share, defer, or otherwise reallocate any or all of the three minutes afforded them.
- Speakers shall be ruled out of order if they attempt to speak about any specific student or employee, by name or title.

| Ι | Meeting called to C | rder: | |
|---|---------------------|-------|--|
| | | | |

Pledge of Allegiance

Present: Susan Sullivan, President

Scott Reh, Vice President Melissa Brown, Trustee Sean Callahan, Trustee Edward Casswell Trustee

Michael F. Ring, Ed.D., Superintendent of Schools Deborah De Luca, Ed.D., Assistant Superintendent

Gregory Hilton, School Business Official

Susan Wilson, Executive Director for Educational Services

Loretta Sanchez, Assistant District Clerk

Absent: Patricia Jones, District Clerk

Superintendent's Report

CONSENT AGENDA

The items listed below are presented as part of the Consent Agenda which can be adopted by the Board of Education under a single motion followed by a second and then a formal vote. The Consent Agenda items are listed below in their regular order within a group. Before an actual vote is taken, any Consent Agenda item may be removed by a Board

member without a formal motion or second. If this occurs, the indicated resolution will be

| discussed duri | ng its regular order o | n the agenda and | l voted on individually. | • | | |
|----------------------------------|---|---|---|----|--|--|
| II-VIII Consent Agenda Items | | | | | | |
| BE IT RESO one item. | LVED, that the Boar | d of Education a | ccepts the following agenda items as | s | | |
| II: III IV: V: | Minutes – Regular Meeting, September 28, 2015 Budget Transfer Summary – September 2015 Treasurer's Reports – September 2015 Extra-Classroom Activity Account Treasurer's Report – September | | | | | |
| VI: VII: VIII: | 2015 Financials – September 2015 Internal Claims Audit Report – September 2015 Committees on Special Education Schedules 10-26-15-A and 10-26-15-B as recommended by the Superintendent of Schools, to arrange for appropriate services, as indicated. Motion | | | | | |
| IX | 2014-2015 Indepen | | | | | |
| the Board of E statements and | Education accepts the dischedules for the fis our external auditors, | Independent Aug scal year ending I R.S. Abrams. | n of the Superintendent of Schools, ditors Report with accompanying June 30 th , 2015, which have been | | | |
| | Motion | 2 nd | Vote | | | |
| X | 2014-2015 Indepen Funds | dent Auditors R | Report on Extra-Classroom Activit | ty | | |
| the Board of E Activity Fund | Education accepts the swith accompanying | Independent Aug statements and s | n of the Superintendent of Schools, ditors Report on Extra-Classroom schedules for the fiscal year ending external auditors, R.S. Abrams. | | | |
| | Motion | 2 nd | Vote | | | |
| XI | 2014-2015 Single A | | | | | |
| the Board of E | Education accepts the | Single Audit Rep | n of the Superintendent of Schools, port for the fiscal year ending June auditors, R.S. Abrams. | | | |

Motion_____2nd_____Vote____

XII 2014-2015 Independent Audit Corrective Action Plan

| the Board of I | Education accepts the | Independent Aud | of the Superintendent of Schools, lit Corrective Action Plan responding nal auditors, R.S. Abrams. |
|--|--|---|---|
| | Motion | _2 nd | _Vote |
| XIII | Sign Language Inte Services | rpreter Services | Agreement 2015-2016 – Mill Neck |
| the Board of E Agreement wi | Education authorizes tl | ne Superintenden for sign languag | of the Superintendent of Schools, at of Schools to enter into a Service ge interpreter services for the 2015- |
| | Motion | _2 nd | _Vote |
| XIV | Shoreham-Wading | | |
| the Board of E contract with a students instru | Education authorizes the Shoreham-Wading | ne President of the River Central So e 2015-2016 school policable law, and | |
| xv | Adoption of Board | of Education Po | licy 7555 (second reading) |
| BE IT RESO reading): | LVED, that the Board | l of Education ad | opts the following policy (second |
| • 7555 | Student Gender Ident | tity | |
| | Motion | _2 nd | _Vote |
| XVI | Adoption of the Rev | vised and Update | ed Academic Intervention Plan |
| | Education adopts the re | | of the Superintendent of Schools, ed Academic Intervention Plan as |
| | Motion | 2^{nd} | Vote |

XVII Adoption of the Rocky Point Middle School Local Assistance Plan for the 2015-2016 School Year

| the Board of I | Education adopt | | Iiddle School Lo | rintendent of Schools, ocal Assistance Plan for |
|-------------------------------|---|--|--------------------------------------|--|
| | Motion | 2 nd | Vote | |
| XVIII | Submission of | f APPR Hardship | Waiver Applica | tion |
| the Board of I application to | Education hereby the State Educated the President of the | y approves the subration Department an | nission of an AP d hereby authori | rintendent of Schools, PR Hardship Waiver izes the Superintendent e such application on |
| | Motion | ond | Vote | |

XIX Donation of Food Allergy Awareness Assembly (FJC)

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the donation of a Kyle Dine allergy awareness assembly from Mrs. Villafane-Kaplan valued at approximately \$800.00.

| Motion | 2^{nd} | Vote | |
|--------|----------|------|--|
| | | | |

XX Rocky Point PTA Donation for Anti-Bullying Assembly

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the \$1,000.00 donation from the Rocky Point PTA.

BE IT RESOLVED, that the Rocky Point Union Free School District hereby approves, upon the recommendation of the Superintendent of Schools, to increase the general fund budget by \$1,000.00 as a result of the donation from the Rocky Point PTA.

BE IT FURTHER RESOLVED, that the following budget code be adjusted to reflect said increase:

| Motion | 1 | 2 nd | Vote |
|--------------------|------------|-----------------|------|
| A 2110 400 06 0000 | \$1,000.00 | | |

XXI Memorandum of Agreement between the Board of Education of the Rocky Point Union Free School District and the Rocky Point Teachers' Association

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the President of the Board of Education to execute a Memorandum of Agreement between the Board of Education and the Rocky Point Teachers' Association for the purpose of adding two new clubs, HS Human Rights Club and HS Debate Club, that shall become part of Schedule B of the Collective Bargaining Agreement between the Rocky Point Union Free School District and the Rocky Point Teachers' Association effective July 1, 2015, as per the attached.

| | Motion | 2 nd | Vote | |
|------------------------------|---|--------------------|---------------------|--------------------|
| XXII | Personnel | | | |
| | SOLVED, that upo of Education accept | | | endent of Schools, |
| | Motion | 2 nd | Vote | |
| XXIII | New Business | | | |
| XXIV | Recess | | | |
| | at the Board of Educ results of the Bond R | | eting at | PM in order to |
| | Motion | 2 nd | Vote | |
| Meeting re | econvened at | PM. | | |
| XXV | Resolution to A | Accept the Results | of the Bond Refe | rendum Vote |
| BE IT RE Referendu | SOLVED, that the m Vote. | Board of Education | accepts the results | s of the Bond |
| | Motion | 2 nd | Vote | |
| XXVI | Executive Sess | | | |
| At | PM motio | on made and second | led to go into Exec | cutive Session to |
| discuss | | | | · |
| | Motion | 2 nd | Vote | |

| The Boar | rd returned to Oper | 1 Session at | | |
|-----------|----------------------|-------------------------|--------|----|
| Adjourn | ment | | | |
| I move th | at the Board of Educ | ation adjourns the meet | ing at | PM |
| | Motion | 9 nd | Vote | |

MINUTES ROCKY POINT PUBLIC SCHOOLS BOARD OF EDUCATION MEETING SEPTEMBER 28, 2015

Mrs. Sullivan called the meeting to order at 7:00 p.m. in the auditorium of the Rocky Point High School and read aloud the reminder regarding public comment.

Present:

Susan Sullivan, President

Scott Reh, Vice President Melissa Brown, Trustee Sean Callahan, Trustee Edward Casswell, Trustee

Michael F. Ring, Ed.D., Superintendent of Schools Deborah De Luca, Ed.D., Assistant Superintendent

Gregory Hilton, School Business Official

Susan Wilson, Executive Director for Educational Services (arriving at

7:05 p.m.)

Patricia Jones, District Clerk

Absent:

None

Pledge of Allegiance

SUPERINTENDENT'S REPORT

Dr. Ring invited Mrs. Crossan to the podium to begin the building reports.

MRS. SUSANN CROSSAN, PRINCIPAL, ROCKY POINT HIGH SCHOOL

- Grade level assemblies were held to review the code of conduct and student expectations.
- 9th grade parent orientation was held on Thursday, September 24th, prior to Open School Night. Parents were provided with the club and activity guide along with a document entitled Positive Attitude and Actions Will Make a Difference, a listing of ten tips summarizing important items upon which students are asked to focus. Guidance and support service staff members were introduced and parents were given an overview of graduation requirements, the attendance policy and the code of conduct. Parents proceeded to follow their child's schedule in ten minute class periods in order to meet each teacher and learn about curriculum, course requirements and grading policies.
- Mrs. Crossan thanked Mr. Rich Acritelli for putting together a 9/11 ceremony for the 11th and 12th grade students. Speakers Kevin Lyle, Owen McCafferty and Chris Hardej shared their experiences with the students in order to preserve history and keep alive the memory of the many heroes.
- Several students performed at the Rocky Point Fire Department September 11th
 Memorial Ceremony. Students played background music at the event while other

- students sang the *National Anthem* at the opening of the ceremony and *God Bless America* at the close. Mrs. Crossan expressed her pride in the students for their involvement in community events.
- Two students have been selected to represent RPHS at the 2015 NYSSMA All-State Conference in Rochester in December. Senior Thomas Loomis has been chosen to sing with the Mixed Chorus and Senior Daniel Infranco has been chosen to play French horn with the Symphony Orchestra and also sing with the Mixed Chorus. Both students obtained a score of 100 at their All-State auditions last spring. Mrs. Crossan noted that both students were also All-State and All-County Musicians at last year's conference. Several students were also chosen for the All-County Festival to be held in November: Women's Choir Samantha Giacoia and Prima Mandolfo; Mixed Chorus: Breanna Garske, Daniel Infranco, Nick LoCastro, Thomas Loomis and Rosa Valente; Symphonic Band: Daniel Infranco, Nicolas Amato and Justin Zorcik.
- Mrs. Crossan also proudly announced that seventy-two students were recognized as AP Scholars. Thirty-six of the students received scores of 3 or higher on three or more AP exams; thirteen students were recognized as AP Scholars with Honors for receiving an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on four or more of these exams; twenty-one students were recognized as AP Scholars with Distinction for receiving an average score of at least 3.5 on all AP exams taken and scores of 3 or higher on five or more of these exams. Two students were recognized as National AP Scholars for receiving an average score of at least 4 on all AP exams taken and scores of 4 or higher on eight or more of these exams.
- Thirty members of the BANN club worked alongside civic-minded people to assist with the clean-up of West Ramp Beach in Sound Beach. The students collected trash and logged in what they retrieved in order to help supply data to the Ocean Conservancy to better relay information about the impact that trash has on recreation, tourism, shipping and transportation. Mrs. Crossan noted that the BANN club has also been working with the international Coastal Cleanup program to help inspire young people to make a positive impact on the world and be part of the solution to the problem of pollution.
- Class Ring Night for students and parents who may be interested in purchasing class rings is scheduled for October 8th.
- The Pep Rally is scheduled during seventh and eighth periods on October 9th to kick-off Homecoming festivities. A Powder Puff football game is scheduled for 7 p.m. on the turf field.
- On Saturday, October 10th, Homecoming will begin with a parade featuring floats from each of the classes based on the theme "Classic Video Games." The parade will begin at 12:30 p.m. This year the Class of 1975, the first graduating class, will be honored. Several members of this class will be recognized as they mark their 40th year reunion.
- On October 14th the PSAT exams will be administered to all students who previously signed up through the guidance department.
- The Marching Band will participate in the *Newsday Marching Band Festival* at 7 p.m. at Hofstra University.

 On October 17th the Varsity and Junior Varsity Volleyball teams will host the "Dig Pink" fundraising event to support needy families and the Side-Out Foundation.

DR. SCOTT O'BRIEN, PRINCIPAL, ROCKY POINT MIDDLE SCHOOL

- Dr. O'Brien extended his gratitude to teachers, staff and parents at the middle school for a successful school opening.
- Dr. O'Brien advised that sports and clubs have begun and directed parents to access the club guide link on the website for information on all clubs, club advisors and meeting dates. Dr. O'Brien also noted that the RPMS bi-weekly flyer is posted on the website and that this flyer contains the most updated and current information regarding school-wide events and after-school activities.
- Open House was held on September 17th for grades six, seven and eight. Parents and guardians followed their child's schedule and learned about student curriculum, class expectations and communication procedures. Dr. O'Brien thanked all those who attended.
- Next week is "Spirit Week" and students will celebrate with themed days including Rocky Point School Colors Pride Day.
- The third annual Pep Rally and PBIS (Positive Behavior Intervention Support) kick-off assembly will be held on October 9th. Dr. O'Brien explained that the PBIS program assists in recognizing and rewarding the positive behavior of students. Dr. O'Brien offered special thanks to all teachers and staff who have been busy helping to make this event possible.
- Dr. O'Brien congratulated student Bryant Michael Liu, one of the thirty national finalists in the 2015 <u>BROADcom</u> MASTERS middle school science competition. Bryant will compete in the national finals from October 1st through October 7th in the San Francisco Bay area. Bryant will present his original research project to judges and the public and will compete in hands-on STEM challenge activities with fellow finalists. All finalists will receive \$500.00 and will have the opportunity to win other prizes through their competition performance, including trips to STEM summer camps, iPads, or the top award of \$25,000.00. More than 2,200 students entered this year's competition, each student representing the top 10% of projects at their local science fairs. Dr. O'Brien expressed the middle school's absolute pride of Bryant and his accomplishment. Dr. O'Brien also announced that in recognition of the school's support of Bryant, Broadcom Foundation and Society for Science & the Public will award Rocky Point Middle School \$1,000 to support science, math, or engineering education.
- Dr. O'Brien advised that last year the RPMS was approached to participate in a new initiative entitled Invitational Education. Members of the school community were invited to participate in a survey to provide feedback to the principles of creating, sustaining, and enhancing positive learning environments that support students and staff in reaching their full potential. An Invitational Education team was created to support the notion that schools can move "beyond the tests" to ensure that students, staff, and parents have a more positive and successful school year. Dr. O'Brien announced that through this process the Rocky Point Middle School has been named a nominee for the 2016 International School of Invitation

Award with the results of this process being increased academic success, attendance, effort, collaboration, positive behaviors, and morale. Dr. O'Brien said that he was very excited to share that the Rocky Point Middle School is one of four schools in the state of New York to be selected as a host school to more than sixty international administrators, teachers, and students on October 20th. Educators from Japan, China, Mexico and Italy will be visiting the RPMS as a model of Invitational Education. Dr. O'Brien expressed his excitement and pride in this opportunity to share positive climate initiatives with the visiting educators from around the world.

MS. LINDA TOWLEN, PRINCIPAL, JOSEPH A. EDGAR SCHOOL

- Ms. Towlen reported that JAE had a wonderful start to the school year as new third grade students and returning fourth and fifth grade students were welcomed.
- Open Houses were well-attended. Parents had the opportunity to view a brief PowerPoint presentation in the old gym prior to visiting their child's classroom and meeting their child's teacher. Ms. Towlen thanked all the parents and teachers for their support of the event.
- "Spirit Week" was celebrated during the week of September 16th. To demonstrate their school spirit, students wore blue and white, crazy socks, and their favorite sports team jersey.
- The students are creating a banner to be carried in the Homecoming Parade on October 10th. Ms. Towlen thanked Ms. Maggio, Ms. Craig and Ms. Lopez for all their work on this event.
- The first PTA meeting is scheduled for October 6th.
- Ms. Towlen advised picture days are scheduled for October 27th, 28th and 29th and Family Folk Dancing will be held on the evening of October 28th.

MRS. VIRGINIA KELLY-GIBBONS, PRINCIPAL, FRANK J. CARASITI ELEMENTARY SCHOOL

- Students demonstrated their Rocky Point school spirit last week as they participated in Blue and White Day, Team Day and Crazy Sock Day.
- Kindergarten Open House is scheduled for October 29th; First Grade Open House is scheduled for September 30th, and Second Grade Open House is scheduled for October 1st. Open House attendees will receive current information on their child's progress thus far and pertinent information will be provided to FJC families by representatives of the PTA, cheerleaders and members of the Boy Scouts organization.
- Mrs. Kelly-Gibbons provided meeting attendees with information about "Go for the Gold" - Pediatric Cancer Awareness and thanked Michelle Bowen and Jamie Adamski for organizing the event.
- Mrs. Kelly-Gibbons also extended her gratitude to Mrs. Leary and Mrs. Adamski for organizing the kick-off Character Education Assembly to be held in October.
- Ms. Kenwood is preparing for second grade chorus and will soon choose this year's holiday theme.
- School picture days are scheduled for September 30th, October 1st, and October 2nd. Mrs. Kelly-Gibbons thanked the PTA for the organization of this event.

- Everyone is looking forward to the annual Fire Department visit with kindergarten students in October.
- The students are anxiously awaiting the Harvest Day Parade and the first graders are looking forward to picking pumpkins in the pumpkin patch.

Dr. Ring thanked the principals for their reports. Dr. Ring made note of a change in venue for the first meeting of the PTA scheduled on October 6th at 7 p.m. The meeting will be held in the library of the Rocky Point Middle School instead of JAE.

Mrs. Sullivan opened the floor to questions and/or comments from meeting attendees.

- Reading from a prepared statement, Mrs. Patricia Scalone referenced agenda item XI Adoption of the Revised and Updated Next S.T.E.P. Five-Year Strategic Plan. Mrs. Scalone spoke specifically to Goal AE-2, the proposed continuous hiring of teaching assistants during the 2015-2016, 2016-2017 and 2017-2018 school years. Mrs. Scalone voiced her disagreement with the district's objective to hire additional teaching assistants if said teaching assistants would supplant the current and/or future teacher aides. Mrs. Scalone expressed her opinion that the district gave "little consideration" to the elimination of teacher aides. Mrs. Scalone also objected to the additional costs taxpayers would bear for the salaries of teaching assistants in comparison to the salaries of teacher aides. Mrs. Scalone admonished Mrs. Brown for serving on the Next S.T.E.P. sub-committee wherein the hiring of teaching assistants was decided upon and for not recusing herself from voting on a personnel agenda that included the hiring of a family member as a teaching assistant.
- Following her reading of the Next S.T.E.P. Mission Statement, Mrs. Anne Quartararo stressed the vital role teacher aides provide in the nurturing and supporting of a student-centered environment. Mrs. Quartararo provided an overview of the functions teacher aides perform for the benefit of both the students and their teachers and expressed her opinion that the elimination of teacher aides amounts to a disservice to the students and is also a contradiction of the mission statement. Mrs. Quartararo asked that the board trustees rescind the proposal to hire teaching assistants at the expense of school teacher aides. Mrs. Quartararo expressed her opinion that Mrs. Brown was in violation of BOE Policy 6123 Nepotism and Policy 6217 Employment of Relatives of Board of Education Members.
- Ms. Jenny Fabricatore asked for the names of those who served on the Next S.T.E.P. sub-committee. Following Dr. De Luca's response to Ms. Fabricatore's request, Ms. Fabricatore announced that those who served were well-respected individuals and that she is personally offended by the remarks that the sub-committee was a sham. Ms. Fabricatore also requested a recap of the plans for the employment of teaching assistants and the proposed number of teaching assistants at the middle school during the 2016-2017 school year.
- Mrs. Sullivan reminded meeting attendees that the Next S.T.E.P. plan is a fluid plan that it is reviewed and approved yearly. Mrs. Sullivan also reminded meeting attendees that two months ago when the plan for the addition of teaching

- assistants was presented to the board trustees for approval the trustees amended the timeline for the hiring of teaching assistants for each of the next three school years to only one school year.
- Dr. Ring added to Mrs. Sullivan's remarks concerning the plan and noted that various aspects of the plan require individual Board of Education action beyond the approval of the Next S.T.E.P. plan itself. Dr. Ring further noted that the Board adopted a resolution to hire teaching assistants in July and that the resolution to approve the Next S.T.E.P. plan is being presented this evening.
- Mrs. Quartararo, referencing the excessing of four teacher aides with one returning in conjunction with the terms of the union contract, inquired as to why Goal AE-2 references teaching assistants in 2016-2017 and 2017-2018 if that aspect of the plan was not being voted on during this meeting. Dr. Ring stated that he accepts the proposals of the action plan team as a recommendation/framework and that tonight's vote does not alter what the trustees voted on in July. Dr. Ring further explained that the proposal was written and presented to him whereupon, subsequent to his review, he passes it on to the trustees for their review and consideration. Dr. Ring was asked if he was the author of the narrative. Dr. Ring responded that he was not.
- Reading from a prepared statement, school teacher aide, Ms. Sandy Valente, stressed her hope that she be appreciated for the work that she does and her hope that everyone can work together in harmony.
- Joseph A. Edgar student, Leanna Mood, shared that she loves all of the teacher aides and that she would be very sad to see any of them continue to be let go.

Mrs. Sullivan announced that the period of time (not to exceed fifteen minutes) had expired for the first public comment session of the meeting and she advised that those who wished to make additional comments would have the opportunity to do so at the end of the business portion of the meeting.

CONSENT AGENDA

The items listed below are presented as part of the Consent Agenda which can be adopted by the Board of Education under a single motion followed by a second and then a formal vote. The Consent Agenda items are listed below in their regular order within a group. Before an actual vote is taken, any Consent Agenda item may be removed by a Board member without a formal motion or second. If this occurs, the indicated resolution will be discussed during its regular order on the agenda and voted on individually.

II-VIII CONSENT AGENDA ITEMS

Upon a motion made by Scott Reh and seconded by Melissa Brown, the following resolution was offered:

BE IT RESOLVED, that the Board of Education accepts the following agenda items as one item.

II: Minutes – Special Meeting, August 24, 2015; Regular Meeting, August 31, 2015; Special Meeting September 17, 2015

III Budget Transfer Summary – August 2015

IV: Treasurer's Reports – July and August 2015

V: Extra-Classroom Activity Account Treasurer's Report – July and August 2015

VI: Financials – June, July and August 2015

VII: Internal Claims Audit Report – August 2015

VIII: Committees on Special Education Schedules 8-31-15-A and 8-31-15-B as recommended by the Superintendent of Schools, to arrange for appropriate services, as indicated.

All in favor – Motion carried 5-0

IX TAX LEVY

Upon a motion made by Melissa Brown and seconded by Edward Casswell, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the tax levy of \$47,724,854 for the 2015-2016 fiscal year be approved.

All in favor – Motion carried 5-0

X SURPLUS EQUIPMENT

Upon a motion made by Edward Casswell and seconded by Sean Callahan, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education approves for surplus the following attached list.

All in favor – Motion carried 5-0

XI ADOPTION OF THE REVISED AND UPDATED NEXT S.T.E.P. FIVE-YEAR STRATEGIC PLAN

Upon a motion made by Sean Callahan and seconded by Scott Reh, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendents of Schools, the Board of Education adopts the revised and updated Next S.T.E.P. Five-Year Strategic Plan as heretofore submitted.

All in favor – Motion carried 5-0

XII ST. CHARLES HOSPITAL CONSULTANT CONTRACT

Upon a motion made by Scott Reh and seconded by Melissa Brown, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the President of the Board of Education to enter into a contract with St. Charles Hospital for a sports medicine physician/physician's assistant, as per the attached.

All in favor – Motion carried 5-0

XIII REVIEW, REVISION, ADOPTION AND RE-ADOPTION OF BOARD OF EDUCATION POLICIES (SECOND READING)

BE IT RESOLVED, that the Board of Education reviews and adopts the following policies (*second reading*):

- 6214 Probation and Tenure
- 6215 Disciplining of a Tenured Teacher or certified Personnel
- 7131 Education of Homeless Children and Youth
- 7555 Student Gender Identity (New Policy)

Mrs. Brown requested that the adoption of Policy 7555 - Student Gender Identity (New Policy) be tabled in order to allow for additional review of same by the trustees of the Board of Education. The resolution was amended as follows:

Upon a motion made by Melissa Brown and seconded by Edward Casswell, the following resolution was offered:

BE IT RESOLVED, that the Board of Education reviews and adopts the following policies (second reading):

- 6214 Probation and Tenure
- 6215 Disciplining of a Tenured Teacher or certified Personnel
- 7131 Education of Homeless Children and Youth

All in favor – Motion carried 5-0

Upon a further motion made by Melissa Brown and seconded by Sean Callahan, the following resolution was offered:

BE IT RESOLVED, that the Board of Education tables the motion to review and adopt the following policy:

• 7555 Student Gender Identity (New Policy)

All in favor – Motion carried 5-0

XIV APPOINTMENT OF CHAIRPERSON; BOARD OF REGISTRATION; CHIEF INSPECTOR; POLL CLERKS; TELLERS; AND SUBSTITUTE TELLERS AND SUBSTITUTE

POLL CLERKS FOR THE SPECIAL BOND REFERENDUM VOTE TO BE HELD ON OCTOBER 26, 2015 AND APPOINTMENT OF BOARD OF REGISTRATION FOR THE SPECIAL VOTER REGISTRATION TO BE HELD ON OCTOBER 19, 2015

Upon a motion made by Edward Casswell and seconded by Sean Callahan, the following resolution was offered:

BE IT RESOLVED, that the Board of Education appoints the Chairperson; Board of Registrations, Chief Inspector; Poll Clerks; Tellers and Substitute Tellers and Poll Clerks at an hourly rate of \$10.00 as per the attached list.

All in favor – Motion carried 5-0

XV DONATION – TEAL PUMPKINS AND HALLOWEEN CRAFT KITS

Upon a motion made by Sean Callahan and seconded by Scott Reh, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the donation of forty-seven (47) teal pumpkins and sixhundred and forty (640) Halloween craft kits donated by Mrs. Heely, valued at approximately \$600.00.

All in favor – Motion carried 5-0

On behalf of herself and the trustees of the Board of Education, Mrs. Sullivan thanked Mrs. Heely for her very generous donation.

XVI MEMORANDUM OF AGREEMENT BETWEEN THE BOARD OF EDUCATION OF THE ROCKY POINT UNION FREE SCHOOL DISTRICT AND THE ROCKY POINT TEACHERS' ASSOCIATION

Upon a motion made by Scott Reh and seconded by Melissa Brown, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the President of the Board of Education to execute a Memorandum of Agreement between the Board of Education and the Rocky Point Teachers' Association for the purpose of a one-time exception allowing a unit member to coach both Junior Varsity and Varsity Volleyball.

All in favor – Motion carried 5-0

XVII MEMORANDUM OF AGREEMENT BETWEEN THE BOARD OF EDUCATION OF THE ROCKY POINT UNION FREE SCHOOL

DISTRICT AND THE ROCKY POINT ADMINISTRATORS' ASSOCIATION

Upon a motion made by Melissa Brown and seconded by Edward Casswell, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education authorizes the President of the Board of Education to execute a Memorandum of Agreement between the District and the Rocky Point Administrators' Association for the purpose of permitting one-time monthly stipends of \$1,000 (Science 6-12), \$750 (Science K-5) and \$500 (Advanced Placement) for Association members who will oversee the coordination of K-5 and 6-12 Science responsibilities and 9-12 Advanced Placement responsibilities for the period of October 1, 2015 through November 30, 2015.

All in favor – Motion carried 5-0

XVIII PERSONNEL

Upon a motion made by Edward Casswell and seconded by Sean Callahan, the following resolution was offered:

BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools, the Board of Education accepts the attached Personnel changes.

All in favor - Motion carried 5-0

XIX NEW BUSINESS

Mrs. Sullivan inquired of the trustees if there was any new business they wished to discuss. There was no new business.

Mrs. Sullivan opened the floor to questions and/or comments from meeting attendees.

- Ms. Ernestine Franco thanked the trustees and the administration for mailing the Renovating Rocky Point flyer to the homes of district residents. Ms. Franco engaged Dr. Ring and Mr. Hilton in detailed discussion concerning the financial particulars of the bond referendum, including interest rates and New York State building aid. Ms. Franco asked if the district receives reimbursement as various projects are completed. Mr. Hilton provided Ms. Franco with information concerning debt services and explained that the district will receive a 70% reimbursement rate on the approved projects. Dr. Ring advised that as the monies are reimbursed the district uses those funds to pay both principal and interest on debt incurred to complete the approved capital projects. Ms. Franco concluded her remarks by asking the district to remember that state aid is not free as district residents pay the taxes.
- Referring to the attendance policy and detention for those students who arrive late to school, Dr. Pinkenburg commented that it is his belief that the attendance

- policy is counterproductive and motivates students not to go to school at all if they are late because of the resultant punishment. Dr. Pinkenburg also stated it is his belief that detention is a waste of time for students and teachers alike.
- Referencing the Wellness Policy, Dr. Pinkenburg commented that his son's classroom is an allergy-free zone and as a result, healthy foods such as milk, are prohibited. Dr. Pinkenburg stated that he understands the need to maintain peanut-free allergy zones but believes it to be excessive in the case of milk. Mrs. Sullivan asked Dr. Pinkenburg to provide her with a copy of the letter he received from JAE concerning this matter. Dr. Pinkenburg complied with Mrs. Sullivan's request.
- Dr. Pinkenburg mentioned JAE students were required to bring sixty pencils to school for the 2015/2016 school year and expressed his opinion that this was excessive amount.
- Ms. Fabricatore revisited the teaching assistant/teacher aide controversy. In response to her questions concerning the number of teacher aides excessed, Mrs. Wilson responded that of the four aides excessed over the last three months, two were recalled. One of the aides declined to be recalled and one accepted recall. In summary, Ms. Fabricatore asked Mrs. Wilson to confirm that only one teacher aide was excessed due to the hiring of teaching assistants. In an emotional statement, Ms. Fabricatore said that she had been deemed by some to be "anti-aide" because she had advocated for teaching assistants to support the needs of her daughter and other students with disabilities who are in need of additional certified teaching professionals. Ms. Fabricatore also stated the importance of teacher aides in her daughter's life for all that they do to nurture and care for the students entrusted to their care.
- Mrs. Donna McCauley inquired about the monies and interest rate associated with the bond referendum vote. Mrs. McCauley asked what recourse the district would have if it is determined that the district cannot be reimbursed at the rate of 70%. Mr. Hilton explained that the district will know early in the process if a project was not able to be reimbursed at 70% and the district would then have the option to pull that project. Dr. Ring confirmed that the district would be notified if state aid was not available for a specific project and that if that was the case, he would recommend not proceeding with said project.
- Mrs. McCauley inquired about the SMART School Bond Act and asked if any of the items on the capital improvement project bond referendum might be considered for aid under the SMART School Bond Act.
- Mr. Callahan confirmed that the amount of the bond is the maximum amount the district can borrow and that if the state does not approve a specific project the district would take that project off the table. Mr. Callahan assured everyone that the district is not borrowing monies that are not necessary. Referencing the bidding process, Mr. Callahan explained that if bidding comes in low the costs will be lower and if bidding comes in high for a specific project than that project can go out for rebidding or be removed. Mr. Callahan remarked that the district does not have reserves to cover the costs of the projects included on the bond referendum.

- Mrs. McCauley stated that some "sharpening of the pencil" needs to be done regarding the spending of the dollars of district residents.
- Ms. Melanie Connelly shared personal family medical information with those in attendance at the meeting and concluded that because of her first hand dealings with heartbreak she refuses to be lectured on her sensitivity.
- Ms. Connelly referenced legislation authored by Assemblyman Phil Ramos
 wherein the Brentwood School Board created positions which he believed to be in
 violation of the public trust as said positions cost the Brentwood homeowners
 additional tax dollars. Ms. Connelly then referenced the associated additional
 costs to district taxpayers resulting from the hiring of teaching assistants as
 opposed to school teacher aides in Rocky Point.
- Ms. Connelly provided an overview of several of the familial relationships of employees to both other employees and board members currently working within and serving the school district, respectively.
- In reference to the upcoming Bond Referendum vote, Ms. Connelly reviewed previous capital improvement project informational mailings sent out by the district concluding that the mailing for the October 26, 2015 vote appeared to be very similar.
- Ms. Connelly reiterated her request that the district consider the hiring of a permanent part-time nurse.
- Ms. Bea Ruberto requested general clarification by the district of items that may be deemed "unaidable" by the state. Dr. Ring responded that those projects could be done away with or the board trustees could choose to fund them through capital reserves, etc.
- Ms. Denice Shaughnessy identified herself as an employee of the district currently employed as secretary to Dr. O'Brien. Ms. Shaughnessy stressed her concerns that there is a need for more security. Ms. Shaughnessy explained that quite often she is in the middle school at the end of the day by herself and that she is in need of additional assistance in order to serve the students of the district. Ms. Shaughnessy also implored the district to hire additional guards particularly during school bus drop-offs and pick-ups as she reported that students dodge between buses and the propensity of some parents to illegally pass stopped school buses. Ms. Shaughnessy stated that she and one guard were not enough to effectively handle the present situation.
- Ms. Marianne Barber read a letter written by former NYSUT vice president, Paul Pecorale, praising the contributions made to school districts by school-related professionals and stressing the need to maintain the employment of said professionals.
- Ms. Mary Carman advised that she is concerned with the air quality at the middle school. Ms. Carman cited three instances of employees with medical issues that she fears may be related to the air quality. Dr. Ring responded that he would ask Mr. Hilton to have the ventilation in the middle school checked to ascertain that it was indeed up to code. Dr. Ring further stated that to his knowledge there were no complaints filed at the middle school regarding air quality.

- Ms. Connelly, referring to the 2010 REMS grant wherein the district purchased lock/key boxes that were later deemed not to be necessary, asked for an explanation as to the ultimate distribution of said lock/key boxes.
- Ms. Heely asked why the board tabled the adoption of Policy 7555. Mrs. Sullivan responded that the trustees were seeking more information regarding the specifics of Policy 7555 and that the policy needed to be revisited in more depth before being considered for adoption by the board.
- Mr. Pete Scalcione identified himself as the head custodian of RPMS. Mr. Scalcione spoke in detail regarding the unacceptable conditions he repeatedly finds in the weight room. Mr. Scalcione shared that the weight room is constantly dirty with trash not being deposited in the appropriate receptacles and food being thrown on the floor. Mr. Scalcione reported that upon his return to work on Monday mornings he finds the middle school "trashed" following Friday night and weekend use of the facilities by various sports teams and clubs utilizing the school. Mrs. Sullivan indicated that she had not been made aware of this situation until now. Mr. Reh recommended that Mr. Scalcione speak directly with the building principal regarding this matter to ensure that those responsible for overseeing the functions taking place on school property are held accountable.

There were no further questions or comments.

ADJOURNMENT

At 8:20 p.m. a motion was made by Scott Reh and seconded by Sean Callahan, to adjourn the meeting.

All in favor – Motion carried 5-0

Respectfully submitted,

Patricia Jones District Clerk

| | Budget Transfer Summary Report September 2015 | | | | | | | |
|-----------------|---|----------------------------|-----------|----------------|-----------------------------------|-----------|---------------------------|--|
| Entry Number | From Account # | From Account Description | Amount | To Account # | To Account Description | Amount | Reason | |
| 3484 | A2250400040000 | Contractual | 2,400.00 | A2250439040000 | Student Related Services | 2,400.00 | Contractual Services | |
| 3486 | A2630418750000 | Contractual | 11,000.00 | A2630515750000 | Computer Supplies | 11,000.00 | Replace Computer Supplies | |
| 3487 | A2250470040000 | Tuition Outside Placements | 10,000.00 | A225047204SUMH | Summer Tuition Private Placements | 10,000.00 | Contractual Services | |
| 3488 | A2138436033120 | Student Entry Fees | 50.00 | A2138441033120 | Dues Membership | 50.00 | SCMEA Participation Fee | |
| 3489 | A2250400040000 | Contractual | 1,600.00 | A2250400040000 | Supplies | 1,600.00 | Special Ed Math Books | |
| 3490 | A2250490040000 | BOCES Services | 50,000.00 | A2250472040000 | Tuition Private Placement | 50,000.00 | Contractual Services | |
| 3491 | A2250400040000 | Contractual | 22,000.00 | A225047204SUMH | Summer Tuition Private Placement | 22,000.00 | Tuition | |

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ROCKY POINT UNION FREE SCHOOL DISTRICT FINANCE REPORTS FOR THE MONTH ENDED SEPTEMBER 2015

BOARD MEETING BOOK

TREASURER'S REPORT EXTRA-CLASSROOM ACTIVITY TREASURER'S REPORT

REPORTS FILED IN DISTRICT CLERKS OFFICE:

CASH REPORT
CASH FLOW REPORT

GENERAL FUND

TRIAL BALANCE
REVENUE STATUS REPORT
APPR. BUDGET STATUS REPORT

CAFETERIA FUND

TRIAL BALANCE REVENUE STATUS REPORT APPR. BUDGET STATUS REPORT

FEDERAL FUND

TRIAL BALANCE REVENUE STATUS REPORT APPR. BUDGET STATUS REPORT

CAPITAL FUND

TRIAL BALANCE

TRUST AND AGENCY FUND

TRIAL BALANCE

SCHOLARSHIP FUND

TRIAL BALANCE

DEBT SERVICE FUND

TRIAL BALANCE REVENUE STATUS REPORT APPR. BUDGET STATUS REPORT

STUDENT ACTIVITY

TRIAL BALANCE

Rocky Point Union Free School District Treasurer's Report For the Month Ended: September 30, 2015

Rocky Point Union Free School District Treasurer's Report General Fund - Investment A2008 As of September 30, 2015

| Reconciled Balance as of: | 8/30/2015 | 8,181,362.26 |
|---------------------------|-----------|--------------|
|---------------------------|-----------|--------------|

Receipts:

Interest Revenue 2,809.84 UPK Revenue 2014-2015 95,798.00 VLT Lottery Grant 2015-2016 253,140.86 Lottery Aid Revenue 2015-2016 3,165,286.27 GEN Aid 2014-2015 306,202.00 **TAN Proceeds** 5,038,800.00 Tax Revenue - Interest 672.45 Excess Cost Aid 2014-2015 951,137.00

9,813,846.42

Disbursements:

Funding Transfer:Net Payroll2,313,312.07Funding Transfer:Payroll Deductions1,461,550.24Funding Transfer:AP Warrants1,892,464.18

(5,667,326.49)

Total available balance per General Ledger as of: 9/30/2015

12,327,882.19

Bank Balance as of: 9/30/2015 12,327,882.19

Prepared by: Date:

10/2/2015

_Reviewed by:

Date:

fir gine Hollman

A 2008

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD
GENERAL FUND INVESTMENT ACCOUNT
90 ROCKY POINT YAPHANK RD
ROCKY POINT NY 11778-8423

| | | | 0 ENCLOSURE | S Page | 1 of | 2 |
|-------|--|----------|---------------------------------------|---|------------------------|------------------------|
| Govt | Banking Blended Chking | | | _ | | |
| | Opening balance +Deposits/Credits -Checks/Debits -Service charge Ending balance Days in Statement Interest Paid th | t Period | 09-01-15 6 10 09-30-15 30 | 8,181,3 9,813,8 5,667,3 12,327,8 31,7 | 46.42 26.49 0.00 | |
| DATE | DESCRIPTION | CHECK# | DEBITS | CREDITS | | BALANCE |
| 09-01 | Beginning Balance ACH deposit NYS OSC ACH | | | 1046,935.00 | 8,18 9,22 | 31,362.26 28,297.26 |
| 09-01 | O90115 ROCKY POINT SCHOOL ACH deposit BROOKHAVEN CASH DI 090115 ROCKY POINT SCH D | TSR | 0009900203 | 672.45 | 9,22 | 28,969.71 |
| 09-01 | Rook transfer debit | 7131 | 546,559.37 | | 8,68 | 32,410.34 |
| 09-01 | Book transfer debit | | 260,600.51 | | 8,42 | 21,809.83 |
| 09-09 | Wire transfer deposit TDS 090915 150909080907F100 | | | 5038,800.00 | 13,46 | 50,609.83 |
| 09-11 | Book transfer debit | | 879,624.09 | | 12,58 | 30,985.74 |
| 09-11 | Book transfer debit | | 604,373.44 | | 11,97 | 6,612.30 |
| 09-11 | Rook transter debit | | 161,369.28 | | | L5,243.02 |
| 09-17 | Book transfer debit | | 144,901.57 | | 11,67 | 0,341.45 |
| 09-22 | Blended Checking Interes | st | | 2,809.84 | 11,67 | 3,151.29 |
| 09-22 | Rook transfer debit | | 136,270.84 | | 11,53 | 86,880.45 |
| 09-24 | ACH deposit | P | age 1 | 3572,744.61 | 15,10 | 9,625.06 |

DETAIL ACCOUNT TRANSACTIONS - A 2008 CAPITAL ONE INVESTMENT - 09/01/15 - 09/30/15

| DATE | REF# | INV# | VEND# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|----------|---------|------|-------|-----------------------------|--------|--------------|--------------|---------------|
| 09/01/15 | | | | BALANCE 07/01/15 - 08/31/15 | | 0.00 | 0.00 | 8,181,362.26 |
| 09/01/15 | 1023734 | | | TAX REVENUE #17 - INTERES | CR-4 | 672.45 | 0.00 | 8,182,034.71 |
| 09/01/15 | 1023744 | | | TRUST & AGENCY DEDUCTIO | CR-4 | 0.00 | 260,600.51 | 7,921,434.20 |
| 09/01/15 | 1023745 | | | FUNDING NET PAYROLL 9.4.1 | CR-4 | 0.00 | 546,559.37 | 7,374,874.83 |
| 09/01/15 | 1023732 | | | UPK REVENUE 2014-2015 | CR-4 | 95,798.00 | 0.00 | 7,470,672.83 |
| 09/01/15 | 1023733 | | | EXCESS COST AID 2014-2015 | CR-4 | 951,137.00 | 0.00 | 8,421,809.83 |
| 09/09/15 | 57 | | | TAN PROCEEDS | JE-7 | 5,038,800.00 | 0.00 | 13,460,609.83 |
| 09/11/15 | 1023753 | | | TRUST & AGENCY DEDUCTIO | CR-4 | 0.00 | 604,373.44 | 12,856,236.39 |
| 09/11/15 | 1023754 | | | FUNDING NET PAYROLL 9.18. | CR-4 | 0.00 | 879,624.09 | 11,976,612.30 |
| | 1023757 | | | FUNDING WARRANT #16 | CR-4 | 0.00 | 161,369.28 | 11,815,243.02 |
| 09/16/15 | 1023757 | | | FUNDING WARRANT #17 | CR-4 | 0.00 | 144,901.57 | 11,670,341.45 |
| 09/17/15 | 1023703 | | | FUNDING WARRANT #19 | CR-4 | 0.00 | 136,270.84 | 11,534,070.61 |
| 09/22/15 | 1023773 | | | INTEREST REVENUE | CR-4 | 2,809.84 | 0.00 | 11,536,880.45 |
| 09/22/15 | | | | GEN AID REC'BLE '14-'15 | CR-4 | 306,202.00 | 0.00 | 11,843,082.45 |
| 09/24/15 | 1023770 | - | | VLT LOTTERY GRANT REVEN | CR-4 | 101,256.34 | 0.00 | 11,944,338.79 |
| 09/24/15 | 1023769 | | | LOTTERY AID REVENUE '15-'1 | CR-4 | 3,165,286.27 | 0.00 | 15,109,625.06 |
| 09/24/15 | 1023771 | | | VLT LOTTERY REVENUE '15-' | CR-4 | 151,884.52 | 0.00 | 15,261,509.58 |
| 09/28/15 | 1023772 | | | TRUST & AGENCY DEDUCTIO | CR-4 | 0.00 | 596,576.29 | 14,664,933.29 |
| 09/28/15 | 1023780 | | | FUNDING NET PAYROLL 10.2. | CR-4 | 0.00 | 887,128.61 | 13,777,804.68 |
| 09/28/15 | 1023781 | | | FUNDING WARRANT #20 | CR-4 | 0.00 | 1,449,922.49 | 12,327,882.19 |
| 09/30/15 | 1023782 | | | I GINDING WANTON I 1120 | TOTALS | 9,813,846.42 | 5,667,326.49 | 12,327,882.19 |

Report Completed 10:53 AM

Rocky Point Union Free School District Treasurer's Report General Fund - AP Checking A2010 As of September 30, 2015

| Reconciled Balance | as of: 8/30/2015 | | | 3,557,917.61 |
|-----------------------|-------------------------------|---|--------------|----------------|
| Receipts: | | | | |
| • | Community Education | 370.00 | | |
| | Use of School Facilities | 320.00 | | |
| | Health, Dental, Life | 8,265.06 | | |
| | NYSDOH | 4,110.34 | | |
| | Worker's Comp. Re-imburse. | 1,951.64 | | |
| | BOCES State Aid | 912,486.25 | | |
| | Lost Book | 37.95 | | |
| | RPPTA 9th Gr. Orientation | 250.00 | | |
| | Driver's Education | 39,345.00 | | |
| | Foster Care Tuition | 14,666.00 | | |
| | Funding Transfer | 1,892,464.18 | | |
| | | | | 2,874,266.42 |
| Disbursements: | | | | |
| | NSF Check | | 1,200.00 | |
| | Cash Disbursements | | 1,892,464.18 | |
| | | | | (1,893,664.18) |
| Total available balan | ice per General Ledger as of: | 9/30/2015 | | 4,538,519.85 |
| | , | *************************************** | | 7,000,010.00 |
| | | | | |
| | | | | • |
| Bank Balance as of: | 9/30/2015 | | | 6,056,812.77 |
| Less: | Outstanding Checks | | | 1,518,292.92 |

9/30/2015

Prepared by: Ludy Bulke Reviewed by: Date: Date:

Adjusted Bank Balance as of:

Virginia flothman

4,538,519.85

A2010

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD GENERAL FUND CHECKING 90 ROCKY POINT YAPHANK RD ROCKY POINT NY

11778-8423

| | | 237 ENCLOSURES | Page | 1 of | 8 |
|--|--|---|---|--|---|
| Govt Banking Blended Ch | king | | | | |
| Opening bal +Deposits/C -Checks/Deb -Service ch Ending bala Days in Sta | redits vits varge | 09-01-15 15 240 09-30-15 30 | 4,537,849 2,874,260 1,355,300 6,056,81 | 6.42 3.02 0.00 | |
| DATE DESCRIPTION | CHECK# | DEBITS | CREDITS | | BALANCE |
| Beginning Balance 09-01 Check Withdrawal | 101332 101339 101326 101309 101304 101242 101313 101317 101328 101307 101344 101310 101302 101308 101342 101306 101211 101269 101064 101303 101315 | 35,613.91 31,982.40 17,257.85 8,963.01 7,998.25 4,850.00 3,775.50 3,000.00 1,946.88 1,780.00 1,710.00 683.08 576.88 406.50 381.96 180.00 130.34 109.91 60.00 14.40 | 260.00 250.00 | 4,50 4,47 4,43 4,43 4,42 4,42 4,41 4,41 4,41 4,41 4,41 4,41 | 7,849.37 2,235.46 0,253.06 2,995.21 4,032.20 6,033.95 1,183.95 7,408.45 2,461.57 20,681.57 8,971.57 8,288.49 17,711.61 17,305.11 16,923.15 16,612.81 16,502.90 16,426.30 16,411.90 16,421.90 16,671.90 16,703.44 16,703.44 16,703.44 |

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|-----------|---------------|--------------|------------------|
| | DING CHECK L | | |
| 15 OF SEI | PTEMBER 30, 2 | 015 | |
| CHECK# | CHECK DATE | CHECK AMOUNT | |
| 100421 | 4/28/2015 | \$38.76 | |
| 100463 | 5/5/2015 | \$200.00 | |
| 100928 | 6/30/2015 | \$93.15 | |
| 100975 | 7/8/2015 | \$45,596.88 | |
| 100978 | 7/8/2015 | \$43,336.88 | |
| 101241 | | | |
| | 8/11/2015 | \$18.09 | |
| 101290 | | \$375.00 | |
| 101325 | 8/25/2015 | | |
| 101397 | 9/8/2015 | \$915.52 | |
| 101414 | | \$120.00 | |
| 101418 | | \$35.00 | |
| 101436 | | | |
| 101444 | | \$120.00 | |
| 101458 | 9/16/2015 | \$6,115.66 | |
| 101471 | 9/16/2015 | \$491.01 | |
| 101484 | 9/16/2015 | \$188.00 | |
| 101490 | 9/16/2015 | \$50.00 | |
| 101492 | 9/16/2015 | \$180.00 | |
| 101506 | 9/16/2015 | \$100.00 | |
| 101511 | 9/16/2015 | \$2,330.48 | |
| 101513 | 9/18/2015 | | |
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| 101575 | 9/29/2015 | \$585.98 | |
| 101576 | 9/29/2015 | \$3,600.00 | |
| 101577 | | \$140.65 | |
| 101578 | 9/29/2015 | | |
| 101579 | 9/29/2015 | | 1 |
| 101580 | 9/29/2019 | \$557,705.84 | |

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|------------------|------------------------|--------------------------|-------------|
| | | \$1,518,292.92 | |
| 101020 | 3/ 23/ 2013 | \$166.88 | |
| 101630 | 9/29/2015 | \$208.68 | |
| 101629 | 9/29/2015 | \$405.00 | |
| 101627 | 9/29/2015 | \$49.00 | |
| 101626 101627 | 9/29/2015 | \$5,236.99 | |
| 101625 | 9/29/2015 | \$115.75 | |
| 101624 | 9/29/2015 | \$30.00 | |
| 101623 | 9/29/2015 | \$5,325.77 | |
| 101622 | 9/29/2015 | \$30.87 | |
| 101621 | 9/29/2015 | \$619.47 | |
| 101620 | 9/29/2015 | \$20,487.28 | |
| 101619 | 9/29/2015 | \$14,343.73 | |
| 101614 | 9/29/2015 | \$3,186.89 | |
| 101613 | 9/29/2015 | \$261.26 | |
| | 9/29/2015 | \$968.29 | ·· |
| 101611 | 9/29/2015 | \$3,543.44 | |
| 101610 | 9/29/2015 | \$70.00 | |
| 101609 | 9/29/2015 | \$1,000.00 | |
| 101608 | 9/29/2015 | \$49.93 | |
| 101607 | 9/29/2015 | \$270.00 | |
| 101606 | 9/29/2015 | \$63.94 | |
| | 9/29/2015 | \$55,429.82 | |
| 101604 | 9/29/2015 | \$568.32 | |
| 101603 | 9/29/2015 | \$63.48 | |
| 101603 | | \$50.00 | |
| 101602 | 9/29/2015 | | |
| 101601 | 9/29/2015 | \$657.80 | |
| 101600 | 9/29/2015 | \$681,301.94 \$570.34 | |
| 101599 | 9/29/2015 | \$41,023.40 | |
| 101598 | 9/29/2015 | \$198.36 | |
| 101597 | 9/29/2015 | | |
| 101596 | 9/29/2015 | \$231.20 | |
| 101595 | 9/29/2015 | \$130.00 | |
| 101594 | 9/29/2015 | \$130.00 | |
| 101593 | 9/29/2015 | \$46.00 \$2,084.00 | |
| 101591 | 9/29/2015 | \$73.47 | |
| 101591 | 9/29/2015 | | |
| 101590 | 9/29/2015 | \$239.00 | |
| 101589 | 9/29/2015 | \$1,025.00 | |
| 101588 | 9/29/2015 | \$11,020.00 | |
| 101587 | 9/29/2015 | \$5,965.00 | |
| 101586 | 9/29/2015 | \$531.30 \$1,468.51 | |
| 101585 | 9/29/2015 | \$786.05 | |
| 101584 | 9/29/2015 | \$37.41 | |
| 101583 | 9/29/2015 9/29/2015 | \$95.00 | |
| 101582 | 9/29/2015 | \$261.00 | |

DETAIL ACCOUNT TRANSACTIONS - A 2010 CAPITAL ONE AP CHECKING - 09/01/15 - 09/30/15

| DATE | REF# INV# | VEND# | EXPLANATION | SCH# | | DEBITS | CREDITS | BALANCE |
|---------------------|---|-------|--|--------|--------|--------------|--------------|--------------|
| SERVICE CONTROL CON | CONTRACTOR OF THE PARTY OF THE | | BALANCE 07/01/15 - 08/31/15 | | | 0.00 | 0.00 | 3,557,917.61 |
| 09/01/15 | 1023746 | | SUMMER COMMUNITY ED | CR-4 | 907 | 260.00 | 0.00 | 3,558,177.61 |
| 09/02/15 | | | RP PTA 9TH GR ORIENTATIO | CR-4 | 773.20 | 250.00 | 0.00 | 3,558,427.61 |
| 09/02/15 | 1023747 | | NYS DOH | CR-4 | | 4,110.34 | 0.00 | 3,562,537.95 |
| 09/03/15 | 1023788 | | HEALTH, DENTAL, LIFE | CR-4 | | 6,417.11 | 0.00 | 3,568,955.06 |
| 09/04/15 | 1023748 | | FUNDING WARRANT #16 | CR-4 | | 161,369.28 | 0.00 | 3,730,324.34 |
| 09/16/15 | 1023757 | | FUNDING WARRANT #17 | CR-4 | | 144,901.57 | 0.00 | 3,875,225.91 |
| 09/17/15 | 1023763 | | DRIVERS ED | CR-4 | | 400.00 | 0.00 | 3,875,625.91 |
| 09/18/15 | 1023762 | | COMMUNITY ED | CR-4 | | 110.00 | 0.00 | 3,875,735.91 |
| 09/18/15 | 1023758 | | DRIVERS ED | CR-4 | | 38,145.00 | 0.00 | 3,913,880.91 |
| 09/18/15 | 1023759 | | HEALTH, DENTAL, LIFE | CR-4 | | 1,847.95 | 0.00 | 3,915,728.86 |
| 09/18/15 | 1023760 | | LOST BOOKS | CR-4 | | 37.95 | 0.00 | 3,915,766.81 |
| 09/18/15 | 1023761 | | NSF CHECKS (2) | JE-7 | | 0.00 | 800.00 | 3,914,966.81 |
| 09/21/15 | 75 | | FUNDING WARRANT #19 | CR-4 | | 136,270.84 | 0.00 | 4,051,237.65 |
| 09/22/15 | 1023773 | | USE OF SCHOOL FACILITIES / | CR-4 | | 240.00 | 0.00 | 4,051,477.65 |
| 09/22/15 | 1023765 | | | CR-4 | | 800.00 | 0.00 | 4,052,277.65 |
| 09/22/15 | 1023766 | | DRIVERS ED 2012-2013 FOSTER TUITION | CR-4 | | 14,666.00 | 0.00 | 4,066,943.65 |
| 09/22/15 | 1023768 | | | JE-7 | | 0.00 | 400.00 | 4,066,543.65 |
| 09/23/15 | 76 | 15 | NSF CHECK PMA MANAGEMENT CORP | CR-4 | | 1,951.64 | 0.00 | 4,068,495.29 |
| 09/30/15 | 1023776 | | * SEE CASH DISBURSEMENT | CD-20 | | 0.00 | 1,449,922.49 | 2,618,572.80 |
| 09/30/15 | | | * SEE CASH DISBURSEMENT | CD-17 | | 0.00 | 144,901.57 | 2,473,671.23 |
| 09/30/15 | | | FUNDING WARRANT #20 | CR-4 | | 1,449,922.49 | 0.00 | 3,923,593.72 |
| 09/30/15 | 1023782 | | * SEE CASH DISBURSEMENT | CD-19 | - | 0.00 | 136,270.84 | 3,787,322.88 |
| 09/30/15 | | | | CR-4 | | 80.00 | 0.00 | 3,787,402.88 |
| 09/30/15 | 1023777 | | USE OF SCHOOL FACILITIES | CR-4 | | 912,486.25 | 0.00 | 4,699,889.13 |
| 09/30/15 | 1023778 | | STATE AID / 2014-2015 | CD-16 | | 0.00 | 161,369.28 | 4,538,519.85 |
| 09/30/15 | 4 | 3 1 | * SEE CASH DISBURSEMENT | TOTALS | | 2,874,266.42 | 1,893,664.18 | 4,538,519.85 |

Report Completed 3:50 PM

Rocky Point Union Free School District Treasurer's Report General Fund - Investment A2011 As of September 30, 2015

| Reconciled Balance as o ^o 8/30/2015 | 4,514,762.95 |
|---|--------------|
| Receipts: Interest184.20_ | 184.20 |
| Disbursements: | 0.00 |
| Total available balance per General Ledger as of: 9/30/2015 | 4,514,947.15 |
| Bank Balance as of: 9/30/2015 | 4,514,947.15 |

Prepared by Juda 3 luke
Date: 10/2/2015

Reviewed by: Date: Juginea Hollanan

CHASE ()

JPMorgan Chase Bank, N.A. Northeast Market P O Box 659754 San Antonio, TX 78265 - 9754

I...II...III...III...III...III...III

September 01, 2015 through September 30, 2015

Customer Service Information

If you have any questions about your statement, please contact your Customer Service Professional.

Market Value/Amount



Shares

Public Funds Commercial MMDA Summary

| Opening Ledger Balance | | | | | |
|------------------------|----------------------|-------------------|--------------------------------|---|-------------|
| Deposits and | Deposits and Credits | | | \$184.20 | |
| Withdrawals and Debits | | | 0 | \$0.00 | |
| Checks Paid | d | | 0 | \$0.00 | |
| Ending Led | lger Balance | | \$4,514,947.15 | | |
| Average Led | lger Balance | \$4,514,769 | | | |
| Interest Cred | dited This Period | \$184.20 | Interest Credited Year-to-Date | | \$2,348.58 |
| Interest Rate | e(s): 09/01 to 09/3 | 30 at 0.05% | | | |
| Deposits | and Credits | | | | |
| Ledger Date | Description | | | | Amount |
| 09/30 | Interest Payment | | | | \$184.20 |
| Total | | | | | \$184.20 |
| Daily Bal | lance | | | | |
| Date | | Ledger Balance | Date | * | Ledger |
| -410 | | | | | Balance |

Number

Your service charges, fees and earnings credit have been calculated through account analysis.

Please examine this statement of account at once. By continuing to use the account, you agree that: (1) the account is subject to the Bank's deposit account agreement, and (2) the Bank has no responsibility for any error in or improper charge to the account (including any unauthorized or altered check) unless you notify us in writing of this error or charge within sixty days of the mailing or availability of the first statement on which the error or charge appears.

DETAIL ACCOUNT TRANSACTIONS - A 2011 CHASE GENERAL FUND MM - 09/01/15 - 09/30/15

| DATE REF# INV# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|------------------------------|---|----------------|--------------------------|-----------------------------|--|
| 09/01/15 09/30/15 1023789 | BALANCE 07/01/15 - 08/31/15 INTEREST REVENUE | CR-4 TOTALS | 0.00 184.20 184.20 | 0.00 0.00 0.00 | 4,514,762.95 4,514,947.15 4,514,947.15 |

Report Completed 3:51 PM

Rocky Point Union Free School District Treasurer's Report Cafeteria Checking - C207 As of September 30, 2015

| Reconciled Balance as | of: 8/30/2015 | | | 619,702.88 |
|-------------------------|------------------------------|-----------|---------------------|-------------|
| Receipts: | Cash Deposit | 42,295.32 | | 42,295.32 |
| Disbursements: | NSF Check Cash Disbursements | | 280.00 36,456.98 | |
| | | | | (36,736.98) |
| Total available balance | per General Ledger as of: | 9/30/2015 | | 625,261.22 |
| Bank Balance as of: | 9/30/2015 | | | 637,356.78 |
| Less: | Outstanding Checks | | | 15,426.35 |
| Add: | Deposit in Transit | | | 3,330.79 |

Prepared by: Linda Bilske
Date: 10/7/2015

Adjusted Bank Balance as of: 9/30/2015

Reviewed by: Date: Juginia Helmony

625,261.22

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD CAFETERIA CHECKING 90 ROCKY POINT YAPHANK RD ROCKY POINT NY 11778-8423

| Govt E | Banking Blended Chking | | | | |
|---|--|-------------------------|---|--|---|
| | | | | | |
| | Opening balance +Deposits/Credits -Checks/Debits -Service charge Ending balance Days in Statemen | | 09-01-15 260 36 09-30-15 30 | 622,72 38,96 24,33 | 55.43 86.36 0.00 |
| DATE (| DESCRIPTION | CHECK# | DEBITS | CREDITS | BALANCE |
| 09-01 (00) 09-01 (00) 09-01 (00) 09-03 (00) 09-03 (00) 09-03 (00) 09-03 (00) 09-03 (00) 09-04 (00) 09-04 (00) 09-04 (00) 09-04 (00) 09-04 (00) 09-04 (00) | Beginning Balance Check Withdrawal Check Withdrawal Check Withdrawal Customer Deposit | 10094 10097 10092 | 2,658.62 91.73 193.43 | 1,161.00 521.60 407.35 406.70 388.40 379.65 371.40 290.00 273.77 236.00 228.50 183.30 152.75 142.25 7.70 448.75 299.85 238.40 236.50 192.10 172.72 136.25 129.84 121.99 | 622,727.71 620,069.09 619,977.36 619,783.93 620,944.93 621,466.53 621,873.88 622,280.58 622,2668.98 623,048.63 623,420.03 623,710.03 623,983.80 624,219.80 624,448.30 624,631.60 624,784.35 624,926.60 624,934.30 625,383.05 625,682.90 625,921.30 626,157.80 626,522.62 626,658.87 626,788.71 626,910.70 |
| 09-03 (09-03 (09-03 (09-04 (09-04 (09-04 (09-04 (09-04 (09-04 (09-04 (09-04 (09-04 (09-04 (09-04 (09-04 (| Customer Deposit | P | age 1 | | 183.30 152.75 142.25 7.70 448.75 299.85 238.40 236.50 192.10 172.72 136.25 129.84 |

Bank Reconciliation Outstanding Checks Listing as of 09/30/15

| CHECK# | ISSUE DATE | PAYEE | AMOUNT | CLEARED | CLEAR DATE |
|--------|------------|---------------------------|-----------|---------|------------|
| 10071 | 06/23/15 | KIMBALL, CARSON | 2.95 | N | |
| 10073 | 06/23/15 | LORANDINI, JOHN | 6.50 | N | |
| 10123 | 09/29/15 | AMERICAN CLASSIC SPECIALT | 362.20 | N | |
| 10124 | 09/29/15 | BRANAGAN, MAUREEN | 17.43 | N | |
| 10125 | 09/29/15 | C J REFRIGERATION INC | 177.19 | N | |
| 10126 | 09/29/15 | COOKIES & MORE | 2,448.87 | N | |
| 10127 | 09/29/15 | HAEFFNER, NICOLE | 50.00 | N | |
| 10128 | 09/29/15 | HOSHIZAKI NORTHEASTERN DC | 4,977.00 | N | |
| 10129 | 09/29/15 | J & F SUPPLY INC. OF L I | 150.00 | N | |
| 10130 | 09/29/15 | JAY BEE DISTRIBUTORS | 225.98 | N | |
| 10131 | 09/29/15 | LOMBARDI TRUCKING INC | 224.90 | N | |
| 10132 | 09/29/15 | MIVILA FOODS OF NY | 785.01 | N | |
| 10134 | 09/29/15 | MODERN ITALIAN BAKERY | 1,108.75 | N | |
| 10135 | 09/29/15 | NEW YORK SFSA | 62.04 | N | |
| 10136 | 09/29/15 | NEW YORK SFSA | 48.68 | N | |
| 10137 | 09/29/15 | NICKERSON VENDING LLC | 365.00 | N | |
| 10138 | 09/29/15 | OLSEN, DIANA | 534.87 | N | |
| 10139 | 09/29/15 | PIERRE FOODS, INC | 806.16 | N | |
| 10140 | 09/29/15 | SCHOOL NUTRITION ASSOCIAT | 112.00 | N | |
| 10142 | 09/29/15 | SCHRIER, H. & CO. | 2,204.33 | N | |
| 10143 | 09/29/15 | T.A. MORRIS SONS INC. | 756.49 | N | |
| | | | | | |
| | | GRAND TOTAL | 15,426.35 | | |
| | | TOTAL CHECKS | 21 | | |

Report Completed 4:35 PM

| DATE | REF# | INV# | VEND# | EXPLANATION | SCH | # | DEBITS | CREDITS | BALANCE |
|----------|---------|------|-------------------------|-----------------------|--------|---|----------|---------|------------|
| 09/01/15 | | | | BALANCE 07/01/15 - 08 | /31/15 | | 0.00 | 0.00 | 619,702.88 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR- | 3 | 7.70 | 0.00 | 619,710.58 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR- | | 1,161.00 | 0.00 | 620,871.58 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR- | | 371.40 | 0.00 | 621,242.98 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR- | | 228.50 | 0.00 | 621,471.48 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR- | | 388.40 | 0.00 | 621,859.88 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR- | | 406.70 | 0.00 | 622,266.58 |
| 09/02/15 | 1023749 | | | CAF'T RECEIPTS | CR-S | | 142.25 | 0.00 | 622,408.83 |
| 09/02/15 | 1023749 | | | CAF'T RECEIPTS | CR-S | | 521.60 | 0.00 | 622,930.43 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR-S | | 407.35 | 0.00 | 623,337.78 |
| 09/02/15 | 1023749 | | | CAF'T RECEIPTS | CR-S | | 183.30 | 0.00 | 623,521.08 |
| 09/02/15 | 1023749 | | | CAF'T RECEIPTS | CR-3 | | 290.00 | 0.00 | 623,811.08 |
| 09/02/15 | 1023749 | | | CAF'T RECEIPTS | CR-3 | | 379.65 | 0.00 | 624,190.73 |
| 09/02/15 | 1023749 | | | CAF'T RECEIPTS | CR-3 | | 152.75 | 0.00 | 624,343.48 |
| 09/02/15 | 1023749 | | | CAFT RECEIPTS | CR-3 | | 273.77 | 0.00 | 624,617.25 |
| 09/02/15 | 1023749 | | | CAF'T RECEIPTS | CR-3 | | 236.00 | 0.00 | 624,853.25 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 448.75 | 0.00 | 625,302.00 |
| 09/03/15 | 1023750 | | | CAFT RECEIPTS | CR-3 | | 172.72 | 0.00 | 625,474.72 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 57.45 | 0.00 | 625,532.17 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 299.85 | 0.00 | 625,832.02 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 238.40 | 0.00 | 626,070.42 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 136.25 | 0.00 | 626,206.6 |
| 09/03/15 | 1023750 | | | CAFT RECEIPTS | CR-3 | | 64.00 | 0.00 | 626,270.6 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 192.10 | 0.00 | 626,462.7 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 236.50 | 0.00 | 626,699.2 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 117.25 | 0.00 | 626,816.5 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 121.99 | 0.00 | 626,938.5 |
| 09/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 66.55 | 0.00 | 627,005.0 |
| 9/03/15 | 1023750 | | | CAF'T RECEIPTS | CR-3 | | 2.99 | 0.00 | 627,008.0 |
| 9/03/15 | 1023750 | | | CAFT RECEIPTS | CR-3 | | 67.90 | 0.00 | 627,075.9 |
| 9/03/15 | 1023750 | | Francisco de la lacción | CAFT RECEIPTS | CR-3 | | 25.60 | 0.00 | 627,101.5 |
| 9/03/15 | 1023750 | | | CAFT RECEIPTS | CR-3 | | 129.84 | 0.00 | 627,231.3 |
| 9/04/15 | 60 | | | NSF CHECK | JE-7 | | 0.00 | 40.00 | 627,191.3 |
| 9/04/15 | 61 | | | NSF CHECK | JE-7 | | 0.00 | 40.00 | 627,151.3 |
| 9/04/15 | 1023751 | | | CAFT RECEIPTS | CR-3 | | 241.20 | 0.00 | 627,392.5 |
| 9/04/15 | 1023751 | | | CAF'T RECEIPTS | CR-3 | | 249.85 | 0.00 | 627,642.4 |
| 9/04/15 | 1023751 | | | CAF'T RECEIPTS | CR-3 | | 45.00 | 0.00 | 627,687.4 |
| 9/04/15 | 1023751 | | | CAFT RECEIPTS | CR-3 | | 311.03 | 0.00 | 627,998.4 |
| 9/04/15 | 1023751 | | | CAFT RECEIPTS | CR-3 | | 206.60 | 0.00 | 628,205.0 |
| 9/04/15 | 1023751 | | | CAFT RECEIPTS | CR-3 | | 284.75 | 0.00 | 628,489.8 |
| 9/04/15 | 1023751 | | | CAFT RECEIPTS | CR-3 | | 361.85 | 0.00 | 628,851.6 |
| 9/04/15 | 1023751 | | | CAFT RECEIPTS | CR-3 | | 235.75 | 0.00 | 629,087.4 |
| 9/04/15 | 1023751 | | | CAFT RECEIPTS | CR-3 | | 121.50 | 0.00 | 629,208.9 |

| DATEX | REF# INV# VEND# | EXPLANATION | C112CK11VG - U9/U1/13 - U9/3U/13 | the commenced of the control of the | | TOWN ANGE |
|----------|---|--|----------------------------------|-------------------------------------|-------------|------------|
| | - 18、18、19、19、19、19、19、19、19、19、19、19、19、19、19、 | The second secon | SCIENT SCIENCE | DEBITS | CREDITS *** | BALANCE |
| 09/04/15 | 1023751 | CAF'T RECEIPTS | CR-3 | 161.65 | 0.00 | 629,370.57 |
| 09/04/15 | 1023751 | CAFT RECEIPTS | CR-3 | 11.95 | 0.00 | 629,382.52 |
| 09/04/15 | 1023751 | CAFT RECEIPTS | CR-3 | 247.25 | 0.00 | 629,629.77 |
| 09/04/15 | 1023751 | CAFT RECEIPTS | CR-3 | 77.75 | 0.00 | 629,707.52 |
| 09/04/15 | 1023751 | CAF'T RECEIPTS | CR-3 | 156.15 | 0.00 | 629,863.67 |
| 09/04/15 | 1023751 | CAFT RECEIPTS | CR-3 | 85.00 | 0.00 | 629,948.67 |
| 09/04/15 | 1023751 | CAFT RECEIPTS | CR-3 | 137.70 | 0.00 | 630,086.37 |
| 09/08/15 | 62 | NSF CHECK | JE-7 | 0.00 | 60.00 | 630,026.37 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 38.40 | 0.00 | 630,064.77 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 51.00 | 0.00 | 630,115.77 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 88.23 | 0.00 | 630,204.00 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 173.90 | 0.00 | 630,377.90 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 265.80 | 0.00 | 630,643.70 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 5.79 | 0.00 | 630,649.49 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 62.35 | 0.00 | 630,711.84 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 85.65 | 0.00 | 630,797.49 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 169.00 | 0.00 | 630,966.49 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 141.75 | 0.00 | 631,108.24 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 347.22 | 0.00 | 631,455.46 |
| 09/08/15 | 1023752 | CAFT RECEIPTS | CR-3 | 8.00 | 0.00 | 631,463.46 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 39.25 | 0.00 | 631,502.71 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 439.75 | 0.00 | 631,942.46 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 392.60 | 0.00 | 632,335.06 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 249.30 | 0.00 | 632,584.36 |
| 09/08/15 | 1023752 | CAF'T RECEIPTS | CR-3 | 114.25 | 0.00 | 632,698.61 |
| 09/09/15 | 63 | NSF CHECK | JE-7 | 0.00 | 50.00 | 632,648.61 |
| 09/09/15 | 64 | NSF CHECK | JE-7 | 0.00 | 60.00 | 632,588.61 |
| 09/09/15 | 1023755 | CAF'T RECEIPTS | CR-3 | 304.90 | 0.00 | 632,893.51 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 659.40 | 0.00 | 633,552.91 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 458.20 | 0.00 | 634,011.11 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 7.40 | 0.00 | 634,018.51 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 189.70 | 0.00 | 634,208.21 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 107.00 | 0.00 | 634,315.21 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 213.25 | 0.00 | 634,528.46 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 106.25 | 0.00 | 634,634.71 |
| 09/09/15 | 1023755 | CAF'T RECEIPTS | CR-3 | 2.70 | 0.00 | 634,637.41 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 82.67 | 0.00 | 634,720.08 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 32.55 | 0.00 | 634,752.63 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 57.96 | 0.00 | 634,810.59 |
| 09/09/15 | 1023755 | CAF'T RECEIPTS | CR-3 | 265.85 | 0.00 | 635,076.44 |
| 09/09/15 | 1023755 | CAF'T RECEIPTS | CR-3 | 36.00 | 0.00 | 635,112.44 |
| 09/09/15 | 1023755 | CAFT RECEIPTS | CR-3 | 40.18 | 0.00 | 635,152.62 |
| 09/09/15 | 1023755 | CAF'T RECEIPTS | CR-3 | 37.75 | 0.00 | 635,190.37 |
| | | | | | | |

| DATE | REF# | INV# | VEND# | EXPLANATION | The second | SCH# | DEBITS | CREDITS | BALANCE |
|----------|---------|------|---------------|----------------|------------|------|--------|---------|------------|
| 09/09/15 | 1023755 | | | CAF'T RECEIPTS | | CR-3 | 40.25 | 0.00 | 635,230.62 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 102.77 | 0.00 | 635,333.39 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 56.29 | 0.00 | 635,389.68 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 70.00 | 0.00 | 635,459.68 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 100.15 | 0.00 | 635,559.83 |
| 09/10/15 | 1023756 | | | CAFT RECEIPTS | | CR-3 | 2.65 | 0.00 | 635,562.48 |
| 09/10/15 | 1023756 | | | CAFT RECEIPTS | | CR-3 | 61.70 | 0.00 | 635,624.18 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 109.63 | 0.00 | 635,733.81 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 21.00 | 0.00 | 635,754.81 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 202.65 | 0.00 | 635,957.46 |
| 09/10/15 | 1023756 | | | CAFT RECEIPTS | | CR-3 | 5.15 | 0.00 | 635,962.61 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 82.00 | 0.00 | 636,044.61 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 259.45 | 0.00 | 636,304.06 |
| 09/10/15 | 1023756 | | | CAFT RECEIPTS | | CR-3 | 139.65 | 0.00 | 636,443.71 |
| 09/10/15 | 1023756 | | | CAFT RECEIPTS | | CR-3 | 283.00 | 0.00 | 636,726.71 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 143.25 | 0.00 | 636,869.96 |
| 09/10/15 | 1023756 | | | CAF'T RECEIPTS | | CR-3 | 85.60 | 0.00 | 636,955.56 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 11.25 | 0.00 | 636,966.81 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 100.00 | 0.00 | 637,066.81 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 108.37 | 0.00 | 637,175.18 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 121.06 | 0.00 | 637,296.24 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 169.15 | 0.00 | 637,465.39 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 285.85 | 0.00 | 637,751.24 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 263.25 | 0.00 | 638,014.49 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 128.25 | 0.00 | 638,142.74 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 66.00 | 0.00 | 638,208.74 |
| 09/11/15 | 1023764 | | | CAFT RECEIPTS | | CR-3 | 68.00 | 0.00 | 638,276.74 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 112.24 | 0.00 | 638,388.98 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 72.35 | 0.00 | 638,461.33 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 96.15 | 0.00 | 638,557.48 |
| 09/11/15 | 1023764 | | | CAFT RECEIPTS | | CR-3 | 41.99 | 0.00 | 638,599.47 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 401.50 | 0.00 | 639,000.97 |
| 09/11/15 | 1023764 | | | CAF'T RECEIPTS | | CR-3 | 194.35 | 0.00 | 639,195.32 |
| 09/11/15 | 1023764 | | | CAFT RECEIPTS | | CR-3 | 242.00 | 0.00 | 639,437.32 |
| 09/11/15 | 1023764 | | - V transmi | CAF'T RECEIPTS | | CR-3 | 175.25 | 0.00 | 639,612.57 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | | CR-3 | 67.06 | 0.00 | 639,679.63 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | | CR-3 | 406.30 | 0.00 | 640,085.93 |
| 09/16/15 | 1023774 | | Maria Company | CAFT RECEIPTS | | CR-3 | 78.60 | 0.00 | 640,164.53 |
| 09/16/15 | 1023774 | | | CAFT RECEIPTS | | CR-3 | 50.00 | 0.00 | 640,214.53 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | | CR-3 | 58.50 | 0.00 | 640,273.03 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | | CR-3 | 58.56 | 0.00 | 640,331.59 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | | CR-3 | 11.25 | 0.00 | 640,342.84 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | | CR-3 | 191.25 | 0.00 | 640,534.09 |

| DATE | REF# | INV# | VEND# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|----------|---------|------|-------|----------------|------|--------|---------|------------|
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | CR-3 | 223.15 | 0.00 | 640,757.24 |
| 09/16/15 | 1023774 | | | CAFT RECEIPTS | CR-3 | 137.90 | 0.00 | 640,895.14 |
| 09/16/15 | 1023774 | | | CAFT RECEIPTS | CR-3 | 56.90 | 0.00 | 640,952.04 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | CR-3 | 128.05 | 0.00 | 641,080.09 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | CR-3 | 128.90 | 0.00 | 641,208.99 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | CR-3 | 227.70 | 0.00 | 641,436.69 |
| 09/16/15 | 1023774 | | | CAFT RECEIPTS | CR-3 | 85.55 | 0.00 | 641,522.24 |
| 09/16/15 | 1023774 | | | CAF'T RECEIPTS | CR-3 | 101.11 | 0.00 | 641,623.35 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 194.35 | 0.00 | 641,817.70 |
| 09/17/15 | 1023775 | | | CAFT RECEIPTS | CR-3 | 161.90 | 0.00 | 641,979.60 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 14.30 | 0.00 | 641,993.90 |
| 09/17/15 | 1023775 | | | CAFT RECEIPTS | CR-3 | 267.95 | 0.00 | 642,261.85 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 4.45 | 0.00 | 642,266.30 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 275.50 | 0.00 | 642,541.80 |
| 09/17/15 | 1023775 | | | CAFT RECEIPTS | CR-3 | 70.00 | 0.00 | 642,611.80 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 190.20 | 0.00 | 642,802.00 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 69.19 | 0.00 | 642,871.19 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 7.74 | 0.00 | 642,878.93 |
| 09/17/15 | 1023775 | | | CAFT RECEIPTS | CR-3 | 59.60 | 0.00 | 642,938.53 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 26.10 | 0.00 | 642,964.63 |
| 09/17/15 | 1023775 | | | CAFT RECEIPTS | CR-3 | 66.25 | 0.00 | 643,030.88 |
| 09/17/15 | 1023775 | | | CAFT RECEIPTS | CR-3 | 10.00 | 0.00 | 643,040.88 |
| 09/17/15 | 1023775 | | | CAF'T RECEIPTS | CR-3 | 69.55 | 0.00 | 643,110.43 |
| 09/17/15 | 1023775 | | | CAFT RECEIPTS | CR-3 | 80.46 | 0.00 | 643,190.89 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 57.90 | 0.00 | 643,248.79 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 90.84 | 0.00 | 643,339.63 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 187.35 | 0.00 | 643,526.98 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 125.86 | 0.00 | 643,652.84 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 28.00 | 0.00 | 643,680.84 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 80.45 | 0.00 | 643,761.29 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 124.23 | 0.00 | 643,885.52 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 119.24 | 0.00 | 644,004.76 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 595.50 | 0.00 | 644,600.26 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 4.55 | 0.00 | 644,604.81 |
| 09/18/15 | 1023779 | | | CAFT RECEIPTS | CR-3 | 370.75 | 0.00 | 644,975.56 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 293.00 | 0.00 | 645,268.56 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 254.15 | 0.00 | 645,522.71 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 116.40 | 0.00 | 645,639.11 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 271.75 | 0.00 | 645,910.86 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 192.45 | 0.00 | 646,103.31 |
| 09/18/15 | 1023779 | | | CAF'T RECEIPTS | CR-3 | 117.35 | 0.00 | 646,220.66 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | 215.40 | 0.00 | 646,436.06 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | 147.50 | 0.00 | 646,583.56 |

| DATE | REF# | INV# | VEND# | EXPLANATION | SCH | | DEBITS | CREDITS | BALANCE |
|----------|---------|------|-------|----------------|------|--|--------|---------|------------|
| 09/21/15 | 1023791 | | | CAFT RECEIPTS | CR-3 | | 25.05 | 0.00 | 646,608.61 |
| 09/21/15 | 1023791 | | | CAFT RECEIPTS | CR-3 | | 174.00 | 0.00 | 646,782.61 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 110.75 | 0.00 | 646,893.36 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 2.90 | 0.00 | 646,896.26 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 78.00 | 0.00 | 646,974.26 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 234.85 | 0.00 | 647,209.11 |
| 09/21/15 | 1023791 | | | CAFT RECEIPTS | CR-3 | | 40.90 | 0.00 | 647,250.01 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 55.50 | 0.00 | 647,305.51 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 108.05 | 0.00 | 647,413.56 |
| 09/21/15 | 1023792 | | | CAF'T RECEIPTS | CR-3 | | 2.40 | 0.00 | 647,415.96 |
| 09/21/15 | 1023791 | | | CAFT RECEIPTS | CR-3 | | 160.64 | 0.00 | 647,576.60 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 94.90 | 0.00 | 647,671.50 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 30.55 | 0.00 | 647,702.05 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 60.10 | 0.00 | 647,762.15 |
| 09/21/15 | 1023791 | | | CAF'T RECEIPTS | CR-3 | | 62.15 | 0.00 | 647,824.30 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 159.05 | 0.00 | 647,983.35 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 84.50 | 0.00 | 648,067.85 |
| 09/22/15 | 1023793 | | | CAFT RECEIPTS | CR-3 | | 339.95 | 0.00 | 648,407.80 |
| 09/22/15 | 1023793 | | | CAFT RECEIPTS | CR-3 | | 17.55 | 0.00 | 648,425.35 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 655.15 | 0.00 | 649,080.50 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 247.25 | 0.00 | 649,327.75 |
| 09/22/15 | 1023793 | | | CAFT RECEIPTS | CR-3 | | 44.00 | 0.00 | 649,371.75 |
| 09/22/15 | 1023793 | | | CAFT RECEIPTS | CR-3 | | 135.75 | 0.00 | 649,507.50 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 245.00 | 0.00 | 649,752.50 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 31.45 | 0.00 | 649,783.95 |
| 09/22/15 | 1023793 | | | CAFT RECEIPTS | CR-3 | | 40.20 | 0.00 | 649,824.15 |
| 09/22/15 | 1023793 | | | CAFT RECEIPTS | CR-3 | | 39.00 | 0.00 | 649,863.15 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 110.35 | 0.00 | 649,973.50 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 31.65 | 0.00 | 650,005.15 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 88.06 | 0.00 | 650,093.21 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 82.80 | 0.00 | 650,176.01 |
| 09/22/15 | 1023793 | | | CAF'T RECEIPTS | CR-3 | | 112.39 | 0.00 | 650,288.40 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 369.90 | 0.00 | 650,658.30 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 80.00 | 0.00 | 650,738.30 |
| 09/24/15 | 1023795 | | | CAFT RECEIPTS | CR-3 | | 59.00 | 0.00 | 650,797.30 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 191.15 | 0.00 | 650,988.45 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 98.00 | 0.00 | 651,086.45 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 21.45 | 0.00 | 651,107.90 |
| 09/24/15 | 1023795 | | | CAFT RECEIPTS | CR-3 | | 108.60 | 0.00 | 651,216.50 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 94.06 | 0.00 | 651,310.56 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 39.85 | 0.00 | 651,350.41 |
| 09/24/15 | 1023795 | | | CAFT RECEIPTS | CR-3 | | 163.28 | 0.00 | 651,513.69 |
| 09/24/15 | 1023795 | | | CAF'T RECEIPTS | CR-3 | | 35.95 | 0.00 | 651,549.64 |

| DATE | REF# | INV# VEND# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|----------|---------|------------|----------------|------|----------|---------|------------|
| 09/24/15 | 1023795 | | CAF'T RECEIPTS | CR-3 | 21.94 | 0.00 | 651,571.58 |
| 09/24/15 | 1023795 | | CAF'T RECEIPTS | CR-3 | 0.65 | 0.00 | 651,572.23 |
| 09/24/15 | 1023795 | | CAFT RECEIPTS | CR-3 | 39.60 | 0.00 | 651,611.83 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 41.60 | 0.00 | 651,653.43 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 30.00 | 0.00 | 651,683.43 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 288.10 | 0.00 | 651,971.53 |
| 09/25/15 | 1023796 | | CAFT RECEIPTS | CR-3 | 19.00 | 0.00 | 651,990.53 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 159.00 | 0.00 | 652,149.53 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 74.75 | 0.00 | 652,224.28 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 129.50 | 0.00 | 652,353.78 |
| 09/25/15 | 1023796 | | CAFT RECEIPTS | CR-3 | 253.32 | 0.00 | 652,607.10 |
| 09/25/15 | 1023796 | | CAFT RECEIPTS | CR-3 | 2.90 | 0.00 | 652,610.00 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 183.80 | 0.00 | 652,793.80 |
| 09/25/15 | 1023796 | | CAFT RECEIPTS | CR-3 | 149.60 | 0.00 | 652,943.40 |
| 09/25/15 | 1023796 | | CAFT RECEIPTS | CR-3 | 114.96 | 0.00 | 653,058.36 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 31.58 | 0.00 | 653,089.94 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 110.80 | 0.00 | 653,200.74 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 213.03 | 0.00 | 653,413.77 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 100.00 | 0.00 | 653,513.77 |
| 09/25/15 | 1023796 | | CAF'T RECEIPTS | CR-3 | 68.55 | 0.00 | 653,582.32 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 90.65 | 0.00 | 653,672.97 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 6.65 | 0.00 | 653,679.62 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 96.84 | 0.00 | 653,776.46 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 117.97 | 0.00 | 653,894.43 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 10.00 | 0.00 | 653,904.43 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 113.85 | 0.00 | 654,018.28 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 41.25 | 0.00 | 654,059.53 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 34.65 | 0.00 | 654,094.18 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 205.77 | 0.00 | 654,299.95 |
| 09/28/15 | 1023797 | | CAFT RECEIPTS | CR-3 | 154.25 | 0.00 | 654,454.20 |
| 09/28/15 | 1023797 | | CAFT RECEIPTS | CR-3 | 241.70 | 0.00 | 654,695.90 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 33.00 | 0.00 | 654,728.90 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 68.10 | 0.00 | 654,797.00 |
| 09/28/15 | 1023797 | | CAFT RECEIPTS | CR-3 | 7.45 | 0.00 | 654,804.45 |
| 09/28/15 | 1023797 | | CAFT RECEIPTS | CR-3 | 189.00 | 0.00 | 654,993.45 |
| 09/28/15 | 1023797 | | CAF'T RECEIPTS | CR-3 | 152.50 | 0.00 | 655,145.95 |
| 09/28/15 | 84 | | NSF CHECK | JE-7 | 0.00 | 30.00 | 655,115.95 |
| 09/29/15 | 1023798 | | CAFT RECEIPTS | CR-3 | 201.39 | 0.00 | 655,317.34 |
| 09/29/15 | 1023798 | | CAFT RECEIPTS | CR-3 | 1,660.10 | 0.00 | 656,977.44 |
| 09/29/15 | 1023798 | | CAFT RECEIPTS | CR-3 | 370.80 | 0.00 | 657,348.24 |
| 09/29/15 | 1023798 | | CAFT RECEIPTS | CR-3 | 178.35 | 0.00 | 657,526.59 |
| 09/29/15 | 1023798 | | CAF'T RECEIPTS | CR-3 | 91.00 | 0.00 | 657,617.59 |
| 09/29/15 | 1023798 | | CAF'T RECEIPTS | CR-3 | 160.00 | 0.00 | 657,777.59 |

| DATE | REF# | INV# | VEND# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|----------|---------|------|-------|--|--------|-----------|-----------|------------|
| 09/29/15 | 1023798 | | | CAF'T RECEIPTS | CR-3 | 48.00 | 0.00 | 657,825.59 |
| 09/29/15 | 1023798 | | | CAF'T RECEIPTS | CR-3 | 81.84 | 0.00 | 657,907.43 |
| 09/29/15 | 1023798 | | | CAFT RECEIPTS | CR-3 | 39.30 | 0.00 | 657,946.73 |
| 09/29/15 | 1023798 | | | CAF'T RECEIPTS | CR-3 | 27.00 | 0.00 | 657,973.73 |
| 09/29/15 | 1023798 | | | CAF'T RECEIPTS | CR-3 | 187.61 | 0.00 | 658,161.34 |
| 09/29/15 | 1023798 | | | CAF'T RECEIPTS | CR-3 | 69.15 | 0.00 | 658,230.49 |
| 09/29/15 | 1023798 | | | CAFT RECEIPTS | CR-3 | 32.10 | 0.00 | 658,262.59 |
| 09/29/15 | 1023798 | | | CAF'T RECEIPTS | CR-3 | 97.10 | 0.00 | 658,359.69 |
| 09/29/15 | 1023798 | | | CAF'T RECEIPTS | CR-3 | 27.72 | 0.00 | 658,387.41 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 12.00 | 0.00 | 658,399.41 |
| 09/30/15 | | | | * SEE CASH DISBURSEMENT | CD-7 | 0.00 | 15,366.90 | 643,032.51 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 99.34 | 0.00 | 643,131.85 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 45.70 | 0.00 | 643,177.55 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 176.15 | 0.00 | 643,353.70 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 71.55 | 0.00 | 643,425.25 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 36.24 | 0.00 | 643,461.49 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 144.50 | 0.00 | 643,605.99 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 191.84 | 0.00 | 643,797.83 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 86.70 | 0.00 | 643,884.53 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 260.50 | 0.00 | 644,145.03 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 113.35 | 0.00 | 644,258.38 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 81.35 | 0.00 | 644,339.73 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 213.75 | 0.00 | 644,553.48 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 178.10 | 0.00 | 644,731.58 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 1,236.10 | 0.00 | 645,967.68 |
| 09/30/15 | 1023805 | | | CAF'T RECEIPTS | CR-3 | 350.32 | 0.00 | 646,318.00 |
| 09/30/15 | 1023805 | | | CAFT RECEIPTS | CR-3 | 33.30 | 0.00 | 646,351.30 |
| 09/30/15 | | | | * SEE CASH DISBURSEMENT | CD-6 | 0.00 | 7,470.94 | 638,880.36 |
| 09/30/15 | | | | * SEE CASH DISBURSEMENT | CD-5 | 0.00 | 13,619.14 | 625,261.22 |
| | | | | and the second of the second o | TOTALS | 42,295.32 | 36,736.98 | 625,261.22 |

Report Completed 4:29 PM

Rocky Point Union Free School District Treasurer's Report Cafeteria Fund ACH C208 As of September 30, 2015

| Reconciled Balance as of: | 8/30/2015 | | 541,895.15 |
|------------------------------------|-------------------------------|---------------|------------|
| Receipts: | Café ACH Deposits Interest | 25,917.38 | 25,940.05 |
| Disbursements: | | | 0.00 |
| Total available balance per Genera | l Ledger as of: | 9/30/2015 | 567,835.20 |
| | | | |
| Bank Balance as of: 9/30/201 | 5 | | 566,625.20 |
| Add: Deposits in Transit | | | 1,210.00 |
| Adjusted Bank Balance as of: | 9/30/2015 | | 567,835.20 |

Prepared by:

10/2/2015

_Reviewed by:

Date:

Ywyrui Hollin My 10/2/2015



JPMorgan Chase Bank, N.A. Northeast Market P O Box 659754 San Antonio, TX 78265 - 9754

00016604 DDA 802 212 27415 NNNNNNNNNN 1 000000000 C1 0000 **ROCKY POINT UFSD** SCHOOL LUNCH ACH 90 ROCKY POINT YAPHANK RD **ROCKY POINT NY 11778-8423**

September 01, 2015 through September 30, 2015

CUSTOMER SERVICE INFORMATION

If you have any questions about your statement, please contact your **Customer Service Professional.**



CHECKING SUMMARY Commercial Checking With Interest

| Beginning Balance | INSTANCES | AMOUNT \$541,435.15 | |
|----------------------------|-----------|------------------------|--|
| Deposits and Additions | 55 | 25,190.05 | |
| Ending Balance | 55 | \$566,625.20 | |
| Interest Paid This Period | | \$22.67 | |
| Interest Paid Year-to-Date | | \$183.49 | |

DEPOSITS AND ADDITIONS

| DATE | DESCRIPTION | AMOUNT |
|-------|--|----------|
| 09/01 | Orig CO Name:Hrtland Pmt Sys Orig ID:Wfbehps001 Desc Date: CO Entry Descr:Txns/Fees Sec:CCD Trace#:091000014130376 Eed:150901 Ind ID:650000007830113 Ind Name:Rocky Point Ufsd Trn: 2444130376Tc | \$415.00 |
| 09/01 | Orig CO Name:Heartland Orig ID:1223755714 Desc Date:083115 CO Entry Descr:ACH Funds Sec:CCD Trace#:091000016277479 Eed:150901 Ind ID:652483 Ind Name:Rocky Point Ufsd Trn: 2436277479Tc | 45.00 |
| 09/02 | Orig CO Name:Hrtland Pmt Sys Orig ID:Wfbehps001 Desc Date: CO Entry Descr:Txns/Fees Sec:CCD Trace#:091000019561306 Eed:150902 Ind ID:650000007830113 Ind Name:Rocky Point Ufsd Trn: 2459561306Tc | 741.00 |
| 09/03 | Orig CO Name:Hrtland Pmt Sys Orig ID:Wfbehps001 Desc Date: CO Entry Descr:Txns/Fees Sec:CCD Trace#:091000015956526 Eed:150903 Ind ID:650000007830113 Ind Name:Rocky Point Ufsd Trn: 2465956526Tc | 2,589.80 |
| 09/03 | Orig CO Name:Heartland Orig ID:1223755714 Desc Date:090215 CO Entry Descr:ACH Funds Sec:CCD Trace#:091000015956528 Eed:150903 Ind ID:654110 Ind Name:Rocky Point Ufsd Trn: 2465956528Tc | 25.00 |
| 09/04 | Orig CO Name:Hrtland Pmt Sys Orig ID:Wfbehps001 Desc Date: CO Entry Descr:Txns/Fees Sec:CCD Trace#:091000014890538 Eed:150904 Ind ID:650000007830113 Ind Name:Rocky Point Ufsd Trn: 2474890538Tc | 2,772.53 |

DETAIL ACCOUNT TRANSACTIONS - C 208 CHASE ACH REVENUE - 09/01/15 - 09/30/15

| DATE REF#* INV# | VEND# EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|--|--|--|--|--|--|
| 09/01/15 09/30/15 1023785 09/30/15 1023786 09/30/15 1023787 09/30/15 1023784 09/30/15 1023790 | BALANCE 07/01/15 - 08/31/15 JAE ACH RPHS ACH RPMS ACH FJC ACH INTEREST REVENUE | CR-4 CR-4 CR-4 CR-4 CR-4 TOTALS | 0.00 7,416.14 4,804.22 6,344.54 7,352.48 22.67 25,940.05 | 0.00 0.00 0.00 0.00 0.00 0.00 0.00 | 541,895.15 549,311.29 554,115.51 560,460.05 567,812.53 567,835.20 567,835.20 |

Report Completed 4:27 PM

Rocky Point Union Free School District Treasurer's Report Federal Fund Checking - F205 As of September 30, 2015

| Reconciled Balance a | s of: 8/30/2015 | | | 174,847.89 |
|------------------------|-----------------------------|-----------|------------|-------------|
| Receipts: | | | | 0.00 |
| Disbursements: | Cash Disbursements | | 14,858.11 | |
| | | | . 1,000.11 | (14,858.11) |
| Total available balanc | e per General Ledger as of: | 9/30/2015 | | 159,989.78 |
| | | | | |
| Bank Balance as of: | 9/30/2015 | | | 173,257.89 |
| Less: | Outstanding Checks | | | 13,268.11 |
| Adjusted Bank Baland | ce as of : 9/30/2015 | | | 159,989.78 |

Reviewed by:

F205

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD FEDERAL CHECKING 90 ROCKY POINT YAPHANK RD ROCKY POINT NY 11778-8423

| | | | 2 ENCLOSURES | Page | 1 of 1 |
|------|--|------------------|--------------------------------------|-------------------------|--|
| Govt | Banking Blended Chking | | • | | |
| | Opening balance +Deposits/Credit -Checks/Debits -Service charge Ending balance Days in Statemer | | 09-01-15 0 2 09-30-15 30 | 189,66 16,4 173,2 | 0.00 27.38 0.00 |
| DATE | DESCRIPTION | CHECK# | DEBITS | CREDITS | BALANCE |
| | Beginning Balance Check Withdrawal Check Withdrawal Ending balance | 4141 4143 | 14,837.38 1,590.00 | | 189,685.27 174,847.89 173,257.89 173,257.89 |
| CHEC | KS PAID DURING STATEMENT | PERIOD | INDICATES CHEC | K OUT OF SE | QUENCE |
| | Date Check No. 09-08 4141 14 END OF STATEMENT | Amount 837.38 | Date C 09-18 | heck No. 4143 | Amount 1,590.00 |

Bank Reconciliation Outstanding Checks Listing as of 09/30/15

| CHECK# | ISSUE DATE | PAYEE | AMOUNT | N | Learning Tro |
|--------|------------|---------------------------|-----------|------|--------------|
| 4142 | 09/08/15 | HEINEMANN EDUC.BOOKS INC. | 11,642.38 | N | |
| 4144 | 09/29/15 | SCHOLASTIC EDUCATIONAL | 1,040.39 | N | |
| 4145 | 09/30/15 | PD ROSEMONT ASSOCIATES, L | 585.34 | - IN | |
| | | GRAND TOTAL | 13,268.11 | | |
| | | TOTAL CHECKS | 3 | | |

Report Completed 8:13 AM

| DATE REF# INV# | VEND# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|----------------|-------|---|--------|--------|-----------|------------|
| 09/01/15 | | BALANCE 07/01/15 - 08/31/15 | | 0.00 | 0.00 | 174,847.89 |
| 09/30/15 | | * SEE CASH DISBURSEMENT * SEE CASH DISBURSEMENT | CD-5 | 0.00 | 1,625.73 | 173,222.16 |
| 09/30/15 | | | CD-4 | 0.00 | 13,232.38 | 159,989.78 |
| 09/30/13 | | | TOTALS | 0.00 | 14,858.11 | 159,989.78 |

Report Completed 11:15 AM

Rocky Point Union Free School District Treasurer's Report Capital Fund Checking - H205 As of September 30, 2015

| Reconciled Balance as of: | 8/30/2015 | 238,426.31 |
|-------------------------------|--------------------------------|------------|
| Receipts: | | 0.00 |
| Disbursements: | | . 0.00 |
| Total available balance per G | eneral Ledger as of: 9/30/2015 | 238,426.31 |
| Bank Balance as of: | 9/30/2015 | 238,426.31 |

Prepared by: • Date: 10/

Reviewed by: Date:

H205

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD CAPITAL FUND CHECKING 90 ROCKY POINT YAPHANK RD ROCKY POINT NY

11778-8423

| | 0 ENCLOSURES | Page | 1 of | 1 |
|---|--------------------------------------|------|--|---|
| Govt Banking Blended Chking | | | | |
| Opening balance +Deposits/Credits -Checks/Debits -Service charge Ending balance Days in Statement Period END OF STATEMENT | 09-01-15 0 0 09-30-15 30 | | 426.31 0.00 0.00 0.00 426.31 | |

ROCKY POINT UFSD

DETAIL ACCOUNT TRANSACTIONS - H 205 CAPITAL ONE CHECKING - 09/01/15 - 09/30/15

| DATE REF# INV# | VEND# EXPLANATION SCH# | DEBITS | CREDITS | BALANCE |
|----------------|-----------------------------|--------|---------|------------|
| 09/01/15 | BALANCE 07/01/15 - 08/31/15 | 0.00 | 0.00 | 238,426.31 |
| 09/01/13 | TOTALS | 0.00 | 0.00 | 238,426.31 |

Report Completed 11:15 AM

Rocky Point Union Free School District Treasurer's Report Trust and Agency Checking - T204 As of September 30, 2015

Reconciled Balance as of:

8/30/2015

2,302,576.16

Receipts:

ERS Refund

38.15

Funding Transfers

1,461,550.24

1,461,588.39

Disbursements:

ERS

6,779.07

Cash Disbursements

790,834.94

(797,614.01)

Total available balance per General Ledger as of:

9/30/2015

2,966,550.54

Bank Balance as of:

9/30/2015

2,973,703.39

Less:

Outstanding Checks

7,152.85

Adjusted Bank Balance as of :

9/30/2015

2,966,550.54

Prepared by: Lead Bulking Date: 10/5/2015

_Reviewed by:

Date:

Juginia Hallmay

T204

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD TRUST AND AGENCY ACCOUNT 90 ROCKY POINT YAPHANK RD ROCKY POINT NY

11778-8423

| | | 12 ENCLOSURES | Page | 1 of | 2 |
|-------------------------|---|---------------------------------------|--|------------------------|-------------------------------------|
| Govt | Banking Blended Chking | | | | |
| | Opening balance +Deposits/Credits -Checks/Debits -Service charge Ending balance Days in Statement Period | 09-01-15 4 19 09-30-15 30 | 2,309,74 1,461,58 797,63 2,973,70 | 38.39 30.98 0.00 | |
| DATE | DESCRIPTION CHECK# | DEBITS | CREDITS | | BALANCE |
| 09-01 | Beginning Balance Book transfer credit | | 260,600.51 | 2,30 2,57 | 9,745.98 0,346.49 |
| 09-03 09-04 | Check Withdrawal Wire transfer withdrawal The OMNI Group | 6,821.64 33,861.81 | | | 3,524.85 9,663.04 |
| 09-04 | 090415 150904055922H400 ACH Withdrawal IRS USATAXPYMT | 191,073.40 | | 2,33 | 88,589.64 |
| 09-04 | 090415 ROCKY POINT SCHOOL DIS 2: ACH Withdrawal New York State 1573803455 | 31,004.70 | | 2,30 | 7,584.94 |
| 09-04 09-09 09-10 | 090415 ROCKY POINT UNION FREE N Check Withdrawal 10802 Check Withdrawal 10804 ACH Withdrawal 9102716322 CONS COLL | 348.18 252.64 6,779.07 | | 2,30 | 07,236.76 06,984.12 00,205.05 |
| 09-11 | 091015 ROCKY POINT UF 7 Book transfer credit | 4728-010 | 604,373.44 | 2,90 | 04,578.49 |
| 09-16 09-18 | Check Withdrawal 10806 Wire transfer withdrawal The OMNI Group | 364.65 66,208.94 | | | 04,213.84 38,004.90 |
| 09-18 | 091815 150918063835H400 ACH Withdrawal IRS USATAXPYMT | 387,029.95 | | 2,4 | 50,974.95 |
| 09-18 | 091815 ROCKY POINT SCHOOL DIS 0 ACH Withdrawal | 824 66,454.83 Page 1 | | 2,38 | 84,520.12 |

Bank Reconciliation Outstanding Checks Listing as of 09/30/15

| CHECK# | ISSUE DATE | PAYEE | AMOUNT | CLEARED CLEAF | R DATE. |
|-------------------------|----------------------------------|--|-----------------------------|---------------|---------|
| 10811 10815 10825 | 09/16/15 09/16/15 09/29/15 | PERFORMANT RECOVERY, INC. VOTE COPE J.J. STANIS AND COMPANY, | 18.50 350.25 6,784.10 | N N N | |
| | | GRAND TOTAL TOTAL CHECKS | 7,152.85 3 | | |

Report Completed 8:41 AM

DETAIL ACCOUNT TRANSACTIONS - T 204 CAPITAL ONE TRUST & AGENCY - 09/01/15 - 09/30/15

| DATE | REF# INV# | VEND# EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|----------|-----------|-----------------------------|--------|--------------|------------|--------------|
| 09/01/15 | | BALANCE 07/01/15 - 08/31/15 | | 0.00 | 0.00 | 2,302,576.16 |
| 09/01/15 | 1023744 | TRUST & AGENCY DEDUCTIO | CR-4 | 260,600.51 | 0.00 | 2,563,176.67 |
| 09/10/15 | 58 | ERS AUGUST 2015 | JE-7 | 0.00 | 6,779.07 | 2,556,397.60 |
| 09/11/15 | 1023753 | TRUST & AGENCY DEDUCTIO | CR-4 | 604,373.44 | 0.00 | 3,160,771.04 |
| 09/22/15 | 1023767 | MTH EMPLR RPT RFND TO E | CR-2 | 38.15 | 0.00 | 3,160,809.19 |
| 09/28/15 | 1023780 | TRUST & AGENCY DEDUCTIO | CR-4 | 596,576.29 | 0.00 | 3,757,385.48 |
| 09/30/15 | | * SEE CASH DISBURSEMENT | CD-13 | 0.00 | 527,120.30 | 3,230,265.18 |
| 09/30/15 | | * SEE CASH DISBURSEMENT | CD-14 | 0.00 | 6,784.10 | 3,223,481.08 |
| 09/30/15 | | * SEE CASH DISBURSEMENT | CD-12 | 0.00 | 364.65 | 3,223,116.43 |
| 09/30/15 | | * SEE CASH DISBURSEMENT | CD-11 | 0.00 | 256,565.89 | 2,966,550.54 |
| 00,00,10 | | | TOTALS | 1,461,588.39 | 797,614.01 | 2,966,550.54 |

Report Completed 11:15 AM

Rocky Point Union Free School District Treasurer's Report Net Payroll Checking - T205 As of September 30, 2015

| Reconciled Balance a | s of: 8/30/2 | 015 | | | 40,377.31 |
|------------------------|------------------|--------------|--------------|--------------|-----------------|
| Receipts: | Funding Transfe | er | 2,313,312.07 | | 2,313,312.07 |
| Disbursements: | Disburse Net Pa | ayroll | | 1,427,038.94 | _(1,427,038.94) |
| Total available baland | ce per General L | edger as of: | 9/30/2015 | | 926,650.44 |
| Bank Balance as of: | 9/30/2015 | | | | 940,681.78 |
| Less: | Outstanding Ch | necks | | | 14,031.34 |
| | | | | | |

Prepared by: Linke Belske
Date: 10/5/2015

Adjusted Bank Balance as of: 9/30/2015

_ Reviewed by: Date: firmia Is elmay

926,650.44

T205

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD PAYROLL ACCOUNT 90 ROCKY POINT YAPHANK RD ROCKY POINT NY

11778-8423

| , | | | 480 ENCLOSURES | Page | 1 of 15 |
|---|--|---|--|---|--|
| Govt | Banking Blended Chking | | | | |
| | Opening balance +Deposits/Credit -Checks/Debits -Service charge Ending balance Days in Statemen | | 09-01-15 5 482 09-30-15 30 | 51,116 2,313,312 1,423,747 940,683 | 2.38 7.20 0.00 |
| DATE | DESCRIPTION | CHECK# | DEBITS | CREDITS | BALANCE |
| 09-01 | Beginning Balance Book transfer credit | | | 546,559.37 | 51,116.60 597,675.97 |
| 09-04 09-04 09-04 09-04 09-04 09-04 | Check Withdrawal ACH Withdrawal PAYROLL ROCKYPT REG SA 090415 PAYROLL ROCKYPT | | 2,580.12 320.17 329.91 342.07 680.22 945.51 1,190.25 1,258.34 157,393.89 | | 595,095.85 594,775.68 594,445.77 594,103.70 593,423.48 592,477.97 591,287.72 590,029.38 432,635.49 |
| 09-04 09-04 09-04 09-04 09-04 09-04 09-04 09-04 09-04 | Check withdrawal | 90344 90343 90380 90462 90259 90438 90497 90418 90439 90286 90611 90457 90376 | 1,645.99 1,503.02 1,472.55 1,426.54 1,419.93 1,333.37 1,326.28 1,301.31 1,284.80 1,280.80 1,225.56 1,218.54 1,213.96 1,181.93 | | 430,989.50 429,486.48 428,013.93 426,587.39 425,167.46 423,834.09 422,507.81 421,206.50 419,921.70 418,640.90 417,415.34 416,196.80 414,982.84 413,800.91 |

ROCKY POINT UFSD OUTSTANDING CHECK LIST AS OF SEPTEMBER 30, 2015

| Check # | Check Date | Check Amt. |
|---------|------------|-------------|
| 85808 | 5/23/2014 | \$1,273.76 |
| 87063 | 6/30/2014 | \$617.59 |
| 88270 | 2/13/2015 | \$131.24 |
| 88713 | 5/22/2015 | \$129.65 |
| 88842 | 5/22/2015 | \$2,940.50 |
| 89848 | 6/30/2015 | \$58.54 |
| 89897 | 6/30/2015 | \$55.41 |
| 89926 | 6/30/2015 | \$30.25 |
| 90062 | 6/30/2015 | \$325.75 |
| 90063 | 6/30/2015 | \$573.55 |
| 90073 | 6/30/2015 | \$26.07 |
| 90101 | 6/30/2015 | \$458.61 |
| 90122 | 6/30/2015 | \$92.35 |
| 90157 | 7/9/2015 | \$33.17 |
| 90382 | 9/4/2015 | \$1,129.93 |
| 90410 | 9/4/2015 | \$1,089.51 |
| 90559 | 9/4/2015 | \$147.43 |
| 90635 | 9/4/2015 | \$609.63 |
| 90659 | 9/4/2015 | \$55.41 |
| 90662 | 9/4/2015 | \$277.05 |
| 90680 | 9/18/2015 | \$2,066.53 |
| 90688 | 9/18/2015 | \$339.46 |
| 90690 | 9/18/2015 | \$117.60 |
| 90697 | 9/18/2015 | \$994.86 |
| 90702 | 9/18/2015 | \$107.58 |
| 90708 | 9/18/2015 | \$137.25 |
| 90711 | 9/18/2015 | \$88.56 |
| 90718 | 9/18/2015 | |
| | | \$14,031.34 |

DETAIL ACCOUNT TRANSACTIONS - T 205 CAPITAL ONE NET PAYROLL - 09/01/15 - 09/30/15

| DATE | REF# INV# VEND# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|--|---|---|--------------------------------------|--|--|---|
| 09/01/15 09/01/15 09/04/15 09/11/15 09/18/15 09/28/15 | 1023745 31 1023754 68 1023781 | BALANCE 07/01/15 - 08/31/15 FUNDING NET PAYROLL 9:4.1 FICA & MED & T&A DEDUCTIO FUNDING NET PAYROLL 9:18. FICA & MED & T&A DEDUCTIO FUNDING NET PAYROLL 10:2. | CR-4 JE-6 CR-4 JE-6 CR-4 | 0.00 546,559.37 0.00 879,624.09 0.00 887,128.61 0.00 | 0.00 0.00 546,559.37 0.00 879,624.09 0.00 855.48 | 40,377.31 586,936.68 40,377.31 920,001.40 40,377.31 927,505.92 926.650.44 |
| 09/30/15 | 80 | NET PAYROLL CHECK #90720 | JE-7 TOTALS | 2,313,312.07 | 1,427,038.94 | 926,650.44 |

Report Completed 10:21 AM

Rocky Point Union Free School District Treasurer's Report Scholarship Fund Checking - U200 As of September 30, 2015

| Reconciled Balance as | of: 8/30/2015 | | 33,453.81 |
|-------------------------|-----------------------|---------------|-----------|
| Receipts: | | | 0.00 |
| Disbursements: | | | 0.00 |
| Total available balance | per General Ledger as | of: 9/30/2015 | 33,453.81 |
| Bank Balance as of: | 9/30/2015 | | 33,703.81 |
| Less: | Outstanding Checks | | 250.00 |
| Adjusted Bank Balance | e as of : | 9/30/2015 | 33,453.81 |

Prepared by: Sulski Bulski Date: 10/5/2015

Reviewed by: Date:

10/5/2018/ lln.say

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD SCHOLARSHIP CHECKING 90 ROCKY POINT YAPHANK RD ROCKY POINT NY

11778-8423

| | f 1 |
|--|----------------------|
| | |
| 33,703.81 0.00 0.00 0.00 33,703.81 | |
| | 0.00 0.00 0.00 |

Bank Reconciliation Outstanding Checks Listing as of 09/30/15

| CHECK# | ISSUE DATE | PAYEE | | AMOUNT | CLEARED CLEAR DATE |
|--------|------------|------------------|--------------|--------|--------------------|
| 289 | 06/16/15 | HEMBURY, RICHARD | | 250.00 | N |
| | | | GRAND TOTAL | 250.00 | |
| | | | TOTAL CHECKS | 1 | |

Report Completed 11:17 AM

| DATE REF# INV# VEND | # EXPLANATION SCH# | DEBITS | CREDITS | BALANCE |
|---------------------|-----------------------------|--------|---------|-----------|
| 09/01/15 | BALANCE 07/01/15 - 08/31/15 | 0.00 | 0.00 | 33,453.81 |
| 03/01/13 | TOTALS | 0.00 | 0.00 | 33,453.81 |

Report Completed 11:16 AM

Rocky Point Union Free School District Treasurer's Report Debt Service Fund Checking - V200 As of September 30, 2015

| Reconciled Balance as of: 8/30/2015 | 311,380.06 |
|---|------------|
| Receipts: | 0.00 |
| Disbursements: | 0.00 |
| Total available balance per General Ledger as of: 9/30/2015 | 311,380.06 |
| Bank Balance as of: 9/30/2015 | 311,380.06 |

Prepared by: Date:

Reviewed by:

V200

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD DEBT SERVICE FUND 90 ROCKY POINT YAPHANK RD ROCKY POINT NY

11778-8423

| | 0 ENCLOSURES | Page | 1 of | 1 |
|---|--------------------------------------|------|--|---|
| Govt Banking Blended Chking | | | | |
| Opening balance +Deposits/Credits -Checks/Debits -Service charge Ending balance Days in Statement Period END OF STATEMENT | 09-01-15 0 0 09-30-15 30 | | 380.06 0.00 0.00 0.00 380.06 | |

DETAIL ACCOUNT TRANSACTIONS - V 200 CASH - 09/01/15 - 09/30/15

| DATE REF# INV# | VEND# EXPLANATION SCH# | DEBITS | CREDITS | BALANCE- |
|----------------|-----------------------------|--------|---------|------------|
| 09/01/15 | BALANCE 07/01/15 - 08/31/15 | 0.00 | 0.00 | 311,380.06 |
| | TOTALS | 0.00 | 0.00 | 311,380.06 |

Report Completed 11:17 AM

| | | Septen | ITY ACCOUNT | | | |
|------------------|-------------------------------------|--------------------|------------------|--------------|-------------|--------------------|
| | | | | | | |
| ROM:9/1/15 | | | | | | |
| O: 9/30/15 | | | | | JE | |
| | | 9/1/2015 | | | OR | 9/30/2015 |
| ACCOUNT | NAME | BEG. BAL. | RECEIPTS | DISB | TRANSFERS | END BAL. |
| 600-2014 | CLASS OF 2014 | \$528.37 | | | | \$528.37 |
| 600-2015 | CLASS OF 2015 | \$453.51 | | | | \$453.51 |
| 630-7 | LEADERS CLUB | \$1,913.51 | | \$333.50 | | \$1,580.01 |
| 630-8 | MATH HONOR SOCIETY | \$55.67 | | | | \$55.67 |
| 630-9 | VARSITY CLUB | \$1,925.21 | | | | \$1,925.21 |
| 6310 | SCIENCE CLUB | \$269.85 | | | | \$269.85 |
| 6351 | STUDENT COUNCIL-MS | \$10,530.13 | | | | \$10,530.13 |
| 635-3 | MS/YEARBOOK | \$4,688.44 | | | | \$4,688.44 |
| 640-2 | MS SCHOOL STORE | \$259.96 | | | | \$259.96 |
| 640-3 | BUSINESS CLUB | \$13.78 | | | | \$13.78 |
| 640-4 | MS ROBOTICS | \$247.38 | | | | \$247.38 |
| 645-2 | NICER NEIGHBOR CLUB | \$366.78 | | \$50.00 | | \$316.78 |
| 64521 | BANN-KIN | \$1,723.58 | | | | \$1,723.58 |
| 645-3 | FBLA CLUB | \$3.63 | | | | \$3.63 |
| 645-4 | COMMUNITY SERVICE | \$1,819.46 | | | | \$1,819.46 |
| 645-7 | SKILLS USA | \$349.62 | | | | \$349.62 |
| 6460 | GAY/STRAIGHT ALLIANCE | \$0.10 | | - | | \$0.10 |
| 65010 | SADD | \$850.56 | | | | \$850.56 |
| 650-115 | THESPIAN TROUPE | \$511.54 | | | | \$511.54 |
| 650-12 | YEARBOOK CLUB | \$25,085.81 | \$7,135.00 | * | | \$32,220.81 |
| 650-16 | HS STUDENT COUNCIL | \$15,131.35 | | | | \$15,131.35 |
| 650-17 | ART CLUB | \$1,363.10 | | | | \$1,363.10 |
| 65018 | BUSINESS HONOR | \$584.97 | | | | \$584.97 |
| 650-25 | JAE STUDENT COUNCIL | \$3,802.08 | | | | \$3,802.08 |
| 6533 | ROBOTICS HS | \$492.84 | | | | \$492.84 |
| | Sub Total | \$72,971.23 | \$7,135.00 | \$383.50 | \$0.00 | \$79,722.73 |
| 700 | INTEREST | \$30.16 | | | 75.55 | \$42.51 |
| | TOTALS | \$73,001.39 | | | | \$79,765.24 |
| | | | | | | |
| | | 9/1/2015 | | | CASH | 9/30/2015 |
| | | END BAL. | RECEIPTS | DISB. | MOVE | END BAL. |
| 01 - CHECK | ING ACCT - CAP ONE | \$72,734.12 | \$7,135.00 | \$383.50 | \$0.00 | \$79,485.62 |
| | OM GENERAL | \$267.27 | \$12.35 | \$0.00 | | \$279.62 |
| | | \$73,001.39 | 1 | 7 | 1 | \$79,765.24 |
| | | | † | | † | , , ,, , , , , , , |
| certify that the | his financial report is correct, th | at all cash receir | ots have been re | corded and d | eposited | |
| | disbursements were supported | | | | | ···· |
| vith state law | s, regulations and school boar | d regulations. | | | | |
| | V | | 1 | | | |
| Prepared by: | Lende Belake | Reviewed by: | VICIN | a Ho | elasay | |
| | | | VI | | 7 | |
| | | | X | 0 | | |
| | | | 1 | | 1 0 | |

Rocky Point Union Free School District Treasurer's Report Extra Class Checking - X201 As of September 30, 2015

| Reconciled Balance as of | f: 8/30/2015 | | | 72,734.12 |
|---------------------------|--------------------------|-----------|--------|-----------|
| Receipts: | HS Yearbook/Advertising | 7,135.00 | | 7,135.00 |
| Disbursements: | Cash Disbursements | | 383.50 | (383.50) |
| Total available balance p | er General Ledger as of: | 9/30/2015 | | 79,485.62 |
| Bank Balance as of: | 9/30/2015 | | | 79,869.12 |
| Less: | Outstanding Checks | | | 383.50 |
| Adjusted Bank Balance a | as of: 9/30/2015 | | | 79,485.62 |

Prepared by: Seleke Reviewed by: Date: Date:

Jugine Hollan

X201

ExportData

Direct inquiries to Customer Service 877 694-9111

ROCKY POINT UFSD EXTRA CLASS CHECKING 90 ROCKY POINT YAPHANK RD ROCKY POINT NY 11778-8423

| | | | 0 ENCLOSURES | Page | 1 of | 1 |
|----------------|--|----------|--------------------------------------|-------------------|---|--|
| Govt | Banking Blended Chkin | g | | | | |
| | Opening balanc +Deposits/Cred -Checks/Debits -Service charg Ending balance Days in Statem | its e | 09-01-15 2 0 09-30-15 30 | 7,1 | 34.12 .35.00 0.00 0.00 669.12 | |
| DATE | DESCRIPTION | CHECK# | DEBITS | CREDITS | | BALANCE |
| 09-30 09-30 | Beginning Balance Customer Deposit Deposit correction cr Ending balance END OF STATEMENT | edit | | 7,065.00 70.00 | | 72,734.12 79,799.12 79,869.12 79,869.12 |

Bank Reconciliation Outstanding Checks Listing as of 09/30/15

| CHECK# | ISSUE DATE | PAYEE | AMOUNT | CLEARED CLEAR DATE | |
|--------|------------|------------------------|--------|--------------------|--|
| 10893 | 09/29/15 | ROCKY POINT LAUNDROMAT | 50.00 | N | |
| 10894 | 09/29/15 | PEPSI BOTTLING COMPANY | 333.50 | N | |
| | | GRAND TOTAL | 383.50 | | |
| | | TOTAL CHECKS | 2 | | |

Report Completed 12:35 PM

DETAIL ACCOUNT TRANSACTIONS - X 201 CAPITAL ONE CHECKING - 09/01/15 - 09/30/15

| DATE | REF# INV | # VEND# | EXPLANATION | SCH# | DEBITS | CREDITS | BALANCE |
|----------|----------|---------|-----------------------------|--------|----------|---------|-----------|
| 09/01/15 | | | BALANCE 07/01/15 - 08/31/15 | | 0.00 | 0.00 | 72,734.12 |
| 09/30/15 | 1023794 | | HS YEARBOOK/ADVERTISING | CR-1 | 7,135.00 | 0.00 | 79,869.12 |
| 09/30/15 | | | * SEE CASH DISBURSEMENT | CD-2 | 0.00 | 383.50 | 79,485.62 |
| | | | | TOTALS | 7,135.00 | 383.50 | 79,485.62 |

Report Completed 3:37 PM

CASH REPORT FOR THE MONTH ENDED September 30, 2015

| GENER | AL FUND | | | |
|---|---------------------|------------------------------------|-----------|---------------|
| | A210 | Petty Cash | \$ | 600.00 |
| | A2008 | Capital One Investment | \$ | 12,327,882.19 |
| | A2010 | Capital One AP Checking | \$ | 4,538,519.85 |
| | A2011 | JP Morgan Chase-Money Market | _\$_ | 4,514,947.15 |
| | Total General | l Fund: | _\$_ | 21,381,949.19 |
| SCHOO | L LUNCH FUN | D | | |
| | C207 | Capital One Lunch Fund Checking | \$ | 625,261.22 |
| | C208 | JP Morgan Chase-Lunch ACH | \$ | 567,835.20 |
| | Total School | Lunch Fund: | | 1,193,096.42 |
| SPECIA | L AID FUND | | | |
| <u>01 </u> | F205 | Capital One Federal Checking | \$ | 159,989.78 |
| | Total Cassial | Aid Frank | | 450,000,70 |
| | Total Special | Ald Fund: | <u>\$</u> | 159,989.78 |
| CAPITAL | L FUND | | | |
| | H205 | Capital One - Checking | _\$_ | 238,426.31 |
| | Total Capital | Fund: | _\$_ | 238,426.31 |
| TRUST & | & AGENCY FU | IND | | |
| | T204 | Capital One - Checking | \$ | 2,966,550.54 |
| | T205 | Capital One - Net Payroll Checking | \$ | 926,650.44 |
| | Total Trust & | Agency Fund: | \$ | 3,893,200.98 |
| SCHOL V | DOUID ELIND | | - | |
| SCHOLF | ARSHIP FUND U200 | Capital One - Checking | \$ | 33,453.81 |
| | T | - | | |
| | Total Scholar | ship Fund | | 33,453.81 |
| DEBT S | ERVICE FUND | | | |
| | V200 | Capital One - Money Market | \$ | 311,380.06 |
| | Total Debt Se | ervice Fund | _\$_ | 311,380.06 |
| EVTDA (| 01 400 EUND | | | |
| EXTRA | CLASS FUND X201 | _ Capital One - Checking | \$ | 79,485.62 |
| | | | | _ |
| | Total Extra Cl | ass Fund | | 79,485.62 |
| | | | | |
| | . | | | |
| | Total All Fund | ls: | | 27,290,982.17 |

Rocky Point UFSD PERIOD COVERED 7/1/15 to 6/30/2016 CASH FLOW SUMMARY (THOUSANDS OF DOLLARS)

| MONTH | JULY | AUGUST | SEPT | ОСТ | NOV | DEC | JAN | FEB | MARCH | APRIL | MAY | JUNE |
|------------------------------------|----------|-----------|--|---------|--------|----------|----------|----------|------------|---------|----------------|-----------------|
| BEGINNING BALANCE | 21,228 | 17,511 | 16,255 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 |
| RECEIPTS: | .XXXXXXX | ***** | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | XXXXXXX | ***** | XXXXXXXX | XXXXXXXX | XXXXXXXX | (XXXXXXXX | XXXXXXX | | YYYYYY Y |
| PROPERTY TAXES | 0 | 0 | 0 | 0 | 0 | 0 | 0 | n | 0000000 | 0 | ^//////// n | ^^^ |
| STAR AID | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| STATE AID | 0 | 847 | 4,675 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER | 81 | 122 | 1,023 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TRF FR OTHER FUNDS | 01 | 0 | 1,023 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LOANS FR OTH FDS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| NYS AID DUE TO OTHER FUNDS | 124 | 0 | 96 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TAN PROCEEDS | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL RECEIPTS: | 205 | 969 | 10,794 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL RECEIPTS: | 205 | 909 | 10,794 | U | U | U | U | U | U | U | U | U |
| DISBURSEMENTS: | XXXXXXX | CXXXXXX | xxxxxx | xxxxxx | xxxxxx | xxxxxx | XXXXXXX | XXXXXXX | (XXXXXXXX | CXXXXXX | xxxxxx x | XXXXXXX |
| SAL & BEN | 577 | 641 | 3,774 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OPERATING EXPENSES | 3,345 | 1,584 | 1,893 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| OTHER | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DUE TO OTHER FUNDS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| DEBT SERVICE | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| LOAN TO OTH FDS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| REPYMT OF LOANS | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| REPYMT OF TAN | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TAN INTEREST PAYMENT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| INT REPAY | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL DISB: | 3,922 | 2,225 | 5,667 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | • | • | | | | | | | | | | 0 |
| BALANCE | 17,511 | 16,255 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 | 21,382 |
| | XXXXXXX | (XXXXXXX) | XXXXXX | XXXXXX | XXXXXX | XXXXXXX | XXXXXXX | XXXXXXX | (XXXXXXXXX | XXXXXXX | XXXXXXX | XXXXXXX |
| Fund Balance Projection | | | | | | | | | | | | |
| Opening Undesignated FB | 3151 | 3151 | 3151 | 3151 | 3151 | 3151 | 3151 | 3151 | 3151 | 3151 | 3151 | 3151 |
| Expenditures (2015/2016) | 596 | 596 | 649 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Revenue (2015/2016) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Projected Fund Balance at Year End | 3,747 | 3,747 | 3,800 | | | | | | | | | |
| | | | | | | | | | | | | |

GENERAL FUND

TRIAL BALANCE - FUND: A GENERAL FUND 07/01/15 - 09/30/15

| | ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | A SECTION AND SECTION |
|-----|--------------|----------------------------|----------------|----------------|---|
| - V | A2008 | CAPITAL ONE INVESTMENT | 12,327,882.19 | 0.00 | |
| | A2010 | CAPITAL ONE AP CHECKING | 4,538,519.85 | 0.00 | |
| | A2011 | CHASE GENERAL FUND MM | 4,514,947.15 | 0.00 | |
| | A210 | PETTY CASH | 600.00 | 0.00 | |
| | A380 | ACCOUNTS RECEIVABLE | 10,529.65 | 0.00 | |
| | A391 | DUE FROM FEDERAL FUND | 1,131,103.72 | 0.00 | |
| | A3911 | DUE FROM TRUST AND AGENCY | 2,312,557.98 | 0.00 | 50 5 (61 Ch. 1) - 1 2 (61 Chapter) |
| | A3912 | DUE FROM SCHOOL LUNCH | 1,249,084.58 | 0.00 | |
| | A3917 | DUE FROM DEBT SERVICE | 104,137.65 | 0.00 | - 17. No. 32. 32. 32. 44. 44. 47. |
| | A410 | STATE & FEDERAL AID RECEIV | 11,511.33 | 0.00 | |
| | A4805 | PREPAID INSURANCE | 60,000.00 | 0.00 | \$27.000000000000000000000000000000000000 |
| | A510 | ESTIMATED REVENUES | 75,391,174.22 | 0.00 | |
| | A521 | ENCUMBRANCES | 52,511,166.10 | 0.00 | |
| | A522 | EXPENDITURES | 7,889,068.00 | 0.00 | |
| | A599 | APPROPRIATED FUND BALANCE | 3,557,306.83 | 0.00 | COLUMN SCHOOL TO THE PROPERTY OF THE PROPERTY |
| | A600 | ACCOUNTS PAYABLE | 0.00 | 77,992.64 | |
| | A620 | TAX ANTICIP NOTES PAYABLE | 0.00 | 5,000,000.00 | CARL CARLS |
| | A630 | DUE TO OTHER FUNDS | 0.00 | 738.51 | |
| | A6301 | DUE TO SCHOOL LUNCH FUND | 0.00 | 35,362.58 | |
| | A6304 | DUE TO TRUST AGENCY | 1,455,219.32 | 0.00 | |
| | A6305 | DUE TO DEBT SERVICE | 0.00 | 286.64 | |
| | A632 | DUE TO STATE TEACHERS' RET | 0.00 | 5,240,251.41 | 100 |
| | A637 | DUE EMPLOYEES' RETIREMENT | 0.00 | 252,491.75 | |
| | A806 | NONSPENDABLE FUND BALANCE | 0.00 | 60,000.00 | |
| | A814 | WORKER'S COMPENSATION RESE | 0.00 | 2,007,107.00 | |
| | A815 | UNEMPLOYMENT INSURANCE RES | 0.00 | 527,600.36 | |
| | A821 | RESERVE FOR ENCUMBRANCES | 0.00 | 52,511,165.60 | |
| | A825 | ERS RESERVE | 0.00 | 7,019,692.00 | |
| | A861 | PROPERTY LOSS RESERVE | 0.00 | 53,263.00 | |
| | A862 | LIABILITY LOSS RESERVE | 0.00 | 53,263.00 | 1. 节点节期的影响等 |
| | A867 | RESERVE FOR EMPLOYEE BENEF | 0.00 | 4,175,284.00 | |
| | A878 | CAPITAL RESERVE | 0.00 | 774,390.00 | |
| | A909 | FUND BALANCE | 0.00 | 425,470.92 | |
| | A910 | APPROPRIATED FUND BALANCE | 0.00 | 1,465,650.00 | |
| | A911 | UNAPPROPRIATED FUND BALANC | 0.00 | 4,708,665.30 | |
| | A960 | APPROPRIATIONS | 0.00 | 78,948,481.05 | |
| | A980 | REVENUES | 0.00 | 3,727,652.81 | |
| | GRAND TOTALS | | 167,064,808.57 | 167,064,808.57 | |

Report Completed 10:44 AM

REVENUE BUDGET STATUS - FUNDS: A FOR PERIOD COVERED 07/01/15 - 09/30/15

| ACCOUNT | ACCOUNT NAME | BUDGET | ADJUSTMENTS | REVISED BUDGET | REVENUE EARNED | UNEARNED REVENUE |
|--------------|----------------------------|---------------|-------------|-------------------|-------------------|---------------------|
| A 1001 | REAL PROPERTY TAX | 47,724,854.00 | 0.00 | 47,724,854.00 | 0.00 | 47,724,854.00 |
| A 1315 | CONTINUING ED-SUMMER | 25,000.00 | 0.00 | 25,000.00 | 21,332.50 | 3,667.50 |
| A 1315A | CONTINUING ED-FALL | 2,500.00 | 0.00 | 2,500.00 | 0.00 | 2,500.00 |
| A 1315B | CONTINUING ED-SPRING | 2,500.00 | 0.00 | 2,500.00 | 0.00 | 2,500.00 |
| A 1316 | DRIVER EDUCATION-SUMMER | 30,000.00 | 0.00 | 30,000.00 | 63,745.00 | (33,745.00) |
| A 1316A | DRIVERS ED-FALL | 31,500.00 | 0.00 | 31,500.00 | (800.00) | 32,300.00 |
| A 1316B | DRIVERS ED-SPRING | 31,500.00 | 0.00 | 31,500.00 | 0.00 | 31,500.00 |
| A 1489 | OTHER CHARGES-PROM, YEARBO | 50,000.00 | 0.00 | 50,000.00 | 0.00 | 50,000.00 |
| 2230 | DAY SCHOOL TUITION FROM O | 0.00 | 0.00 | 0.00 | 25,684.65 | (25,684.65) |
| 2401 | INTEREST AND EARNINGS | 35,500.00 | 0.00 | 35,500.00 | 10,239.17 | 25,260.83 |
| 2680 | INSURANCE RECOVERIES | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2690 | FINES - LOST BOOKS | 0.00 | 0.00 | 0.00 | 205.35 | (205.35) |
| 2700 | REIMBURSEMENT OF MEDICARE | 48,300.00 | 0.00 | 48,300.00 | 0.00 | 48,300.00 |
| 2703 | PRIOR YEAR REFUNDS-OTHER | 25,000.00 | 0.00 | 25,000.00 | 33,443.65 | (8,443.65) |
| 2705 | GIFTS AND DONATIONS | 0.00 | 346.22 | 346.22 | 250.00 | 96.22 |
| 2710 | PREMIUM ON OBLIGATIONS | 0.00 | 0.00 | 0.00 | 38,800.00 | (38,800.00) |
| 2770 | OTHER UNCLASSIFIED | 0.00 | 0.00 | 0.00 | 2,423.04 | (2,423.04) |
| 2772 | E-RATE REVUENE | 30,000.00 | 0.00 | 30,000.00 | 0.00 | 30,000.00 |
| 2801 | INTERFUND REVENUE | 0.00 | 0.00 | 0.00 | 100,000.00 | (100,000.00) |
| 3101 | GROSS STATE AID - BASIC | 23,760,636.00 | 0.00 | 23,760,636.00 | 0.00 | 23,760,636.00 |
| 3101.E | STATE AID EXCESS COST | 1,980,494.00 | 0.00 | 1,980,494.00 | 0.00 | 1,980,494.00 |
| 3102 | STATE AID LOTTERY | 0.00 | 0.00 | 0.00 | 3,367,397.13 | (3,367,397.13) |
| 3103 | STATE AID BOCES | 1,295,625.00 | 0.00 | 1,295,625.00 | 0.00 | 1,295,625.00 |
| 3260 | STATE AID TEXTBOOKS | 269,317.00 | 0.00 | 269,317.00 | 51,030.00 | 218,287.00 |
| 3262 | STATE AID COMPUTER SOFTWA | 48,102.00 | 0.00 | 48,102.00 | 0.00 | 48,102.00 |
| 4285 | MEDICAID MANAGEMENT REIMB | 0.00 | 0.00 | 0.00 | 13,902.32 | (13,902.32) |
| FUND A TOTAL | | 75,390,828.00 | 346.22 | 75,391,174.22 | 3,727,652.81 | 71,663,521.41 |

Report Completed 10:48 AM

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 09/30/15 (Summary)

| ACCOUN | T GROUPING | | ORIG BUDGET | ADJUSTMENTS | ADJ BUDGET | EXPENSED | ENCUMBERED | AVAILABLE |
|---------|---------------------------------------|----------|---------------|-------------|---------------|--------------|---------------|--------------|
| | A 1010BOARD OF EDUCATION | | 9,650.00 | 3,010.00 | 12,660.00 | 6,755.49 | 1,516.25 | 4,388.26 |
| | A 1040DISTRICT CLERK | * | 12,600.00 | 0.00 | 12,600.00 | 3,100.80 | 10,799.20 | |
| | A 1060DISTRICT MEETING | * | 7,810.00 | 0.00 | 7,810.00 | 100.00 | 1,031.60 | |
| | A 1240CHIEF SCHOOL ADMINISTRATOR | | 367,798.00 | 49.00 | 367,847.00 | 78,961.45 | 263,288.78 | 25,596,77 |
| | A 1310BUSINESS ADMINISTRATION | | 1,019,490.00 | (2,185.55) | 1,017,304.45 | 132,509.97 | 837,027.53 | 47,766.95 |
| | A 1320AUDITING | * | 125,000.00 | 0.00 | 125,000.00 | 7,430.43 | 69,324.57 | 48,245.00 |
| | A 1325TREASURER | * | 10,000.00 | 0.00 | 10,000.00 | 5,965.00 | 0.00 | 4,035.00 |
| | A 1345PURCHASING | * | 36,225.00 | 0.00 | 36,225.00 | 15,942.67 | 20,702.33 | (420.00) |
| | A 1380FISCAL AGENT FEE | * | 9,000.00 | 0.00 | 9,000.00 | 0.00 | 9,000.00 | 0.00 |
| | A 1420LEGAL | | 200,000.00 | 0.00 | 200,000.00 | 23,293.60 | 135,206.40 | 41,500.00 |
| | A 1430PERSONNEL | | 351,438.00 | 283.68 | 351,721.68 | 65,042.83 | 286,469.19 | 209.66 |
| | A 1480PUBLIC INFORMATION AND SERVICES | * | 40,650.00 | 0.00 | 40,650.00 | 3,509.63 | 37,140.37 | 0.00 |
| | A 1620OPERATION OF PLANT | * | 3,701,221.00 | 37,807.39 | 3,739,028.39 | 560,375.55 | 2,593,636.97 | 585,015.87 |
| | A 1621MAINTENANCE OF PLANT | | 626,725.00 | 75,720.05 | 702,445.05 | 40,041.32 | 280,629.21 | 381,774.52 |
| | A 1670CENTRAL PRINTING AND MAILING | | 66,000.00 | 0.00 | 66,000.00 | 25,848.95 | 31,374.05 | 8,777.00 |
| | A 1680CENTRAL DATA PROCESSING | * | 820,100.00 | 0.00 | 820,100.00 | 20,630.94 | 799,469.06 | 0.00 |
| | A 1910UNALLOCATED INSURANCE | | 529,725.00 | 0.00 | 529,725.00 | 460,639.98 | 11,464.02 | 57,621.00 |
| | A 1981ADMINISTRATIVE CHARGE-BOCES | * | 342,000.00 | 0.00 | 342,000.00 | 76,345.02 | 265,654.98 | 0.00 |
| | A 2010CURRICULUM DEVELOPMENT AND SUP | P* | 455,498.00 | 0.00 | 455,498.00 | 62,867.73 | 369,600.60 | 23,029.67 |
| | A 2020SUPERVISION - ADMINISTRATION | | 2,363,202.00 | 4,103.10 | 2,367,305.10 | 416,741.63 | 1,389,620.58 | 560,942.89 |
| | A 2060RESEARCH, PLANNING AND EVALUATI | * | 45,000.00 | 0.00 | 45,000.00 | 4,688.25 | 0.00 | 40,311.75 |
| | A 2070INSERVICE TRAINING - INSTRUCTIO | * | 15,350.00 | 0.00 | 15,350.00 | 3,400.29 | 9,050.00 | 2,899.71 |
| - | A 2110TEACHING - REGULAR SCHOOL | * | 22,180,962.11 | 34,000.73 | 22,214,962.84 | 1,399,030.93 | 17,246,053.30 | 3,569,878.61 |
| | A 2138MUSIC & FINE ARTS | * | 71,456.00 | 8,061.98 | 79,517.98 | 24,998.23 | 18,886.89 | 35,632.86 |
| | A 2250PROGRAMS FOR HANDICAPPED CHILDR | ?* | 14,569,191.10 | 192.72 | 14,569,383.82 | 1,165,114.58 | 12,891,735.84 | 512,533.40 |
| | A 2280OCCUPATIONAL EDUCATION | | 1,084,450.00 | 255.80 | 1,084,705.80 | 85,210.07 | 997,288.19 | 2,207.54 |
| | A 2330COMMUNITY EDUCATION | | 555,400.00 | 0.00 | 555,400.00 | 33,034.55 | 432,583.29 | 89,782.16 |
| | A 2610SCHOOL LIBRARY AND AUDIOVISUAL | | 573,223.00 | 3,005.80 | 576,228.80 | 54,617.76 | 445,577.84 | 76,033.20 |
| | A 2620EDUCATIONAL TELEVISION | | 12,900.00 | 0.00 | 12,900.00 | 0.00 | 12,900.00 | 0.00 |
| | A 2630COMPUTER ASSISTED INSTRUCTION | | 310,403.00 | 0.00 | 310,403.00 | 74,128.35 | 69,876.02 | 166,398.63 |
| | A 2805ATTENDANCE - REGULAR SCHOOL | * | 48,034.00 | 0.00 | 48,034.00 | 13,327.13 | 22,495.00 | 12,211.87 |
| | A 2810GUIDANCE - REGULAR SCHOOL | * | 1,107,586.00 | 1,295.62 | 1,108,881.62 | 141,246.86 | 877,460.31 | 90,174.45 |
| | A 2815HEALTH SERVICES - REGULAR SCHOO | | 398,542.80 | 0.00 | 398,542.80 | 27,632.21 | 318,491.05 | 52,419.54 |
| | A 2820PSYCHOLOGICAL SERVICES - REGULA | | 275,086.00 | 0.00 | 275,086.00 | 14,626.60 | 257,010.40 | 3,449.00 |
| | A 2825SOCIAL WORK SERVICES - REGULAR | * 44 1 | 418,359.00 | 0.00 | 418,359.00 | 50,088.95 | 368,271.05 | (1.00) |
| | A 2850CO-CURRICULAR ACTIVITIES - REG. | * | 307,832.00 | 1,154.39 | 308,986.39 | 3,323.40 | 6,498.99 | 299,164.00 |
| | A 2855INTERSCHOLASTIC ATHLETICS - REG | | 827,999.00 | 141.34 | 828,140.34 | 125,197.60 | 243,885.51 | 459,057.23 |
| | A 5510DISTRICT TRANSPORTATION SERVICE | | 77,457.00 | 0.00 | 77,457.00 | 17,184.99 | 60,451.01 | (179.00) |
| 25.7 50 | A 5540CONTRACT TRANSPORTATION | * 50.000 | 4,717,072.00 | 841.99 | 4,717,913.99 | 223,046.30 | 4,492,030.69 | 2,837.00 |
| 1.57 | A 9010NYS EMPLOYEES RETIREMENT | | 1,099,265.00 | 0.00 | 1,099,265.00 | 0.00 | 0.00 | 1,099,265.00 |

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 09/30/15 (Summary)

| ACCOUNT GROUPING | | ORIG BUDGET | ADJUSTMENTS | ADJ BUDGET | EXPENSED | ENCUMBERED | AVAILABLE |
|-------------------------------|---|---------------|-------------|---------------|--------------|---------------|---------------|
| A 9020NYS TEACHERS RETIREMENT | | 4,147,763.00 | 0.00 | 4,147,763.00 | 0.00 | 0.00 | 4,147,763.00 |
| A 9030SOCIAL SECURITY | | 2,794,012.00 | 0.00 | 2,794,012.00 | 230,225.75 | 0.00 | 2,563,786.25 |
| A 9040WORKERS' COMPENSATION | • | 400,000.00 | 0.00 | 400,000.00 | 127,881.42 | 267,118.58 | 5,000.00 |
| A 9045LIFE INSURANCE | | 37,000.00 | 0.00 | 37,000.00 | 9,478.10 | 26,239.57 | 1,282.33 |
| A 9050UNEMPLOYMENT INSURANCE | * | 75,000.00 | 0.00 | 75,000.00 | 0.00 | 75,000.00 | 0.00 |
| A 9060HEALTH INSURANCE | • | 8,119,524.00 | 0.00 | 8,119,524.00 | 2,055,482.69 | 5,959,306.88 | 104,734.43 |
| A 9760TAX ANTICIPATION NOTES | * | 178,000.00 | 0.00 | 178,000.00 | 0.00 | 0.00 | 178,000.00 |
| A 9901TRANSFER TO SPECIAL AID | | 3,239,744.00 | 0.00 | 3,239,744.00 | 0.00 | 0.00 | 3,239,744.00 |
| GRAND TOTALS | | 78,780,743.01 | 167,738.04 | 78,948,481.05 | 7,889,068.00 | 52,511,166.10 | 18,548,246.95 |
| | | | | | | | |

Report Completed 10:52 AM

CAFETERIA FUND

TRIAL BALANCE - FUND: C LUNCH FUND 07/01/15 - 09/30/15

| ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | A SECTION AND ADDRESS OF THE PARTY OF THE PA |
|--------------|----------------------------|--------------|--------------|--|
| C207 | CAPITAL ONE CHECKING | 625,261.22 | 0.00 | |
| C208 | CHASE ACH REVENUE | 567,835.20 | 0.00 | |
| C380 | ACCOUNTS RECEIVABLE | 199.70 | 0.00 | |
| C391 | DUE FROM GENERAL FUND | 35,362.58 | 0.00 | |
| C445 | SUPPLY INVENTORY | 8,123.15 | 0.00 | |
| C446 | SURPLUS FOOD INVENTORY | 23,736.59 | 0.00 | |
| C447 | PURCHASED FOOD INVENTORY | 5,989.00 | 0.00 | |
| C510 | ESTIMATED REVENUES | 1,131,000.00 | 0.00 | |
| C521 | ENCUMBRANCES | 610,555.50 | 0.00 | CONTRACTOR CONTRACTOR |
| C522 | EXPENDITURES | 155,445.02 | 0.00 | 上"明》包括"别能" |
| C599 | APPRORIATED FUND BALANCE | 0.00 | 22,119.00 | CONTRACTOR SANCTA |
| C630 | DUE TO GENERAL FUND | 0.00 | 1,249,084.59 | |
| C631 | DUE TO OTHER GOVT. | 0.00 | 113.73 | 0.8530096.7.0530059 |
| C632 | DUE TO OTHER FUNDS | 28,485.58 | 0.00 | |
| C691 | DEFERRED REVENUE | 0.00 | 47,211.48 | MONTH STATE OF STREET |
| C821 | RESERVE FOR ENCUMBRANCES | 0.00 | 610,555.51 | |
| C845 | FUND BALANCE RESERVE FOR I | 0.00 | 37,848.74 | |
| C909 | FUND BALANCE | 0.00 | 27,645.84 | |
| C960 | APPROPRIATIONS | 0.00 | 1,108,881.00 | The state of the state |
| C980 | REVENUES | 0.00 | 88,533.65 | |
| GRAND TOTALS | | 3,191,993.54 | 3,191,993.54 | T. The section |

Report Completed 10:44 AM

REVENUE BUDGET STATUS - FUNDS: C FOR PERIOD COVERED 07/01/15 - 09/30/15

| | | | | REVISED | REVENUE | UNEARNED |
|--------------|--------------------------|--------------|-------------|--------------|-----------|--------------|
| ACCOUNT | ACCOUNT NAME | BUDGET | ADJUSTMENTS | BUDGET | EARNED | REVENUE |
| C 1440 | SALE OF TYPE A LUNCHES | 312,000.00 | 0.00 | 312,000.00 | 35,869.13 | 276,130.87 |
| C 1441 | ADULT ALA CARTE | 5,000.00 | 0.00 | 5,000.00 | 276.30 | 4,723.70 |
| C 1445 | OTHER CAFETERIA SALES | 345,000.00 | 0.00 | 345,000.00 | 6,156.04 | 338,843.96 |
| C 2401 | INTEREST AND EARNINGS | 1,000.00 | 0.00 | 1,000.00 | 393.69 | 606.31 |
| C 2770 | MISCELLANEOUS REVENUES | 0.00 | 0.00 | 0.00 | 287.55 | (287.55) |
| C 3190 | GOVERNMENT REIMB-STATE | 19,000.00 | 0.00 | 19,000.00 | 0.00 | 19,000.00 |
| C 4109 | SURPLUS FOOD | 69,000.00 | 0.00 | 69,000.00 | 45,550.94 | 23,449.06 |
| C 4191 | GOVERNMENT REIMB-FEDERAL | 380,000.00 | 0.00 | 380,000.00 | 0.00 | 380,000.00 |
| FUND C TOTAL | | 1,131,000.00 | 0.00 | 1,131,000.00 | 88,533.65 | 1,042,466.35 |
| | | | | | | |

Report Completed 10:48 AM

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 09/30/15 (Summary)

| ACCOUNT GROUPING | | ORIG BUDGET | ADJUSTMENTS | ADJ BUDGET | EXPENSED | ENCUMBERED | AVAILABLE |
|------------------|---|--------------|-------------|--------------|------------|------------|------------|
| C 2860 | | 965,881.00 | 0.00 | 965,881.00 | 150,401.96 | 610,555.50 | 204,923.54 |
| C 9030 | * | 43,000.00 | 0.00 | 43,000.00 | 5,043.06 | 0.00 | 37,956.94 |
| C 9060 | | 100,000.00 | 0.00 | 100,000.00 | 0.00 | 0.00 | 100,000.00 |
| GRAND TOTALS | | 1,108,881.00 | 0.00 | 1,108,881.00 | 155,445.02 | 610,555.50 | 342,880.48 |

Report Completed 10:53 AM

FEDERAL FUND

TRIAL BALANCE - FUND: F FEDERAL FUND 07/01/15 - 09/30/15

| Control Bullion and the Contro | 77 7 0 - 570 - 7 - 0 | | | | | | | | |
|--|---------------------------|--------------|--------------|----------------------------------|--|--|--|--|--|
| ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | | | | | | |
| F205 | CAPITAL ONE CHECKING | 159,989.78 | 0.00 | CONTRACTOR OF THE REAL PROPERTY. | | | | | |
| F410 | STATE AND FEDERAL AID REC | 935,510.94 | 0.00 | | | | | | |
| F510 | ESTIMATED REVENUES | 1,673,704.23 | 0.00 | | | | | | |
| F521 | ENCUMBRANCES | 207,310.96 | 0.00 | | | | | | |
| F522 | EXPENDITURES | 46,956.24 | 0.00 | DECEMBER 180 | | | | | |
| F630 | DUE TO GENERAL FUND | 0.00 | 1,131,103.52 | | | | | | |
| F631 | DUE TO OTHER GOVT'S | 0.00 | 11,156.00 | THE REPORT OF THE PROPERTY | | | | | |
| F691 | DEFERRED REVENUES | 0.00 | 197.44 | | | | | | |
| F821 | RESERVE FOR ENCUMBRANCES | 0.00 | 207,310.96 | CONTRACTOR SALES | | | | | |
| F960 | APPROPRIATIONS | 0.00 | 1.673.704.23 | | | | | | |
| GRAND TOTALS | | 3,023,472.15 | 3,023,472.15 | CONTRACTOR CONTRACTOR | | | | | |
| | | | | | | | | | |

Report Completed 10:44 AM

REVENUE BUDGET STATUS - FUNDS: F FOR PERIOD COVERED 07/01/15 - 09/30/15

| | | | | REVISED | REVENUE | UNEARNED |
|-----------------|---------------------------|--------------|-------------|--------------|---------|--------------|
| ACCOUNT | ACCOUNT NAME | BUDGET | ADJUSTMENTS | BUDGET | EARNED | REVENUE |
| F 2110.12M.EN.T | MENTORING | 196.36 | 0.00 | 196.36 | 0.00 | 196.36 |
| 3289.UPK.16 | UPK REVENUE 2016 | 197,136.00 | 0.00 | 197,136.00 | 0.00 | 197,136.00 |
| 4126.TLI.15 | REVENUE TITLE I | 72,270.68 | 0.00 | 72,270.68 | 0.00 | 72,270.68 |
| 4126.TLI.16 | REVENUE TITLE I | 193,613.00 | 0.00 | 193,613.00 | 0.00 | 193,613.00 |
| F 4256.16R.SP | REVENUE RESPECT | 359,871.00 | 0.00 | 359,871.00 | 0.00 | 359,871.00 |
| 4256.PRE.16 | REVENUE PRE | 40,157.00 | 0.00 | 40,157.00 | 0.00 | 40,157.00 |
| 4256.PTB.16 | REVENUE PTB | 659,961.00 | 0.00 | 659,961.00 | 0.00 | 659,961.00 |
| 4289.IMM.16 | REVENUE IMMIGRANT STUDENT | 23,002.00 | 0.00 | 23,002.00 | 0.00 | 23,002.00 |
| 4289.LEP.15 | REVENUE TLEP | 978.44 | 0.00 | 978.44 | 0.00 | 978.44 |
| 4289.TII.15 | REVENUE TITLE IIA | 29,804.75 | 0.00 | 29,804.75 | 0.00 | 29,804.75 |
| 4289.TII.16 | REVENUE TITLE IIA | 84,366.00 | 0.00 | 84,366.00 | 0.00 | 84,366.00 |
| 4289.TLE.P1.6 | REVENUE TLEP | 12,348.00 | 0.00 | 12,348.00 | 0.00 | 12,348.00 |
| FUND F TOTAL | | 1,673,704.23 | 0.00 | 1,673,704.23 | 0.00 | 1,673,704.23 |
| | | | | | | |

Report Completed 10:49 AM

$APPROPRIATION\,STATUS\,REPORT\,-\,BY\,FUNCTION;\,FOR\,PERIOD\,o7/o1/15\,-\,o9/3o/15\,(Summary)$

| ACCOUNT GROUPING | | ORIG BUDGET | ADJUSTMENTS | ADJ BUDGET | EXPENSED | ENCUMBERED | AVAILABLE | 286 |
|------------------|---|--------------|-------------|--------------|-----------|------------|--------------|-----|
| F 2110 | • | 942,854.78 | 2,630.45 | 945,485.23 | 46,956.24 | 202,804.04 | 695,724.95 | |
| F 2250 | | 700,118.00 | 0.00 | 700,118.00 | 0.00 | 4,506.92 | 695,611.08 | |
| F 9060 | | 28,101.00 | 0.00 | 28,101.00 | 0.00 | 0.00 | 28,101.00 | |
| GRAND TOTALS | | 1,671,073.78 | 2,630.45 | 1,673,704.23 | 46,956.24 | 207,310.96 | 1,419,437.03 | |

Report Completed 8:34 AM

CAPITAL FUND

TRIAL BALANCE - FUND: H CAPITAL FUND 07/01/15 - 09/30/15

| NAME OF A PARTY OF THE PARTY OF | | | | |
|--|--------------------------|------------|------------|---|
| ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | |
| H205 | CAPITAL ONE CHECKING | 238,426.31 | 0.00 | ARTON CONTROL |
| H6304 | DUE TO DEBT SERVICE FUND | 0.00 | 7,463.96 | |
| H909 | FUND BALANCE | 0.00 | 230,962.35 | A market (16 m) and (17 m) and a second |
| GRAND TOTALS | | 238,426.31 | 238,426.31 | |
| | | | | |

Report Completed 10:45 AM

TRUST AND AGENCY FUND

TRIAL BALANCE - FUND: T TRUST & AGENCY 07/01/15 - 09/30/15

| "This had a to him to be a common to the com | | -///-0 | 100/-0 | |
|--|----------------------------|--------------|--------------|--|
| ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | 44、300000000000000000000000000000000000 |
| T200EX | EXTRACLASSROOM | 79,765.24 | 0.00 | TO SECURE AND ADDRESS. |
| T204 | CAPITAL ONE TRUST & AGENCY | 2,966,550.54 | 0.00 | |
| T205 | CAPITAL ONE NET PAYROLL | 926,650.44 | 0.00 | 100 100 100 100 100 100 100 100 100 100 |
| T23 | INCOME EXECUTIONS | 0.00 | 10,053.59 | |
| T27 | TEACHER RETIREMENT LOANS | 0.00 | 7,944.50 | |
| T281G | FLEX PLAN-HEALTH CARE - YR | 0.00 | 2,366.50 | |
| T281H | FLEX PLAN-HEALTH CARE - YR | 0.00 | 8,590.66 | |
| T282G | FLEX PLAN DEPENDENT CARE-Y | 0.00 | 643.40 | |
| T282H | FLEX PLAN DEPENDENT CARE-Y | 0.00 | 4,282.05 | |
| T290 | AFLAC -CPP | 0.00 | 1,620.91 | · · · · · · · · · · · · · · · · · · · |
| T291 | AFLAC - STD | 0.00 | 779.88 | |
| T35 | SCHOLARSHIP | 0.00 | 75.00 | |
| T38 | EXTRACLASSROOM ACTIVITY | 0.00 | 79,765.24 | THE RESERVE |
| T391 | DUE FROM OTHER FUNDS | 0.00 | 1,483,704.90 | |
| T6300 | DUE TO SCHOLARSHIP FUND | 0.00 | 3,945.00 | The second secon |
| T63001 | DUE TO GENERAL FUND | 0.00 | 2,312,557.98 | |
| T84 | OTHER-NYS EMPL RETIRE LOAN | 0.00 | 4,450.60 | |
| T85 | OTHER-NYS EMPL RETIRE | 0.00 | 4,316.92 | |
| T89 | OTHER VOTE COPE | 0.00 | 342.25 | |
| T91 | LONG TERM DISABILITY | 487.86 | 0.00 | |
| T931 | SCHOOL ACTIVITIES-FJC | 0.00 | 4,070.16 | |
| T932 | SCHOOL ACTIVITIES-JAE | 0.00 | 8,499.85 | |
| T933 | SCHOOL ACTIVITIES-M/S | 0.00 | 3,278.96 | |
| T9331 | HIGH SCHOOL TESTING | 0.00 | 6,617.12 | |
| T9335 | NYSSMA | 0.00 | 96.00 | |
| T9337 | AP TEST DEPOSITS | 0.00 | 15,460.23 | |
| T9338 | MARK TWAIN DINNER | 0.00 | 393.00 | |
| T935 | SCHOOL ACTIVITIES-H/S | 0.00 | 7,453.64 | |
| T9351 | MUSIC DEPT. HIGH SCHOOL | 0.00 | 220.74 | |
| T9352 | SEAN JOHNS MEMORIAL-CHALLE | 0.00 | 925.00 | |
| T936 | FJC - KIDS IN NEED (RUTH S | 0.00 | 1,000.00 | |
| GRAND TOTALS | | 3,973,454.08 | 3,973,454.08 | |
| | | | | |

Report Completed 10:46 AM

SCHOLARSHIP FUND

TRIAL BALANCE - FUND: U SCHOLARSHIP FUND 07/01/15 - 09/30/15

| ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | |
|---------------------|----------------------------|-----------|-----------|-------------------------------------|
| U200 | CASH IN CHECKING | 33,453.81 | 0.00 | FIGURE TO PRESIDENCE AND PROPERTY. |
| U2401 | INTEREST | 0.00 | 18.90 | |
| U391 | DUE FROM TRUST AGENCY | 3,945.00 | 0.00 | Provide the September of Properties |
| U3912 | DUE FROM GENERAL | 458.89 | 0.00 | |
| U9000 | ALLISON FISCH VERADO SCHOL | 0.00 | 0.50 | Commission of the second |
| U9001 | RITA SULLIVAN SCHOLARSHIP | 0.00 | 422.75 | |
| U9002 | RYAN CAUFIELD SCHOLARSDHIP | 0.00 | 23.65 | |
| U9003 | ADMIN SCHOLARSHIP | 0.00 | 1,132.60 | |
| U9004 | K-MART | 0.00 | 81.54 | |
| U9005 | TARGET SCH HS/JR | 0.00 | 43.38 | |
| U9006 | TARGET SCHOLARSHIP JAE | 0.00 | 266.68 | |
| U9007 - | TARGET SCHOLARSHIP | 0.00 | 108.14 | |
| U9008 | FRANCIS RYAN SCHOLARSHIP | 0.00 | 252.83 | The state of the same |
| U9009 | GENERAL SCHOLARSHIP | 0.00 | 62.50 | |
| U9010 | AL MAIN SCHOLARSHIP | 0.00 | 7,740.35 | |
| U9011 | JOSEPH FALLICA | 0.00 | 834.32 | |
| U9015 | SASBO SCHOLARSHIP | 0.00 | 0.92 | . T. I 4557 WA |
| U9016 | SOUND BEACH MUSIC | 0.00 | 0.92 | |
| U9018 | LIVE LIKE SUSIE MEMORIAL S | 0.00 | 23,882.78 | |
| U9019 | GEORGE REH MEMORIAL SCHOLA | 0.00 | 2,484.94 | |
| U9020 | INTERDIST.COUNCIL OF SUPTS | 0.00 | 500.00 | |
| GRAND TOTALS | | 37,857.70 | 37,857.70 | |

Report Completed 10:46 AM

DEBT SERVICE FUND

TRIAL BALANCE - FUND: V DEBT SERVICE FUND 07/01/15 - 09/30/15

| SYLATION DOMESTICATION OF THE SECTION OF THE SECTIO | GATISA STANDARD PROGRAMMA DE CONTRA | | | |
|--|---|--------------|--------------|--|
| ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | |
| V200 | CASH | 311,380.06 | 0.00 | LENGTH TOTAL |
| V391 | DUE FROM CAPITAL | 7,463.96 | 0.00 | |
| V3911 | DUE FROM GENERAL | 286.64 | 0.00 | THE PROPERTY CAN DESCRIPTION |
| V510 | ESTIMATED REVENUE | 3,124,743.00 | 0.00 | |
| V522 | EXPENDITURES | 100,000.00 | 0.00 | |
| V630 | DUE TO OTHER FUNDS | 0.00 | 104,137.65 | |
| V909 | FUND BALANCE, UNRESERVED | 0.00 | 314,706.37 | The state of the s |
| V960 | APPROPRIATIONS | 0.00 | 3,124,743.00 | |
| V980 | REVENUES | 0.00 | 286.64 | AND THE STREET, AND |
| GRAND TOTALS | | 3,543,873.66 | 3,543,873.66 | |

Report Completed 10:46 AM

REVENUE BUDGET STATUS - FUNDS: V FOR PERIOD COVERED 07/01/15 - 09/30/15

| | | | | REVISED | REVENUE | UNEARNED |
|--------------|---------------------|--------------|-------------|--------------|---------|--------------|
| ACCOUNT | ACCOUNT NAME | BUDGET | ADJUSTMENTS | BUDGET | EARNED | REVENUE |
| V 2401 | INTEREST EARNINGS | 0.00 | 0.00 | 0.00 | 286.64 | (286.64) |
| V 5031 | INTERFUND TRANSFERS | 3,124,743.00 | 0.00 | 3,124,743.00 | 0.00 | 3,124,743.00 |
| FUND V TOTAL | | 3,124,743.00 | 0.00 | 3,124,743.00 | 286.64 | 3,124,456.36 |

Report Completed 10:49 AM

APPROPRIATION STATUS REPORT - BY FUNCTION: FOR PERIOD 07/01/15 - 09/30/15 (Summary)

| ACCOUNT GROUPING | | ORIG BUDGET | ADJUSTMENTS | ADJ BUDGET | EXPENSED | ENCUMBERED | AVAILABLE |
|------------------|---|--------------|-------------|--------------|------------|------------|--------------|
| V 9711 | | 3,124,743.00 | 0.00 | 3,124,743.00 | 0.00 | 0.00 | 3,124,743.00 |
| V 9901 | • | 0.00 | 0.00 | 0.00 | 100,000.00 | 0.00 | (100,000.00) |
| GRAND TOTALS | | 3,124,743.00 | 0.00 | 3,124,743.00 | 100,000.00 | 0.00 | 3,024,743.00 |

Report Completed 8:35 AM

ROCKY POINT UNION FREE SCHOOL DISTRICT STUDENT ACTIVITY ACCOUNTS FOR THE MONTH ENDED SEPTEMBER 2015

TRIAL BALANCE - FUND: X STUDENT ACTIVITY 07/01/15 - 09/30/15

| COLUMN STREET, | | ///-0 | 0) / 0 0 / - 0 | |
|--|----------------------------|-----------|-----------------|--|
| ACCOUNT | ACCOUNT NAME | DEBITS | CREDITS | 经验的 100 100 200 200 200 200 200 200 200 200 |
| X201 | CAPITAL ONE CHECKING | 79,485.62 | 0.00 | |
| X391 | DUE FROM OTHER FUNDS | 279.62 | 0.00 | |
| X6002014 | CLASS OF 2014 | 0.00 | 528.37 | |
| X6002015 | CLASS OF 2015 | 0.00 | 453.51 | |
| X6307 | LEADERS CLUB | 0.00 | 1,580.01 | and the development of the |
| X6308 | MATH HONOR SOCIETY | 0.00 | 55.67 | |
| X6309 | VARSITY CLUB | 0.00 | 1,925.21 | |
| X6310 | SCIENCE CLUB | 0.00 | 269.85 | |
| X6351 | STUDENT COUNCIL-MS | 0.00 | 10,530.13 | THE TYLERS. |
| X6353 | YEARBOOK-MS | 0.00 | 4,688.44 | |
| X6402 | MS SCHOOL STORE | 0.00 | 259.96 | |
| X6403 | BUSINESS CLUB | 0.00 | 13.78 | |
| X6404 | MS ROBOTICS CLUB | 0.00 | 247.38 | THE RESERVE |
| X6452 | BE A NICER NEIGHBOR CLUB | 0.00 | 316.78 | |
| X64521 | BANN-KIN | 0.00 | 1,723.58 | COCONDICTOR STREET, SINGS SHARE |
| X6453 | FBLA CLUB | 0.00 | 3.63 | |
| X6454 | COMMUNITY SERVICE CLUB | 0.00 | 1,819.46 | THE RESERVE OF STREET |
| X6457 | SKILLS USA - HS COSMOTOLOG | 0.00 | 349.62 | |
| X6460 | GAY STRAIGHT ALLIANCE CLUB | 0.00 | 0.10 | THE COURSE STATE OF THE PARTY O |
| X65010 | S.A.D.D. | 0.00 | 850.56 | |
| X650115 | THESPIAN TROUPE #696 | 0.00 | 511.54 | · 企業的政治學(2017) |
| X65012 | HS YEARBOOK CLUB | 0.00 | 32,220.81 | King Adjustman and Sil |
| X65016 | STUDENT COUNCIL | 0.00 | 15,131.35 | |
| X65017 | ART CLUB | 0.00 | 1,363.10 | |
| X65018 | BUSINESS HONOR SOCIETY | 0.00 | 584.97 | |
| X65025 | JAE STUDENT COUNCIL | 0.00 | 3,802.08 | |
| X6533 | ROBOTICS CLUB HS | 0.00 | 492.84 | |
| X700 | SURPLUS FUNDS | 0.00 | 42.51 | |
| GRAND TOTALS | | 79,765.24 | 79,765.24 | 1.589.52% |

Report Completed 10:46 AM

October 5, 2015

Board of Education Rocky Point School District 90 Rocky Point-Yaphank Road Rocky Point, NY 11778

> Re: Internal Claims Audit Report for the period September 1, 2015 through September 30, 2015

Board of Education:

I have completed my internal claims auditing services for the Rocky Point School District covering the period September 1, 2015 through September 30, 2015. The services I performed, as outlined within my proposal, include reviewing all claims against the District. The purpose of this report is to update the Board of Education on work performed to date, my findings, and recommendations.

For ease of reference I have categorized the remainder of this report as follow:

Internal Claims Audit Services

Exhibits

INTERNAL CLAIMS AUDIT SERVICES

The internal claims audit services performed on each claim against the District consisted of:

- 1. Verification of the accuracy of invoices and claim forms
- Ensuring proper approval of all purchases; checking that purchases constitute legal expenses of the school district
- Determining that purchase orders have been issued in accordance with Board of Education policy, and applicable state laws

Board of Education Rocky Point School District October 5, 2015 Page 2

Re: Internal Claims Audit Report for the time period of September 1, 2015 through September 30, 2015

- 4. Comparison of invoices or claims with previously approved contracts
- 5. Reviewing price extensions, claiming of applicable discounts, inclusion of shipping and freight charges
- 6. Approving all charges that are presented for payment which are supported with documentary evidence indicating compliance with all pertinent laws, policies and regulations

Over the time period of September 1, 2015 through September 30, 2015 I have audited 385 claims against the District in the amount of \$3,488,748.94. (See attached Exhibit I) I made inquiries and/or observations into 67 claims in the amount of \$202,271.33. I have summarized the inquiries and/or observations as well as the resolutions within Exhibit II. It should be noted that currently, there are 0 outstanding inquiries in regards to the audit of the claims made against the District for the period of September 1, 2015 through September 30, 2015. I have summarized all voided checks and notable exceptions in Exhibit III.

I trust that the foregoing comments are clear. If you have any questions or you would like to discuss this matter further, please contact me at 631-928-5406.

Very truly yours,

John F. Dennehy, Jr. Certified Public Accountant

Internal Claims Audit By Fund

Rocky Point School District

Exhibit I

| | | | | | | | | # of | # of | |
|-----------|-----------|----------|--------------|-------------|--------------------|-----------|-----------------------|-----------|-------------|-----------------|
| Warrant | Audit | | | | | # of | | Resolved | Outstanding | |
| Date | Date | Warrant# | Fund | # of Checks | \$ Value of Checks | Inquiries | \$ Value of Inquiries | Inquiries | Inquiries | Check Sequence |
| 8/31/2015 | 9/2/2015 | 14 | A | 25 | 738,913.85 | 8 | 20,721.54 | 8 | • | 101348-101372 |
| 9/8/2015 | 9/9/2015 | 16 | A | 75 | 161,369.28 | 12 | 6,644.86 | 12 | • | 101373-101447 |
| 9/16/2015 | 9/16/2015 | 17 | Α | 65 | 144,901.57 | 16 | 34,362.43 | 16 | - | 101448-101512 |
| 9/21/2015 | 9/21/2015 | 19 | A | 49 | 136,270.84 | 13 | 59,790.23 | 13 | - | 101513-101561 |
| 9/30/2015 | 9/30/2015 | 20 | A | 69 | 1,449,922.49 | 13 | 71,958.20 | 13 | - | 101562-101630 |
| 9/8/2015 | 9/9/2015 | 5 | C | 15 | 13,619.14 | 3 | 969.58 | 3 | - | 10100-10113 |
| 9/18/2015 | 9/21/2015 | 6 | С | 9 | 7,470.94 | - | • | - | - | 10114-10122 |
| 9/30/2015 | 9/30/2015 | 7 | С | 22 | 15,366.90 | - | - | - | - | 10123-10143 |
| 8/31/2015 | 9/2/2015 | 3 | F | 1 | 14,837.38 | - | - | - | - | 4141 |
| 9/8/2015 | 9/9/2015 | 4 | F | 2 | 13,232.38 | - | - | - | • | 4142-4143 |
| 9/30/2015 | 9/30/2015 | 5 | \mathbf{F} | 2 | 1,625.73 | 1 | 1,040.39 | 1 | - | 4144-4145 |
| 9/3/2015 | 9/3/2015 | 11 | T | 20 | 256,565.89 | - | - | - | - | 10804-10805, |
| | | | | | | | | | | 5113203-5113220 |
| 9/8/2015 | 9/9/2015 | 12 | ${f T}$ | 1 | 364.65 | - | - | - | - | 10806 |
| 9/16/2015 | 9/16/2015 | 13 | T | 27 | 527,120.30 | - | • | - | - | 10807-10815, |
| | | | | | | | | | | 5113221-5113238 |
| 9/30/2015 | 9/30/2015 | 14 | T | 1 | 6,784.10 | 1 | 6,784.10 | 1 | - | 10825 |
| 9/30/2015 | 9/30/2015 | 2 | X | 2 | 383.50 | - | - | • | - | 10893-10894 |
| TO | TAL | | | 385 | \$ 3,488,748.94 | 67 | \$ 202,271.33 | 67 | • | |

| I | egend: |
|------------------------|-----------------------|
| A - General | P (A) - Chase General |
| C - Cafeteria | T - Trust & Agency |
| F - Federal | HB - Bond 2003 |
| H - Capital | CM- Misc Spec Revenue |
| HCP - Capital Projects | TE-Expendable Trust |

Rocky Point School District

Claims Audit - Analysis by Number of Inquiries & Dollar Value

Summary of Inquiries / Resolutions and Percentage of Total Claims & Dollar Value of Claims

Exhibit II

2015 / 2016 YTD

Analysis by Number of Inquiries

| Resson For Inquiry | Resolution | Jul-15 | Aug-15 | Sep-1.5 | Oct-15 | Nov-15 | Dec-15 |
|---|--|-----------------|-------------------|------------------|------------|-------------------|------------------|
| All invoices not reflected on check | Pay unpaid invoice(s) next warrant | 4 1.52% | - 0.00% | - 0.00% | - #DIV/O | - #DIV/Q! | · #DIV/X |
| Check amount not equal to invoices | Difference<\$1; Immaterial, claim paid | - 0.00% | - 0.00% | - a.00% | - #DTV/01 | - #DIV/00 | - #DTV/01 |
| Check amount not equal to invoices | Will pay balance with next invoice | - 0.00% | . 0.00% | - 0.00% | - #DIV/01 | . WDIV/OI | - #DIV/01 |
| Check amount not equal to invoices | Void & reissue | 1 0.38% | - 0.00% | · a.oo% | - #DIV/01 | - #DIV/0! | - #DJV/01 |
| Current year expense paid prior year P.O. | P.O. Funds carried over | - a.oo% | 3 <i>1.</i> 26% | 14 <i>3.66</i> 5 | - #DTV/01 | - #DIV/0! | - #DIV/01 |
| Incorrect vendor name | Void & reissue | - 0.00% | - 0.00% | - 0.00% | - #DTV/01 | - #D5V/01 | · 1/D/TV/01 |
| Insufficient supporting backup | Hold for missing information | - a.00% | - 0.00% | - 0.00% | - NDIV/OI | - NDIV/OI | · #DIV/01 |
| Insufficient supporting backup | Backup Provided | 3 1.14% | 4 1.67% | 1 0.26% | - MDIV/OI | - #DIV/0! | - NDIV/Q! |
| Insufficient supporting backup | Void check | - 0.00% | - 0.00% | - 0.00% | • #D\$V/01 | - #DIV/0! | • #DJV/01 |
| Invoice date precedes PO date | Noted by Business Office | 11 4/8% | 89 <i>16.</i> 39% | 31 <i>8.05</i> % | - #DIV/O | - #DIV/O: | · #DIV/01 |
| Invoice over 90 days outstanding/undated | Verified no duplicate payment | 5 <i>1.90</i> % | 11 4.60% | 8 2.02% | - NDIV/OI | - WDIV/OI | - #DJV/01 |
| Invoice previously stamped by claims auditor | Original check did not pay invoice in full | - a.oo% | · 0.00% | 1 0.25% | - #DIV/O | - MDSV/01 | - #DJV/01 |
| Missing administrator approval signature | Received proper authorization | - a.oo% | - a.oox | - 0.00% | - #DTV/01 | - #DTV/01 | - #DJV/01 |
| Missing receiving signature on invoice or PO | Verified receipt of goods/services | - 0.00% | - 0.00% | - 0.00% | - #DIV/O | #DIV/O | - IDIVA |
| No Purchase Order encumbered | Void & reissue after P.O. encumbered | - 0.00% | - a.oos | - 0.00% | - #DIV/0! | - #DIV/0! | - #DIV/01 |
| Not an original invoice | Copy, fax or statement accepted | 3 1.14% | 2 0.84% | 6 1.58% | - NDIV/O | - <i>IDIV/O</i> I | · #DTV/01 |
| Paid sales tax | Amount immaterial (< \$5), claim paid | - a.oox | - 0.00% | - 0.00% | • ADIV/01 | - #DIV/0! | - <i>IDTV/01</i> |
| PO insufficient funds | PO funds increased post invoice/paid direct from budget code | 12 4.50% |] 442% | - 0.00% | . #DTV/01 | . #DIV/QI | . #DTV/Q |
| Prior year invoice paid current year funds | Noted by Business Office | 2 a.76% | 10 4/8% | 6 <i>1.56</i> % | - #DTV/01 | - NDTV/01 | • #DTV/01 |
| Prior year invoice paid current year funds | Void & reissue with accrual Utilizing recipient verification procedure | - 0.00% | - 0.00% | - 0.00% | - NDTV/01 | - #DIV/Q | - NDIV/0! |
| Xtra Class club purchased gift cards for needy fami | ly through school social worker | - 0.00% | - 0.00% | - 0.00% | - #DIV/01 | - NDTV/OI | - IDIV/0! |
| Total Number (#) of Inquiries | | 41 15.59% | 70 29.29% | 67 17.40% | - #DIV/01 | - #DIV/0! | - #DIV/01 |
| Total Claims Audited | | 268 100.00% | 239 100.00≈ | 385 100.00% | - #DTV/01 | - #DTV/01 | - #DIV/0 |
| Total Outstanding Inquiries | | 0 0.00% | 0 0.00% | 0 0.00% | 0 #DIV/01 | O #DIV/OR | 0 #DIV/ |

Rocky Point School District Claims Audit - Auslysis by Number of Inquiries & Dollar Value

Summary of Inquiries / Resolutions and Percentage of Total Claims & Dollar Value of Claims

Exhibit II

2015 / 2016 YTD

| Reason For Inquiry | Resolution | Jul-15 | | Aug-15 | | Sep-15 | | Oct-15 | | 37 15 | | | |
|--|---|--------------|---------|-----------------------|-------|--------------|----------------|-------------|--------------------|--------|---------|--------|--------|
| ll invoices not reflected on check | Pay unpaid invoice(s) next warrant | 16,922.79 | 0.47% | - 00 | 10x | | 0.00% | QG-18 | 4DB/M | Nov-15 | | Dec-15 | |
| heck amount not equal to invoices | Difference \$1; Immaterial, claim paid | | 0.00% | - 0.0 | | - | 0.00% | • | #DIV/Of | • | NDIV/O! | - | #DIV/0 |
| heck amount not equal to invoices | Will pay balance with next invoice | | 0.00% | . aa | | • | 0.00% | • | NDTV/OI NDTV/OI | • | #DIV/O | • | #DIV/0 |
| heck amount not equal to invoices | Void & reissue | 642.00 | 0.026 | . aa | | · · | 0.00% | • | #DIVAN | • | #DIV/OI | • | ADIV/O |
| aurent year expense paid prior year P.O. | P.O. Funds carried over | _ | 0.00% | 6,362.53 a.s | | 37.129.87 | | • | | • | #DIV/OI | • | #DIV/0 |
| correct vendor name | Void & reissue | | 0.00% | - 00 | | 37,129.87 | | • | #DIV/OI | - | #DIV/O! | - | #DIV/0 |
| sufficient supporting backup | Hold for missing information | • | 0.00% | | | • | 0.00% | • | #DIV/OI | • | #DTV/OI | • | #DIV/0 |
| sufficient supporting backup | Backup Provided | 12.628.38 | ****** | - aa 4.017.24 a.s: | | | 0.00% | • | #DIV/O | • | #DIV/O | • | #DIV/0 |
| sufficient supporting backup | Void check | 12,020.00 | 0.00% | | | 96.00 | | • | #DIV/O | - | #DIV/01 | • | #DIV/0 |
| rvoice date precedes PO date | Noted by Business Office | 705,236,40 | | - aa | | | 0.00% | • | #DTV/OI | • | #DIV/OI | • | #DIV/0 |
| woice over 90 days outstanding/undated | Verified no duplicate payment | 78,247.49 | | 147,210.56 /3.6 | | 151,718.64 | | • | #DJV/OI | • | #DIV/OI | | #DJV/0 |
| voice previously stamped by claims auditor | Original check did not pay invoice in full | /0,24/.42 | | 16,425.73 /.5 | | 3,703.10 | | • | #DIV/O | • | #DTV/OI | | #DTV/0 |
| issing administrator approval endorsement | Received proper authorization | • | 0.00% | · aa | | 225.00 | 0.01% | • | #DIV/O! | - | #DIV/OF | | #DIV/C |
| lissing receiving signature on invoice or PO | Verified receipt of goods/services | • | 0.00% | - 0.00 | | • | 0.00% | | #DIV/O | • | #DIV/O! | | #DIV/0 |
| o Purchase Order encumbered | Void & reissue after P.O. encumbered | • | 0.00% | - ao | | • | 0.00% | • | #DIV/O | | #DIV/OI | | #DIV/O |
| ot an original invoice | | • | 0.00% | · aaa | | | 0.00% | • | #DIV/O | | #DIV/0! | | #DIV/0 |
| aid sales tax | Copy, fax or statement accepted | 68,495.19 | | 290.48 aas | 356 | 7,943.76 | 0.23% | | #DIV/OI | | #DIV/OI | | #DTV/0 |
| O insufficient funds | Amount immaterial (<\$5), claim paid | | 0.00% | - 0.00 | | | 0.00% | | #DIV/OI | | #DIV/O | | #DIV/O |
| S HEMICIELL LUIGES | PO funds increased post invoice/paid direct from budget code | 87,557.41 | 2.45% | 315.48 aas | 2% | - | 0.00% | - | #DTV/OI | • | ADIV/O | • | #DIV/O |
| ior year invoice paid current year funds | Noted by Business Office | 4,177.67 | 0 19ac | 5,769.94 a.s | • | 1.455.46 | | | | | | | |
| ior year invoice paid current year funds | Void & reissue with accrual | - | 0.00% | • 0.00 | | | | | #DIV/O | • | #DIV/0! | • | #DIV/O |
| • | Utilizing recipient verification procedure | - | | • 400 | | • | 0.00% | • | #DIV/O | • | #DTV/Q! | • | #DIV/O |
| tra Class club purchased gift cards for needy farr | | _ | 0.00% | · aaa | | | | | | | | | |
| otal Value (\$) of Inquiries | | 968,907.19 | | 180,891.96 /67 | | 202,271.88 | 0.00% C.00% | | #DSV/0I | • | #DTV/OI | | #DIV/0 |
| | | • | | , | | 372,2. 2.00 | | • | -217/4 | • | #DIV/O | - | #DIV/0 |
| otal Claims Audited | | 3,568,718.58 | 100.00% | 1,080,468.82 100 | 1.00% | 3,488,748.94 | 100.00% | | #DTV/O! | | #DIV/O | _ | #DIV/0 |
| tal Outstanding Inquiries | | · | 0.00% | | 0.00% | | 0.00% | | #DIV/01 | | #DIV/01 | | |

Rocky Point School District Internal Claims Audit Notable Exceptions Exhibit III

Void Checks - September 2015

| i i | | | | | Warrant | | | |
|----------|---------|-----------|--------|-----------|---------|--------------------|------------|--|
| Fund | Ck# | Amount \$ | Vendor | Warrant # | Date | Reason For Inquiry | Resolution | |
| None | | - | | | | | | |
| <u> </u> | | | | | | | | |
| Total | 0 Voids | - | | | | | | |

Other Notable Exceptions - September 2015

| } | | | | | Warrant | | |
|-------|-------------|-----------|--------|---|---------|--------------------|------------|
| Fund | Ck# | Amount \$ | Vendor | Warrant # | Date | Reason For Inquiry | Resolution |
| None | | - | | | | | |
| | | _ | | | | | |
| Total | 0 Inquiries | - | | | | | |
| | | | | *************************************** | | | |

Rocky Point School District Internal Claims Audit Payroll Audit Exhibit IV

Audited Payroll Checks - September 2015

| Fund | Ck# | Amount \$ | Employee | Payroll Date | Exceptions |
|------|--------|-----------|-------------------------|--------------|--|
| PR | 90255 | 1,286.94 | Golding, Jennifer | 9/4/2015 | None |
| PR | 90270 | 1,529.62 | Nicholson, Karen N | 9/4/2015 | None |
| PR | 90306 | 1,079.13 | Jacobellis, Francine M | 9/4/2015 | Payroll check amount different from appointment letter and contract. After review by K. Weiss, it was determined that upon return from child care leave, the individual was given credit for time on leave, and was overpaid. Adjustment made by Payroll Clerk 9/16/2015; employee will pay back to district |
| PR | 90338 | 1,070.05 | Williams, Juliet | 9/4/2015 | None |
| PR | 90412 | 1,323.37 | Renna, Terry A | 9/4/2015 | None |
| PR | 90669 | 2,438.80 | Jacobellis, Francine M | 9/18/2015 | None |
| PR | 230797 | 2,133.62 | Roviello-Meadows, Nyree | 9/18/2015 | Direct deposit form not signed by employee; K Weiss will obtain signature. |
| PR | 230777 | 2,092.63 | Mancini, Jamie | 9/18/2015 | None |
| PR | 230852 | 2,687.93 | Bane-Hovan, Courtney | 9/18/2015 | None |
| PR | 230893 | 2,955.04 | Murphy, David | 9/18/2015 | None |
| PR | 231100 | 1,948.33 | Casswell, Carrie | 10/2/2015 | None |
| PR | 231127 | 2,682.42 | Iberger, Stacy | 10/2/2015 | None |
| PR | 231156 | 2,714.97 | Behringer, Jaime | 10/2/2015 | None |
| PR | 231414 | 1,208.20 | - | 10/2/2015 | None |
| PR | 231521 | 2,013.07 | Cook, David | 10/2/2015 | No appointment letter in file. |
| | | 29,164.12 | | | |

John F. Dennehy, Jr. Certified Public Accountant, PC

^{*}Please note all checks have been selected at random using a random number generator.

^{**}A result of no exceptions means that the the payroll check is accurate when compared against contracts, renewal letters and other documents.

Interoffice Memorandum

TO: Dr. Michael Ring, Superintendent

FROM: Andrea Moscatiello, Director of Special Education

DATE: 10/26/2015

RE: Board Action Sheets

Below please find the schedule to be approved at the 10/26/2015 Board of Education meeting:

| | SCHEDULE | Α |
|-------|---------------------|---|
| Year | Date | Location |
| 15-16 | 09/11/15 | RPHS Committee |
| | 09/11/15 | Manifestation |
| | 10/01/15 | RPMS Committee |
| | 10/05/15 | RPHS Committee |
| | 10/06/15 | FJC Committee |
| | 10/06/15 | RPMS Committee |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| 45.40 | O-t-b- | District Wide Assessed |
| 15-16 | September & October | District Wide Amendments without meetings |

| Student: 'Board | d of Education C | opy' | | | . 1 | | | Grade: 12 | |
|-----------------------------------|--|------------|------------|--------------|----------------------------|---------------|---|-----------------|--|
| Meeting Date 09/11/2015 | 11/2015 10/26/2015 Committee on Special Education / Ne Entrant with IEP | | | | Decis i Classifi | | Placement Recommendation / School Home Public School District(HPSD) / Rocky Point High School | | |
| Recommended | Program/Service | Start Date | End Date R | <u>Ratio</u> | Frequency | <u>Period</u> | <u>Duration</u> | <u>Location</u> | |
| Integrated Co-te | • | 09/08/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | |
| Integrated Co-te (ICT-English) | , | 09/08/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | |

| Student: 'Board | d of Education Co | ору' | | | | | | Grade: 12 | | |
|---------------------------------------|-------------------|------------|------------|--------------|-------------------------|---------------|-----------------|---|--|--|
| Meeting Date 09/11/2015 | - | | | | Decis Classif | | | Placement Recommendation / School Home Public School District(HPSD) / Rocky Point High School | | |
| Recommended | Program/Service | Start Date | End Date | <u>Ratio</u> | Frequency | <u>Period</u> | <u>Duration</u> | <u>Location</u> | | |
| Integrated Co-tea (ICT-Social Stud | • | 09/08/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |
| Integrated Co-tea (ICT-English) | • | 09/08/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |

| Student: 'Boar | d of Education Co | py' | | | | | | Grade: 07 | | |
|--|--|--|--|------------------------------------|--|---|--------------------------------------|--|--|--|
| Meeting Date 10/01/2015 | BOE Date 10/26/2015 | Committee / R Subcommittee or Requested Revie | n Special Edu | | Decisi Classifi | | | Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Mid School | | |
| Recommended | Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | <u>Duration</u> | <u>Location</u> | | |
| Integrated Co-te (ICT-Math) | eaching Services | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |
| | eaching Services | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |
| | eaching Services | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |
| | eaching Services | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |
| Student: 'Boar | d of Education Co | ру' | | | | | | Grade: 06 | | |
| Meeting Date | BOE Date | Committee / R Committee on S | | tion / Initial | Decisi Ineligib | | | Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle | | |
| 10/01/2015 | 10/26/2015 | Eligibility Determ | | | Ū | | | School | | |
| | | Eligibility Determ | | | | | | School Grade: 07 | | |
| | d of Education Co BOE Date 10/26/2015 | Eligibility Determ | ination Meeti | tion / | Decis i Classifi | on | | Grade: 07 Placement Recommendation / School | | |
| Student: 'Boar Meeting Date 10/01/2015 | d of Education Co | ppy' Committee / R Committee on S Requested Review | ination Meeti | tion / | Decisi | on | <u>Duration</u> | Grade: 07 Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle | | |
| Student: 'Boar Meeting Date 10/01/2015 Recommended | d of Education Co BOE Date 10/26/2015 | ppy' Committee / R Committee on S Requested Review | ination Meeti Ceason Decial Educate Weak Transfer S | tion / Student | Decis i Classifi | on ed <u>Period</u> Every Other | Duration 42min. | Grade: 07 Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School | | |
| Student: 'Board Meeting Date 10/01/2015 Recommended Special Class (L Integrated Co-te | d of Education Co BOE Date 10/26/2015 I Program/Service | Committee / R Committee on S Requested Revie Start Date 09/02/2015 | eason pecial Educa ew Transfer S | tion / Student Ratio 15:1 | Decisi Classifi Frequency | on ed <u>Period</u> | | Grade: 07 Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School Location | | |
| Student: 'Board Meeting Date 10/01/2015 Recommended Special Class (L Integrated Co-te (ICT-English) Integrated Co-te | d of Education Co BOE Date 10/26/2015 I Program/Service Learning Lab - ELA) | Committee / R Committee on S Requested Revie Start Date 09/02/2015 | eason pecial Educa ew Transfer S End Date 06/24/2016 | tion / Student Ratio 15:1 | Decisi Classifi Frequency 1 | on ed <u>Period</u> Every Other Day | 42min. | Grade: 07 Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School Location Classroom | | |
| Student: 'Board Meeting Date 10/01/2015 Recommended Special Class (L Integrated Co-te (ICT-English) Integrated Co-te (ICT-Math) Integrated Co-te | d of Education Co BOE Date 10/26/2015 I Program/Service Learning Lab - ELA) eaching Services | Committee / R Committee on S Requested Revie Start Date 09/02/2015 09/02/2015 | eason pecial Educate w Transfer S End Date 06/24/2016 | tion / Student Ratio 15:1 | Decisi Classifi Frequency 1 | ion ed Period Every Other Day Daily | 42min. 42min. | Grade: 07 Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School Location Classroom Classroom | | |
| Student: 'Board Meeting Date 10/01/2015 Recommended Special Class (L Integrated Co-te (ICT-English) Integrated Co-te (ICT-Math) Integrated Co-te (ICT-Science) Integrated Co-te | d of Education Co BOE Date 10/26/2015 I Program/Service Learning Lab - ELA) eaching Services eaching Services eaching Services | Committee / R Committee on S Requested Revie Start Date 09/02/2015 09/02/2015 09/02/2015 | eason pecial Educate w Transfer S End Date 06/24/2016 | tion / Student Ratio 15:1 | Decisi Classifi Frequency 1 1 | Period Every Other Day Daily | 42min. 42min. 42min. | Grade: 07 Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School Location Classroom Classroom Classroom | | |
| Student: 'Board Meeting Date 10/01/2015 Recommended Special Class (L Integrated Co-te (ICT-English) Integrated Co-te (ICT-Math) Integrated Co-te (ICT-Science) Integrated Co-te (ICT-Science) | d of Education Co BOE Date 10/26/2015 I Program/Service Learning Lab - ELA) eaching Services eaching Services eaching Services | Committee / R Committee on S Requested Revie Start Date 09/02/2015 09/02/2015 09/02/2015 09/02/2015 | Eeason Decial Educate We Transfer S End Date 06/24/2016 06/24/2016 | tion / Student Ratio 5 15:1 | Decisi Classifi Frequency 1 1 1 | ion ed Period Every Other Day Daily Daily Daily | 42min. 42min. 42min. 42min. | Grade: 07 Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School Location Classroom Classroom Classroom Classroom | | |

| Student: 'Board | d of Education Co | py' | | | | | | Grade: 07 |
|---------------------------------------|------------------------|---|---------------|--------------|---------------------------|--------------------|-----------------|---|
| Meeting Date 10/01/2015 | BOE Date 10/26/2015 | Committee / R Subcommittee or Requested Revie | n Special Edu | | Decisi Classifi | | | Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School |
| Recommended | Program/Service | Start Date | End Date | <u>Ratio</u> | Frequency | <u>Period</u> | Duration | <u>Location</u> |
| Integrated Co-tea (ICT-Math) | aching Services | 09/02/2015 | 06/24/2016 | | 1 | Weekly | 42min. | Classroom |
| Integrated Co-ter (ICT-Social Stud | • | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom |
| Integrated Co-tea (ICT-Science) | • | 09/02/2015 | 06/24/2016 | | 1 | Weekly | 42min. | Classroom |
| , , | earning Lab - Math |) 09/02/2015 | 06/24/2016 | 15:1 | 1 | Every Other Day | 42min. | Classroom |
| Special Class (Lo | earning Lab - ELA) | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Every Other Day | 42min. | Classroom |
| Integrated Co-tea (ICT-English) | aching Services | 09/02/2015 | 06/24/2016 | | 1 | Weekly | 42min. | Classroom |

| Meeting Date BOE Date 0/01/2015 10/26/2015 | Committee / Re Subcommittee on Requested Review | Special Edu | cation / | Decisi Classifi | | | Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School |
|--|---|-------------|----------------------|---------------------------|---------------|-----------------|---|
| Recommended Program/Service | | End Date | Ratio | Frequency | <u>Period</u> | <u>Duration</u> | <u>Location</u> |
| Integrated Co-teaching Services (ICT-English) | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom |
| Integrated Co-teaching Services (ICT-Math) | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom |
| Integrated Co-teaching Services (ICT-Science) | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom |
| Integrated Co-teaching Services (ICT-Social Studies) | 09/02/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom |
| Speech/Language Therapy | 09/02/2015 | 06/24/2016 | Small Group (5:1) | 2 | Weekly | 42min. | Therapy Room or Classroom |
| Occupational Therapy | 09/02/2015 | 06/24/2016 | ` ' | 1 | Weekly | 42min. | Therapy Room |
| Occupational Therapy Consultation | n 10/01/2015 | 06/24/2016 | ` ' | 3 | Yearly | 30 minutes | Special Location/Classroom |

| Recommended Program/S Integrated Co-teaching Serv (ICT-English) Integrated Co-teaching Serv (ICT-Social Studies) Integrated Co-teaching Serv (ICT-Science) Student: 'Board of Educat Meeting Date BOE Dat 0/05/2015 10/26/20 Recommended Program/S Resource Room Program Student: 'Board of Educat Meeting Date BOE Dat 10/26/20 Recommended Program/S Resource Room Program Student: 'Board of Educat Meeting Date BOE Dat 10/26/20 | Subcommittee of Requested Reviews 10/05/2015 rices 10/05/2015 rices 10/05/2015 rices 10/05/2015 rices 20/05/2015 rices 20/05/2015 | n Special Educe w Transfer Steem Transfer Steem Date 06/24/2016 06/24/2016 06/24/2016 Reason of Special Educe w Transfer Steem Date | eation / | Decision Classified Frequency 1 1 1 Decision Classified | Period Daily Daily Daily on | Duration 42min. 42min. 42min. | Location Classroom Classroom Classroom | Grade: | 11 | |
|---|---|---|----------------------|--|-----------------------------|--|--|--------|----|--|
| Integrated Co-teaching Serv (ICT-English) Integrated Co-teaching Serv (ICT-Social Studies) Integrated Co-teaching Serv (ICT-Science) Student: 'Board of Educat Meeting Date BOE Date 0/05/2015 10/26/20 Recommended Program/S Resource Room Program Student: 'Board of Educat Meeting Date BOE Date Meeting Date BOE Date Student: 'Board of Educat | rices 10/05/2015 rices 10/05/2015 rices 10/05/2015 rices 10/05/2015 rices Committee / Falt Subcommittee of Requested Reviews Start Date | 06/24/2016 06/24/2016 06/24/2016 Reason In Special Educe W Transfer St End Date | cation / | 1 1 Decision | Daily Daily Daily on | 42min. 42min. | Classroom Classroom | Grade: | 11 | |
| (ICT-English) Integrated Co-teaching Serv (ICT-Social Studies) Integrated Co-teaching Serv (ICT-Science) Student: 'Board of Educat Meeting Date BOE Da 0/05/2015 10/26/20 Recommended Program/S Resource Room Program Student: 'Board of Educat Meeting Date BOE Da | tion Copy tele Committee / For Subcommittee of Requested Reviews | 06/24/2016 06/24/2016 Reason In Special Educe Wew Transfer St End Date | udent | 1 Decision | Daily Daily on | 42min. | Classroom | Grade: | 11 | |
| Integrated Co-teaching Serve (ICT-Social Studies) Integrated Co-teaching Serve (ICT-Science) Student: 'Board of Educate BOE Date 0/05/2015 10/26/20 Recommended Program/Serve Resource Room Program Student: 'Board of Educate Boe Date | tion Copy' ate Committee / F Subcommittee of Requested Reviews Service Start Date | 06/24/2016 Reason In Special Educe Wew Transfer St End Date | udent | 1 Decision Classifier | Daily on ed | | | Grade: | 11 | |
| (ICT-Science) Student: 'Board of Educat Meeting Date BOE Da 10/05/2015 10/26/20 Recommended Program/S Resource Room Program Student: 'Board of Educat Meeting Date BOE Da | tion Copy' ate Committee / F 15 Subcommittee of Requested Review Start Date | Reason n Special Educ ew Transfer St End Date | udent | Decisio Classifie | on ed | 42min. | Classroom | Grade: | 11 | |
| Recommended Program/S Resource Room Program Student: 'Board of Educat Meeting Date BOE Da | Ate Committee / F Subcommittee of Requested Review Service Start Date | n Special Educ ew Transfer St End Date | udent | Classifie | ed | | | Grade: | 11 | |
| Recommended Program/S Resource Room Program Student: 'Board of Education Meeting Date BOE Date | Subcommittee of Requested Review Start Date | n Special Educ ew Transfer St End Date | udent | Classifie | ed | | | | | |
| Resource Room Program Student: 'Board of Educat Meeting Date BOE Da | | | Ratio | | | | | | | |
| Student: 'Board of Educat | 09/02/2015 | 06/10/2016 | | <u>Frequency</u> | <u>Period</u> | Duration | Location | | | |
| Meeting Date BOE Da | | 00/10/2010 | 5:1 | 1 | Daily | 42min. | Resource Room | | | |
| | tion Copy ^t | | | | | | | Grade: | 10 | |
| 0/00/2010 10/20/20 | | n Special Educ | cation / | Decisio Classifie | | | | | | |
| Recommended Program/S | Service Start Date | End Date | <u>Ratio</u> | Frequency | <u>Period</u> | Duration | <u>Location</u> | | | |
| Special Class - Math | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | | | |
| Special Class - English | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | | | |
| Special Class - Social Studio | es 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | | | |
| Special Class - Science | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | | | |
| Parent Counseling and Train | ning 09/02/2015 | 06/24/2016 | Individual | 4 | Yearly | 42min. | Special Location | | | |
| Counseling-Social Skills Tra | nining 09/02/2015 | 06/24/2016 | Small Group (5:1) | 1 | Weekly | 42min. | Counselor's Office/Special Location | | | |
| Parent Counseling and Train | ning 09/02/2015 | 06/24/2016 | Individual | 1 | Weekly | 1hr. | Home | | | |
| Individual Aide | 09/02/2015 | 06/24/2016 | | 8 | Daily | Throughout the School Day | Classroom | | | |
| Observations | 09/02/2015 | 06/24/2016 | | As needed | Yearly | 42 minutes | Classroom | | | |
| Team Meetings | 09/02/2015 | 06/24/2016 | | As needed | Yearly | 42 minutes | Conference Room | | | |
| Student: 'Board of Educa | ition Copy' | | | | | | | Grade: | 12 | |
| Meeting Date BOE D | ate Committee / | Reason | | Decision | on | | | | | |

| 10/05/2015 10/26/2015 | Subcommittee or Reevaluation Re | • | ucation / | Classifi | ed | | | |
|--|------------------------------------|---|------------------------------|---------------------|----------------------------------|-------------------------------------|--|--|
| Recommended Program/Service Special Class - Social Studies Speech/Language Therapy | 09/02/2015 | | Ratio 15:1 Small Group | Frequency 1 1 | <u>Period</u> Daily Weekly | <u>Duration</u> 42min. 42min. | Location Classroom Therapy Room or Classroom | |

| Meeting Date 10/05/2015 | BOE Date 10/26/2015 | Committee / R Committee on Sp Requested Revie | pecial Educat | | Decisi Classifi | | | | |
|-----------------------------------|------------------------|---|---------------|-------|---------------------------|---------------|-----------------|-----------------|--|
| Recommended | l Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | Duration | Location | |
| Special Class - | English | 10/05/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |
| Special Class - | | 10/05/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |
| Special Class - | Social Studies | 10/05/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |

| | | | | cation / | Decisio Classifie | | | | |
|--------------------------|------------|------------|------------|-------------------|--------------------------|---------------|-----------------|-------------------------------|--|
| Recommended Progra | am/Service | Start Date | End Date | <u>Ratio</u> | Frequency | <u>Period</u> | <u>Duration</u> | <u>Location</u> | |
| Special Class - Math | | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |
| Special Class - English | | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |
| Special Class - Social S | | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |
| Special Class - Science | | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |
| Counseling-Social Skills | s Training | 09/02/2015 | 06/24/2016 | Small Group (5:1) | 1 | Weekly | 42min. | Special Location | |
| Parent Counseling and | Training | 09/02/2015 | 06/24/2016 | · · | 4 | Yearly | 42min. | Counselor's Office | |
| Observations | ŭ | 10/05/2015 | 06/24/2016 | | As needed | Yearly | 42 minutes | Special Location/Classroom | |
| Team Meetings | | 10/05/2015 | 06/24/2016 | | As needed | Yearly | 42 minutes | Special Location/Classroom | |

| Student: 'Board | d of Education Co | py' | | | | | | Grade: 01 | |
|----------------------------|--|------------|------------|------------------------|-----------|--------|------------|------------------------------|--|
| Meeting Date 10/06/2015 | BOE Date Committee / Reason 10/26/2015 Committee on Special Education / Requested Review | | ion / | Decision Classified | | | | | |
| Recommended | Program/Service | Start Date | End Date | Ratio | Frequency | Period | Duration | Location | |
| Special Class | | 09/02/2015 | 06/24/2016 | 15:1 | 6 | Daily | 40min. | Classroom | |
| Occupational Th | erapy | | | Small Group | 1 | Weekly | 30min. | Therapy Room or Classroom | |
| Physical Therap | у | 09/02/2015 | 06/24/2016 | Individual | 2 | Weekly | 30min. | Therapy Room or Classroom | |
| Occupational Th | erapy | 09/02/2015 | 06/24/2016 | Individual | 1 | Weekly | 30min. | Therapy Room or Classroom | |
| Speech/Langua | ge Therapy | 09/02/2015 | 06/24/2016 | Small Group | 2 | Weekly | 30min. | Therapy Room or Classroom | |
| Occupational Th | erapy | 07/06/2015 | 08/14/2015 | Individual | 1 | Weekly | 30min. | School | |
| Physical Therap | | 07/06/2015 | 08/14/2015 | Individual | 1 | Weekly | 30min. | School | |
| Shared Aide | | 09/02/2015 | 06/24/2016 | | 6 | Daily | 40 minutes | classroom | |
| Individual Aide | | 09/02/2015 | 06/24/2016 | | 2 | Daily | 40 minutes | lunch/recess, specials | |
| | ology Consultation | 10/06/2015 | 06/24/2016 | | N/A | N/A | 4 hours | classroom | |

| Student: 'Boar | d of Education Co | py ² | | | | | | | Grade: 02 |
|----------------------------|-------------------|---|------------|----------------------|------------------------|--------|----------|------------------------------|-----------|
| Meeting Date 10/06/2015 | BOE Date | Committee / Reason Subcommittee on Special Education / Requested Review | | | Decision Classified | | | | |
| Recommended | Program/Service | Start Date | End Date | Ratio | Frequency | Period | Duration | Location | |
| | eaching Services | 09/02/2015 | - | | 6 | Daily | 40min. | Classroom | |
| Speech/Langua | | 09/02/2015 | 06/24/2016 | Small Group (5:1) | 1 | Weekly | 30min. | Therapy Room or Classroom | |
| Speech/Langua | ge Therapy | 09/02/2015 | 06/24/2016 | | 1 | Weekly | 30min. | Therapy Room or Classroom | |
| Speech/Langua | ge Therapy | 07/06/2015 | 08/14/2015 | Individual | 2 | Weekly | 30min. | School | |

Page 1 of 1

| Student: 'Board of Education Copy' | | | | | | | Grade: Ungraded |
|--------------------------------------|---|-------------|-------------|--------------------------|---------------|-----------------|---|
| 10/06/2015 10/26/2015 Su | ommittee / Rebcommittee or equested Revie | Special Edu | cation / | Decisio Classifie | | | Placement Recommendation / School Home Public School District(HPSD) / Rocky Point Middle School |
| Recommended Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | <u>Duration</u> | Location |
| Special Class | 09/02/2015 | 06/24/2016 | 12:1+1 | 5 | Daily | 42min. | Classroom |
| Applied Behavioral Analysis Services | 09/02/2015 | 06/24/2016 | Individual | 3 | Weekly | 1hr. | Home |
| Counseling-Social Skills Training | 09/02/2015 | 06/24/2016 | Small Group | 1 | Weekly | 42min. | Counselor's Office/Classroom |
| Speech/Language Therapy | 09/02/2015 | 06/24/2016 | Small Group | 2 | Weekly | 42min. | Therapy Room or Classroom |
| Parent Counseling and Training | 09/02/2015 | 06/24/2016 | Individual | 1 | Weekly | 1hr. | Home |
| Applied Behavioral Analysis Services | 07/06/2015 | 08/14/2015 | Individual | 3 | Weekly | 1hr. | Home |
| Parent Counseling and Training | 07/06/2015 | 08/14/2016 | Individual | 1 | Weekly | 1hr. | Home |
| Speech/Language Therapy | 07/06/2015 | 08/14/2016 | Small Group | 2 | Weekly | 30min. | Classroom |
| Home ABA | 07/06/2015 | 08/14/2015 | Individual | 1 | Weekly | 1hr. | Home |
| Aide | 09/02/2015 | 06/24/2016 | 5:1 | 8 | Daily | 42 minutes | Classroom |
| Team Meetings | 09/02/2015 | 06/24/2016 | | As needed | Yearly | 42 minutes | Classroom |
| Observations | 09/02/2015 | 06/24/2016 | | As needed | Yearly | 42 minutes | Classroom or Conference Room |
| Assistive Technology Consultation | 09/02/2015 | 06/24/2016 | | 1 | Yearly | 2 hours | N/A |

| Student: 'Board | of Education Co | py' | | | | | | | Grade: | Kdg. | |
|---|--|--|--|--|--------------------------------|---|------------------|------------------------------|--------|------|--|
| Meeting Date 10/02/2015 | BOE Date 10/26/2015 | Committee / R Committee on Sp Amendment | | ion / | Decis i Classifi | | | | | | |
| Recommended | Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | Duration | <u>Location</u> | | | |
| Special Class | | 09/02/2015 | 06/24/2016 | 12:1+1 | 6 | Daily | 40min. | Classroom | | | |
| Speech/Languag | e Therapy | 09/02/2015 | 06/24/2016 | Individual | 2 | Weekly | 30min. | Therapy Room or Classroom | | | |
| Counseling-Socia | al Skills Counseling | 10/02/2015 | 06/24/2016 | Small Group (5:1) | 1 | Weekly | 30min. | Therapy Room | | | |
| Occupational The | егару | 09/02/2015 | 06/24/2016 | | 1 | Weekly | 30min. | Therapy Room or Classroom | | | |
| Speech/Languag | e Therapy | 09/02/2015 | 06/24/2016 | Small Group (5:1) | 1 | Weekly | 30min. | Therapy Room or Classroom | | | |
| Occupational The | erapy | 09/02/2015 | 06/24/2016 | Small Group (5:1) | 1 | Weekly | 30min. | Therapy Room or Classroom | | | |
| | | | | | | | | | Grade: | 02 | |
| Student: 'Board Meeting Date 09/16/2015 | BOE Date 10/26/2015 | Committee / R Section 504 Con | | endment | Decis Section | | | | | | |
| Meeting Date 09/16/2015 | BOE Date 10/26/2015 | Committee / R Section 504 Con | | endment | | | | | Grade: | | |
| Meeting Date 09/16/2015 | BOE Date | Committee / R Section 504 Con | nmittee / Ame | ucation / | | n 504 ion | | | Grade: | | |
| Meeting Date 09/16/2015 Student: 'Board Meeting Date 09/16/2015 | BOE Date 10/26/2015 d of Education Co | Committee / R Section 504 Con py' Committee / R Subcommittee o Amendment - Ag Start Date | Reason n Special Edigreement No End Date | ucation / Meeting <u>Ratio</u> | Section | ion ied <u>Period</u> | <u>Duration</u> | <u>Location</u> | Grade: | | |
| Meeting Date 09/16/2015 Student: 'Board Meeting Date 09/16/2015 | BOE Date 10/26/2015 d of Education Co BOE Date 10/26/2015 Program/Service | Committee / R Section 504 Con py' Committee / R Subcommittee o Amendment - Ac Start Date 09/02/2015 | Reason n Special Edurement No End Date 06/24/2016 | ucation / Meeting Ratio 15:1 | Decis Classif | ion fied Period Daily | 42min. | Classroom | Grade: | | |
| Meeting Date 09/16/2015 Student: 'Board Meeting Date 09/16/2015 Recommended | BOE Date 10/26/2015 d of Education Co BOE Date 10/26/2015 Program/Service Science | Committee / R Section 504 Com Py' Committee / R Subcommittee o Amendment - Ac Start Date 09/02/2015 09/02/2015 | Reason In Special Edigreement No End Date 06/24/2016 | ucation / Meeting <u>Ratio</u> 15:1 | Decis Classif Frequency | ion fied Period Daily Daily | 42min. 42min. | Classroom Classroom | Grade: | | |
| Meeting Date 09/16/2015 Student: 'Board Meeting Date 09/16/2015 Recommended Special Class - S Integrated Co-tea | BOE Date 10/26/2015 I of Education Co BOE Date 10/26/2015 Program/Service Science aching Services aching Services | Committee / R Section 504 Com Py' Committee / R Subcommittee o Amendment - Ac Start Date 09/02/2015 09/02/2015 | Reason n Special Edurement No End Date 06/24/2016 | ucation / Meeting <u>Ratio</u> 15:1 | Decis Classif Frequency 1 | ion fied Period Daily | 42min. | Classroom | Grade: | | |
| Meeting Date 19/16/2015 Student: 'Board Meeting Date 19/16/2015 Recommended Special Class - S Integrated Co-tea (ICT-English) Integrated Co-tea (ICT-Social Stud | BOE Date 10/26/2015 d of Education Co BOE Date 10/26/2015 Program/Service Science aching Services aching Services lies) | Committee / R Section 504 Con Py' Committee / R Subcommittee o Amendment - Ag Start Date 09/02/2015 09/02/2015 | Reason In Special Edigreement No End Date 06/24/2016 | ucation / Meeting <u>Ratio</u> 15:1 | Decis Classif Frequency 1 | ion fied Period Daily Daily | 42min. 42min. | Classroom Classroom | Grade: | 11 | |
| Meeting Date 09/16/2015 Student: 'Board Meeting Date 09/16/2015 Recommended Special Class - S Integrated Co-tea (ICT-English) Integrated Co-tea (ICT-Social Student: 'Board Meeting Date | BOE Date 10/26/2015 d of Education Co BOE Date 10/26/2015 Program/Service Science aching Services aching Services lies) | Committee / R Section 504 Con Py' Committee / R Subcommittee o Amendment - Ag Start Date 09/02/2015 09/02/2015 | Reason In Special Edigreement No End Date 06/24/2016 06/24/2016 06/24/2016 | ucation / Meeting Ratio 15:1 | Decis Classif Frequency 1 | ion fied Period Daily Daily Daily | 42min. 42min. | Classroom Classroom | | 11 | |
| Meeting Date 09/16/2015 Student: 'Board Meeting Date 09/16/2015 Recommended Special Class - S Integrated Co-tea (ICT-English) Integrated Co-tea (ICT-Social Student: 'Board Meeting Date 09/17/2015 | BOE Date 10/26/2015 I of Education Co BOE Date 10/26/2015 Program/Service Science aching Services aching Services ies) d of Education Co BOE Date | Committee / R Section 504 Con Py' Committee / R Subcommittee o Amendment - Ac Start Date 09/02/2015 09/02/2015 09/02/2015 Opy' Committee / R Subcommittee o Amendment - Ac | Reason In Special Edigreement No End Date 06/24/2016 06/24/2016 06/24/2016 | ucation / Meeting Ratio 15:1 | Decis Classif Frequency 1 1 1 | ion fied Period Daily Daily Daily | 42min. 42min. | Classroom Classroom | | 11 | |

| Special Class - English | 09/01/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | | |
|--|---|---|--|--|---|--|---|--------|----------|
| Student: 'Board of Education Co | opy' | | | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 | | | | Grade: | 11 |
| Meeting Date BOE Date 09/17/2015 10/26/2015 | Committee / R Subcommittee or Amendment - Ag | n Special Edu | | Decisi Classifi | | | | | |
| Recommended Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | Duration | Location | | |
| Special Class - Science | 09/01/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | | |
| Integrated Co-teaching Services (ICT-English) | 09/01/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |
| Integrated Co-teaching Services (ICT-Social Studies) | 09/01/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | · | |
| Student: 'Board of Education C | opy' | Alia v | | - 1 | | | | Grade: | Kdg. |
| Meeting Date BOE Date 10/02/2015 10/26/2015 | Committee / R Committee on Sp Amendment | | ion / | Decisi Classifi | | | | | |
| Recommended Program/Service | Start Date | End Date | <u>Ratio</u> | Frequency | <u>Period</u> | <u>Duration</u> | <u>Location</u> | | |
| Special Class | 09/02/2015 | 06/24/2016 | 12:1+1 | 6 | Daily | 40min. | Classroom | | |
| Speech/Language Therapy | 09/02/2015 | 06/24/2016 | Small Group | 2 | Weekly | 30min. | Therapy Room or | | |
| | | | | | | | Closeroom | | |
| Counseling-Social Skills Counselin | g 10/02/2015 | 06/24/2016 | Small Group (5:1) | 1 | Weekly | 30min. | Classroom Therapy Room | | |
| , | - | 06/24/2016 | • | 1 | Weekly | 30min. | | Grade: | Ungraded |
| Counseling-Social Skills Counselin Student: 'Board of Education C Meeting Date BOE Date | - | eason n Special Edu | (5:1) | Decisi Classifi | on | 30min. | | Grade: | Ungraded |
| Counseling-Social Skills Counseling Student: 'Board of Education C Meeting Date BOE Date | opy' Committee / R Subcommittee or Amendment - Ag | eason n Special Edu greement No I | (5:1) | Decisi | on | 30min. | | Grade: | Ungraded |
| Counseling-Social Skills Counseling Student: 'Board of Education C Meeting Date BOE Date 09/17/2015 10/26/2015 Recommended Program/Service | opy' Committee / R Subcommittee or Amendment - Age Start Date | eason n Special Edu greement No I | (5:1) Incation / Weeting Ratio | Decisi Classifi | on ed | | Therapy Room | Grade: | Ungraded |
| Counseling-Social Skills Counseling Student: 'Board of Education C Meeting Date BOE Date 09/17/2015 10/26/2015 Recommended Program/Service Special Class (Special Class ELA) Integrated Co-teaching Services | opy' Committee / R Subcommittee or Amendment - Ag Start Date 09/02/2015 | eason n Special Edu greement No I End Date | (5:1) Incation / Weeting Ratio | Decisi Classifi | on ed <u>Period</u> | <u>Duration</u> | Therapy Room Location | Grade: | Ungraded |
| Counseling-Social Skills Counseling Student: 'Board of Education C Meeting Date BOE Date 09/17/2015 10/26/2015 Recommended Program/Service Special Class (Special Class ELA) Integrated Co-teaching Services (ICT-Science) Integrated Co-teaching Services | Opy' Committee / R Subcommittee or Amendment - Ag Start Date 09/02/2015 09/02/2015 | eason n Special Edu greement No I End Date 06/24/2016 | (5:1) Incation / Weeting Ratio | Decisi Classifi Frequency 1 | on ed <u>Period</u> Daily | <u>Duration</u> 42min. | Therapy Room Location Classroom | Grade: | Ungraded |
| Counseling-Social Skills Counseling Student: 'Board of Education C Meeting Date BOE Date 09/17/2015 10/26/2015 Recommended Program/Service Special Class (Special Class ELA) Integrated Co-teaching Services (ICT-Science) | opy' Committee / R Subcommittee or Amendment - Ag Start Date 09/02/2015 09/02/2015 | eason n Special Edu greement No I End Date 06/24/2016 06/24/2016 | (5:1) Ication / Weeting Ratio 15:1 | Decisi Classifi Frequency 1 | on ed Period Daily Daily Daily Daily Daily | Duration 42min. 42min. 42min. 42min. | Location Classroom Classroom Classroom Classroom | Grade: | Ungraded |
| Counseling-Social Skills Counseling Student: 'Board of Education C Meeting Date BOE Date 09/17/2015 10/26/2015 Recommended Program/Services Special Class (Special Class ELA) Integrated Co-teaching Services (ICT-Science) Integrated Co-teaching Services (ICT-Social Studies) | Opy' Committee / R Subcommittee or Amendment - Age Start Date 09/02/2015 09/02/2015 09/02/2015 09/02/2015 | eason In Special Edu preement No I End Date 06/24/2016 06/24/2016 06/24/2016 06/24/2016 06/24/2016 | (5:1) Ication / Weeting Ratio 15:1 12:1+1 Small Group (5:1) | Decisi Classifi Frequency 1 1 | on ed Period Daily Daily Daily Daily Weekly | Duration 42min. 42min. 42min. 42min. 42min. 42min. | Location Classroom Classroom Classroom Classroom Therapy Room or Classroom | Grade: | Ungraded |
| Counseling-Social Skills Counseling Student: 'Board of Education Counseling Date BOE Date 19/17/2015 10/26/2015 Recommended Program/Services Special Class (Special Class ELA) Integrated Co-teaching Services (ICT-Science) Integrated Co-teaching Services (ICT-Social Studies) Special Class - Math | Opy' Committee / R Subcommittee or Amendment - Age Start Date 09/02/2015 09/02/2015 09/02/2015 09/02/2015 09/02/2015 | eason n Special Edurement No I End Date 06/24/2016 06/24/2016 06/24/2016 06/24/2016 06/24/2016 | (5:1) Ication / Weeting Ratio 15:1 12:1+1 Small Group (5:1) Individual | Decisi Classifi Frequency 1 1 | on ed Period Daily Daily Daily Daily Weekly Yearly | Duration 42min. 42min. 42min. 42min. 42min. 42min. | Location Classroom Classroom Classroom Classroom Therapy Room or Classroom Special Location | Grade: | Ungraded |
| Student: 'Board of Education C Meeting Date BOE Date 10/26/2015 Recommended Program/Services Special Class (Special Class ELA) Integrated Co-teaching Services (ICT-Science) Integrated Co-teaching Services (ICT-Social Studies) Special Class - Math Speech/Language Therapy | Opy' Committee / R Subcommittee or Amendment - Age Start Date 09/02/2015 09/02/2015 09/02/2015 09/02/2015 09/02/2015 | eason In Special Edu preement No I End Date 06/24/2016 06/24/2016 06/24/2016 06/24/2016 06/24/2016 | (5:1) Ication / Weeting Ratio 15:1 12:1+1 Small Group (5:1) Individual | Decisi Classifi Frequency 1 1 1 | on ed Period Daily Daily Daily Daily Weekly | Duration 42min. 42min. 42min. 42min. 42min. 42min. | Location Classroom Classroom Classroom Classroom Therapy Room or Classroom | Grade: | Ungraded |

| Physical Therapy | 09/02/2015 | 06/24/2016 | Individual | 2 | Weekly | 42min. | Therapy Room or Classroom |
|-----------------------------------|------------|------------|------------|-----------|---------|------------|---|
| Speech/Language Therapy | 07/07/2015 | 08/14/2015 | Individual | 2 | Weekly | 30min. | Special Location |
| Individual Aide | 07/07/2015 | 06/24/2016 | | 8 | Daily | 42 minutes | school |
| Team Meetings | 09/02/2015 | 06/24/2016 | | 4 | Yearly | 42 minutes | conference room |
| Assistive Technology Consultation | 09/02/2015 | 06/24/2016 | | N/A | Yearly | 4 hours | classroom |
| Inclusion Consultant | 09/02/2015 | 06/24/2016 | | 1 | Yearly | 30 hours | Throughout the school environment |
| Observations | 09/02/2015 | 06/24/2016 | | As needed | Yearly | 30 minutes | Counselor's Office or Special Location |
| Occupational Therapy Consultation | 09/02/2015 | 06/24/2016 | | 1 | Monthly | 30 minutes | classroom |

| Student: 'Board of Education Co | ppy' | | | | | Grade: 10 |
|---|---|----------------------|-----------------------------|---------------|------------------------------|-------------------------------------|
| Meeting Date 10/06/2015 BOE Date 10/26/2015 | Committee / Reason Subcommittee on Special Educ Amendment | ation / | Decisio Classifie | | | |
| Recommended Program/Service | Start Date End Date | Ratio | Frequency | <u>Period</u> | <u>Duration</u> | Location |
| Special Class - Math | 09/02/2015 06/24/2016 1 | 15:1 | 1 | Daily | 42min. | Classroom |
| Special Class - English | 09/02/2015 06/24/2016 1 | 15:1 | 1 | Daily | 42min. | Classroom |
| Special Class - Social Studies | 09/02/2015 06/24/2016 1 | 15:1 | 1 | Daily | 42min. | Classroom |
| Special Class - Science | 09/02/2015 06/24/2016 1 | 15:1 | 1 | Daily | 42min. | Classroom |
| Parent Counseling and Training | 09/02/2015 06/24/2016 I | Individual | 4 | Yearly | 42min. | Special Location |
| Counseling-Social Skills Training | 09/02/2015 06/24/2016 \$ | Small Group (5:1) | 1 | Weekly | 42min. | Counselor's Office/Special Location |
| Parent Counseling and Training | 09/02/2015 06/24/2016 | | 1 | Weekly | 1hr. | Home |
| Individual Aide | 09/02/2015 06/24/2016 | | 8 | Daily | Throughout the School Day | Classroom |
| Observations | 09/02/2015 06/24/2016 | | As needed | Yearly | 42 minutes | Classroom |
| Team Meetings | 09/02/2015 06/24/2016 | | As needed | Yearly | 42 minutes | Conference Room |

| Meeting Date 10/09/2015 | BOE Date 10/26/2015 | Committee / R Subcommittee or Amendment | | cation / | Decisi Classifi | | | | | |
|----------------------------|------------------------|---|------------|-------------|---------------------------|---------------|-----------------|------------------------------|--|--|
| Recommended | Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | Duration | Location | | |
| Special Class | | | 06/24/2016 | 12:1+1 | 6 | Daily | 40min. | Classroom | | |
| Speech/Languag | ge Therapy | 09/02/2015 | 06/24/2016 | Individual | 4 | Weekly | 30min. | Therapy Room or Classroom | | |
| Occupational Th | егару | 09/02/2015 | 06/24/2016 | Individual | 2 | Weekly | 30min. | Therapy Room or Classroom | | |
| Physical Therap | v | 09/02/2015 | 06/24/2016 | Individual | 2 | Weekly | 30min. | Therapy Room | | |
| Speech/Langua | • | 07/06/2015 | 08/01/2015 | Small Group | 2 | Weekly | 30min. | Classroom | | |

Page 3 of 6

| | | | | 40 | | | |
|-------------------------------------|---|---------------------------------|---------------|-----------------|------------------|-----------|---------------------------------------|
| Individual Aide | 09/02/2014 06/26/2015 | 8 | Daily | 40 minutes | School | | |
| Observations | 09/02/2015 06/24/2016 | As needed | Yearly | 1 hour | classroom | | |
| Team Meetings | 09/02/2015 06/24/2016 | As needed | Yearly | 30 minutes | conference room | | |
| Augmentative Communication training | g 09/02/2015 06/24/2016 | N/A | Yearly | 4 hours | classroom | | |
| Student: 'Board of Education Cop | у' | | | | | Grade: 11 | |
| Meeting Date BOE Date (| Committee / Reason | Decision | on | | | | |
| | Subcommittee on Special Education / Amendment - Agreement No Meeting | Classifie | ed | | | | |
| Recommended Program/Service | Start Date End Date Ratio | Frequency | <u>Period</u> | <u>Duration</u> | Location | | |
| Special Class - English | 09/02/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | |
| Special Class - Science | 09/02/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | |
| Special Class - Social Studies | 09/02/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | · · · · · · · · · · · · · · · · · · · |
| Student: 'Board of Education Cop | Dy' | | | | | Grade: 12 | |
| Meeting Date BOE Date | Committee / Reason | Decision | on | | | | |
| 10/06/2015 10/26/2015 | Subcommittee on Special Education / Amendment | Classifie | ed | | | | |
| Recommended Program/Service | Start Date End Date Ratio | Frequency | <u>Period</u> | <u>Duration</u> | Location | | |
| Integrated Co-teaching Services | 09/02/2015 06/24/2016 | 1 | Daily | 42min. | Classroom | | |
| (ICT-Social Studies) | | | • | | | | |
| Student: 'Board of Education Cop | ολ, | | | | | Grade: 06 | |
| Meeting Date BOE Date | Committee / Reason | Decision | on | | | | |
| 09/24/2015 10/26/2015 | Subcommittee on Special Education / Amendment | Classifie | ed | | | | |
| Recommended Program/Service | Start Date End Date Ratio | Frequency | <u>Period</u> | Duration | Location | | |
| Special Class - Reading | 09/01/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | |
| Special Class - Math | 09/01/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | |
| Special Class - English | 09/01/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | |
| Special Class - Social Studies | 09/01/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | |
| Special Class - Science | 09/01/2015 06/24/2016 15:1 | 1 | Daily | 42min. | Classroom | | |
| Student: 'Board of Education Cop | py' | | | | | Grade: 03 | |
| Meeting Date BOE Date | Committee / Reason | Decisi | | | | | |
| 09/30/2015 10/26/2015 | Subcommittee on Special Education / Amendment | Classifi | ed | | | | |
| Recommended Program/Service | Start Date End Date Ratio | Frequency | <u>Period</u> | Duration | <u>Location</u> | | |
| Orientation and Mobility Services | 09/30/2015 06/24/2016 Individu | al 1 | Quarterly | 30min. | School | | |
| Vision Services | 09/02/2015 06/24/2016 Individu | | Weekly | 30min. | Therapy Room | | |
| Orientation and Mobility Services | 07/07/2015 08/14/2015 Individu | | Yearly | 1hr. | School | | |
| 10/13/2015, 9:18 am | | nt Union Free School District (| | 1 | -d - C disastina | | Page 4 o |

| Individual Aide | 09/02/2015 | 06/24/2016 | | 8 | Daily | 40 minutes | Classroom, Specials, Lunch, Playground. | | |
|---|--|---------------------------------------|----------------------|---------------------------|---------------|-------------------------|--|--------|----------|
| Assistive Technology Consultation | 09/02/2015 | 06/24/2016 | | 3 | Yearly | 1 hour | Classroom | | |
| Team Meetings | 09/02/2015 | | | 3 | Yearly | 1 hour | classroom | | |
| Visual Services Consultant | 09/02/2015 | 06/24/2016 | | 50 | Yearly | 30 minutes | Meeting Room | | |
| Student: 'Board of Education Co | py' | | | | | | | Grade: | Ungraded |
| | Committee / R | | | Decisi | | | | | |
| 10/02/2015 10/26/2015 | Subcommittee or Amendment | Special Edu | ication / | Classific | ed | | | | |
| Recommended Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | <u>Duration</u> | Location | | |
| Special Class | 09/02/2015 | 06/24/2016 | 12:1+2 | 2 | Daily | 42min. | Classroom | | |
| Special Class | 07/06/2015 | 08/14/2015 | 12:1+1 | 1 | Daily | 5hr. | Classroom | | |
| Consultant Teacher Services (Work Experience Program) | 07/06/2015 | 08/14/2015 | Direct | 2 | Weekly | 2hr. | Job Site | | |
| Physical Therapy | 10/02/2015 | 06/24/2016 | Individual | 2 | Weekly | 42min. | Therapy Room or Classroom | | |
| Counseling-Social Skills Training | | | Small Group | 1 | Weekly | 42min. | Therapy Room/ Counselors Office | | |
| Speech/Language Therapy | 09/02/2015 | 06/24/2016 | Individual | 1 | Weekly | 42min. | Therapy Room or Classroom | | |
| Speech/Language Therapy | 09/02/2015 | 06/24/2016 | Small Group | 2 | Weekly | 42min. | Therapy Room or Classroom | | |
| Speech/Language Therapy | | | Small Group (3:1) | 1 | Weekly | 30min. | Classroom | | |
| Shared Aide | 07/06/2015 | | | 1 | Daily | 5 hours | Classroom | | |
| Shared Aide | 09/02/2015 | 06/24/2016 | | 1 | Daily | 5 hours | Classroom | | |
| Student: 'Board of Education Co | ру' | | | | | | | Grade: | 04 |
| Meeting Date BOE Date 09/22/2015 10/26/2015 | Committee / R Committee on Sp Amendment - Ag | ecial Educat | | Decisi Classifi | | | | | |
| Recommended Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | Duration | Location | | |
| Integrated Co-teaching Services | | 06/24/2016 | | 6 | Daily | 40min. | Classroom | | |
| Student: 'Board of Education Co | ppy' | ,,, , , , , , , , , , , , , , , , , , | | | | | | Grade: | 09 |
| Meeting Date BOE Date 10/02/2015 10/26/2015 | Committee / R Subcommittee or Amendment | | ucation / | Decisi Classifi | | | - | | |
| Recommended Program/Service | Start Date | End Date | Ratio | Frequency | <u>Period</u> | <u>Duration</u> | Location | | |
| Integrated Co-teaching Services (ICT-English) | | 06/24/2016 | | 1 | Daily | 42min. | Classroom | | |
| 1/2/2015 0:10 am | | | | | | Recommendations for Boa | | | Page |

| Integrated Co-teaching Services (ICT-Math) | 09/02/2015 | 06/24/2016 | 1 | Daily | 42min. | Classroom |
|--|------------|-----------------|---|-------|--------|-----------|
| Integrated Co-teaching Services | 09/02/2015 | 06/24/2016 | 1 | Daily | 42min. | Classroom |
| (ICT-Science) Integrated Co-teaching Services | 09/02/2015 | 06/24/2016 | 1 | Daily | 42min. | Classroom |
| (ICT-Social Studies) Special Class (Learning Lab - Math) | 09/02/2015 | 06/24/2016 15:1 | 1 | • | 42min. | Classroom |
| | | | | Day | | |

| Student: 'Board | of Education Copy | y ' | | | | | | | Grade: ⁰⁶ |
|---------------------------------------|-------------------------------|--|--------------------------|--------------|----------------------------|------------------|----------------------|------------------------------|----------------------|
| Meeting Date 09/11/2015 | 10/26/2015 S | committee / R subcommittee or mendment | | ıcation / | Decis i Classifi | | | | |
| Recommended F | Program/Service | Start Date | End Date | <u>Ratio</u> | Frequency | <u>Period</u> | Duration | Location | |
| Integrated Co-tea | ching Services | 09/11/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | |
| Special Class - Er | nglish | 09/02/2015 | 06/24/2016 | 15:1 | 1 | Daily | 42min. | Classroom | |
| Integrated Co-tead (ICT-Science) | ching Services | 09/11/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | |
| • | ching Services (CTI ience) | 09/11/2015 | 06/24/2016 | | 1 | Daily | 42min. | Classroom | |
| Resource Room F | • | 09/02/2015 | 06/24/2016 | 5:1 | 1 | Daily | 42min. | Classroom | |
| Consultant Teach Reading) | _ | 07/06/2015 | 08/14/2015 | Direct | 3 | Weekly | 40min. | Classroom | |
| Speech/Language | e Therapy | 09/02/2015 | 06/24/2016 | Individual | 2 | Weekly | 42min. | Therapy Room or Classroom | |
| Individual Aide | | 09/02/2015 | 06/24/2016 | | 5 | Daily | 42 minutes | Class | |
| Occupational The Assistive Technol | • • | 09/02/2015 09/02/2015 | 06/24/2016 06/24/2016 | | 1 4 | Yearly Yearly | 30 minutes 1 hour | classroom Class | |

Interoffice Memorandum

TO: Dr. Michael Ring, Superintendent

FROM: Andrea Moscatiello, Director of Special Education

DATE: 10/26/2015

RE: Board Action Sheets

Below please find the schedule to be approved at the 10/26/2015 Board of Education meeting:

| SCHE | SCHEDULE- B 10/26/2015 | | | | | | | |
|-----------|------------------------|--|--|--|--|--|--|--|
| Date | Location | | | | | | | |
| 9/10/2015 | CPSE Amendment | | | | | | | |
| 9/16/2015 | CPSE Amendment | | | | | | | |
| 10/5/2015 | CPSE Committee | | | | | | | |

Dr. Michael Ring-Board Action Sheets-DD/kao

| Student: 'Board of Education Copy' | | | | | AltID#: | | | | Grade: Preschool |
|------------------------------------|------------------------|---|--------------|------------------|-------------------|----------------------|----------|------------------------------|---|
| Meeting Date 09/16/2015 | BOE Date 10/26/2015 | Committee / R Committee on P Amendment | | cial Education i | Decis Classif | ion ied Preschool | | Approved Preso | ecommendation / School shool Special Education Program(APSEP) Disabilities Institute |
| Recommended F | rogram/Service | Start Date | End Date | Ratio | Frequency | Period | Duration | Location | |
| Special Class | | 09/08/2015 | 06/24/2016 | 6:1:3.5 | 5 | Weekly | 5hr. | Classroom | |
| Special Class | | 07/06/2015 | 08/14/2015 | 6:1:3.5 | 5 | Weekly | 5hr. | Classroom | |
| Student: 'Board | of Education Co | py' | | | AltID#: | | | | Grade: Preschool |
| Meeting Date 09/10/2015 | BOE Date 10/26/2015 | Committee / R Committee on Pr Amendment | | cial Education / | Decis: Classif | on ed Preschool | | Approved Preso | ecommendation / School hool Special Education Program(APSEP) / Disabilities Institute |
| Recommended F | Program/Service | Start Date | End Date | Ratio | Frequency | Period | Duration | Location | |
| Special Class | | 09/08/2015 | 06/24/2016 | 10:1:2 | 5 | Weekly | 4hr. | Classroom | |
| Physical Therapy | | 09/08/2015 | 06/24/2016 | Individual | 2 | Weekly | 30min. | Therapy Room or Classroom | |
| Speech/Language | Therapy | 09/08/2015 | 06/24/2016 | Individual | 3 | Weekly | 30min. | Therapy Room or Classroom | |
| Occupational The | гару | 09/08/2015 | 06/24/2016 | Individual | 2 | Weekly | 30min. | Therapy Room or Classroom | |
| Aide | | 09/08/2015 | 06/24/2016 | 1:1 | 5 | Weekly | 4 hours | Classroom/Therapy roo | m. |
| Student: 'Board | of Education Co | py' | | | AltID#: | TELES | | | Grade: Preschool |
| Meeting Date 10/05/2015 | BOE Date 10/26/2015 | Committee / R Committee on Pr Initial Eligibility D | reschool Spe | | Decisi Classif | on ed Preschool | | | ecommendation / School ant Services Only(PISO) / Preschool is Only |
| Recommended F | Program/Service | Start Date | End Date | Ratio | Frequency | Period | Duration | Location | |

30min.

30min.

30min.

Weekly

Weekly

Weekly

1

1

2

Therapy Room

Therapy Room

Therapy Room

Occupational Therapy

Speech/Language Therapy

Physical Therapy

10/19/2015 06/24/2016 Individual

10/19/2015 06/24/2016 Individual

10/19/2015 06/24/2016 Individual



Established in 1947 by Lutheran Friends of the Deaf

Loretta H. Murray, Esq. Executive Director

Mill Neck Interpreter Service

501 South Broadway, Suite A Hicksville, NY 11801-5092 516-512-6222 (Voice) 516-342-3722 (VP) 516-512-6336 (Fax) www.millneck.org

SERVICE AGREEMENT

THIS AGREEMENT made this 2nd day of October, 2015 by and between Rocky Point School District (hereinafter referred to as the "School District"), as the party of the first part, having its principal place of business located at 90 Rocky Point Road, Rocky Point New York 11778 and Mill Neck Services (hereinafter referred to as the "SERVICE PROVIDER"), as the party of the second part, having its principal place of business for purposes of this Agreement at 40 Frost Mill Road, P.O. Box 193, Mill Neck, New York 11765.

WITNESSETH:

WHEREAS, the School District is authorized by law to contract with independent contractors for provision of sign language interpreting services;

WHEREAS, the SERVICE PROVIDER is in the business of providing services in the area of sign language interpretation;

WHEREAS, the School District desires that SERVICE PROVIDER provide sign language interpreting services to parents/guardians of designated students pursuant to the Individualized Education Programs ("IEPs") developed for the students by the CSE for the 2015-2016 school year.

WHEREAS, SERVICE PROVIDER is ready, willing, and able to provide sign language interpretation services to the School District;

NOW THEREFORE, in consideration of the mutual promises and covenants contained in this Agreement, the parties hereto mutually agree as follows:

1. <u>TERM OF AGREEMENT</u>: This Agreement shall be in effect for the period July 1, 2015 to June 30, 2016 school year, unless terminated earlier, as set forth herein.

2. SCOPE OF SERVICES:

- a. SERVICE PROVIDER shall provide sign language interpreting during the school year for students covered by the terms of this Agreement. The SERVICE PROVIDER shall provide interpreting services during CSE and other school meetings attended by the students' parents or guardians. The School District may call upon the Service Provider to provide interpreting services on as needed basis by substituting for the School's regularly scheduled interpreters. The services provided shall be in accordance with the currently approved methods and practices of the profession.
- 3. <u>PAYMENT SCHEDULE</u>: In full consideration for the services to be rendered by SERVICE PROVIDER to SCHOOL DISTRICT for the term of this Agreement, SCHOOL DISTRICT agrees to pay SERVICE PROVIDER at the following rates:
 - Daily Assignments (Full time student): \$72 per hour with a two hour minimum per session
 - Assignments: \$75 per hour for each interpreter requested, with a minimum of 2-hours for each session for assignments during the hours of 7:00 a.m. to 7:00 p.m. Assignments after 7:00 P.M. shall be \$85 per hour with two hour minimum per session. Any assignment exceeding the two hours, will be billed in half hour increments)
 - Plays/Graduations and Services provided with less than 1 full business days' notice (excluding weekends) will be considered an "emergency request" and will be billed one hundred dollars (\$100.00) per hour with a 2 hour minimum Appearance Fee. If the assignment goes beyond 2 hours, the additional time shall be billed at regular hourly rate in half hour increments.
 - Services can be requested outside of regular office hours by calling 1-800-235-2594. This will incur a one hundred dollar (\$100.00) Fee in addition to the one hundred dollar (\$100.00) per hour Emergency Appearance Fee.
- 4. <u>INVOICE DUE</u>: SERVICE PROVIDER will submit an invoice for services rendered, and payment to SERVICE PROVIDER shall be made within thirty (30) days from receipt of invoice from SERVICE PROVIDER. The invoice shall include times and dates of services, types of services rendered and fees payable and, if required by SCHOOL DISTRICT, shall identify the names of the students who received services.
- 5. <u>INDEPENDENT CONTRACTOR</u>: All employees of SERVICE PROVIDER shall be deemed employees of SERVICE PROVIDER for all purposes and SERVICE PROVIDER alone shall be responsible for their work, personal conduct, direction, and compensation. SERVICE PROVIDER acknowledges that it will not hold itself, its officers, employees and/or agents out as employees of SCHOOL DISTRICT. SERVICE PROVIDER is retained by SCHOOL DISTRICT only for the purposes and to the extent set forth in this Agreement, and its relationship to SCHOOL DISTRICT shall, during the periods of its services hereunder, be that of an independent contractor.
- 6. <u>INCOME TAX DESIGNATION AND INDEMNIFICATION:</u> SCHOOL DISTRICT shall not withhold from sums payable to SERVICE PROVIDER under this Agreement any amounts for Federal, State, or local taxes (including Social Security and Medicare taxes), and unemployment taxes. SERVICE PROVIDER agrees that any tax obligation of SERVICE

PROVIDER arising from the payments made under this Agreement will be SERVICE PROVIDER'S sole responsibility.

7. RESPONSIBILITIY FOR PAYMENT OF SERVICES:

- a. No parent or guardian or any other person shall be required to make any payment for services on behalf of any child covered by this Agreement. SERVICE PROVIDER and its employees shall not share or accept any fee or gratuity from the student or student's family for services provided pursuant to this Agreement.
- b. Should the SCHOOL DISTRICT cancel a session, for any reason whatsoever, and the SCHOOL DISTRICT provides at least forty eight hours, notice of such cancellation to the SERVICE PROVIDER, SCHOOL DISTRICT shall not be responsible for payments of the fee(s) associated with such services. In event, School District fails to provide adequate notice, the School District shall be required to pay.
- c. Should the SCHOOL DISTRICT be closed due to inclement weather, interpreters shall be paid for any assignments scheduled for that day.
- 8. LICENSE AND AUTHORIZATION: SERVICE PROVIDER warrants that it is duly authorized to perform the services as described herein. SERVICE PROVIDER warrants that it will provide SCHOOL DISTRICT with qualified individuals. The individuals who are furnishing services hereunder shall be subject to the approval of SCHOOL DISTRICT. SCHOOL DISTRICT reserves the right to reject the placement of any individual.
- 9. <u>AUTHORIZATION OF SCHOOL DISTRICT:</u> SERVICE PROVIDER shall coordinate all services through the Pupil Personnel Services Office or any other authorized office of SCHOOL DISTRICT.
- 10. <u>SCHOOL GROUNDS 7 RULES</u>: It is understood and agreed that while on school grounds, SERVICE PROVIDER, its employees and/or agents shall obey all SCHOOL DISTRICT rules and regulations and must follow all reasonable directives of SCHOOL DISTRICT's administrators and employees.
- 11. PHOTO I.D.: SERVICE PROVIDER shall furnish each individual providing services hereunder with a photo identification badge to be worn at all times while the individual is on-site providing services to SCHOOL DISTRICT.
- 12. <u>TERMINATION NOTICE</u>: This Agreement may be terminated by either party upon thirty (30) days written notice to the other party. In the event of such termination, the parties will adjust the accounts due and payable to SERVICE PROVIDER for services rendered. SERVICE PROVIDER will not incur any additional expenses upon receipt of SCHOOL DISTRICT's notification that SERVICE PROVIDER's services have been terminated. Upon any such termination, the parties shall endeavor in an orderly manner to wind down activities hereunder. In the event of termination, all reports and services due to SCHOOL DISTRICT must be completed by SERVICE PROVIDER within thirty (30) days of termination date.
- 13. <u>CONFIDENTIALITY</u>: SERVICE PROVIDER, its employees, and/or agents agree that all information obtained in connection with the services provided for in this Agreement is deemed confidential information. SERVICE PROVIDER, its employees, and/or agents shall not use,

publish, discuss, disclose or communicate the contents of such information, directly or indirectly with third parties, except as provided for in this Agreement. SERVICE PROVIDER further agrees that any information received by SERVICE PROVIDER, its employees, and/or agents during the course of the services provided pursuant to this Agreement which concerns the personal, financial, or other affairs of SCHOOL DISTRICT, its employees, agents, clients, and/or students will be treated by SERVICE PROVIDER, its employees, and/or agents in full confidence and will not be revealed to any other persons, firms, or organizations. The parties further agree that the terms and conditions set forth herein shall survive the expiration and/or termination of this Agreement

14. <u>NOTICES</u>: Any notices to be given under this Agreement by either party to the other may be effected by personal delivery in writing or by mail, registered or certified, postage prepaid with return receipt requested. Each party may change the address by written notice in accordance with this paragraph. Notices delivered personally will be deemed communicated as of actual receipt; mailed notices will be deemed communicated as of two (2) days after mailing. Notice shall be delivered or mailed to:

| MILL NECK SERVICES | |
|-----------------------------|--|
| 40 Frost Mill Road | |
| P.O. Box 193 | |
| Mill Neck, New York 11765 | |
| | |
| | |
| ROCKY POINT SCHOOL DISTRICT | |
| 90 ROCKY POINT ROAD | |
| ROCKY POINT, NEW YORK 11778 | |
| | |
| | |

- 15. <u>ASSIGNMENT OF AGREEMENT</u>: SERVICE PROVIDER shall not assign, transfer or convey any of its respective rights or obligations under this Agreement without the prior written consent of SCHOOL DISTRICT.
- 16. <u>DISCRIMATION</u>: Services provided pursuant to this Agreement shall be provided without regard to race, creed, color, sex, sexual orientation, national origin, religion, age or disability.
- 17. **GOVERNING LAW**: This Agreement shall be governed by the laws of the State of New York.
- 18. <u>SEVERABILITY</u>: If any term, provision, covenant or condition of this Agreement, or the application thereof to any person, place or circumstance, shall be held by a court of competent jurisdiction to be invalid, unenforceable or void, the remainder of this Agreement and such terms, provision, covenant or condition as applied to other persons, places and circumstances shall remain in full force and effect.

- 19. NO PRIOR AGREEMENTS: This Agreement constitutes the full and complete Agreement between SCHOOL DISTRICT and SERVICE PROVIDER, and supersedes all prior written and oral agreements, commitments or understandings with respect thereto. This Agreement may not be altered, changed, added to, deleted from or modified except through the mutual written consent of the parties.
- 20. <u>AGREEMENT CONSTRUCTION</u>: This Agreement has been arrived at mutually and is not to be construed against any party hereto as being the drafter hereof or causing the same to be drafted.
- 21. <u>AMENDMENT</u>: This Argeement may be amended only in writing and signed by the parties.
- 22. **NONWAIVER**: No action or failure to act by SERVICE PROVIDER or SCHOOL DISTRICT shall constitute a waiver of a right or duty afforded them under the Agreement, nor shall such action or failure to act constitute approval of or acquiescence in a breach thereunder, except as may be specifically agreed in writing.
- 23. <u>AUTHORIZATION TO ENTER AGREEMENT</u>: The undersigned representative of SERVICE PROVIDER hereby represents and warrants that he undersigned is an officer, director, or agent, of SERVICE PROVIDER with full legal rights, power and authority to enter into this Agreement on behalf of SERVICE PROVIDER and bind SERVICE PROVIDER with respect to the obligations enforceable against SERVICE PROVIDER in accordance with its terms.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement the day and year first above written.

| 14.1 | | | |
|------|--|---|--|
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| | | | |
| | | | |
| | | 1 | |

By:

Date: 16/6/15

Date:

By: Sauta N. Munay.
Executive Director

MILL NECK SERVICES

SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT

250B Route 25A, Shoreham, New York 11786-2192

Website: www.swrschoois.org

(631) 821-8100 (631)929-3001 (fax)

email: boe@swr.k12.nv.us

Steven R. Cohen, Ph.D. Superintendent of Schools

Brian K. Heyward Asst. Supt. for Human Resources

Glen Arcuri Asst. Supt. for Finance and Operations

Asst. Supt. for Curriculum, Instruction and Assessment

Angelo Andreotti Director of Facilities III

Charles M. Althoff Director of Student Services

September 30, 2015

Ms. Andrea Moscatiello
Director of Special Education
Rocky Point Union Free School District
90 Rocky Point-Yaphank Road
Rocky Point, NY 11778

Dear Ms. Moscatiello:

Enclosed please find one original contract between Shoreham-Wading River Central School District and Rocky Point UFSD for the education of five of your students who are cross-contracted with Shoreham-Wading River CSD, for the 2015-2016 school year.

Please have the contract signed by your school's board representative and return to me at Shoreham-Wading River Central School District, 250B Route 25A, Shoreham, NY 11786.

Once the contract has been approved by Shoreham-Wading River's Board of Education, a fully executed contract will be returned to you for your records.

If you have any questions, please feel free to call me at (631) 821-8114.

Sincerely,

Charles M. Althoff

Charles M. Althoff Director of Student Services

Enclosures CMA/ao

> Board of Education: John Zukowski, President ~ Robert Rose, Vice President Sean Beran, Trustee ~ Jack Costas, Trustee ~ Michael Fucito, Trustee William J. McGrath, Ph.D., Trustee ~ Richard Pluschau, Trustee

SHOREHAM WADING RIVER CENTRAL SCHOOL DISTRICT ADMINISTRATIVE OFFICE 250B ROUTE 25A SHOREHAM, NY 11786

SPECIAL EDUCATION INSTRUCTIONAL SERVICES AGREEMENT

This Agreement is entered into this 1st^d day of September 2015, by and between the Board of Education of the SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT (hereinafter "RECEIVING DISTRICT"), having its principal place of business for the purpose of this Agreement at 250B Route 25A, Shoreham New York 11786 and ROCKY POINT UNION FREE SCHOOL DISTRICT (hereinafter "SENDING DISTRICT"), having its principal place of business for the purpose of this Agreement at 90 Rocky Point-Yaphank Road, Rocky Point, NY 11778.

WITNESSETH

WHEREAS the SENDING DISTRICT is authorized under the Education Law to contract with other school districts within the State of New York for the instruction of students with disabilities in those situations where the SENDING DISTRICT is unable to provide for the education of such students with disabilities in special classes in the schools of the SENDING DISTRICT; and

WHEREAS, the RECEIVING DISTRICT is a school district within the State of New York authorized to provide special education and related services to students with disabilities;

NOW, THEREFORE, the parties mutually agree as follows:

A. TERM:

1. The term of this Agreement shall be from September 1, 2015 through June 30, 2016, inclusive, unless terminated early as provided for in this Agreement. It is understood that the SENDING DISTRICT is under no obligation to renew this Agreement upon its expiration.

B. <u>CONDITIONS</u>:

In performing services specified in this Agreement, it is understood that:

- This Agreement, and any amendments to this Agreement, will not be in effect until agreed to in writing and signed by authorized representatives of both parties.
- The RECEIVING DISTRICT agrees to defend, indemnify and hold harmless the SENDING DISTRICT, its officers, directors, agents, or employees against all claims, costs, damages and expenses, including attorneys' fees, judgments, fines

- and amounts arising from any willful act, error or negligence of the RECEIVING DISTRICT, its officers, directors, agents or employees in relation to the performance of this Agreement.
- 3. The SENDING DISTRICT agrees to defend, indemnify and hold harmless the RECEIVING DISTRICT, its officers, directors, agents, or employees against all claims, costs, damages and expenses, including attorneys' fees, judgments, fines and amounts arising from any willful act, error or negligence of the SENDING DISTRICT, its officers, directors, agents or employees in relation to the performance of this Agreement.

C. <u>SERVICES AND RESPONSIBILITIES:</u>

- 1. The RECEIVING DISTRICT agrees to provide instructional services, excluding any and all transportation services, to those students specified in the attached Addendum "A", incorporated by reference herein and made a part of this Agreement, in accordance with their IEP for the applicable school year.
 - a. A student(s) may be added or deleted from the attached Schedule A only by an agreement, in writing, signed by authorized representatives from both parties. In the event that a student(s) is/are added or deleted during the term of this Agreement, the payment amount owed by the SENDING DISTRICT shall be adjusted accordingly.
- 2. All services provided by the RECEIVING DISTRICT to students under this Agreement shall be in accordance with each student's Individualized Education Program (IEP), as it may be modified from time to time.
 - a. Prompt notice shall be given by the SENDING DISTRICT to the RECEIVING DISTRICT upon any modification of a student's IEP.
 - b. The SENDING DISTRICT shall obtain whatever releases, prescriptions, or other legal documents necessary for the RECEIVING DISTRICT to implement the IEP.
- 3. The RECEIVING DISTRICT shall perform all services under this Agreement in accordance with all applicable Federal, State and local laws, rules, and regulations, as well as established policy guidance from the New York State Education Department.
- 4. The RECEIVING DISTRICT shall provide conscientious, competent, and diligent services throughout the term of this Agreement.

- 5. The RECEIVING DISTRICT agrees to make relevant personnel available to participate in meetings of the SENDING DISTRICT's Committee on Special Education (CSE), where appropriate, upon reasonable prior notice to the RECEIVING DISTRICT of such meetings.
- 6. The RECEIVING DISTRICT shall perform background checks and fingerprinting of all staff directly providing services to students, and comply with all provisions of the Safe Schools Against Violence in Education (SAVE) Act. The RECEIVING DISTRICT shall provide the SENDING DISTRICT with the appropriate proof of clearance for employment by the New York State Education Department.
- 7. The SENDING DISTRICT shall obtain releases or other legal documents necessary for the RECEIVING DISTRICT to render full and complete reports concerning the education and progress of the student(s) covered by the terms of this Agreement. The RECEIVING DISTRICT will render such reports to the SENDING DISTRICT at the same time that such reports are made to the parent(s) of student(s) covered by the terms of this Agreement.
- 8. The SENDING DISTRICT shall have the right to examine any or all records or accounts maintained by the RECEIVING DISTRICT in connection with this Agreement.
- 9. Upon reasonable prior written notice, the RECEIVING DISTRICT shall be subject to visitation by the SENDING DISTRICT and/or its designated representatives during the normal business hours of the RECEIVING DISTRICT.
- 10. In the event that the parent or person in parental relation to a student(s) receiving services pursuant to this Agreement initiates litigation in connection with such services, the RECEIVING DISTRICT shall promptly give written notice of same to the SENDING DISTRICT.

D. <u>REPRESENTATIONS:</u>

1. The RECEIVING DISTRICT represents that all services under this Agreement will be provided by individuals who are of good character, who are in good professional standing, and who possess current and valid licenses/certifications necessary to perform the services under this Agreement. The RECEIVING DISTRICT represents that no individuals providing services under this Agreement are currently charged, nor in the past have been charged with any relevant criminal or professional misconduct or incompetence. Upon the execution of this Agreement, the RECEIVING DISTRICT shall provide copies of required licenses/certifications of all professionals providing services to student(s) under this Agreement.

2. In the event that the required license/certification of any agent or employee of the RECEIVING DISTRICT providing services under this Agreement is revoked, terminated, suspended, or otherwise impaired, the RECEIVING DISTRICT shall immediately notify the SENDING DISTRICT in accordance with the requirements for all notices pursuant to this Agreement set forth below.

E. <u>COMPENSATION:</u>

- 1. The RECEIVING DISTRICT shall be entitled to recover tuition from the SENDING DISTRICT for each student receiving services pursuant to this Agreement in accordance with the actual cost of providing services to the student as outlined in such student's individualized education program. The sending District shall be responsible for paying for contracted services directly to the provider (OT, PT, ABA, etc.).
- 2. Requests for payment by the RECEIVING DISTRICT shall be made by submission of a detailed written invoice to the SENDING DISTRICT which references the time period for which payment is being requested and a breakdown of the total amount due for the period specified. A copy of the tuition worksheet shall accompany each invoice.
- 3. The SENDING DISTRICT shall pay the RECEIVING DISTRICT within thirty (30) days of receipt of each invoice by the SENDING DISTRICT.

F. <u>INSURANCE</u>:

- 1. The RECEIVING DISTRICT, at its sole expense, shall procure and maintain such policies of comprehensive general liability, malpractice and other insurance as shall be necessary to insure the SENDING DISTRICT (and the Board of Education) as additional insured, against any claim for liability, personal injury, or death occasioned directly or indirectly by the RECEIVING DISTRICT, its officers, agents, or employees in connection with the performance of the RECEIVING DISTRICT'S responsibilities under this Agreement; each such policy shall provide a minimum coverage of One Million (\$1,000,000.00) Dollars in the event of injury or death to one person, and Three Million (\$3,000,000.00) Dollars in the event of injury or death to more than one person as the result of the same incident.
- 2. The insurance is to be underwritten by a licensed and/or admitted New York State Insurer with a minimum Bests rating of A-minus.
- 3. There should be a thirty (30) day written notice to the SENDING DISTRICT in the event of cancellation or non-renewal.

4. Upon request, the RECEIVING DISTRICT shall supply the SENDING DISTRICT with a copy of said policy / policies.

G. <u>TERMINATION</u>:

- 1. Either the SENDING DISTRICT or the RECEIVING DISTRICT may terminate this Agreement upon thirty (30) days prior written notice to the other party. Such notice shall be given in accordance with the requirements for all notices pursuant to this Agreement set forth below.
- 2. The parties agree that either party's failure to comply with any terms or conditions of this Agreement will provide a basis for the other party to immediately terminate this Agreement without any further liability to the party which violated the Agreement.
- 3. In the event the SENDING DISTRICT or the RECEIVING DISTRICT terminates this Agreement with or without cause, such termination of the Agreement shall not discharge the parties' existing obligations to each other as of the effective date of termination.

H. NOTICES

1. All notices which are required or permitted under this Agreement shall be in writing, and shall be deemed to have been given if delivered personally or sent by registered or certified mail, addressed as follows:

RECEIVING DISTRICT:

Mr. Charles M. Althoff
Director of Student Services
SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT
250B Route 25A
Shoreham, NY 11786

SENDING DISTRICT:

ROCKY POINT UNION FREE SCHOOL DISTRICT 90 Rocky Point - Yaphank Road Rocky Point, NY 11778

I. <u>SUCCESSORS AND ASSIGNS:</u>

1. It is expressly understood that this Agreement shall not be assigned or transferred without prior written consent of the other party.

J. WAIVER OF RIGHTS

1. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce every provision of this Agreement.

K. SEVERABILITY

1. Should any provision of this Agreement, for any reason, be declared invalid and/or unenforceable, such decision shall not effect the validity of the remaining provisions of this Agreement. Such remaining provisions shall remain in full force and effect as if this Agreement had been executed with the invalid provision(s) eliminated.

L. GOVERNING LAW

 This Agreement and the rights and obligations of the parties hereunder shall be construed in accordance with, and governed by, the laws and regulations of the State of New York and applicable Federal laws and regulations

M. <u>ENTIRE AGREEMENT:</u>

- 1. This Agreement, along with the attached "Schedule A," is the complete and exclusive statement of the Agreement between the parties, and supersedes all prior or contemporaneous, oral or written: proposals, understandings, representations, conditions or covenants between the parties relating to the subject matter of the Agreement.
- 2. This Agreement may not be changed orally, but only by an agreement, in writing, signed by authorized representatives of both parties.

Estimated Tuition for Five (5) Rocky Point Student's for the 2015-16 School Year (ten month program) \$294,221.00

| ROCKY POINT UNION FREE SCHOOL DISTRICT | SHOREHAM-WADING RIVER CENTRAL SCHOOL DISTRICT | |
|---|--|--|
| President Board of Education | President Board of Education | |
| Date: | Date: | |

SCHEDULE "A" - Supplement to become part of original

| STUDENT NAME | ADDRESS | DATE OF BIRTH |
|--------------|---------|---------------|
| | | DATE OF BIRTH |
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Students

SUBJECT: STUDENT GENDER IDENTITY

All students need—require a safe and supportive educational environment to progress academically and developmentally. The District is committed to fostering a safe and respectful learning environment for all students, free from discrimination and harassment on the basis of sex, gender, gender identity, gender nonconformity, and gender expression. In accordance with applicable law, regulations, and guidelines, the District will ensure that students have possess equal access to all school programs, facilities, and activities. The District will assess and address the specific needs of each student on a case-by-case basis as required.

Key Terms

Generally, District personnel should use adopt the nomenclature language that individual students are using use to describe their own gender identity, appearance, and/or behavior. The most commonly used terms are:

Cisgender: a person whose gender identity corresponds to their-that assigned sex at birth.

Gender: actual or perceived sex, typically with reference to social and cultural differencesidentity distinctions rather than physiological ones.

Gender expression: the ways—manner in which a person conveys their—gender identity to others; such as through behavior, appearance, clothing, hairstyle, activities, voice, and mannerisms.

Gender identity: a person's inner-visceral sense or psychological knowledge-bearing of being male, female, neither, or both.

Gender nonconforming (GNC): describes someone whose gender identity or gender expression does not conform to social or stereotypical expectations of a person with the that gender assigned at | birth. This is also referred to as gender variant or gender atypical.

Transgender: someone whose gender identity is different than their-his/her gender assigned at | birth.

Transition: the process by which a person socially or physically aligns their gender expression more closely-compatible to his/her-their gender identity than their-his/her assigned sex at birth.

Records

As required by law, the District will maintain the confidentiality of student information and records. If a transgender or GNC student has officially changed his or her name, as demonstrated by court order or birth certificate, the District will change its official and unofficial records, as needed, to reflect the change. The District will maintain records with the student's assigned birth name in a separate, confidential file.

(Continued)

SUBJECT: STUDENT GENDER IDENTITY (Cont'd.)

If a transgender or GNC student has not officially changed his or her name, but wishes to be referred to by a different name that corresponds to their gender identity, the District may create or change unofficial records to reflect the name and gender identity that the student consistently asserts at school. On state standardized tests, certain reports to the New York State Education Department, and when necessary to ensure appropriate and coordinated medical care, however, the District will use utilize the student's legal name and gender. Any sStudent identification cards will be issued with the name reflecting the gender identity the student consistently asserts at school. The District will maintain records with estudent's assigned birth name and gender in a separate, confidential file.

Names and Pronouns

When apprised of a student's transgender or GNC status, the District will endeavor to engage the student and his or her parents or guardians, as appropriate, in an effort to agree upon a plan that will accommodate the student's individual needs at school. Transgender and GNC students have the right to discuss and convey their gender identity and expression openly and to decide when, with whom, and how to share this confidential information. The plan may therefore include when and how to initiate the student's preferred name and associated pronoun use and if, when, and how this is to be communicated to others. District staff will use the name and pronoun that corresponds to the gender identity the student consistently asserts at school.

Restrooms and Locker Rooms

The District will allow a transgender or GNC student to use the restroom and locker room that corresponds to the student's consistently expressed gender identity at school. Any student requesting increased privacy or other accommodations when using bathrooms or locker rooms will be provided with-a safe and adequate alternative, but they will not be required to use that alternative.

Physical Education and Sports

Physical education is a required part-component of the District's curriculum. Where these classes are sex-segregated, students will be allowed to participate in a manner consistent with their gender identity. Students will likewise be allowed to participate in intramural activities consistent with their gender identity.

Upon written notification that a transgender or GNC student would like desires an opportunity to participate in the District's interscholastic athletics program consistent with his or her gender identity, the District will determine his or her eligibility in accordance with applicable law, regulations, and guidelines promulgated by Section XI of the New York State Public High School Athletics Association and the NYSPHSAA NYSPMJAN. The District will confirm the student's asserted gender identity with documentation it considers appropriate from a parent/guardian, counselor, doctor, psychologist, psychiatrist, or other medical professionals. The student's gender identity should be the same as the identity used adopted for District registration and other school purposes.

(Continued)

SUBJECT: STUDENT GENDER IDENTITY (Cont'd.)

The District's athletic director will notify opposing team athletic directors or the New York State Public-High School Athletic Association—if a student needs—requires any accommodations during competitions. Any appeal—regarding—the District's eligibility—decision—will—be—directly—to—the Commissioner of Education.

Other Activities

Generally, iIn other circumstances where students may be are sex-segregated, such as overnight field trips, students may be permitted to participate in accordance with the gender identity that the student consistently asserts adopts at school. Student privacy concerns will be addressed individually and on a case-by-case basis in accordance with District policy and applicable law, regulations, and guidelines.

Dress Code and Team Uniforms

Transgender or GNC students may dress in accordance with their gender identity or expression, within the parameters of the District's dress code. The District will not restrict students' clothing or appearance on the basis of gender.

The District's dress code applies while its athletes are traveling to and from athletic contests. Athletes will have access to uniforms that are appropriate for their sport.

Family Educational Rights and Privacy Act (FERPA), 20 USC § 1232g 34 CFR Part 99
Title IX of the Education Amendments of 1972
Education Law Article 2 and §§ 2-d, 11(7), 3201-a
8 NYCRR § 100.2

NOTE: Refer also to Policies #3410 -- Code of Conduct on School Property

#3420 -- Anti-Harassment in the School District

#7551 -- Sexual Harassment of Students

#7554 – Dignity for all Students

#7553 -- Hazing of Students

#8242 -- Patriotism, Citizenship and Human Rights Education

Academic Intervention Plan

2015-2017

Rocky Point School District



Introduction

The Rocky Point Union Free School District's Academic Intervention Services (AIS) plan was developed to meet the requirements of the Section 100.2(ee) revisions to the Commissioner's Regulations. School districts are required to provide instructional and student support services to help students achieve the New York State Common Core Learning Standards.

Definition

Academic Intervention Services are defined as additional instructional services that supplement regular classroom instruction and/or student support services designed to help students achieve the New York State Common Core Learning Standards. Academic Intervention Services are direct services intended to assist students who are identified as being at-risk of not achieving the New York State Common Core Learning Standards in English Language Arts and mathematics in grades K-12 and in the New York State Learning Standards for social studies and science in grades 4-12. In addition, the services are provided to those students who are identified as being at-risk of not gaining the skills and knowledge necessary to meet or exceed designated performance levels on the New York State assessments. Each year the elementary and intermediate state assessments will have four designated performance levels on each assessment.

NYS ELA and Mathematics Performance Levels:

- Level 1: Students performing at this level are well below proficient in standards for their grade. Students demonstrate limited knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards. They are considered insufficient for the expectations for their grade level.
- Level 2: Students performing at this level are partially proficient in standards for their grade. Students demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards. They are considered partial but insufficient for the expectations for their grade level. Students performing at Level 2 are considered on track to meet current New York high school graduation requirements but are not yet proficient on the Common Core Learning Standards.
- Level 3: Students performing at this level are proficient in standards for their grade. Students demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards. Students are considered sufficient for the expectations for their grade level.
- Level 4: Students performing at this level excel in standards for their grade. They demonstrate knowledge, skills, and practices embodied by the New York State P-12 Common Core Learning Standards. They are considered more than sufficient for the expectations for their grade level.
 - * Scale Score Ranges are subject to change based on New York State Department of Education modifications

All students who score below the designated performance levels *must* receive Academic Intervention Services. The services for a particular student should vary in intensity based on the student's needs as measured by state assessments and other information about the student's performance. In addition, the plan must address barriers to student progress including attendance problems, discipline problems, family-related problems, health-related issues, nutrition-related issues, and mobility/transfer related issues.

Academic Intervention Services must be initiated no later than the beginning of the semester following a determination that a student needs such services.

Eligibility Criteria

Specific circumstances qualify a student for Academic Intervention Services:

- Students who score below the designated performance levels on Elementary, Intermediate, and Commencement level New York State assessments in English Language Arts and Mathematics
- Students who score below the designated performance levels on Intermediate and Commencement level NYS assessments in science
- · Students who score below the designated performance levels on Commencement level NYS assessments in social studies
- · Students who are at-risk of not meeting New York State Standards as indicated through district-adopted procedures
- · Students in grades K-2 who lack reading readiness
- Limited English Proficient (LEP)/English Language Learners (ELL) who do not achieve the annual performance standards

In addition, the District will use multiple measures to determine student eligibility for Academic Intervention Services. These multiple sources may include but are not limited to:

- · Early reading assessments/literacy profiles
- · Assessments of content skills, concepts, and knowledge
- · Diagnostic assessments
- Performance on benchmark assessments
- Classroom performance
- Report card grades
- Observation and anecdotal records
- · Recommendation by teacher, counselor, administrator, or other school staff

Academic Intervention Services (AIS):

Based on 3rd Grade State Test: Incoming 4th Grade Students

| Criteria for Assigning AIS Services | Scale Scores | Level of AIS Service | |
|-------------------------------------|--------------|----------------------|--|
| ELA Level 1 | 147-290 | High Intensity | |
| ELA Level 2 | 291-295 | Moderate Intensity | |
| ELA Level 2 | 296-299 | Low Intensity | |
| Math Level 1 | 137-284 | High Intensity | |
| Math Level 2 | 285-289 | Moderate Intensity | |
| Math Level 2 | 290-293 | Low Intensity | |

^{*} If a New York State Assessment score is unavailable, previous New York State Assessments and/or the multiple measures stated above will be used to determine if a student is in need of Academic Intervention Services.

Based on 4th Grade State Test: Incoming 5th Grade Students

| Criteria for Assigning AIS Services | Scale Scores | Level of AIS Service |
|-------------------------------------|--------------|------------------------|
| ELA Level 1 | 138-286 | High Intensity |
| ELA Level 2 | 287-292 | Moderate Intensity |
| ELA Level 2 | 293-296 | Low Intensity |
| Math Level 1 | 137-282 | High Intensity |
| Math Level 2 | 283-284 | Moderate/Low Intensity |

Based on 5th Grade State Test: Incoming 6th Grade Students

| Criteria for Assigning AIS Services | Scale Scores | Level of AIS Service |
|-------------------------------------|--------------|----------------------|
| ELA Level 1 | 97-288 | High Intensity |
| ELA Level 2 | 289-293 | Moderate Intensity |
| ELA Level 2 | 294-297 | Low Intensity |
| Math Level 1 | 127-289 | High Intensity |

Based on 6th Grade State Test: Incoming 7th Grade Students

| Criteria for Assigning AIS Services | Scale Scores | Level of AIS Service |
|-------------------------------------|--------------|----------------------|
| ELA Level 1 | 117-282 | High Intensity |
| ELA Level 2 | 283-291 | Moderate Intensity |
| ELA Level 2 | 292-297 | Low Intensity |
| Math Level 1 | 125-283 | High Intensity |
| Math Level 2 | 284-287 | Moderate Intensity |
| Math Level 2 | 288-289 | Low Intensity |

Based on 7th Grade State Test: Incoming 8th Grade Students

| Criteria for Assigning AIS Services | Scale Scores | Level of AIS Service |
|-------------------------------------|--------------|----------------------|
| ELA Level 1 | 98-286 | High Intensity |
| ELA Level 2 | 287-294 | Moderate Intensity |
| ELA Level 2 | 295-301 | Low Intensity |
| Math Level 1 | 124-290 | High Intensity |

Based on 8th Grade State Test: Incoming 9th Grade Students

| Criteria for Assigning AIS Services | Scale Scores | Level of AIS Service |
|-------------------------------------|--------------|----------------------|
| ELA Level 1 | 100-283 | High Intensity |
| ELA Level 2 | 284-295 | Moderate Intensity |
| ELA Level 2 | 296-302 | Low Intensity |
| Math Level 1 | 124-286 | High Intensity |
| Math Level 2 | 287-290 | Moderate Intensity |
| Math Level 2 | 291-293 | Low Intensity |

Based on Regents Examinations: Incoming 10th - 12th Grade Students

| Criteria for | Assigning AIS Services |
|--------------|-------------------------|
| English Rege | ents: Failing score |
| English Clas | s: Failing course grade |
| Math Regent | s: Failing score |
| Math Class: | Failing course grade |

Special Education

Academic Intervention Services will be provided to students with disabilities on the same basis as non-disabled students. Academic Intervention Services are provided in addition to special education services. The same appropriate accommodations and supports outlined on the student's Individualized Education Program (IEP) must be provided when Academic Intervention Services are delivered.

Exit Criteria

Academic Intervention Services may be discontinued when the student achieves proficiency on the New York State assessments or when the student meets one or more of the requirements outlined in this document.

All Academic Intervention Services are provided by certified, highly-qualified teachers.

Intensity of Services

The intensity of services will be based on the level of student need as determined by multiple measures and sources of evidence gathered by the school district. Frequency of services will be based on the level of intensity of services and IST/RtI recommendation.

The following information is included in this Academic Intervention Services plan:

- Criteria for entrance and exit eligibility
- Description of services
- Procedure for parent notification
- Procedure for monitoring student progress

As per New York State Education Department regulations, the plan will be revised biennially.

Teacher Monitoring: Middle and High School Levels

At the middle and high school levels, teachers work in conjunction with Instructional Coordinators/Chairpersons to monitor students' academic progress.

Rocky Point UFSD

2015-2017 Academic Intervention Services Plan Summary

English Language Arts

| High Intensity | Moderate Intensity | Low Intensity | Exit |
|---|--|---|---|
| Reading 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Leveled Literacy Intervention after January Teacher Monitoring Extra Help with Specialist Extra Help with Teacher | Teacher Monitoring Extra Help with Teacher | Teacher Monitoring Extra Help | Report Card: On Grade Level Lexile Level: On Grade Level Literacy Collaborative Guided Reading: On Grade Level AIMSweb Benchmark Reading Fluency: Avg. Passing ELA Parallel Tasks Teacher/Rtl Recommendation |
| Reading Recovery 5/wk 30 min/session Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level Lexile Level: On Grade Level Literacy Collaborative Guided Reading: On Grade Level AIMSweb Benchmark Reading Fluency: Avg Passing ELA Parallel Tasks Teacher/Rtl Recommendation |
| Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level Lexile Level: On Grade Level Literacy Collaborative Guided Reading: On Grade Level AIMSweb Benchmark Reading Fluency: Avg. Passing ELA Practice Test Teacher/Rtl Recommendation |
| System 44: 5/wk 80 min READ 180: 5/wk 80 min Reading Pull-out or Push-In 5/wk 30 to 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Teacher Monitoring Extra Help with Reading Specialist Extra Help with Teacher | Reading Pull-out or Push-In 2/wk 40 min sessions Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level Scholastic Reading Inventory Lexile: On Grade Level Literacy Collaborative Guided Reading Level: On Grade Level NYSED ELA 3 Score of 3 or 4 Teacher/Rtl Recommendation |
| System 44: 5/wk 80 min READ 180: 5/wk 80 min Reading: Pull-out 2/wk 1/wk Push-in 1/wk 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Teacher Monitoring Extra Help with Reading Specialist Extra Help with Teacher | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level Scholastic Reading Inventory Lexile Level: On Grade Level Literacy Collaborative Guided Reading Level: On Grade Level NYSED ELA 4 Score of 3 or 4 Teacher/Rtl Recommendation |
| | Reading 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Leveled Literacy Intervention after January Teacher Monitoring Extra Help with Specialist Extra Help with Teacher Reading Recovery 5/wk 30 min/session Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher System 44: 5/wk 80 min Reading Pull-out or Push-In 5/wk 30 to 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Teacher Monitoring Extra Help with Reading Specialist Extra Help with Teacher System 44: 5/wk 80 min Reading: Pull-out 2/wk 1/wk Push-in 1/wk 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Teacher Monitoring Extra Help with Reading Specialist | Reading 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Leveled Literacy Intervention after January Teacher Monitoring Extra Help with Specialist Extra Help with Teacher Reading Recovery 5/wk 30 min/session Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Teacher Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Specialist Extra Help with Feacher System 44: 5/wk 80 min Reading Pull-out or Push-In 5/wk 30 to 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Teacher Monitoring Extra Help with Teacher System 44: 5/wk 80 min ReAD 180: 5/wk 80 min | Reading 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Leveled Literacy Intervention after January Teacher Monitoring Extra Help with Specialist Extra Help with Teacher Reading Recovery 5/wk 30 min/session Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Specialist Extra Help with Specialist Extra Help with Teacher Leveled Literacy Intervention 5/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Wilson Fundations Double Dose 2/wk 30 min/session Teacher Monitoring Extra Help with Specialist Extra Help with Specialist Extra Help with Specialist Extra Help with Teacher System 44: 5/wk 80 min Reading Pull-out or Push-In 5/wk 30 to 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Teacher Monitoring Extra Help Teacher Monitoring Extra Help Teacher Monitoring Extra Help Teacher Monitoring Teacher Monitoring Extra Help Teacher Monitoring Teacher |

| ELA | High Intensity | Moderate Intensity | Low Intensity | Exit |
|------------|--|----------------------------------|----------------------------------|--|
| 5 | System 44: 5/wk 80 min READ 180: 5/wk 80 min Reading Pull-out 2/wk 1/wk Push-In 1/wk 40 min sessions Reading: Wilson 3/wk 40 min/session School-based Tutoring/Support Extra Help with Reading Specialist Extra Help with Teacher Teacher Monitoring | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level Scholastic Reading Inventory Lexile Level: On Grade Level Literacy Collaborative Guided Reading Level: On Grade Level NYSED ELA 5 Score of 3 or 4 Teacher/Rtl Recommendation |
| 6 | System 44: 2/ 42-minute periods every day READ 180: 2/ 42-minute periods every day ELA 6 AIS: 1/ 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | English Course Grade of 65 or higher English Final Exam Grade of 65 or higher NYSED ELA 6 Score of 3 or 4 Scholastic Reading Inventory Lexile Level 1000 or Above Teacher/IST/RtI Recommendation |
| 7 | System 44: 2 /42-minute periods every day READ 180: 2/ 42-minute periods every day ELA 7 AIS: 1/ 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | English Course Grade of 65 or higher English Final Exam Grade of 65 or higher NYSED ELA 7 Score of 3 or 4 Scholastic Reading Inventory Lexile Level 1100 or Above Teacher/IST/Rtl Recommendation |
| 8 | System 44: 2/ 42-minute periods every day READ 180: 2/ 42-minute periods every day ELA 8 AIS: 1/ 42-minute period every day ELA 8 AIS: 1/ 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | English Course Grade of 65 or higher English Final Exam Grade of 65 or higher NYSED ELA 8 Score of 3 or 4 Scholastic Reading Inventory Lexile Level 1150 or Above Teacher/IST/RtI Recommendation |
| English 9 | ELA AIS 9/10: 1/42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | English Course Grade of 65 or higher Final Exam score of 65 or higher Teacher/IST/Rtl Recommendation |
| English 10 | ELA AIS 9/10: 1/42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | English Course Grade of 65 or higher Final Exam score of 65 or higher Teacher/IST/Rtl Recommendation |
| English 11 | ELA AIS 11/12: 1/ 42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | English Course Grade of 65 or higher English Regents Exam Grade of 65 or higher Teacher/IST/RtI Recommendation |

Rocky Point UFSD 2015-2017 Academic Intervention Services Plan Summary Mathematics

| Math | High Intensity | Moderate Intensity | Low Intensity | Exit |
|------|---|----------------------------------|----------------------------------|---|
| K | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level or Above AIMSweb Math Concepts: Average Passing Math Parallel Tasks Teacher/Rtl Recommendation |
| 1 | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level or Above AIMSweb Math Concepts: Average Passing Math Parallel Tasks Teacher/Rtl Recommendation |
| 2 | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level or Above AIMSweb Math Concepts: Average Passing Math Practice Test Teacher/Rtl Recommendation |
| 3 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level or Above NYSED Math 3 Score of 3 or 4 Teacher/Rtl Recommendation Teacher/Rtl Recommendation |
| 4 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level or Above NYSED Math 4 Score of 3 or 4 Teacher/Rtl Recommendation Teacher/Rtl Recommendation |
| 5 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Report Card: On Grade Level or Above NYSED Math 5 Score of 3 or 4 Teacher/Rtl Recommendation Teacher/Rtl Recommendation |
| 6 | Math 6 AIS: 1/42-minute period every day Math 6 AIS: 1/42-minute period every other day School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Math Course Grade of 65 or higher Math Final Exam Grade of 65 or higher NYSED Math 6 Score of 3 or 4 Teacher/IST/RtI Recommendation |

| Math | High Intensity | Moderate Intensity | Low Intensity | Exit |
|---------|--|--------------------|--------------------|--|
| | | Teacher Monitoring | Teacher Monitoring | Math Course Grade of 65 or higher |
| | Math 7 AIS: 1/42-minute period every other day | Extra Help | Extra Help | Math Final Exam Grade of 65 or higher |
| 7 | School-based Tutoring/Support | | | NYSED Math 7 Score of 3 or 4 |
| | Teacher Monitoring | | | Teacher/IST/RtI Recommendation |
| | Extra Help | | | |
| | | Teacher Monitoring | Teacher Monitoring | Math Course Grade of 65 or higher |
| | Math 8 AIS: 1/42-minute period every other day | Extra Help | Extra Help | Math Final Exam Grade of 65 or higher |
| 8 | School-based Tutoring/Support | | | NYSED Math 8 Score of 3 or 4 |
| | Teacher Monitoring | | | Teacher/IST/RtI Recommendation |
| | Extra Help | | | |
| Alachma | School-based Tutoring/Support | Teacher Monitoring | Teacher Monitoring | Algebra CC Course Grade of 65 or higher |
| Algebra | Math AIS 9/10: Algebra: Common Core | Extra Help | Extra Help | Algebra CC Regents Grade of 65 or higher |
| Common | Teacher Monitoring | | | Teacher/IST/RtI Recommendation |
| Core | Extra Help | | | |

Rocky Point UFSD 2015-2017 Academic Intervention Services Plan Summary Social Studies

| Social Studies | High Intensity | Moderate Intensity | Low Intensity | Exit |
|--|---|----------------------------------|----------------------------------|--|
| Global History & Geography 9 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Social Studies Course Grade of 65 or higher Social Studies Final Exam Grade of 65 or higher Passing SS Tasks Teacher/IST/Rt1 Recommendation |
| Global History & Geography 10 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Social Studies Course Grade of 65 or higher Social Studies NYS Regents Exam Grade of 65 or higher Teacher/IST/Rtl Recommendation |
| JS History & Government 11 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | US History Course Grade of 65 US History NYS Regents Exam Grade of 65 or higher Teacher/IST/Rtl Recommendation |

Rocky Point UFSD 2015-2017 Academic Intervention Services Plan Summary Science

| Science | High Intensity | Moderate Intensity | Low Intensity | Exit |
|-----------------------|---|----------------------------------|----------------------------------|--|
| 6-7 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Science Course Grade of 65 or higher Science Final Exam Grade of 65 or higher Teacher/IST/RtI Recommendation |
| 8 | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Science Course Grade of 65 or higher NYSED Science 8 Score of 3 or 4 Teacher/IST/RtI Recommendation |
| Living Environment | School-based Tutoring/Support Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Teacher Monitoring Extra Help | Living Environment Course Grade of 65 Living Environment Regents Grade of 65 Teacher/IST/RtI Recommendation |

ACADEMIC INTERVENTION SERVICES DESCRIPTION: 2015-17

Rocky Point School District

Standards Area: Student Support Services

Grades K-12

Possible Procedures to Determine the Range of AIS Student Support and AIS Discontinuance

| Multiple Measure(s) | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|---|---|---|
| Developmental Measures: | | |
| Academic Screening: Woodcock Johnson Wechsler Individual Achievement Test (WIAT) NYS Assessments AIMSweb Literacy Benchmark Testing Basic Achievement Skills Inventory | Low Average and Below On Multiple Sub-Tests | Average on Multiple Sub-Tests |
| Diagnostic Screening: Achenbach Teacher Form Achenbach Parent Form Behavior Assessments | Borderline Clinical or Clinical | Normal |
| Psychological Testing: Leiter – Nonverbal Performance WISC-4 WIPPSI | Low Average and Below On Multiple Sub-Tests | Average on Multiple Sub-Tests |
| Professional Observations | Inability to Complete Class Work / Homework Behaviors Interfere with Successful Acquisition of Learning Poor Coping Skills Emotional Instability Poor Social Skills Poor Peer/Adult Relationships Home Life Instructional Support Team Referral | Completed Class Work/Homework Improved Behavior Improved Coping Skills Improved Emotional Stability Improved Social Skills Improved Peer/Adult Relationships Improved Home Life Instructional Support Team Recommendation |

| Multiple Measure(s) | Criteria to Determine AIS Need | Criteria to Discontinue AIS |
|-------------------------|--|--|
| Developmental Measures: | | |
| Parent Observations: | Inability to Complete Homework Poor Coping Skills Emotional Instability Poor Social Skills Poor Peer/Adult Relationships Home Life | Completed Homework Improved Coping Skills Improved Emotional Stability Improved Social Skills Improved Peer/Adult Relationships Improved Home Life |

Possible Sources of Evidence

| Reports: | | |
|--------------------------------------|---|--|
| Discipline Referrals | Excessive Numbers of Referrals | Reduction in Referrals |
| Attendance | 10 Absences Excessive Tardiness Excessive Early Pick-ups/ Sign-outs from School | Improved Attendance |
| Nurse Records and Referrals | Evidence of Neglect | IST/ Rtl Recommendation |
| Medical Diagnoses and Records | IST/ Rtl Recommendation | IST/ Rtl Recommendation |
| Progress Reports and Report Card | Near Level or Below Level (K-5) Failing or In Danger of Failing (6-12) | On Level or Above Level (K-5) Passing the Class (6-12) |
| IST/ RtI Action Plan | IST/ Rtl Recommendation | IST/ Rtl Recommendation |
| Functional Behavior Assessment (FBA) | Behavior Support Plan (BSP) | No longer need BSP as determined by IST/ Rtl Recommendation |

Description of Level of Intensity Need - Based on Multiple Measures and Evidence/Related Criteria:

District Attendance Policy: Pursuant to Rocky Point Board of Education policy number 7110, listed below are the services that may be provided to students who are in need of support with attendance.

Academic Intervention Services - Student Support (Guidance, Social Worker, School Psychologist, etc)

| Intensity | Description of Services | Intensity Factors: Frequency/Duration/Individualization |
|-----------|--|---|
| High | Individual Counseling | 1x a week/30 minutes/Individual |
| | Why Try ~ Middle School/ High School Substance Abuse Education ~Middle School/ High School Failure Letters Sent to Parent at Report Card | As Needed |
| Moderate | Banana Splits Divorce Groups | 1x a week/30 minutes/Group |
| 2.20 | Social Skills Groups | 1x a week/30 minutes/Group |
| | Friendship Groups | 1x a week/30 minutes/Group |
| | Bereavement Groups | 1x a week/30 minutes/Group |
| | Short Term Counseling | As Needed |
| | Referral for Outside Services | As Needed |
| Low | Big Buddy/Little Buddy | 1x a week/40 minutes/Group |
| | FJC M&M Mentoring Program | 1x a week during lunch /40 minutes/Group |
| | Caring Connection Mentoring Program | 1x a week/30 minutes/Group |
| | Parent Teacher Meeting | As Needed |
| | Guidance Appointment (6 to12) | As Needed |

Parental Notification and Involvement

Parents/guardians play a vital role in the academic success of children. The District is committed to establishing a strong partnership with parents to ensure academic success for all students. Parents/guardians will be notified, in writing, by the building principal when a student requires Academic Intervention Services. This notice will be translated, where appropriate, into the native language of the parents.

This commencement notification will include:

- · The reason the student requires such services;
- · A summary of the services to be provided; and

• The consequences of not achieving the expected performance levels.

When services are to be discontinued, the parent/guardian of the student will be notified, in writing, by the building principal. This notice will:

- Include the criteria used for terminating the service;
- Indicate the performance levels obtained on district-level and/or state assessments.

Placement in educational programs during the regular school day is the responsibility of the District and school. Parents may not refuse to have their child participate in Academic Intervention Services if they are offered within the regular school day.

Monitoring Student Progress

At a minimum, the school will provide parents/guardians with the following:

- Reports on the student's progress at least once each quarter by mail, telephone, or other means
- Opportunity to consult with the student's regular classroom teacher(s), and other professional staff providing Academic Intervention Services

Local Assistance Plan (LAP) Diagnostic Self-Review Document and Report Template



| Name of Principal: | Dr. Scott O'Brien |
|---------------------------------------|--|
| Name/Number of School: | Rocky Point Middle School |
| School Address: | 76 Rocky Point-Yaphank Road, Rocky Point, NY 11778 |
| School Telephone Number: | 631-849-7302 |
| Principal's Direct Phone Number: | 631-849-7301 |
| Principal's E-Mail: | sobrien@rockypoint.k12.ny.us |
| District Telephone Number: | 631-744-1600 |
| Superintendent's Direct Phone Number: | 631-849-7502 |
| Superintendent's E-Mail: | mring@rockypoint.k12.ny.us |
| Reason for LAP Designation: | SWD Mathematics - Achievement Gap |
| Website Link for Published Report: | www.rockypointufsd.org |

| School Principal's Signature _ | Stott | Bnen | Date _ | 10 | 14 | 115 |
|--|---------------------|-------------------------------|-----------------------------|------------|---------|--|
| accountability status determi | nation reported in | the Information Reporting S | ervices (IRS) portal/nySTAF | RT is offi | icial a | knowledge. I understand that the nd that the district and its school |
| | viewed the Diagnos | tic Self-Review Document an | d met with the school lead | ership to | disci | uss and revise the rubric ratings as |
| tenets. | that the ratings pr | ovided in the rubric are an a | | /0 / | v. | ent performance in relation to the |
| Superintendent's Signature For New York City schools, the | Community School | District Superintendent mus | | 10/ | 16/ | <u></u> |

A Message to School/District Leaders:

The purpose of the New York State Education Department (NYSED) school review is to provide all New York State (NYS) stakeholders currently involved in school and/or district evaluation with cogent messages around school improvement and highly effective educational practices. Our thinking is that the more the NYS educational community engages in common practices and uses common language to evaluate and describe effective schools, the more readily we, as an educational community, will be able to provide high-quality seats to all students in our state.

Guidance

The Diagnostic Self-Review Document provides an opportunity for the school, with the assistance of the district, to assess it's current level of performance in regard to the school leadership, teacher practices and decisions, curriculum development and support, student social and emotional developmental health, and family and community engagement. Schools should use the self-review as an opportunity to identify actions to be taken to improve student academic results for the identified subgroup(s), describe the district resources to be used to implement the actions identified, and describe the professional development activities planned to support the implementation of the actions to improve student academic results.

The Diagnostic Self-Review Document and Report Template must be approved by the district's Board of Education (for New York City (NYC) schools, it must be approved by the Chancellor) and posted to the district's website by *Friday*, *November 20, 2015*, as well as kept on file at both the school and the district offices.

Completing This Form

- Before completing this form, please examine the rubric, and discuss the tenets and the statements of practice with the district representative who will be assisting you in completing, reviewing and approving your LAP Self-Assessment. As the rubric used for the Diagnostic Self-Review is the same one as used for Diagnostic Review for School and District Effectiveness (DTSDE) conducted in Focus Districts, the DTSDE website (http://www.p12.nysed.gov/accountability/diagnostic-tool-institute/home.html) contains helpful information about the rubric.
- In collaboration with your school leadership team and your district representatives, complete the Self-Review by identifying the strategies and practices you either are planning to implement or have implemented that meet the needs of your school, as identified by the assessment.
 - Pay particular attention to the performance of the subgroups that caused the school to be identified as requiring a Local Assistance Plan (LAP).
 - Use evaluative language and connect how the strategies and practices have or will impact teaching and learning.
 - Make sure the activities proposed reflect a new and robust direction or a continuation of practices that are showing evidence-based positive results in closing the achievement gap(s).
- Be concise and clear when describing the evidence that supports your ratings.
- Provide information in the plan that addresses the "who, what, when, and why" of the strategies chosen to meet the needs of the school.
- Please Note: The designation of a school as a LAP means that a school has areas that need improvement, particularly as they relate to the subgroup(s) of students who are failing to make academic gains. These areas should be reflected in the ratings, evidence and action plans outlined in this assessment.
- Before the completed Self-Review Document and Report Template are submitted to the Board of Education (for NYC, the Chancellor) for approval, the school superintendent must meet with the school leadership to discuss and revise the rubric ratings as appropriate.

A successfully completed Self-Review provides an accurate picture of your school and its needs and describes the actions you and the district will take to address these needs. The evidence and plans for improvement described in the document will closely align to the expectations put forth in the rubric, therefore aligning the plan to the optimal conditions for school effectiveness.

If you have any questions regarding completion of the Local Assistance Plan Self Assessment, please send an email to accountinfo@nysed.gov.

| School Informa Grade | CIOII SI | | Total | | And the second | | Tie | le 1 | Mary Control | A 4 4 | endance | | |
|---|----------|--------------|--|----------|--------------------------|--|--------|---|------------------------------|--------------|------------------------------|------------------|----------|
| Configuration | | 6-8 | Enrollr | nent | | 767 | - 22 | pulation | 0 | % Rat | 95 | | 95.6% |
| Free Lunch | 22.4 | Reduced | 4.5% | Stud | ent ainability* | 98% | | mited English roficient | 2.3 | 2% | dents with | | 17.7% |
| | No. | | | _ | | r of Eng | _ | anguage Learn | er Class | es | | 177 | 731-000 |
| #Transitional Bi | lingual | 0 | #Dual | | | 0 | | If-Contained En | | | anguage | 0 | |
| | | 1984 | 2400 | | <u> </u> | nber of | | ial Education C | | 1000 | | SING | 3 2 17 - |
| #Special Classe: | s | 37 | #Const | ultant 1 | Teaching | 0 | #Int | egrated Collabo | orative 1 | eaching | | 40 | |
| # Resource Roo | m | 3 | 2000 | STATE OF | | | | | Part of | A PERMIT | AND DES | | |
| | | 7 -37- | No. II | | Types a | nd Nun | ber 5 | Special Classes | 8 - | 100 | 41894 | | |
| #Visual Arts | 0 | #Music | 8 | #Dra | ma | 0 | # Fo | reign Language | | # Dan | ce 0 | CTE | 0 |
| | - | | | | - 1 | Racial/E | thnic | Origin | 3//// | | | | |
| American Indian or Alaska Native | .1% | Afri Amer | can 1 | .7% | Hispanic or Latino | 8.9% | На | ian or Native waiian/Other cific Islander | 1.3% | White | 86.3% | Multi- racial | 1.7% |
| Alaska Hative | | Airici | icum | 11000 | Lucino | Pe | rsonn | | 100 | NEW TENE | W | Way a said | |
| Years Principal | | 8 | | # of | Assistant | 1 | - | Deans | 10 | # of C | ounselors | 1 | 4 |
| Assigned to Sch | lool | | | 1000000 | cipals | 1 1 | | | | | Workers | | |
| % of Teachers with No Valid Teaching Certificate | | Out | eaching of ification | g 0 | | % Teaching with Few Than 3 Yrs. of Exp. | | 2% | 2% Average Teach Absences | | 9.63 | | |
| | | | No. in | CCIC | | all Acco | unta | bility Status | r-umr | | 1172.0 | | |
| ELA | T | | 1athematic | cs | 0101 | 1 | | ence | | | 4 Year | | |
| Performance at levels 3 & 4 | 28 | % Pe | rformance | at | 28% | Performance at levels 3 & 4 | | nance at | 73% | G | Graduation Rate (HS Only) | | |
| | 12/12 | - 9 | | | Credit Acc | umulat | ion (F | High School On | ly) | | | | |
| % of 1 st yr. students who earned 10+ credits | | S | % of 2 nd yr cudents whearned 10- credits | 10 | | 100000000000000000000000000000000000000 | o ear | r. students rned 10+ edits | | G | 6 Year raduation | Rate | |
| | | Achi | evement Ga | | | | | under the Cate d Not Meet Adec | | arly Progres | s (AYP) | | |
| ELA | Ma | thematics | Sci | ence | Gradu | ation R | ate | Subgroup | | | | | |
| | | | | | | | | American Ind | ian or A | laska Nati | ve | | |
| | | | | | | | | Hispanic or L | atino | | | | |
| Parallina. | | | 9100 | | | | | White | | | | | |
| | | AG | | | | | | Students with | Disabi | ities | | | |
| a succession | | | | | | | | Economically | Disadva | antaged | | | |
| Name of the last | | | | | | | | Black or Afric | an Ame | rican | | THE RES | |
| | | A MALE | | | | | | Asian or Nati | ve Hawa | iian/Othe | r Pacific Isl | lander | |
| | 100 | | | | BILLER | | | Multi-racial | | | | | |
| | 1 | | 0 1000 | | | | 176.7 | Limited Englis | sh Profi | ient | | | |

^{*}Student Sustainability or Student Stability is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. For example, if School A, which serves Grades 6–8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.

Rate each practice with an H, E, D, or I in the space provided. Before assigning a rating of Effective or Highly Effective to a Statement of Practice, the school should pay particular attention to how the statement of practice is related to the performance of the subgroup(s) of students who caused the school to be identified as requiring a LAP. When providing a response to a Statement of Practice that Is Effective, Developing, or Ineffective, the school should specify whether actions will be targeted to the subgroup(s) of students who caused the school's identification or be part of a whole school transformation or turnaround strategy.

| | Statement of Practice 2.2: The school leader ensures that the school community shares the Specific, Measurable, Ambitiou | | | | | |
|--------------|--|---|---|--|--|--|
| Rating | oriented, and Timely (SMAR) | RT) goals/mission and long-term vision inclusive of core values that address the priorities outlined | | | | |
| | School Comprehensive Educa | | | | | |
| | Highly Effective | and well-being and holds the school community of long-term vision and the school priorities as outline documents. c) The school leader and community stakeholders rattainment of SMART goals and priorities in the SCI | n across the entire school community and affiliated in of a data-driven mission for student achievement stakeholders accountable for working to realize the in the SCEP and other school improvement regularly monitor and evaluate progress toward | | | |
| | Effective | a) The SMART goals/mission and long-term vision a of staff, families, and students and some affiliated pb) The school leader shares a data-driven mission for school community of stakeholders and has a plan for vision and the school priorities as outlined in the SC | partnerships. or student achievement and well-being with the or how to work together to realize this long-term CEP and other school improvement documents. monitor and evaluate progress once or twice a year | | | |
| | Developing | a) The SMART goals/mission and long-term vision are created with limited input by stakeholders, and a in the process of being shared with staff, families, and students across the school community. b) The school leader has a data-driven mission for student achievement and well-being, outlined in the SCEP, and is in the process of developing how the school community will work to realize the long-term vision. c) The school leader is in the process of adapting SMART goals that better align to the long-term vision, | | | | |
| | Ineffective | or these SMART goals exist but are not monitored and evaluated. a) The SMART goals/mission and long-term vision are unknown, not commonly understood, and/or had not been shared with staff, families, and students across the school community. b) The school leader has not developed a data-driven mission that is connected to the long-term vision c) The school leader has not developed SMART goals or the current goals are not aligned to the long- | | | | |
| | | term vision. Classroom Observations – # Visited:16 | ☑ Documents Reviewed: | | | |
| Please i | ndicate the evidence used to | ☐ Interviews with Students – #: 20 | My Learning Plan PD, Student IEPs, | | | |
| determi | ine the rating. | ☐ Interviews with Support Staff – #: | Invitational Education Questionnaire, | | | |
| Check all | that apply. | Interviews with Teachers − #: 20 | RSE-TASC Walk-Through Tool, Progress Reports, | | | |
| | | ☐ Interviews with Parents/Guardians — #: | NY State Report Card Data, Attendance Reports | | | |
| | | Other: Surveys | | | | |
| f the S | SOP rating is Effective, De | eveloping or Ineffective, please provide a re | esponse in the areas below. | | | |
| | | Review LAP identification chart showing in the state of the state | gap between Students with Disabilities and General | | | |
| | | Education students. | | | | |
| | in this area to be taken to • Continue aligned assessments in all math classrooms | | | | | |
| | the identified subgroup(s) | | | | | |
| student | performance levels. | Instructional Support Team (IST) and Sha | | | | |
| | | After school tutoring (ICARE Program), m | | | | |
| | | PBIS Team and Invitational Education Tea Continue alignment and implementation | | | | |
| | | of Common Core mathematics curriculum | | | | |
| | - A - A - A - A - A - A - A - A - A - A | | | | | |
| MINISTRA SON | e the district resources to be | Utilize Professional Development Plan | | | | |
| used to | e the district resources to be implement the actions in a to improve the identified | | | | | |

| levels. | Co-Planning Days |
|--|---|
| Describe the professional development activities planned to support the implementation of the actions in this area. | Faculty Meetings Staff Professional Development Days Department Meetings ICARE Planning Meetings and Progress Meetings Review aligned assessments with Math and Special Education Departments |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year |

| Rating | Statement of Practice 2.3: | Leaders make strategic decisions to organize progr | ammatic, human, and fiscal capital resources. | | |
|----------|--|--|--|--|--|
| | Highly Effective | afford students and teachers the ability to fully be includes a creative expanded learning time prograb) The school leader strategically recruits, hires, a partner organizations to create a pool of internal creatively, equitably, and adequately meet the activity makes the hiring decisions, the school leads staff. c) The school leader analyzes and identifies fiscal the school year, making on-going strategic and su | nd sustains personnel. The leader uses a variety of and external human capital that enables the school to ademic and social needs of all students. Where the der articulates successfully the need for appropriate capital available to the school community throughout stainable decisions to fund targeted efforts aligned to udents and staff members. Where the district makes the | | |
| | Effective | a) The school leader collaborates with staff to crestudents and teachers, which incorporates an expetudent achievement. b) The school leader uses some partnerships to reschool to meet the academic and social needs of decisions, the school leader articulates the need for the school leader analyzes and identifies fiscal the school year, making interim strategic decisions. | ate and use systems and protocols for programming for banded learning time program, that are aligned to ecruit, hire, and sustain personnel that enable the the students. Where the district makes the hiring for appropriate staff. capital available to the school community throughout is to fund targeted efforts aligned to school-wide goals, embers. Where the district makes the fiscal decisions, | | |
| | Developing | students and teachers that are aligned to student b) The school leader has taken some steps to secu academic and social needs of the students. Where leader has not clearly articulated the school's nee c) The school leader makes decisions sporadically | ure personnel who will enable the school to meet the ethe district makes the hiring decisions, the school | | |
| | Ineffective | a) The school leader does not have systems for programming for students and teachers or the systems, including an expanded learning time program, are not aligned to student achievement, or an expanded learning time program does not exist and there are no plans to create one. b) The school leader is not addressing the need to hire personnel to meet the academic and social needs of the students. Where the district makes the hiring decisions, the school leader has not made an effort to communicate with the district about hiring needs. c) The school leader does not connect the use of fiscal capital to school goals. Where the district makes the fiscal decisions, the school leader has not made an effort to communicate with the district about funding needs. | | | |
| determin | dicate the evidence used to be the rating. That apply. | Classroom Observations – # Visited: 16 Interviews with Students – #: 20 Interviews with Support Staff – #: Interviews with Teachers – #: 20 Interviews with Parents/Guardians – #: | ✓ Documents Reviewed: My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, | | |

| | Other: Surveys | NY State Report Card Data, Attendance Reports | | | |
|---|---|--|--|--|--|
| If the SOP rating is Effective, D | eveloping or Ineffective, please p | rovide a response in the areas below. | | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | Ongoing staff training in inclusion Student achievement data will be analyzed by faculty and used to inform instruction (data team, RtI, and ICARE) Common Core Curriculum will continue to be implemented using best practices | | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | Faculty and Department Mee IST Instructional Observations Co-Planning Time After school ICARE program Additional Math Support Period | | | | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | Century Learning PD with Dr. Nancy Doda ide specific data and guidance with interpretation | | | |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 Sc | hool Year | | | |

| Rating | Statement of Practice 2.4: The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback. | | | | | | |
|--------|--|--|--|--|--|--|--|
| | Highly Effective | a) The school leader and other school administrators collaboratively developed a formal school-wide plan, known to all staff and aligned to the district's APPR plan, for frequently observing and providing actionable feedback throughout the school year on teaching practices based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely, on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff. | | | | | |
| | Effective | a) The school leader has developed a plan, aligned to the district's APPR plan, for frequently observing and providing actionable feedback on teaching practices throughout the school year based on student data. b) The school leader and other school administrators are implementing the school's observation plan and providing timely on-going, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness to assign/reassign, counsel, and provide on-going professional development opportunities to staff. | | | | | |
| | Developing | a) The school leader and other school administrators use an informal schedule for observing and providing feedback on teaching practices throughout the school year and/or are developing a formalized plan aligned to the district's APPR plan. b) The school leader and other school administrators are providing feedback to staff that is aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments. c) The school leader and other school administrators do not consistently use observation data to provide on-going professional development opportunities to staff. | | | | | |
| | Ineffective | a) The school leader and other school administrators have no formal plan or schedule for frequently observing teaching practices and/or providing feedback. b) The school leader and other school administrators are not providing feedback to staff aligned to | | | | | |

| Please indicate the evidence used to determine the rating. Check all that apply. | teacher effectiveness to inform staffing and profe Classroom Observations – # Visited: 16 Interviews with Students – #: 20 Interviews with Support Staff – #: Interviews with Teachers – #: 20 Interviews with Parents/Guardians – #: Other: Surveys | tors do not use observation data and other measures of essional development decisions. Documents Reviewed: My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports |
|---|--|---|
| | eveloping or Ineffective, please provide a | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | and their progress and assist students r | ponse to Intervention Committee to monitor students not meeting grade level expectations in mathematics. be used with Students with Disabilities in the area of |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | Rtl Committee ESchool State Assessments ICARE Progress and Planning Meetings | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | Touch Math for Students with Disabiliti Department and Faculty Meetings Inclusion Consultant to work in ICT and PD designed using aligned assessment | Special Classes |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year | |

| Rating | and school-wide practices | 2.5: Leaders effectively use evidence-based systems and structures to examine and improve critical individual ices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; gagement; and student social and emotional developmental health). | |
|---|---------------------------|--|--|
| | Highly Effective | a) The school leader models excellence for the staff in the creation and use of evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader, in collaboration with the school community, monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP. | |
| \boxtimes | Effective | a) The school leader requires the staff to use evidence-based systems that are dynamic, adaptive, and interconnected and address individual and school-wide practices. b) The school leader monitors and revises evidence-based systems that address practices used by staff members connected to improvement areas in the SCEP. | |
| | Developing | a) The school leader encourages the staff to use systems that are interconnected and/or systems are not modified based on analysis of school-wide practices. b) The school leader is working to develop an evidence-based system to monitor and revise practices used by staff members. | |
| | Ineffective | a) The school leader does not encourage the staff to use systems, or systems do not exist to address school-wide practices. b) The school leader has not taken steps to develop an evidence-based system to monitor and revise practices used by the staff members. | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | | My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports |

| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | Need to determine, based on observations and student data, instructional practices that will improve instruction and learning Continue implementation of Charlotte Danielson Rubric and APPR expectations Conduct a needs assessment to address school-wide needs Continue PD of best teaching practices |
|--|---|
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | My Learning Plan to monitor staff development Continued participation in BOCES staff development services Analysis of observations and aligned assessment data |
| Describe the professional development activities planned to support the implementation of the actions in this area. | Training on evidence based systems and needs assessments Attend BOCES workshops to support Students with Disabilities Faculty and Department Meetings |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year |

| aligned to | the Common Core Learning | | rricula and assessments that are ***appropriately or identified subgroups in order to maximize teacher |
|--|---|---|--|
| Rating | | The school leader ensures and supports the quality | implementation of a systematic plan of rigorous and rds (CCLS) that is monitored and adapted to meet the |
| | Highly Effective | a) The school leader, using a distributive leadership model, ensures that a systematic plan (i.e., a plan that has targeted goals to address the needs of all students and subgroups, a schedule for professional development support, and vertical/horizontal collaborative meeting time) exists for the quality implementation of rigorous CCLS curricula. b) The school leader uses the systematic plan to provide teachers access to robust pedagogical support (i.e., inter-visitation, cross-grade conversations, exemplar curriculum models, access to expert CCLS curriculum writers, and CCLS conferences), materials, and training aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader ensures that a cohesive, comprehensive, and adaptive curricula, inclusive of clearly developed units aligned to CCLS and NYS standards, is used across all areas of study, including interventions, AIS/RTI, dual credit courses, and electives, by monitoring the implementation of the curricula and regularly examining formative and summative assessments and student work. | |
| | Effective | needs of all students and subgroups, a schedule for vertical/horizontal collaborative meeting time) exist curricula. b) The school leader uses the systematic plan to promaterials, and training aligned to CCLS curricula and students. c) The school leader ensures that staff use a comprodeveloped units aligned to CCLS and NYS standards. | rovide teachers access to pedagogical support, and instructional shifts for individual and subgroups of the rehensive and adaptive curricula, inclusive of clearly so, across all areas of study, including interventions, |
| | Developing | AIS/RTI, dual credit courses, and electives, by monitoring the implementation of curricula. a) The school leader is in the process of developing a written plan that includes targeted goals to addre the needs of students, schedule/calendar for professional development support, and vertical/horizonta collaborative meeting time for implementing CCLS curricula. b) The school leader is beginning to provide appropriate access to pedagogical support, materials, and training to teachers aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader encourages staff to use comprehensive curricula, inclusive of clearly developed un aligned to CCLS and NYS standards, across all areas of study, including interventions, AIS/RTI, dual cred | |
| | Ineffective | courses, and electives. a) The school leader has no written plan for CCLS and NYS curricula alignment across all areas of study and is not developing one. b) The school leader does not provide access to pedagogical support, materials, and training to teacher aligned to CCLS curricula and instructional shifts for individual and subgroups of students. c) The school leader does not ensure and makes little effort to encourage teachers across all areas of study to use curricula aligned to CCLS and NYS standards. | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | | □ Documents Reviewed: My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports |
| If the S | OP rating is Effective, D | eveloping or Ineffective, please provide a | |
| improve | n this area to be taken to the identified subgroup(s) performance levels. | modules and curriculum for SWD Aligned assessments will be administered action plans reviewed and updated base | common Core Learning Standards while adapting d and reviewed by all stakeholders and appropriate d on findings m support and teacher consultation as needed |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance | | | ratively with Common Core and SWD to close the |

| levels. | IEP Goal Writing Support to better align to Common Core Learning Standards Master Scheduling- flexible scheduling to provide specific student services |
|---|---|
| Describe the professional development activities planned to support the implementation of the actions in this area. | Summer Curriculum Writing PD for Special Education staff to address Common Core Learning Standards ~ Direct Instruction and Scaffolding Techniques Co-Planning Faculty and Department Meetings |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year |

| Rating | | : Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) riately aligned to the CCLS and NYS content standards and address student achievement needs. | |
|-------------------------|--|---|--|
| | Highly Effective | a) Teachers use targeted agendas based on studer lesson plans to meet the demands of CCLS and gra analysis of formative and summative assessments areas. b) Teachers use a full complement of curricula too lesson plans, across all grades, content areas, and and scaffolded skills for all groups of students (inc and use a variety of complex materials appropriatic) Teachers consistently monitor and adjust curric | nt and school data to develop collaboratively unit and ide level DDI protocols (e.g., documentation of ongoing , student work, use of rubrics) in all grades and subject ils, such as pacing calendars, curriculum maps, unit and classes that incorporate a progression of sequenced luding special education and English language learners) ely aligned to the CCLS. ula to support the CCLS instructional shifts and NYS ng skills are consistently present by providing necessary. |
| | Effective | a) Teachers develop collaboratively unit and lesso DDI protocols (e.g., documentation of ongoing and student work, use of rubrics) and address student b) Teachers use unit and lesson plans across all graphs progression of sequenced and scaffolded skills for | n plans that meet the demands of CCLS and grade-level alysis of formative and summative assessments, achievement needs in all grades and subject areas. ades, content areas, and classes that incorporate a all groups of students (including special education and implex materials appropriately aligned to the CCLS. It the CCLS instructional shifts and NYS content are consistently present by providing necessary |
| | Developing | a) Teachers individually or inconsistently collabora data to meet the demands of CCLS and grade level analysis of formative and summative assessments areas. b) Teachers use lesson plans that are either incondo not use a variety of complex materials that incoskills. c) Teachers either are in the process of developing the CCLS instructional shifts and NYS content standard curricula across the school, or teachers monitor a students across content areas and grades. | ate to develop unit and lesson plans based on student I DDI protocols (e.g., documentation of ongoing , student work, use of rubrics) in all grades and subject sistently aligned to CCLS or are aligned to the CCLS but or porate a progression of sequenced and scaffolded g protocols to monitor and adjust curricula to support dards, or teachers inconsistently monitor and adjust and adjust no more than twice a year for all groups of |
| | Ineffective | a) Teachers do not use formal structures and data plans. b) Teachers use lesson plans that are not aligned c) Teachers do not monitor and adjust curricula, a | to work collaboratively to develop unit and lesson to CCLS. |
| determin Check all t | dicate the evidence used to be the rating. That apply. | Classroom Observations – # Visited: 16 Interviews with Students – #: 20 Interviews with Support Staff – #: Interviews with Teachers – #: 20 Interviews with Parents/Guardians – #: Other: Surveys eveloping or Ineffective, please provide a | My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports |

| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | Continue implementation of Common Core Learning Standards in mathematics-adapting for SWD Schedule Co-planning for General Education and Special Education teachers to assist in the planning process and review special education data Team and grade level Common Planning time for General Education and Special Education math teachers Provide additional opportunities for teachers to collaborate on developing data driven mathematics instruction |
|---|---|
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | Special Education Department Meetings Faculty Meetings PD Sessions Special Education Director and Coordinator Principal and Assistant Principal |
| Describe the professional development activities planned to support the implementation of the actions in this area. | Walk-through Observations Formal Observations ICARE Data Meetings Rtl Meetings PD in Differentiated Mathematics Instruction |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year |

| Rating | Statement of Practice 3.4: The school leader and teachers have developed a comprehensive plan for teachers to pa across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichm | | |
|---|--|--|--|
| | Highly Effective | a) The school leader and teachers consistently use comprehensive and adaptive plans to form partnerships and create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities within and across all grade levels and subjects. b) Teachers consistently collaborate within and across grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific curricula. c) Teachers consistently collaborate in grade/subject level teams to formally reflect on the impact of the interdisciplinary curricula, take immediate action to make revisions when needed, and ensure that there is a common understanding about what is taught and why it is taught. | |
| a) The school leader and targeting the arts, technologiets. b) Teachers periodically of incorporate the arts, technologiets. Effective teachers regularly development to the courricula. c) Teachers periodically of interdisciplinary curriculary ear), make revisions who | | b) Teachers periodically collaborate within grades and subjects to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, and there is evidence that teachers regularly develop innovative strategies for connecting these curricula with subject-specific | |
| | Developing | a) The school leader and teachers address interdisciplinary curricula and develop partnerships in the absence of a plan or are in the process of developing a plan to create interdisciplinary curricula and partnerships targeting the arts, technology, and other enrichment opportunities within and across all grade levels and core subjects. b) Teachers are beginning to collaborate and discuss ways to deliver interdisciplinary curricula that incorporate the arts, technology, and other enrichment opportunities, or limited numbers of teachers deliver interdisciplinary curricula within grades and subjects. c) Teachers individually reflect on the impact of interdisciplinary curricula, or the school leader and teachers are in the process of planning formal reflection time to discuss the impact of interdisciplinary curricula and make revisions. | |

| | Ineffective | a) The school leader and teachers do not have formal partnerships to address interdisciplinary curricula. b) Teachers do not collaborate and discuss ways to deliver interdisciplinary curricula within grades and subjects. c) Teachers have not developed interdisciplinary curricula, or there are no plans or processes for reflecting and revising current curricula. | |
|--|---|--|--|
| Please indicate the evidence used to determine the rating. Check all that apply. | | Classroom Observations − # Visited: 16 Interviews with Students − #: 20 Interviews with Support Staff − #: Interviews with Teachers − #: 20 Interviews with Parents/Guardians − #: Other: Surveys | ✓ Documents Reviewed: My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports |
| | | eveloping or Ineffective, please provide a | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | | Alignment and implementation of Common Core Curriculum for math with rigorous and coherent curriculum and assessments Aligned assessments will be administered and reviewed by all math stakeholders for monitoring all students and closely monitoring special education subgroups | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | Curriculum Mapping Opportunities Staff Collaboration Opportunities Go Math Resources Touch Math Resources MS/HS Math Chairperson Special Education Director and Coordin Principal and Assistant Principal | ator |
| developr support | the professional ment activities planned to the implementation of the n this area. | Department Meetings Faculty Meetings Seek Grant Writing Opportunities | |
| Activities Develope mileston impleme | for Implementation of s and Professional ment – Please provide the dates for the planning, entation, and review of s implemented in this area. | Throughout the 2015-2016 School Year | |

| Rating | Statement of Practice 3.5: Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning. | | |
|--------|---|--|--|
| ⊠ | Highly Effective | a) Teachers have and use strategic comprehensive assessment system for using multiple measures of data: structure and protocols for analysis, plan to track progress over time on explicitly identified targets, creation of pre- and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers create and use a variety of appropriate, common assessments data (including pre-, post-, formative and summative) across all grades and subject areas ensuring alignment between the curriculum and assessment tools. c) Teachers have a system for providing regular and explicit feedback to students that is based on data and facilitates student ownership of learning. This system includes student use of rubrics to complete assignments, student self-assessment, student tracking of individual progress, and student reflection upon and adjustment of individual learning strategies to address explicit teacher feedback. | |
| | Effective | a) Teachers have and use a comprehensive system for using data: identified targets, pre-and post-unit assessments and have a process for adapting curriculum that demonstrates improving individual and subgroup achievement. b) Teachers use pre-, post-, formative and summative assessment data across all grades and subject areas, ensuring alignment between the curriculum and assessment tools. c) Teachers provide on-going feedback on data to students, supporting student ownership of learning. | |
| | Developing | a) Teachers are beginning to develop a system to analyze and use data to make curricular decisions. b) Teachers are in the process of developing multiples types of assessments to ensure alignment between curriculum and assessment, or the use of the variety of assessments is inconsistent throughout the school. c) Teachers are learning to provide feedback based on data to students to address student ownership of | |

| | | learning. | AND SHOULD BE THE RESIDENCE OF THE PARTY OF |
|---|--|--|---|
| | Ineffective | a) Teachers discuss data, but these discussions do b) Teachers do not use a variety of assessments, o c) Teachers do not provide feedback based on data | or the assessments used are misaligned. |
| Bill Control of the Control | dicate the evidence used to e the rating. hat apply. | Classroom Observations – # Visited: Interviews with Students – #: Interviews with Support Staff – #: Interviews with Teachers – #: Interviews with Parents/Guardians – #: Other: | Documents Reviewed: |
| If the SC | OP rating is Effective, De | eveloping or Ineffective, please provide a | response in the areas below. |
| improve t | this area to be taken to he identified subgroup(s) erformance levels. | | |
| used to in this area t | the district resources to be inplement the actions in to improve the identified (s) student performance | | |
| developm support ti | the professional nent activities planned to the implementation of the this area. | | |
| Activities Developm milestone implemen | for Implementation of and Professional ment – Please provide e dates for the planning, ntation, and review of implemented in this area. | | |

| and achie | | School and teacher leaders ensure that instruction | al practices and strategies are organized around | |
|--|---------------------------|---|--|--|
| Rating | | : School and teacher leaders ensure that instructional practices and strategies are organized around son plans that address all student goals and needs. | | |
| | Highly Effective | a) School and teacher leaders ensure that teachers use daily a transparent, targeted plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level and school-wide goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide timely and appropriate instructional interventions and extensions for all students. c) Teacher leaders and coaches ensure that teachers use data to establish short- and long-term goals with learning trainers are severed for the leaders and coaches ensure that teachers use data to establish short- and long-term goals | | |
| | Effective | with learning trajectories for groups of students based on identified and timely needs. a) School and teacher leaders ensure that teachers use a plan that is informed by data (summative, interim, attendance, IEPs, NYSESLAT, etc.) and grade-level goals for all groups of students. b) Teacher leaders and coaches ensure that teachers use instructional practices and strategies that are adaptive and aligned to plans for groups of students with a variety of needs and learning styles (including students with disabilities, English language learners and other sub-groups) and provide instructional interventions to students. c) Teacher leaders and coaches ensure that teachers establish short- and long-term goals for groups of students based on grade-level benchmarks. | | |
| | Developing | a) School and teacher leaders are beginning to engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches support teachers' use of instructional practices and strategies that are aligned to plans to provide instructional interventions to students, or teacher leaders and coaches are beginning to support the alignment of teachers' instruction to newly developed plans. c) Teacher leaders and coaches are beginning to work with teachers to establish short or long-term goals for groups of students. | | |
| | Ineffective | a) School and teacher leaders do not support or engage teachers in a conversation about aligning plans to data. b) Teacher leaders and coaches do not support teachers in the use of instructional practices and strategies aligned to plans, or teachers are not providing instructional interventions to students. c) Teachers have not created goals for groups of students, and there is no plan for teacher leaders and coaches to support this effort. | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | | My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports | |
| If the S | OP rating is Effective, D | eveloping or Ineffective, please provide a | response in the areas below. | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | | Professional Development in Direct Instruction for math teachers with a priority focus on teachers of SWD to develop common instructional strategies that address Student Centered Learning and Differentiated Instruction Continue teacher training on data analysis to inform instruction and promote student achievement Collaboration and planning among General Education and Special Education teachers to align and modify math curriculum and instructional strategies for SWD and struggling students | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | BOCES instructional support (BARS) | Special Education Coordinator, and Math Chairperson t | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | Department meetings Faculty Meetings Co-Planning | | |

| | Team Meetings | |
|---|--------------------------------------|--|
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year | |

| Rating | | Teachers provide coherent, and appropriately alignous ultiple points of access for all students. | ed Common Core Learning Standards (CCLS)-based | | |
|---|---|--|--|--|--|
| | Highly Effective | a) Teachers use instructional practices that are systematic and explicit, based on sequential lesson plans appropriately aligned to CCLS (or content based standards), and reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate deep levels of thinking and questioning in students through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity and multiple strategies to provide a wide variety of ways to engage in learning. | | | |
| × | Effective | a) Teachers use instructional practices appropriately aligned to CCLS (or content based standards) lesso plans are reflective of the CCLS SHIFTS to instruct all groups of students. b) Teachers stimulate student thinking by asking questions through the use of adaptive CCLS (or content based standards) instructional materials that contain high levels of text and content complexity. | | | |
| Developing | | a) Teachers are beginning to develop lesson plans that are appropriately aligned to CCLS (or content based standards) and reflective of the CCLS SHIFTS to inform their instructional practices, or some teachers use instructional practices aligned to CCLS lesson plans and reflective of the CCLS SHIFTS in specific content areas. b) Teachers across the school do not consistently ask higher-order thinking questions, or the instructional materials do not contain high levels of text and content complexity. | | | |
| | Ineffective | a) Teacher instruction is not aligned to CCLS or content-based standards and not based on lesson b) Teachers use strategies and ask questions that require only basic knowledge of the subject and ways in which students are able to acquire learning by providing a single point of access for all stu | | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | | My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports | | |
| If the SO | OP rating is Effective. D | eveloping or Ineffective, please provide a | response in the areas below. | | |
| Actions in improve t | this area to be taken to the identified subgroup(s) performance levels. | Continue PD for staff on Common Core L | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | BOCES instructional Support Common Core Learning Modules Go Math Touch Math Special Education Director and Coordinator | | | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | Department Meetings Faculty Meetings Co-Planning Team Meetings | | | |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of | | Throughout the 2015-2016 School Year | | | |

| activities implemented in this area. | | | | | | | |
|--------------------------------------|---|--|--|--|--|--|--|
| | 4 | | | | | | |

| Rating | | reachers and students work together to implement varied experiences and tailored to the strengths and | a program/plan to create a learning environment that needs of all students. | | |
|--|---|---|---|--|--|
| | Highly Effective | a) Teachers use a program/plan that contributes to positive reinforcements of behaviors by using behavioral expectations that are explicitly taught and promotes an environment in which students are citizens of their class, and there is a common understanding of how one is treated and treats others. b) Teachers work together with students across the school to acknowledge diversity, provide access to learning and social opportunities, and encourage students to have a voice in their educational experience. c) Teachers foster student buy-in and adapt to the changing needs of the student population and collaborate with other teachers to create thoughtful learning environments that incorporate student values and perspectives. | | | |
| | Effective | a) Teachers use a program/plan that promotes a common understanding of the classroom environment envisioned by the school community and explicitly teaches students behavioral expectations and recognition of acceptable and safe behaviors. b) Teachers work together with students to use strategies that acknowledge diverse groups of students and their needs. c) Teachers foster student understanding and adapt to the changing needs of the student population and create thoughtful learning environments that incorporate student values and perspectives. | | | |
| | Developing | | udent expectations and are developing strategies for ecognized by students, or teachers have a , but do not enforce it. diverse groups of students and their needs, or ge diverse groups of students and their needs. | | |
| | Ineffective | a) Teachers do not have a program/plan that establishes acceptable classroom expectations for behavior. b) Teachers' strategies do not acknowledge diverse groups of students and their needs. c) Teachers do not use strategies that address the changing needs of the student population and reflect student values and perspectives. | | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | | □ Documents Reviewed: My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports | | |
| f the S | OP rating is Effective, D | eveloping or Ineffective, please provide a r | response in the areas below. | | |
| Actions in | n this area to be taken to the identified subgroup(s) performance levels. | ICARE Planning and Progress Meetings Rtl Team Meetings On-going PD Aligned assessments will be reviewed by Action plans reviewed and updated base | all stakeholders | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | | | | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | PBIS Workshop Sharing best practices at Faculty and Dep | partment Meetings | | |
| Timeline Activities Developr | for Implementation of and Professional ment – Please provide e dates for the planning, | Throughout the 2015-2016 School Year | | | |

| implementation and sectors of | | |
|--------------------------------------|--|--|
| implementation, and review of | | |
| activities implemented in this area. | | |
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| Rating | Statement of Practice 4.5: Teachers inform planning and foster student participation in their own learning process by using a variety | | | | |
|---|---|--|--|--|--|
| | of summative and formative | ve data sources (e.g., screening, interim measures, and | | | |
| | Highly Effective | a) Teachers use a wide variety of relevant data to create adaptive lesson plans that account for student grouping and determine the appropriate intensity and duration of instruction. b) Teachers use summative and formative assessments, including screening, progress monitoring, interim measures and outcome assessments, to develop highly dynamic and responsive plans based on students' strengths and needs. c) Teachers provide frequent and relevant feedback to students based on the analysis of timely data, and students draw on the feedback so that they can reflect upon and assess their own progress. | | | |
| | Effective | a) Teachers use data to create targeted plans and adjust student groupings and instructional for most students. b) Teachers use summative and formative assessment data to inform instructional decision reincluding student grouping and instructional strategies. c) Teachers provide frequent feedback to students based on the analysis of timely data and students with next steps for students to take to progress. | | | |
| ⊠ | Developing | a) Teachers are beginning to use plans for adjusting student groupings and instructional strategies b) Teachers are in the process of using summative and formative assessments that inform instruct decision making, or the practice of using data sources and analyzing the information to inform instructional decision making is inconsistent. c) Teachers provide limited data-based feedback to students. | | | |
| | Ineffective | a) Teachers do not have or use plans for grouping stu b) Teachers do not use summative and formative ass c) Teachers provide feedback that is not purposeful or | sessments to inform instructional decision making. | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | Classroom Observations − # Visited: 16 Interviews with Students − #: 20 Interviews with Support Staff − #: Interviews with Teachers − #: 20 Interviews with Parents/Guardians − #: Other: Surveys | □ Documents Reviewed: My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports | | |
| If the SC | P rating is Effective De | eveloping or Ineffective, please provide a re | snonse in the areas below. | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | | Continue to develop systems for Progress I Solving Continue to support Tier 2 interventions the area of mathematics for students requiring | Monitoring, Diagnostic Assessment and Problem nat will help provide Targeted Interventions in the | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | Math Chairperson Touch Math Go Math | | | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | PD for staff to collaborate on RtI and IEP Goals PD in creating adaptive lesson plans Review of data at RtI, IST, ICARE, and aligned assessment meetings | | | |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | | Throughout the 2015-2016 School Year | | | |

| | | nal Developmental Health: The school community identifies, promotes, and supports social and emotional and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to |
|--|---|---|
| | or all constituents. | |
| Rating | | The school leader establishes overarching systems and understandings of how to support and sustain the school leader establishes overarching systems and understandings of how to support and sustain the school leader establishes overarching systems and understandings of how to support and sustain the school leader establishes overarching systems and understandings of how to support and sustain the school leader establishes overarching systems and understandings of how to support and sustain the school leader establishes overarching systems and understandings of how to support and sustain the school leader establishes overarching systems. |
| | Highly Effective | a) The school leader, using a distributive leadership model, establishes a deliberate system, understood and followed by all staff members, that allows each student to be well known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff members know and use a strategic and comprehensive system for referral and support for all students that includes researched-based programs and practices intended to promote academic success, family engagement, and student emotional health and wellness. c) The school leader ensures that all stakeholders strategically use data to identify areas of need, cultivates purposeful partnerships to promote student social and emotional health and academic achievement, and leverages internal or external resources to support and sustain the system. |
| | Effective | a) The school leader, together with staff, establishes a system that allows each student to be known by a designated adult and positively reinforces academic success for all students. b) The school leader ensures that all staff knows and uses research-based programs and practices for referral and support for all students that address social and emotional developmental health and academic success. c) The school leader ensures that all staff members use data to identify areas of need and leverages internal resources to promote student social and emotional developmental health. |
| | Developing | a) The school leader is working with staff to develop a system that will allow each student to be known well by an adult, or the system that exists is inconsistently practiced by staff members. b) The school leader is developing a system of referral and support that addresses the social and emotional developmental health and academic success of students, or the system that exists is not consistently used across the school. c) The school leader is developing or improving the mechanism for staff members to use data to identify areas of need connected to student social and emotional developmental health, or data is used by some staff members to promote student social and emotional developmental health. |
| | Ineffective | a) The school leader has not prioritized the development of an effective system that will allow each student to be known by an adult. b) The school leader has not developed a system of referral and support, or the system in place does not address the needs of the students. c) The school leader has not made the use of data a priority in identifying student areas of need connected to social and emotional developmental health. |
| Please indicate the evidence used to determine the rating. Check all that apply. | | □ Classroom Observations - # Visited: □ Documents Reviewed: □ Interviews with Students - #: □ Interviews with Support Staff - #: □ Interviews with Teachers - #: □ Interviews with Parents/Guardians - #: □ Other: □ Other: |
| If the So | OP rating is Effective, D | Developing or Ineffective, please provide a response in the areas below. |
| improve | n this area to be taken to the identified subgroup(s) performance levels. | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | |
| Timeline for Implementation of | | |

| Activities and Professional Development – Please provide | |
|--|--|
| milestone dates for the planning, | |
| implementation, and review of | |
| activities implemented in this area. | |
| | |

| No. of Lot | Statement of Practice 5.3: The school articulates and systematically promotes a vision for social and emotional developmental | | | | |
|--|---|---|--|--|--|
| Rating | | | nces and a safe and healthy school environment for | | |
| | families, teachers, and stud | dents. | | | |
| | Highly Effective | a) There is a comprehensive and coherent curriculum or program that incorporates research-based practices aligned to the school vision that enables students to articulate a sense of belonging and ownership in their school community and facilitates the teaching of student social and emotional developmental health. b) All stakeholders receive professional development support to consistently act upon a shared understanding of skills and behaviors that address the social and emotional developmental health needs of students linked to academic success and promote the school community's vision of a safe and healthy environment. c) There is a comprehensive plan to monitor and revise the professional development provided stakeholders to build adult capacity to facilitate learning experiences to support student social and emotional developmental health within a safe and healthy environment. | | | |
| | Effective | a) There is a curriculum or program that incorporates research-based practices aligned to the school vision that facilitates the teaching of student social and emotional developmental health. b) The school staff receives professional development support to use skills and behaviors that address the social and emotional developmental health needs of students and promote the school community's vision of a safe and healthy environment. c) There is a plan to monitor and revise the professional development provided staff that builds adult capacity to support student social and emotional developmental health within a safe and healthy environment. | | | |
| | Developing | a) The school is developing a curriculum or program to support and promote the teaching of student social and emotional developmental health. b) The school is developing ways to support the stakeholders' understanding of the skills and behaviors that address the social and emotional developmental health of students, or some staff members use skills and behaviors that address social and emotional developmental health needs of students. c) The school is beginning to monitor the professional development plan to build adult capacity to support student social and emotional developmental health. | | | |
| | Ineffective | a) The school does not have a curriculum or a program in place to support the teaching of student and emotional developmental health, or the program in place does not meet student needs. b) The school has not identified skills and behaviors that address the social and emotional develop health of students, and there are no plans to provide support aligned to this work. c) The school does not provide professional development to build adult capacity to support students social and emotional developmental health. | | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | Classroom Observations – # Visited: Interviews with Students – #: Interviews with Support Staff – #: Interviews with Teachers – #: Interviews with Parents/Guardians – #: Other: | Documents Reviewed: | | |
| If the SC | OP rating is Effective, De | eveloping or Ineffective, please provide a r | response in the areas below. | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | | | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | | | | |
| Describe the professional development activities planned to support the implementation of the | | | | | |

| notions in this name | | | | |
|---|--|---|--|--|
| actions in this area. Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | | | | |
| | | | | |
| Rating | contributions in creating a | All school stakeholders work together to develop a common understanding of the importance of their school community that is safe, conducive to learning, and fostering of a sense of ownership for providing opmental health supports tied to the school's vision. | | |
| | Highly Effective | a) The school community collaborated to develop and uses a plan that incorporates protocols and processes to communicate the important roles and contributions of all stakeholders in ensuring appropriate supports are provided to all students. b) Across the school community, students, teachers and parents have a voice in the decision-making process for developing their school culture and work together and have active roles in ensuring the school's vision pertaining to social emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and emotional developmental health needs, which ensures that adaptive measures are implemented specific to individual student needs when growth is not actualized. | | |
| | Effective | a) The school community has and uses a plan that incorporates protocols and processes to address stakeholders' roles in contributing to how student supports are provided to all groups of students. b) Across the school community, students, teachers and parents work together and have an active role in ensuring the school's vision pertaining to student social and emotional developmental health is achieved. c) The school community has implemented a system for monitoring and responding to student social and developmental health needs, which is used to support teachers as they address student needs. | | |
| | Developing | a) The school community is developing protocols and processes for stakeholders to discuss their role in providing appropriate student supports for all groups of students. b) Across the school community students, teachers and parents inconsistently contribute towards ensuring the school's vision pertaining to student social and emotional developmental health is achieved: c) The school community is developing a system for monitoring and responding to student social and emotional developmental health needs. | | |
| | a) The school community has no protocols and processes in place to identify stakeholders' roles protocols and processes that exist are not aligned to student supports. b) Across the school community, students, teachers and parents do not understand or act on the ensuring the school's vision pertaining to student social and emotional developmental health is c) The school community has not prioritized the development of a system to monitor and responstudent social and emotional developmental health needs. | | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | Classroom Observations – # Visited: Documents Reviewed: Interviews with Students – #: Interviews with Support Staff – #: Interviews with Teachers – #: Interviews with Parents/Guardians – #: Other: | | |
| If the So | OP rating is Effective, D | eveloping or Ineffective, please provide a response in the areas below. | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | | | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | | | |
| Timeline for Implementation of | | | | |

| Development – Please provide milestone dates for the planning, | | |
|--|--|--|
| implementation, and review of activities implemented in this area. | | |
| | | |

| Rating | Statement of Practice 5.5: The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs. | | | | |
|--|--|--|---|--|--|
| | Highly Effective | a) The school leader, in collaboration with stakeholders, has a plan with systems and structures (time, space and resources) for how to collect, analyze, and use a wide variety of data to address student social and emotional developmental health needs. b) The school community uses a strategic plan based on data to deliver and monitor timely services and supports to students. | | | |
| ⊠ | Effective | a) The school leader, in collaboration with student support staff, has a plan with structures (time, space and resources) to use data to address student academic and social emotional developmental health needs. b) The school community uses a plan based on data to deliver services and supports to students. | | | |
| | Developing | a) The school leader and the support staff are developing a plan for teachers to begin to understand to use data to address student social and emotional developmental health needs. b) The school community collects data and is developing a plan to address ways to use the data to support students. | | | |
| | Ineffective | a) The school has no specific plan for how to use da health needs. b) The school community has not prioritized the needs. | ta to address student social emotional developmental ed for using data to support students. | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | ☐ Classroom Observations – # Visited: 16 ☐ Interviews with Students – #: 20 ☐ Interviews with Support Staff – #: ☐ Interviews with Teachers – #: 20 ☐ Interviews with Parents/Guardians – #: ☐ Other: Surveys Documents Reviewed: My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progres NY State Report Card Data, Attendance | | | |
| If the SC | P rating is Effective. De | eveloping or Ineffective, please provide a re | esponse in the areas below. | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | | PBIS data to inform decisions based on social and emotional development Analysis of completed Invitational Educational Questionnaire data to develop future plans for social and emotional Learning Review of weekly discipline reports, attendance reports, and student academic data Weekly IST meetings Bi-Monthly PBIS meetings | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | Faculty Meetings School Newsletter (monthly) / Bi-weekly flyer / School Website Building Principal School Psychologist BOCES PBIS Consultant Building Social Worker Student assistant Counselors | | | |
| Describe the professional development activities planned to support the implementation of the actions in this area. | | Continued BOCES PD and support provided by PBIS Consultant Additional training on using data to inform decisions | | | |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | | Throughout the 2015-2016 School Year | | | |

| | | | where families, community members and school staff | | | |
|--|--|--|--|--|--|--|
| | ther to share in the responsibility for student academic progress and social-emotional growth and well-being. Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high | | | | | |
| Rating | expectations for student ac | cademic achievement. | | | | |
| | Highly Effective | a) The school leader, in collaboration with the staff, ensures that staff members are knowledgeable about the school's priority and plan for students to graduate from high school and complete postsecondary education (college, CTE) with advanced competence, and school staff regularly communicate this priority to students, parents, and community leaders in ways that are appropriate for the grade level of the students. b) The school community implements proactively the plan to create diverse and meaningful opportunities for engaging students, families, and community stakeholders in the conversation regarding high expectations for student academic achievement and uses multiple points of entry to provide tips and tools focused on student learning and development. c) The school leader and community review and assess routinely how parents respond to the efforts to build family-school partnerships to foster high expectations for student academic achievement and make timely adjustments if strategies are not working. | | | | |
| | Effective | a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families. b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development. c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working. | | | | |
| | Developing | a) Most of the school staff members are knowledgeable about the expectations for student academic achievement, or the school leader is developing a plan to communicate the expectations to students and families. b) The school community is beginning to use a plan to encourage students and families to learn about the expectations for student academic achievement, or a limited number of staff members are having these conversations with students and families. c) The school staff is working to adjust their efforts to build family-school relationships, or only some staff regularly review and adjust their efforts to building relationships to foster high expectations for student academic achievement. | | | | |
| | Ineffective | a) The school leader has not prioritized communicating high expectations for student academic achievement, and there is little or no evidence that staff communicates these expectations to students and families. b) The school community does not promote or engage students and families in conversations regarding student academic expectations. c) The school staff is neither examining nor adjusting the school's efforts to build relationships with students and families to foster high expectations for student academic achievement. | | | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | Classroom Observations – # Visited: Interviews with Students – #: Interviews with Support Staff – #: Interviews with Teachers – #: Interviews with Parents/Guardians – #: Other: | Documents Reviewed: | | | |
| Actions in improve t | OP rating is Effective, Do this area to be taken to the identified subgroup(s) performance levels. | eveloping or Ineffective, please provide a r | esponse in the areas below. | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | | | | | |
| Describe the professional development activities planned to support the implementation of the | | | | | | |

| actions in this area. | | | |
|--|--|--|--|
| Timeline for Implementation of Activities and Professional | | | |
| Development – Please provide milestone dates for the planning, | | | |
| implementation, and review of activities implemented in this area. | | | |
| | | | |

| Rating | Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community | | | | | |
|--|--|---|------------------------------|--|--|--|
| | stakeholders so that student strength and needs are identified and used to augment learning. | | | | | |
| | Highly Effective | a) The school has a comprehensive plan to use multiple, interactive communication tools to provide families regular opportunities for purposeful, strategic, and authentic dialogue about school and student issues and concerns. b) The school staff has a shared commitment to use consistently the plan for communicating with parents and stakeholders (i.e., translating all documents in multiple languages and communicating in variety of ways) to ensure that they clearly understand the school's priorities concerning student progress, achievement, and needs. c) The school staff regularly monitors the effectiveness of their communication to and solicitations of family feedback in all languages concerning student achievement, needs, issues, and concerns using multiple interactive communication tools and makes revisions to the plan when necessary. | | | | |
| | Effective | a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns. b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs. c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns. | | | | |
| | Developing | a) The school is creating a plan for communicating with families about school and student issues and concerns in pertinent languages, or the school communicates with families about school and student issues and concerns using the most prevalent languages. b) The school staff is developing a mechanism for sending documents to families in their native languages, or the school staff translates select documents into languages they identify as prevalent. c) The school is beginning to have conversations about the effectiveness of its strategies for communicating with parents. | | | | |
| | Ineffective | a) The school communicates with families about school and student issues and concerns without considering translation needs. b) The school staff does not send translations of documents to families. c) The school does not reflect on its strategies for communicating with parents. | | | | |
| Please indicate the evidence used to determine the rating. Check all that apply. | | Classroom Observations − # Visited: 16 ☐ Interviews with Students − #: 20 ☐ Interviews with Support Staff − #: ☐ Interviews with Teachers − #: 20 ☐ Interviews with Parents/Guardians − #: ☐ NY State Report Card Data, Attendance R | | | | |
| If the SC | OP rating is Effective, D | eveloping or Ineffective, please provide a r | response in the areas below. | | | |
| Actions in this area to be taken to improve the identified subgroup(s) student performance levels. | | Continue to provide open communication systems with the school community Parent Workshops: Special Education Resource Committee (SERC) and Special Education Director's Roundtable Team Meetings, Open School Night and Parent/Teacher Conferences are clearly communicated and used to disseminate information | | | | |
| Describe the district resources to be used to implement the actions in this area to improve the identified subgroup(s) student performance levels. | | EBoards PTA Special Education Resource Committee (SERC) Of Special Interest- Special Education Newsletter School Website- Virtual Backpack Principal's Monthly Newsletter Open House Parent Portal | | | | |

| | Connect Ed Student/Parent Handbook |
|--|--|
| Describe the professional development activities planned to support the implementation of the actions in this area. | Collaborate with PTA and SERC to provide community based programs Faculty meetings will reinforce the importance of ongoing communication with families |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year |

| Rating | | The school community partners with families and cand social and emotional developmental health) to | community agencies to promote and provide training support student success. |
|-----------|---|--|--|
| | Highly Effective | developed a plan to ensure that all staff members family engagement by teaching all parents ways t b) After consulting teachers, student support prof leader provides professional development to all so | fessionals, and representative parents, the school |
| | Effective | developed a plan to ensure that classroom teacher sustain family engagement by teaching a group of ways to support student learning and growth. b) The school provides professional development partnerships with families and community organizations of the parents to support student success. | ent school staff and community agency partners, has ers and guidance staff understand how to create and f parents, representative of student demographics, to school staff on how to actively seek and sustain zations that are linked to the school's plan for engaging |
| | Developing | a) The school leader is in the process of developing learning and growth. | plan to teach parents ways to support student plan to provide professional development to school as and/or the community, or the staff is not fully |
| | Ineffective | a) The school leader is not working on a plan to to growth. | each parents ways to support student learning and lopment for staff concerning developing partnerships |
| Diana in | diants the avidence would be | ☐ Classroom Observations – # Visited: 16 ☐ Interviews with Students – #: 20 | □ Documents Reviewed: My Learning Plan PD, Student IEPs, |
| | dicate the evidence used to ne the rating. | Interviews with Support Staff – #: | Invitational Education Questionnaire, |
| | that apply. | ☐ Interviews with Teachers – #: 20 | RSE-TASC Walk-Through Tool, Progress Reports, |
| | | ☐ Interviews with Parents/Guardians – #: ☑ Other: Surveys | NY State Report Card Data, Attendance Reports |
| If the S | OP rating is Effective, D | eveloping or Ineffective, please provide a | response in the areas below. |
| Actions i | n this area to be taken to the identified subgroup(s) performance levels. | Explore all options for enhancing paren webpage, etc. Continue utilizing Rtl model to support Continue additional programs that build social and emotional development such | students, parents and community members d partnerships that support families in academic and |
| used to i | the district resources to be implement the actions in to improve the identified p(s) student performance | CSE IST Social Worker Psychologists CPS | |

| | North Shore Youth Council Family Service League Sagamore Stony Brook University |
|--|--|
| Describe the professional development activities planned to support the implementation of the actions in this area. | PTA workshops Various in-school social and emotional support groups |
| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year |

| Rating | | dent learning and success and encourages and empo | ogue among parents, students, and school community owers families to understand and use data to advocate | |
|---|--|--|--|--|
| | Highly Effective | a) School leaders, data specialists, student support professionals, program coordinators, and community agencies share data and integrate data systems in order to identify family needs and target appropriate support strategies. b) The entire school community ensures that student data is shared in a way that families can understand a child's learning needs and successes, proactively advocate for their children, and partner with the school to provide appropriate student support. | | |
| \boxtimes | Effective | identify family needs and target strategies to addr | ta is shared in a way in which families can understand | |
| | Developing | a) The school staff recognizes that there is a need needs, and a plan is being developed to do so, or school's partnerships to share and respond to date. | to share and integrate data systems to identify family the school staff uses data but is not working with the | |
| | Ineffective | a) There is no evidence that school leaders, data scoordinators have prioritized or recognized the neb) The school community does not share data with | | |
| determine the rating. ☐ Interviews with Support Staff − #: Invitational Education Questionnal Educatio | | My Learning Plan PD, Student IEPs, Invitational Education Questionnaire, RSE-TASC Walk-Through Tool, Progress Reports, NY State Report Card Data, Attendance Reports | | |
| f the S | OP rating is Effective, D | eveloping or Ineffective, please provide a | response in the areas below. | |
| Actions is improve | n this area to be taken to the identified subgroup(s) performance levels. | RPMS uses the parent portal to communicately progress All teachers use EBoard to communicate | nicate with parents regarding student grades and e with parents and students about school work s, and Parent/Teacher Conferences are clearly | |
| used to i this area | the district resources to be mplement the actions in to improve the identified p(s) student performance | | discuss student grades and achievement work closely with team and students to discuss issues provide information | |
| developr support t | the professional ment activities planned to the implementation of the n this area. | PTA workshops Various student support groups Staff development in regards to academ | nic, behavioral, social and emotional development | |

| Timeline for Implementation of Activities and Professional Development – Please provide milestone dates for the planning, implementation, and review of activities implemented in this area. | Throughout the 2015-2016 School Year |
|---|--------------------------------------|
|---|--------------------------------------|

Describe the process used to develop this plan pursuant to Commissioner's Regulations 100.11.

| The Rocky Point UFSD Local Assistance Plan Team attended a BOCES LAP workshop. The district team consists of the Assistant Superintendent, the Director of Special Education, the Coordinator of Special Education and the Middle School Principal. We met over the course of a few weeks to complete the self-review and report contained above. The team assessed the data to evaluate efficacy and areas for future growth and development. Walkthroughs were conducted by the building principal and the members of the LAP team and the data were reviewed. At the end of the process, an action plan was comprised to determine the who, what, where, why, when, and how of the enhancements needed for growth in the area of mathematics for special education students. |
|---|
| The timeline was as follows: |
| During the month of September, there were initial meetings between the Middle School administration, Special Education Administration, and District Office Administration. Discussions involved the components of the review, schedule of events, process for evidence collection, and LAP team member selection. The RPUFSD LAP team attended a BOCES LAP workshop on Wednesday September 16, 2015. |
| Classroom visits included (2) two 15:1 special classes as well as (2) two ICT classes. These class observations were conducted for a full class period and conducted across grade levels. |
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Provide any additional information that is relevant to the Local Assistance Plan but is not addressed in the tenets and/or SOPs.

| | |
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Education Law §3012-d Hardship Waiver #1 Application Signature Page

Please complete the assurances and signatures below and upload this page at question 4 of the Hardship Waiver Application, via the SED Monitoring and Vendor Performance System, available through the NYSED Application Business Portal, available at: portal.nysed.gov.

Assurances

Please check the boxes below

| Assure that the district has a genuine hardship that is preventing it from having an approved APPR plan consistent with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. | |
|--|--|
| Assure that the district has engaged or attempted to engage in good faith efforts to negotiate an APPR system consistent with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. | |
| Assure that the district has taken the necessary steps to provide training and support to all applicable staff in order to ensure that to the extent practicable an APPR system consistent with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents can be implemented once such plan has been approved by the Commissioner. | |

| Signatures, dates | | |
|--|------|--|
| Superintendent Signature | Date | |
| Board of Education President Signature | Date | |

¹ Failure to fully complete all of the components of the waiver process with full and accurate information will result in automatic denial of the waiver and may cause a district to lose their eligibility for an increase in State aid.

HOME (/)

ABOUT (/ABOUT.HTML)

SCHOOL ASSEMBLIES (/SCHOOL-ASSEMBLIES.HTML)

STORE (/STORE.HTML)

MEDIA (/MEDIA,HTML)

RESOURCES (/RESOURCES.HTML)

(/contact.html)

BOOK KYLE (/BOOK-KYLE.HTML)

RAISE ALLERGY AWARENESS! FUN. EDUCATIONAL. ENTERTAINING.

FOOD ALLERGY AWARENESS SCHOOL ASSEMBLIES

Looking to educate students about food allergies in a fun way?

Kyle Dine's assemblies help children understand what food allergies are, and what they can do to help keep everyone with food allergies safe.

Kyle's Assemblies are

- EDUCATIONAL
- FUN
- INTERACTIVE & ENGAGING









GRADES K-2 ASSEMBLY ABOUT (//ABOUT.HTML)

GRADES 3-5 ASSEMBLY SCHOOL ASSEMBLIES. HTML)

An interactive allergy presentation that introduces students to STORE (/STORE.HTML) MEDIA (/MEDIA.HTML) the importance of food allergy awareness. Music, puppets, and audience ந்ருவு முழுமுகு முகிய அந்த முற்ற key messages including:

An overview of what life is like for those living at-risk of RESOURCES (RESOURCES.HTML) anaphylaxis. This presentation features many real life scenarios and stories presented through music, drama, and Q&A. Themes include:

- · What are allergies
- · Symptoms of an allergic reaction
- · Washing hands
- · No sharing food
- · The importance of epinephrine
- The importance of MedicAlert (http://www.medicalert.ca) bracelets
- Helping out allergic friends
- Inclusion

- What is anaphylaxis
- Bullying and food allergies
- Most common allergens
- · Cross-contamination
- · Recognizing signs and symptoms
- · Epinephrine and emergencies
- · Reading ingredients
- · Reinforce school allergy policies
- Support, respect and inclusion

Note: Assemblies can also be split from grades K-3 & 4-8 for K-8 schools.

BOOK NOW! (/CONTACT.HTML)

ADDITIONAL DETAILS, AVAILABILITY

ABOUT (/ABOUT.HTML)

SCHOOL ASSEMBLIES (/SCHOOL-ASSEMBLIES.HTML)

STORE (/STORE.HTML) MEDIA (/MEDIA.HTML)

Length: 40-45 minutes per assembly

Audience: M&MAKIN 4001880860165065 wisembly.

A/V Equipment: Kyle to provide unless flying

Availability: Only during the fall and the spring.

Fee: \$550 one show, \$800 for two. See pricing breakdown.

(/assembly-pricing.html)

Interested in having Kyle Dine perform at your school? Please contact him (/contact.html) to schedule a future show.

Download a one-page summary (/uploads/9/2/7/3/9273180/1._letter_to_program_coordinators...) of Kyle's Assemblies



RESOURCES (RESOURCES HTML)

BIO

Kyle Dine is an educator and musician who performs at schools across North America raising food allergy awareness. Over the past 7 years, be has performed at over 560 schools for over 380,080 students. He has grown up managing his own allergies to peanule tree nots, eggs, realood and mostard. His sorga help empower, support, and educate all children. He has released two professional CDs.



ASSEMBLY DETAILS

Ryle has created two assemblies for lower and upper grades (typically split R-2 & 3-5), lioth shows cover the basics about food allergies including common allergees, symptoms as well as how to keep allergie friends safe through hand-washing, out sharing food and avoiding cross-contamination. There is a strong anti-bullying message in his assemblies as he emphasizes having empathy for ou differences.



LENGTH 45 minutes/assembly

SETUP Kyle provides all audio equipment

AVAILABILITY February-March, 2016

\$800/two shows, \$550/one show (includes travel expenses)

ASSEMBLIES THAT MAKE A DIFFERENCE IN SCHOOLS











POLICIES

EDUCATIONAL

ENCOURLAGES A

FUN I. KTERACTIVE

CTIVE UNDERSTAND

BOOKING INFORMATION AND AVAILABILITY

Email: kyledine@gmail.com Visit: www.kyledine.com





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(/uploads/9/2/7/3/9273180/food_allergy_assembly_info_-

_kyle_dine_(2015_2016).pdf)

food_allergy_assembly_info_-_kyle_dine_(2015_2016).pdf

Download File

(/uploads/9/2/7/3/9273180/food_allergy_assembly_info_-_kyle_dine_(2015_2016).pdf)

EXTRAS!

Food Allergies Rock! Guitar Pick for every student

Bulk Rate: \$0.30/Pick

"Food Allergies Rock!" Bookmark for every student featuring lyrics of the song

"Food Allergies Rock!"

Bulk Rate: \$0.30/Bookmark

For a bulk order, please contact Kyle Dine directly. (/contact.html)







View testimonials about Kyle
SCHOOL-ASSEMBLIES.HTMQine's performances
(/testimonials1.html) from
educators, principals, nurses
and others.

See the Bright Side of Allergies



Shannon Giagios and Mary Nixdorf, Co- Presidents
Diana Blaising, VP FJC
Regina Behringer and Christine Fitzgerald, Co-VPs JAE
Kathi Heggars, VP Middle School
Kim Picciotti, VP High School
Peter DeRosa, Treasurer
Angela Kiang, Recording Secretary
Casey Guiterrez. Correspondence Secretary

90 Rocky Point - Yaphank Road, Rocky Point, NY 11778 Email: rockypointnypta@yahoo.com

October 19, 2015

To Whom It May Concern:

The Rocky Point PTA would like to submit the following letter and donation to be accepted at the October/November Board of Education Meeting. We are submitting a donation toward the Anti-bullying assembly presented by All Access Productions for the Middle School and High School. Please find a check for 1000.00 to assist in covering the cost of the assembly. We would like to thank everyone who supports our fundraisers, which allow us to continue contributing to the students and the school programs.

Sincerely,

Rocky Point PTA

Cc: Mrs Susann Crossan Dr. Scott O'Brien

| ROCKY POINT PTA UNIT 05-217P | 50-859-214 Style Frontier Over Food R Production for Business DATE _/O~/Y~/S | 2076 |
|--|---|-------------|
| PAY TO THE PORKY POINT SCHOOL | | /000.00 |
| People's United Bank peoples.com MEMO 9 1 1 8 1 / 1/2 / 1/3 1 | All DA | e May Night |

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MEMORANDUM OF AGREEMENT

Between the

BOARD OF EDUCATION OF THE

ROCKY POINT UNION FREE SCHOOL DISTRICT

And

ROCKY POINT TEACHERS' ASSOCIATION

| This Memorandum of Agreement shall constitute a change | e and modification to the Collective |
|--|--------------------------------------|
| Bargaining Agreement, dated July 1, 2011, through June 30, 2020. | Except as set forth below, all other |
| provisions of the Collective Bargaining Agreement shall remain uncha | inged. |

The parties hereby agree that Appendix B 4. Middle/High School Clubs and Activities Group A of the Collective Bargaining Agreement shall be amended adding the following:

| 4. Middle School/High School Clubs and Activities | 2013-2014 | 2014-2015 | 2015-2016 |
|---|-----------|-----------|-----------|
| Human Rights Club – High School | N/A | N/A | 1200 |
| Debate Club – High School | N/A | N/A | 1200 |

| Dated: | October, 2015 | Dated: | October, 2015 |
|--------|---|-----------------------------|---------------|
| | O OF EDUCATION OF THE ROCKY UNION FREE SCHOOL DISTRICT | ROCKY POINT TEACHERS ASS | SOCIATION |
| By: | an Y. Sullivan, President | By: Michael Frisc | ia, President |

Schedule 10-26-15-A Classified Staff

| Name | | Position | tion Bldg. | S | alary | Effective | 7 | |
|----------|---------|---------------------|------------|--------------------|--------|-----------|---|--|
| | | | | Rate | Amount | Date | Description/Comments | |
| Portillo | Vicenta | Food Service Worker | HS | Hourly - Step 0 | 10.25 | 11/2/15 | Part-time (5 days per week, four hours per day) ten-month contractual appointment. Replaces K. Hausser. | |
| Carman | Mary | Food Service Worker | MS | N/A | N/A | 10/27/15 | Increase in hours from three (3) hours per day to three and one-half (3.5) hours per day. | |
| Santana | Denise | School Monitor | FJC | N/A | N/A | 10/14/15 | Unpaid leave of absence for medical reasons from 10/14/15 through 11/20/15. | |
| Coon | Lisa | Food Service Worker | MS | N/A | N/A | 10/19/15 | Resignation for personal reasons | |
| Graham | Elena | Clerk Typist | HS | N/A | N/A | 11/9/15 | Continuation of unpaid leave of absence for personal reasons from 11/9/15 through 12/16/15. | |
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Schedule 10-26-15-B Certified Staff

| | | | | Salary | | Effective | |
|----------|-------|-------------|-------|---------------------------------------|--------|-----------|--|
| Naı | ne | Position | Bldg. | Rate | Amount | Date | Description/Comments |
| Flanagan | Laura | ESL Teacher | НЅ | Annual | 10,677 | 9/1/15 | Additional class from 9/1/15 through 6/30/16 |
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Schedule 10-26-15-C Non-Teaching Substitutes

| | | | Salary | | Effective | | |
|------------|----------|--------------------------------|--------|--------|-----------|----------|---------------------------------------|
| | Name | Position | Bldg. | Rate | Amount | Date | Description/Comments |
| Gluckler | Maria | Substitute Food Service Worker | DW | Hourly | 10.25 | 10/28/15 | 2015-2016 school year |
| Joy | Karen | Substitute Clerical | DW | Hourly | 10.25 | 10/28/15 | 2015-2016 school year |
| Lucero | Jeanne | Substitute Registered Nurse | DW | Hourly | 28.00 | 10/28/15 | 2015-2016 school year |
| Wharton | Jennifer | Substitute Registered Nurse | DW | Hourly | 28.00 | 10/28/15 | 2015-2016 school year |
| Zea | Ferney | Substitute Custodian | DW | Hourly | 10.25 | 10/28/15 | 2015-2016 school year |
| Ciccolella | Louis | Substitute Custodian | DW | Hourly | 10.25 | 10/13/15 | 2015-2016 school year |
| Ciccolella | Louis | Substitute Custodian | DW | N/A | N/A | 10/14/15 | Inactivation of 2015-2016 appointment |
| Baumann | Jennifer | Substitute Registered Nurse | DW | N/A | N/A | 9/21/15 | Inactivation of 2015-2016 appointment |
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Schedule 10-26-15-D Teaching Substitutes

| | | | | | Salary | |] |
|-------------|-----------|--|-------|-------|--------|----------|---------------------------------------|
| Nam | ne | Position | Bldg. | Rate | Amount | Date | Description/Comments |
| Capriola | Lauren | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Tillinghast | Jesse | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Ceravino | Charissa | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Lorenzo | Slavomira | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Urea | Richard | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Bernard | Elizabeth | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Davis | Brittany | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Cannistraci | Anna | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Manna | Victoria | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Spinnato | Larissa | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Nauman | Tallat | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Blaising | Diana | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Gottschalk | George | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Kominos | Timothy | Per Diem Substitute Teacher | DW | Daily | 100.00 | 10/28/15 | 2015-2016 school year |
| Rhodes | Melissa | Per Diem Substitute Teaching Assistant | DW | Daily | 85.00 | 10/28/15 | 2015-2016 school year |
| Sullivan | Michelle | Per Diem Substitute Teaching Assistant | DW | Daily | 85.00 | 10/28/15 | 2015-2016 school year |
| Bollbach | Brittany | Per Diem Substitute Teacher | DW | N/A | N/A | 9/21/15 | Inactivation of 2015-2016 appointment |
| Hommell | Madison | Per Diem Substitute Teacher | DW | N/A | N/A | 10/15/15 | Inactivation of 2015-2016 appointment |
| White | Meghan | Per Diem Substitute Teacher | DW | N/A | N/A | 9/1/15 | Resignation for personal reasons |
| Burk | Morgan | Per Diem Substitute Teacher | DW | N/A | N/A | 9/1/15 | Resignation for personal reasons |
| Kaiser | Ashley | Per Diem Substitute Teacher | DW | N/A | N/A | 9/1/15 | Resignation for personal reasons |
| Shay | Craig | Per Diem Substitute Teacher | DW | N/A | N/A | 9/30/15 | Resignation for personal reasons |
| Diamond | Kristin | Per Diem Substitute Teacher | DW | N/A | N/A | 10/1/15 | Resignation for personal reasons |
| Broschart | Steven | Per Diem Substitute Teacher | DW | N/A | N/A | 10/9/15 | Resignation for personal reasons |
| Henriquez | Madeline | Per Diem Substitute Teacher | DW | N/A | N/A | 10/8/15 | Resignation for personal reasons |
| Calo | Lizabeth | Per Diem Substitute Teacher | DW | N/A | N/A | 10/27/15 | Resignation for personal reasons |
| Castelli | Maria | Per Diem Substitute Teacher | DW | N/A | N/A | 10/16/15 | Resignation for personal reasons |

Schedule 10-26-15-F Community Education

| | | • | | Salary | | Effective |] |
|---------|---------|------------------------------------|-------|--------|--------|-----------|---|
| N | ame | Position | Bldg. | Rate | Amount | Date | Description/Comments |
| Maggio | Gregory | Co-Ed Soccer | DW | Hourly | 25.00 | 7/1/15 | Amended hourly rate |
| Sanchez | Amanda | Volunteer - Boot Camp/Stick Skills | DW | N/A | N/A | 10/27/15 | Community Education 2015-2016 school year |
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Schedule 10-26-15-E Co-Curricular Positions 2014/2015 and 2015/2016

| | | | | Salary | | Effective | | |
|--|-----------------|----------------------------------|----------|------------|-----------------|------------|--|--|
| Name | | Position | Bldg. | Rate | Amount | Date | Description/Comments | |
| Starke | Nancy | Additional Supervision | FJC | Hourly | 47.00 | 9/1/15 | 2015-2016 school year. Not to exceed fifteen (15) hours. | |
| Czajkowski | Lauren | Additional Supervision | FJC | Hourly | 47.00 | 9/1/15 | 2015-2016 school year. Not to exceed fifteen (15) hours. | |
| | Ann | Additional Supervision | FJC | Hourly | 47.00 | | 2015-2016 school year. Not to exceed fifteen (15) hours. | |
| | Nancy | Home Tutor - Science | DW | Hourly | 47.00 | | 2015-2016 school year | |
| | Nancy | Science Teacher | DW | Hourly | 20.00 | 9/1/15 | ICARE/SHARP/ALC/AHS Liaison 2015-2016 school year | |
| Schumacher | John | Technology Teacher | DW | Hourly | 20.00 | | ICARE/SHARP/ALC/AHS Liaison 2015-2016 school year | |
| Gentile | Jessica | Special Education Teacher | DW | Hourly | 20.00 | 9/1/15 | ICARE/SHARP/ALC/AHS Liaison 2015-2016 school year | |
| Brienza | Mark | Science Teacher | DW | Hourly | 20.00 | 9/1/15 | ICARE/SHARP/ALC/AHS Liaison 2015-2016 school year | |
| Scott | Patricia | Lois Lowry (MS) | MS | Annual | 432.00 | 9/1/15 | 2015-2016 school year | |
| Catandella | Heather | Human Rights Club (HS) | HS | Annual | 1,200 | 10/27/15 | 2015-2016 school year | |
| McCormick | James | Debate Club (HS) | HS | Annual | 1,200 | 10/27/15 | 2015-2016 school year | |
| Nielsen | John | MS Boys Basketball | DW | Annual | 4,003 | 10/27/15 | Coaching appointment 2015-2016 school year | |
| Muratore | Kristina | Lunch Duty | DW | Hourly | 28.00 | 9/1/15 | 2015-2016 school year | |
| Conlon | Michael | Sound Choices Club | HS | Annual | 1,200.00 | 9/1/15 | 2015-2016 school year | |
| West | Treewolf | Chaperone | DW | Hourly | See below*** | 9/1/15 | 2015-2016 school year | |
| Zaffino | Jennifer | Homeless Liaison | DW | Hourly | 47.00 | | Funding through additional supervision as per Appendix B of the negotiated agreement between the RPUFSD and the RPTA. Not to exceed \$2500.00. | |
| Fusco | Cheryl | Special Education Teacher | DW | Annual | 2,625 | | Wilson Fundations training and coaching. 2015-2016 school year | |
| Tsavos | Jonathan | Intramural Athletics | DW | Hourly | 23.00 | | 2014-2015 school year. Not to exceed 20 hours. Volleyball. | |
| Kenehan | Ronald | Intramural Athletics | DW | Hourly | 23.00 | | 2014-2015 school year. Not to exceed 20 hours. Softball. | |
| Lukasz | Karen | Registered Nurse | DW | Hourly | 39.59 | | Amended appointment. Summer work during the period of July 1, 2015 through August 31, 2015. Not to exceed fifty-two (52) hours. | |
| Ciaccio | Robert | MS Department Club Technology | DW | Annual | 600.00 | 9/1/15 | Amended stipend. Stipend to be shared with J. Schumacher. | |
| Schumacher | John | MS Department Club Technology | DW | Annual | 600.00 | | 2015-2015 school year. Shared stipend. | |
| | Christopher | JV Football | DW | Annual | 5,605 | | Corrected stipend | |
| Nobre | Anthony | JV Girls Tennis | DW | Annual | 5,472 | 7/1/15 | Corrected stipend | |
| ***Up to two hou | rs: \$53 00: in | excess of two hours: \$79.00: | Junior/S | enior Prom | \$53.00 per bou | ır 2014-20 | 015 school year | |
| **Up to two hours: \$53.00; in excess of two hours: \$79.00; Junior/Senior Prom: \$53.00 per hour. 2014-2015 school year | | | | | | | | |