



SPECIAL BOARD OF EDUCATION MEETING

Wednesday, June 23, 2021



- President Tierney
 - Call to Order
 - Pledge of Allegiance





President's Report



Superintendent's Report



CULTURE & STUDENT PERFORMANCE



STUDENT RECOGNITION

Mechanicville Elementary School



Wyatt Palmer - 4th Grade

Wyatt has done a great job demonstrating the March P2 traits of social intelligence, love of learning and humor. Wyatt is a thoughtful, self-aware young man who interacts with his peers through the virtual environment. Wyatt has been a virtual student since September, yet he has managed to connect with all of his classmates in some way. He even puts on “cooking shows” during lunch which the students love! Wyatt’s love of learning is evident every day and he often greets us with salutations in different languages. Currently, Wyatt is studying Italian on his own and has begun learning Latin. He uses code to animate Google backgrounds and is always exploring new things. Wyatt loves to share these things with us and often makes us laugh in the process. Wyatt does a great job demonstrating the P2 traits for March.



Keep being awesome, Wyatt! - Mrs. Wasserman



STUDENT RECOGNITION

Mechanicville High School



CLEAN TECHNOLOGIES EARLY COLLEGE HIGH SCHOOL *A NYS P-TECH Program*

GRADUATE RECOGNITION



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Nicholas Amodeo

Capstone Project: Adhesive Shoe Repair Kit: This product uses adhesives to repair and preserve the longevity of the shoe.



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Rosalea Claeys

Capstone Project: Bookish: A platform to help readers find new and interesting books to read and to connect readers with similar interests.



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Jason Fane

Capstone Project: Child Safety Device: A location tracker that focuses on tracking children to combat child trafficking. The tracker is equipped with a mobile data chip that will provide an accurate location of the child that could save their life.



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Isabella Fuschino

Capstone Project: UV Box: A container that has a built in UV sanitizing light that allows the user to place multiple objects into the box to sanitize them.



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Joseph Gregoire

Capstone Project: Aiding the Technologically Challenged: A streamlined website, containing simple, easy to learn online classes about basic computer and technology use.



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Andrew Herrick

Capstone Project: 3D Mouthpieces: 3D-printed for brass players. By using a strong plastic filament, they are durable and cost-effective. They are also available in a variety of designs or can even be custom-fabricated to cater to an individual's embouchure.



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Robert Meager

Capstone Project: LCD Sun Visor: A sun visor that uses facial recognition technology to block the sun while keeping the largest area of vision possible.



CLEAN TECHNOLOGIES

EARLY COLLEGE HIGH SCHOOL

A NYS P-TECH Program

Aiden Olsted

Capstone Project: Auto-Sort-Bin: A multi-stream recycling system that utilizes an infrared scanner to auto-sort plastics.



GRADUATE RECOGNITION



Ella Beaudoin - Early Childhood



Katelynn Brennan - Hospitality & Human Services



Hailey Cook-Ladd - Health Occupations



Amiyah Daniel - Cosmetology



Anthony Delprete-Culinary Arts



Olivia Hernandez - Early Childhood



Emma Herring - Horse Care



Thomas Hollenbeck - HVAC



Jared Lane-Auto Tech



Chloe Prock - Health Occupations



Joseph Sanchez - Construction Trades



Shelby Schirmacher-Culinary Arts



Aleah Trotter - Early Childhood



William Woods - HVAC



Mackenzie Fido

New Visions Health Careers Exploration



STUDENT PERFORMANCE by 5th Grade Graduate

Liliana Currado - *Rise Up*



STAFF RETIREMENT RECOGNITION

Mechanicville City School District



RETIREMENT RECOGNITION

Erin Buhl - Transportation Department
September 1, 1987 - June 30, 2021



RETIREMENT RECOGNITION

Yvonne Lajeunesse - **School Nurse**
August 1, 2011 - June 30, 2021



GOING ABOVE AND BEYOND THE CALL OF DUTY

Mechanicville City School District

ESS Trauma-Informed Champions

Tim Schlegel

Suzanne LeForestier

James Colon

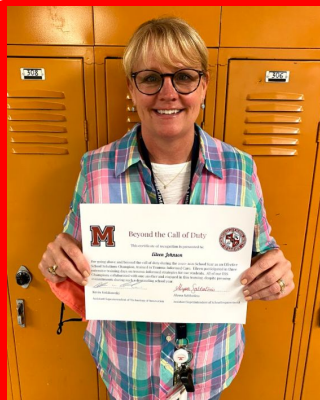
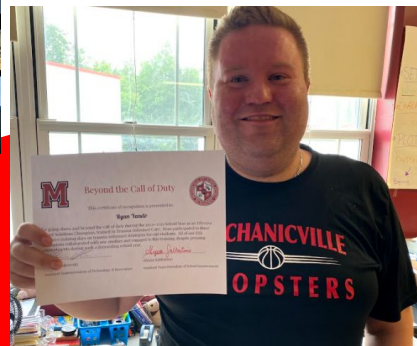
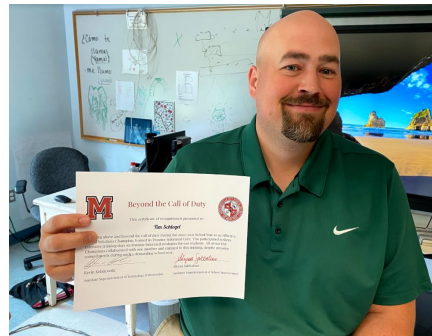
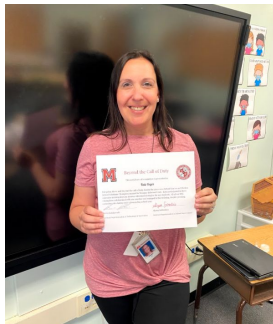
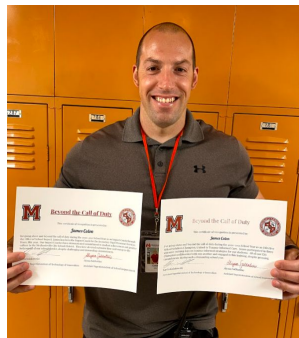
Ryan Yando

Kate Reyes

Eileen Johnson

Alex Chandler

Stacie Glass



Elementary Impact Coaches

Carol Ann DeMarco

Sue Westad

Chrissy Starks

Jeremy Austin

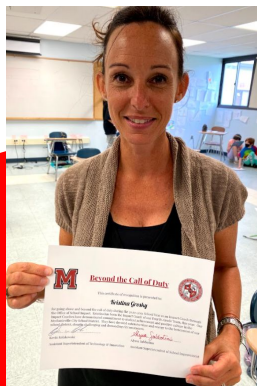
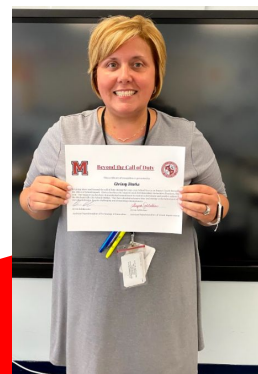
Kristina Grosky

Jessica Wasserman

Tina Pugliese

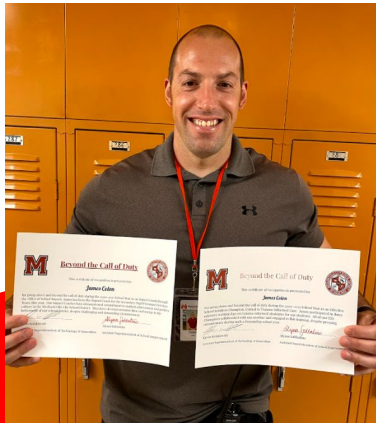
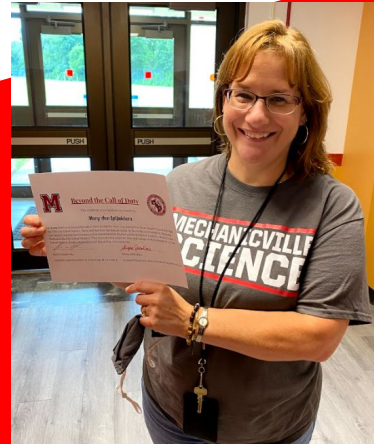
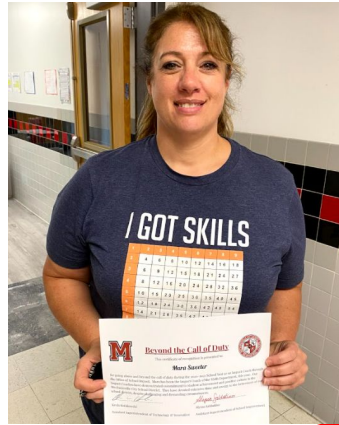
Nicola Billert

Ann Richardson



Secondary Impact Coaches

Janelle Meager
Beth Hughes
Bob Hughes
Paul Moffitt
Jen Seymour
Mary Ann LaQuidara
Mara Sweeter
James Colon





Communication



FOOD SERVICE TEAM SECURES FEDERAL GRANT

- We are proud to announce we are the recipient of Share Our Strength's No Kid Hungry Campaign grant award of **\$8,700.00** to Mechanicville City School District.
 - The purpose of this grant is to support our critical work to end childhood hunger
- Mrs. Mackey will be purchasing a CamCruiser portable kiosk to use for a second chance breakfast program in the Jr-Sr High school.
 - The goal is to increase participation in our breakfast program, we will also use this kiosk to promote our fresh fruit and vegetable program and our Farm to School program during the lunch meal



CVC724

OPEN COMPARTMENT DIMENSIONS:
W 13 1/4" x D 24 1/4" x H 13 1/4"
W 33,5 x D 61,5 x H 34 cm

Announcing



Breakfast

In the Jr.-Sr. High School



DONATION



Courtesy of Alumni Peter Enzien & CJ DeCrescente



Presentation by
Kevin Kolakowski, Assistant
Superintendent of STEAM and
Innovation:
IT Restructure



PROPOSAL

- Elimination of internal Micro Technician position, vacated last school year
- Reduction and redirection of existing purchased services from BOCES
- Promotion of both existing and proven employees to new positions within the IT department structure

JUSTIFICATION

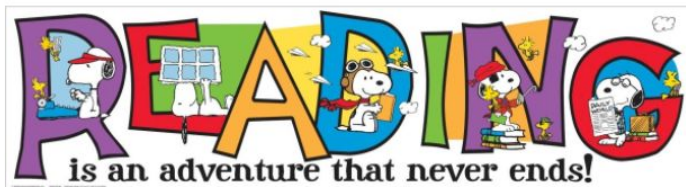
- With the reduction in force within the department, Bryan Russell has assumed the role of Technology Coordinator among all other duties of the department while maintaining his current role performing duties above and beyond his current job scope - overseeing all network security, infrastructure, capital project integrations, and updating/upgrading of district technology and communications as well as the duties of network engineer, network technician, and micro technician.
- Similarly Bryan McCreary has taken on many of the roles of network technician, troubleshooting and implementing systems outside of his current job duties to provide the support that is needed for our staff, students, and families. In addition to being more efficient, this will result in an estimated annual savings of \$50,000.



Presentation by Office of School Impact



Summer Book Baggies!



6/5/2021

Dear Mechanicville Students and Families,

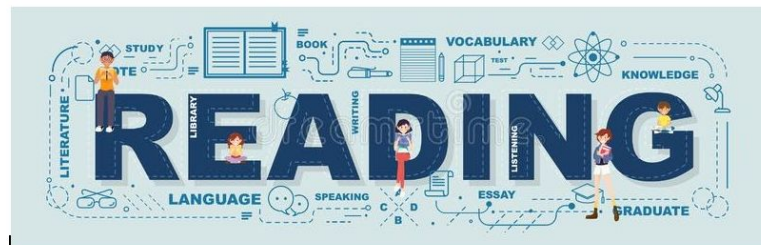
Happy SUMMER! One of the most important things that your children can do this summer to grow their brains and prepare for school this fall is to READ. Here is a Book Baggy for your Elementary School Red Raider.

This bag contains the books at this student's specific reading level. Please read these or other books with your child every night! Reading to or with your student will help make that student a stronger reader!

These books are yours for the summer. You can exchange them in the fall as you like, or just keep them at home. If you'd like to exchange them over the summer for new books, just reach out to Ms Sabbatino at asabbatino@mechanicville.org and she will drop off a new baggy!

There are also some fun things here for reading with the books, including a Reading Log the students can complete and hand in to their teachers in the fall for Reading PRIZES!

Happy Reading!
Mr Turcio and Ms Sabbatino



6/5/2021

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Mr Turcio and Ms Sabbatino



ELA, Science, and Social Studies Professional Development Outcomes April, May, and June

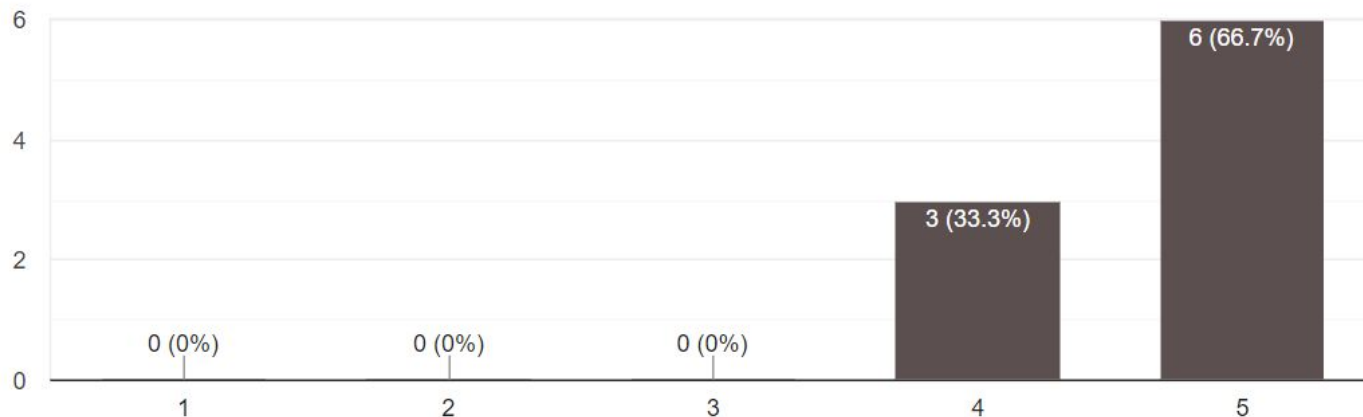


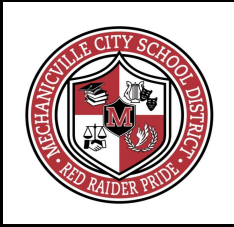
Results from ELA Sessions, Grades 5-12

How would you rate the ELA PD Day(s) overall success in advancing your instruction and reflection?



9 responses





Next Steps for ELA Department, 5-12

- Writing Portfolio Alignment
- Rubric Alignment
- Gathering text banks
- Sharing instructional strategies

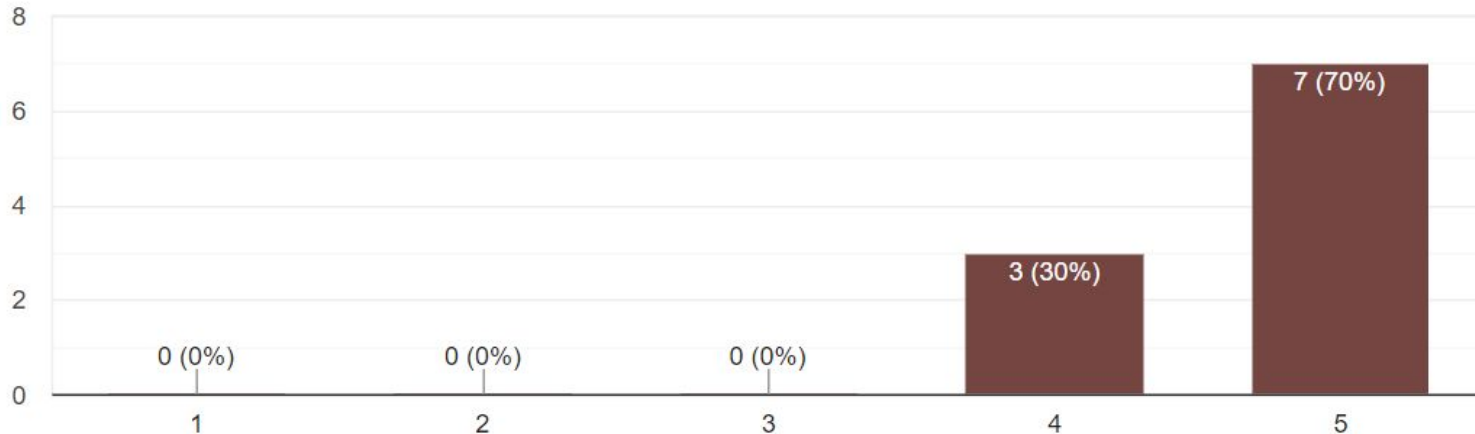


Results from SS Sessions, Grades 5-12

How would you rate the SS PD Day(s) overall success in advancing your instruction?



10 responses





Next Steps for SS Department, 5-12

- Standards and Rubric Alignment
- Gathering text banks connected to Power Standards
- Sharing instructional strategies that they've tried
- Linking instructional strategies to content and Power Standards

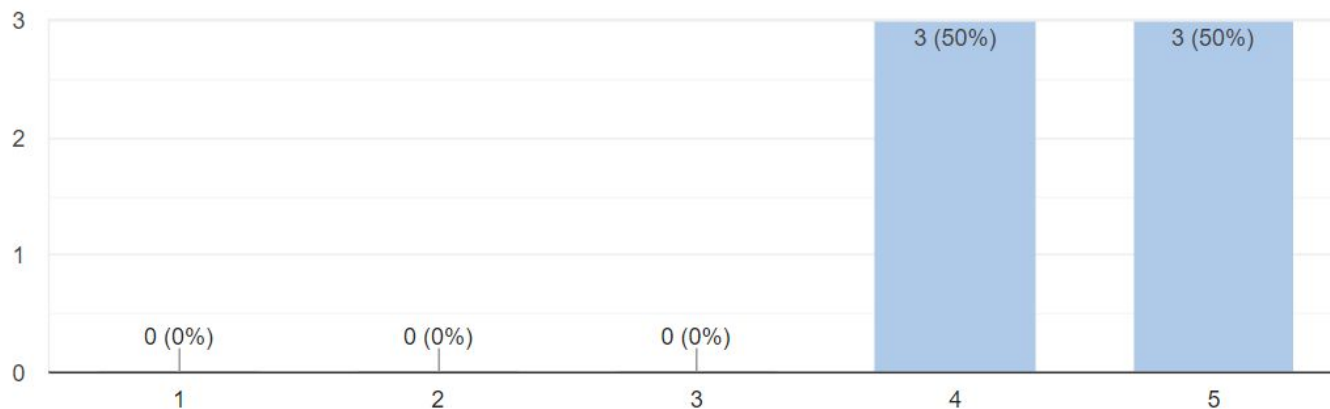


Results from Sci Sessions, Grades 4-12

How would you rate the Sci PD Day(s) overall success in advancing your instruction and reflection?



6 responses





Next Steps for Sci Department, 4-12

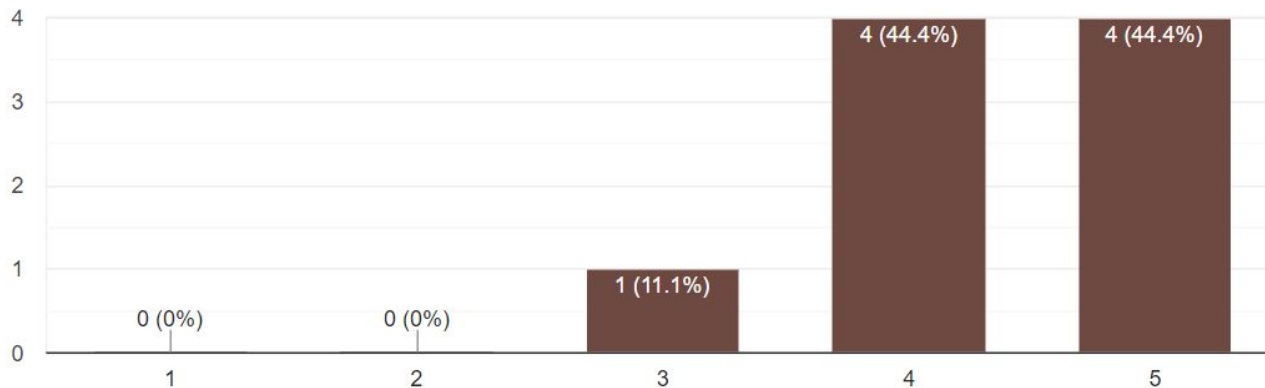
- Standards and Rubric Alignment
- Linking instructional strategies to content and 6-12 Power Standards
- Determining and Aligning 3-5 Power Standards
- Revising resources as a 3-5 department
- Infusion of NGSS and Storylines in the instructional design of the department
- Development of future PD sessions and K-12 alignment



Math Sessions, Grades 5-12

How would you rate the Math PD Day(s) overall success in advancing your instruction and reflection?

9 responses





Next Steps for Math Department, 5-12

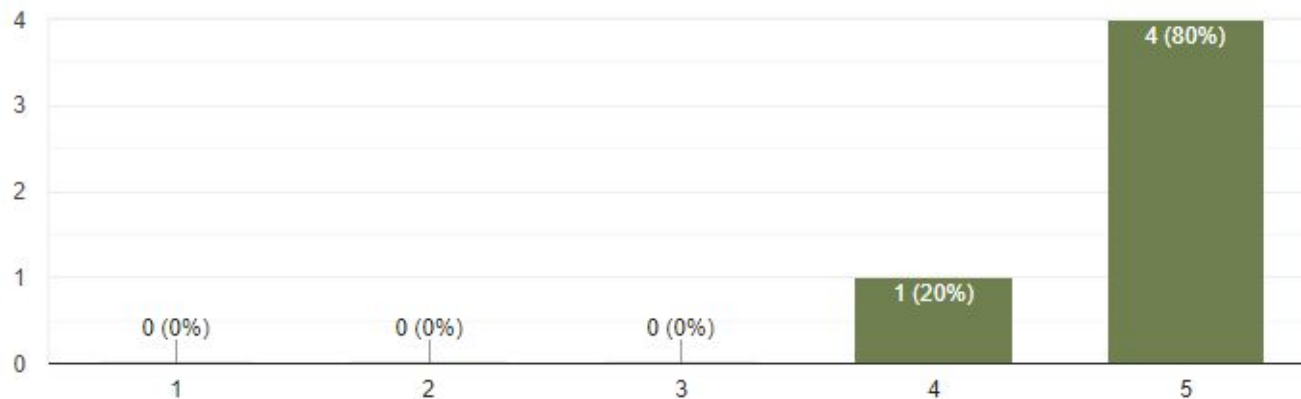
- Alignment of instructional vocabulary, 5-12
- Instructional strategy alignment, 5-12
- Department communication, shared resources and instructional models across the Math department
- Development of departmentalized note-taking strategies
- Designing instruction rooted in inquiry



STEAM Sessions, Grades K-12

How would you rate the PD Day(s) overall success in advancing your instruction?

5 responses





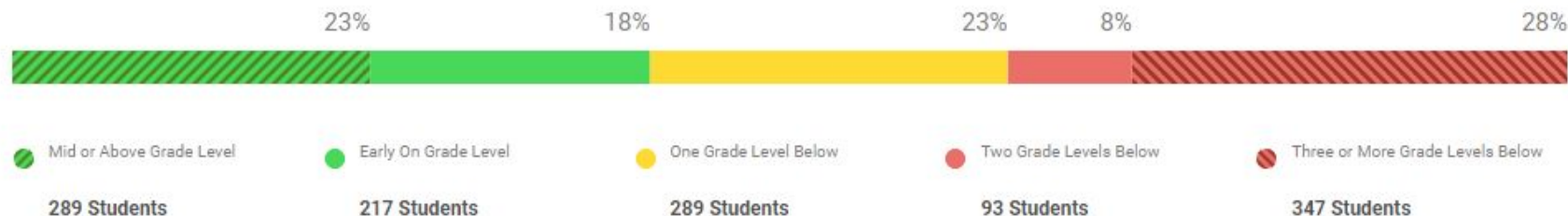
Next Steps for LOTE and STEAM, K-12

- Alignment of instructional vocabulary, K-12
- Instructional strategy alignment, K-12
- Scope and Sequence revision and alignment

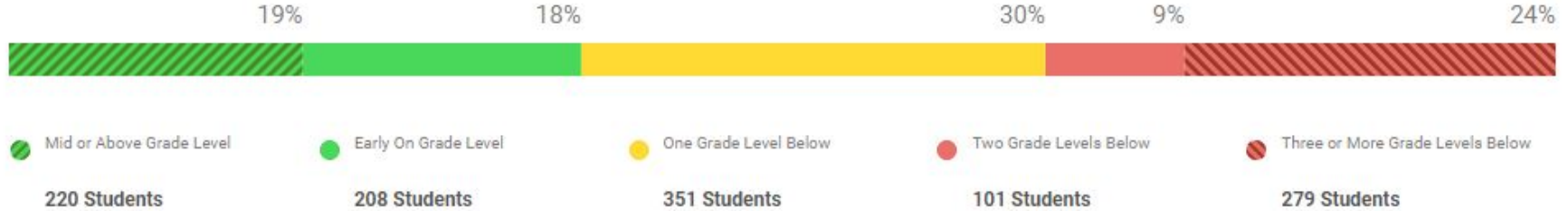


District iReady Diagnostic Data End-Of Year

iReady Reading End-of Year Diagnostic Results



iReady Math End-of Year Diagnostic Results





Elementary iReady Diagnostic Data End-Of Year

iReady Reading End-of Year

Current Placement Distribution



● **At Risk for Tier 3**
14% (From 24%)

● **Tier 2**
53% (From 63%)

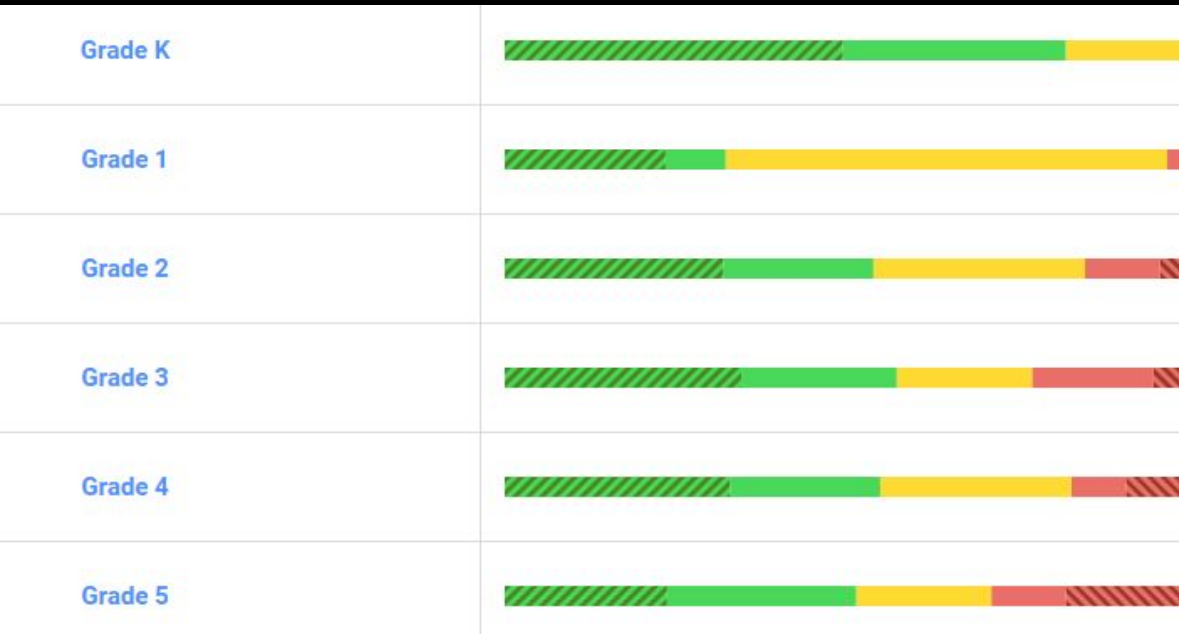
● **Tier 1**
33% (From 13%)

● *On (Mid/Late) or Above
Grade Level*

● *One Grade Level Below or
Early On Grade Level*

● *Two or More Grade Levels
Below*

iReady Reading End-of Year



	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Grade K	50%	33%	17%	0%	0%
Grade 1	24%	9%	66%	2%	0%
Grade 2	32%	22%	31%	11%	3%
Grade 3	35%	23%	20%	18%	4%
Grade 4	33%	22%	28%	8%	8%
Grade 5	24%	28%	20%	11%	17%

Mid or Above Grade Level

Early On Grade Level

One Grade Level Below

Two Grade Levels Below

Three or More Grade Levels Below

iReady Math End-of Year

Current Placement Distribution



● **At Risk for Tier 3**
14% (From 28%)

● **Tier 2**
60% (From 64%)

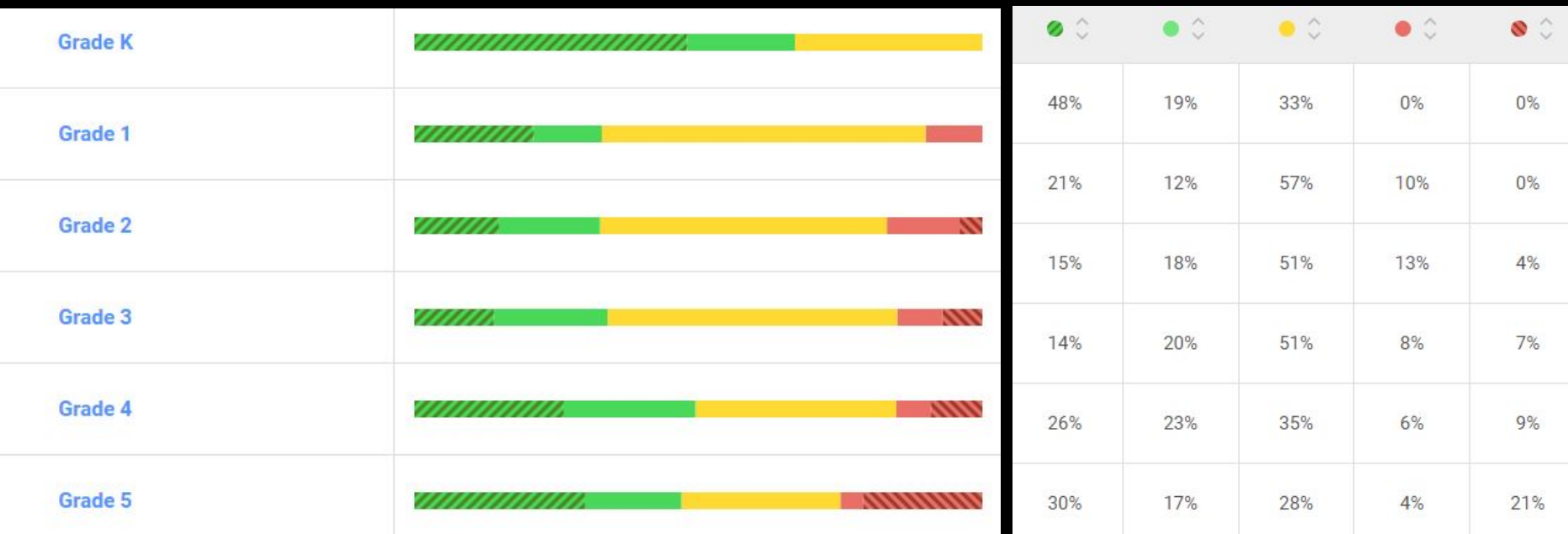
● **Tier 1**
26% (From 8%)

● *On (Mid/Late) or Above
Grade Level*

● *One Grade Level Below or
Early On Grade Level*

● *Two or More Grade Levels
Below*

iReady Math End-of Year



Mid or Above Grade Level

Early On Grade Level

One Grade Level Below

Two Grade Levels Below

Three or More Grade Levels Below



Secondary iReady Diagnostic Data End-Of Year

iReady Reading End-of Year

Grades 6-8

Current Placement Distribution



● **At Risk for Tier 3**
51% (From 57%)

● **Tier 2**
32% (From 33%)

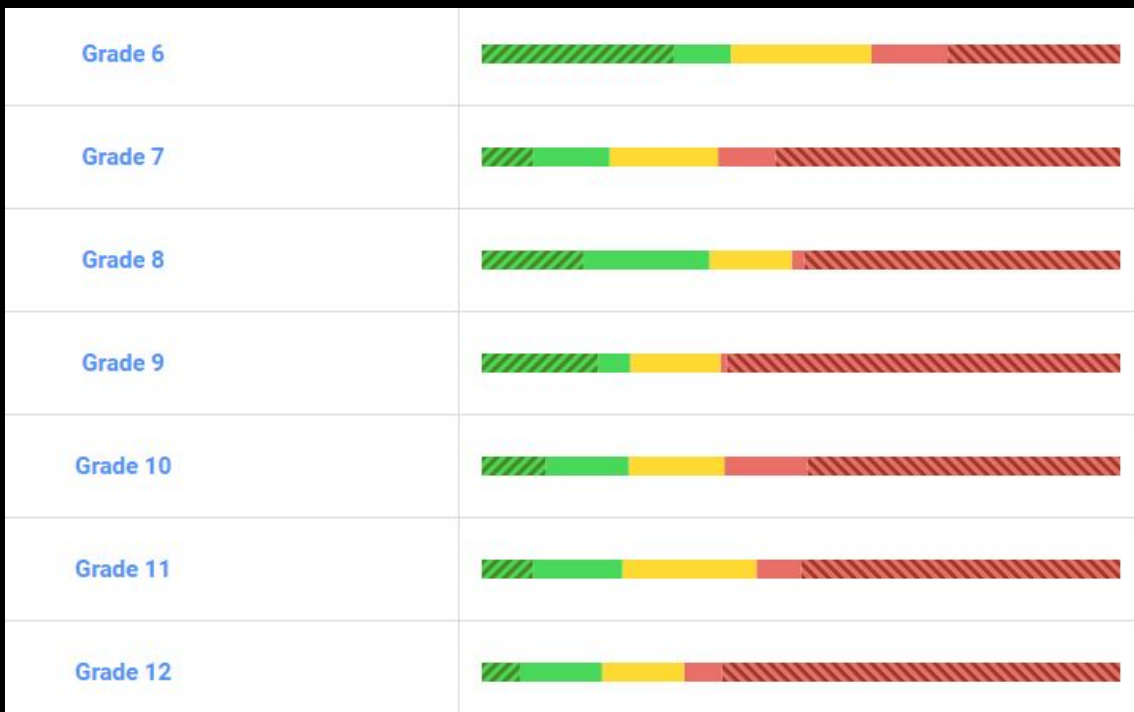
● **Tier 1**
18% (From 9%)

● *On (Mid/Late) or Above
Grade Level*

● *One Grade Level Below or
Early On Grade Level*

● *Two or More Grade Levels
Below*

iReady Reading End-of Year Diagnostic Results



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30%	9%	22%	12%	27%
8%	12%	17%	9%	54%
16%	20%	13%	2%	50%
18%	5%	14%	1%	61%
10%	13%	15%	13%	49%
8%	14%	21%	7%	50%
6%	13%	13%	6%	63%

 Mid or Above Grade Level

 Early On Grade Level

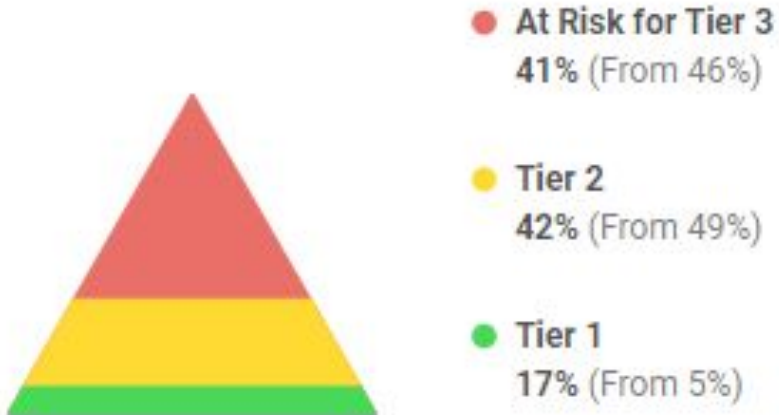
 One Grade Level Below

 Two Grade Levels Below

 Three or More Grade Levels Below

iReady Math End-of Year *Grades 6-8*

Current Placement Distribution



- On (Mid/Late) or Above Grade Level
- One Grade Level Below or Early On Grade Level
- Two or More Grade Levels Below

iReady Math End-of Year Diagnostic Results

Grade 6



Grade 7



Grade 8



Grade 9



Grade 10



Grade 11



Grade 12



	Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
Grade 6	17%	23%	28%	13%	18%
Grade 7	13%	17%	18%	10%	42%
Grade 8	17%	15%	23%	4%	41%
Grade 9	9%	24%	10%	9%	47%
Grade 10	5%	28%	10%	10%	47%
Grade 11	0%	2%	6%	30%	62%
Grade 12	0%	0%	7%	7%	86%



Mid or Above Grade Level



Early On Grade Level



One Grade Level Below



Two Grade Levels Below



Three or More Grade Levels Below

Questions from the Board



2021 Summer Enrichment Camp



Elementary Summer Enrichment Camp

Learning Intention: To prevent summer literacy slide while promoting social-emotional learning, inspire creativity, and build confidence with fun interactive activities.

- Student selection based on iReady Diagnostic Data
- Dates: July 6th-August 12th Monday-Thursday
- Time: 8:00am-12:00pm
- Transportation, Breakfast, and Lunch Provided

**MECHANICVILLE**
CITY SCHOOL DISTRICT

Summer Enrichment Academy

When: July 6th – August 12th
In-Person Monday through Thursday
8:00am-12:00pm
Students in Grades K-5 during the 2020-2021 School Year
Where: Mechanicville Elementary School
Breakfast, Lunch, & Transportation Provided

How to apply:
Complete the application form sent home with your child.
Families will be notified of details prior to July 3, 2021.



Summer
Enrichment
Program

Educating **Today's Youth to be Tomorrow's Leaders**

Program Goals:
Prevent summer literacy slide
Promote social emotional learning
Encourage learning



Elementary Summer Enrichment Camp

Summer Enrichment to Date:

Kindergarten: 18 Students

1st Grade: 20 Students

2nd Grade: 30 Students

3rd Grade: 9 Students

4th Grade: 16 Students

5th Grade: 14 Students

Total: 107 Students



High School/Middle School Summer Credit Recovery

Learning Intention: To improve student achievement and increase graduation rates with self-paced online curriculum including lessons, quizzes, and projects. Teachers will assist students by helping them manage their time and progress, while providing support.

- Student selection based on course credit
- Dates: July 6th-August 12th Monday-Thursday
- Time: 9:00am-11:00am
- Breakfast & Lunch Provided
- Students will be contact by Guidance Counselors in mid-June



Notification Process Elementary & Middle

Students selected to attend the Summer Enrichment program will receive a letter, flyer and application to complete.

Program	Application Distribution Home Target Date	Due Date for Application Return
Elementary (K-4 th Grade)	May 13, 2021	May 25, 2021
Middle School Academy (5 th Grade)	May 13, 2021	May 25, 2021



Notification Process High School

Students eligible to attend the Summer Credit Recovery Program will be contacted by the Guidance Department

Program	Application Distribution Home Target Date	Due Date for Application Return
HS Credit Recovery Program	June 11, 2021	June 25,2021



Questions from the Board



Data Reporting Schedule

Proposed Data Reporting Cycle

Month	Data Reporting Topics
September	<ul style="list-style-type: none"> • Summer Enrichment Program Final Report • Graduation Data – <i>WILL BE EMBARGOED presented in a confidential data profile</i>
October	<ul style="list-style-type: none"> • Pupil Personnel Services Report <ul style="list-style-type: none"> o Discipline Referrals o Suspension o VADIR o Attendance o Restorative Practices o Laura's Group Reporting
November	
December	<ul style="list-style-type: none"> • Previous Year Special Education Data Report <ul style="list-style-type: none"> o New Referrals o Classification Trend o Least Restrictive Environment (LRE) o Related Services
January	
February	
March	<ul style="list-style-type: none"> • Winter iReady Data Comparison to Fall Data
April	
May	
June	
July	<ul style="list-style-type: none"> • iReady Year-End-Report
August	



Questions from the Board



Proposed Allocation of the Coronavirus Response and Relief Supplemental Appropriations & American Rescue Plan Funds

CRRSA: \$1,312,695

ARP: \$2,155,958

Total 3 Year Funding: \$3,468,651



The US Department of Education's Interim Financial Requirements states that an LEA receiving funds must reserve at least 20% of its 90% base grant funds to measure and address the academic impact of lost instructional time on all students through the implementation of evidence-based interventions, including but not limited to interventions implemented through summer learning or summer enrichment, extended day, comprehensive after school programs or extended school year programs.

It also states that the LEA must ensure that such interventions respond to students' academic, social, emotional and mental health needs, and address the impact of COVID-19 on groups of students that the pandemic has disproportionately impacted.



Utilizing Federal Funding to:

- maximize our impact with students by investing in our faculty and staff.
- improving systems through empowerment and collaboration.

Post COVID Visible Learning Recommendations - Hattie, Fisher, Frey, & Almarode (2021)

There are a number of deficit-oriented terms that are being used to describe the experiences students had during COVID teaching: learning loss, COVID slide, gap year. This narrative ignores the fact that some students did quite well. It ignores the fact that many new technology and communications skills were developed.

We recognize that there is unfinished learning for some students. And there are instances of unrealized potential, meaning that the trajectory of learning wasn't quite as strong as might have been projected. We also recognize that unfinished learning and unrealized potential differentially impact demographic groups of students, and some students need much more attention to regain their progress.

For this reason, we argue that educators should focus on accelerating learning rather than develop and implement remediation programs, retain students in their current grade level, or expect less of them next year.

WHAT DO WE MEAN BY “ACCELERATING LEARNING”?

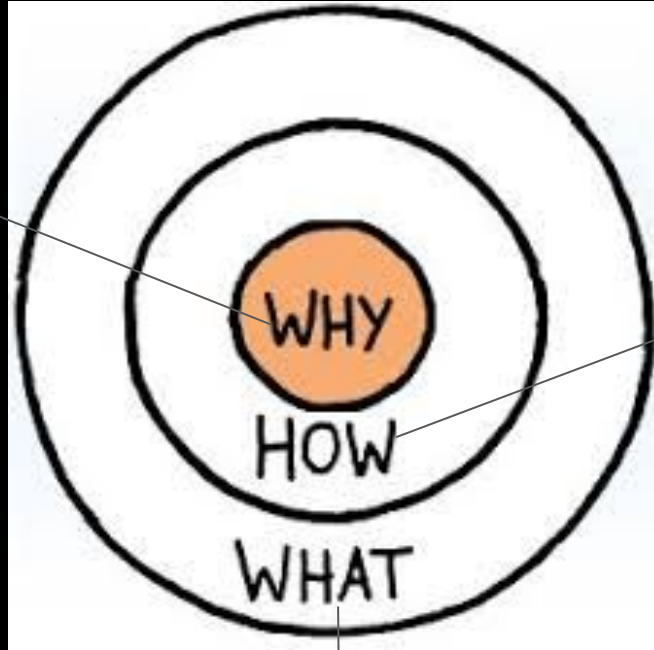
Accelerating student growth and achievement within the context of post-COVID teaching and learning demands that we leverage our expertise as educators to make decisions each day about what content, ideas, and skills we want our students to know, understand, and be able to do.

Ensuring that we actually accelerate learning for all students requires that we move beyond general principles and broad recommendations. Instead, we must focus on specific aspects of interventions, approaches, and strategies that have the potential to accelerate student learning.

This responsibility requires that we make learning visible both to students and teachers.

#OneMechanciville

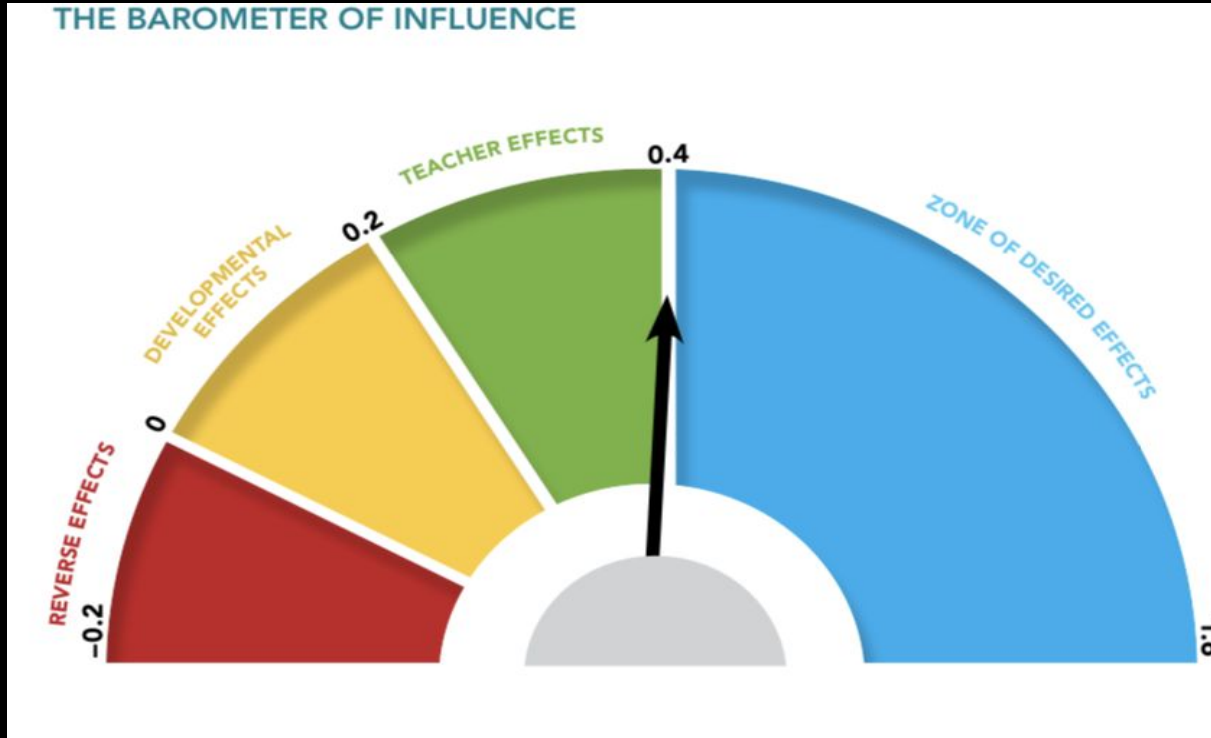
Our students will become **VISIBLE LEARNERS** who possess **SKILLS & DISPOSITIONS** for an undefined workforce



Our faculty will become **VISIBLE INSTRUCTORS** who use different pathways to assess **STUDENT LEARNING & application of SKILLS & DISPOSITIONS** to differentiate instruction & assessment

Our **CULTURE** will be positive and we will empower faculty to focus on **LEARNING** in a collaborative environment to achieve agreed upon **RESULTS**

Visible Learning Effect Size Influence



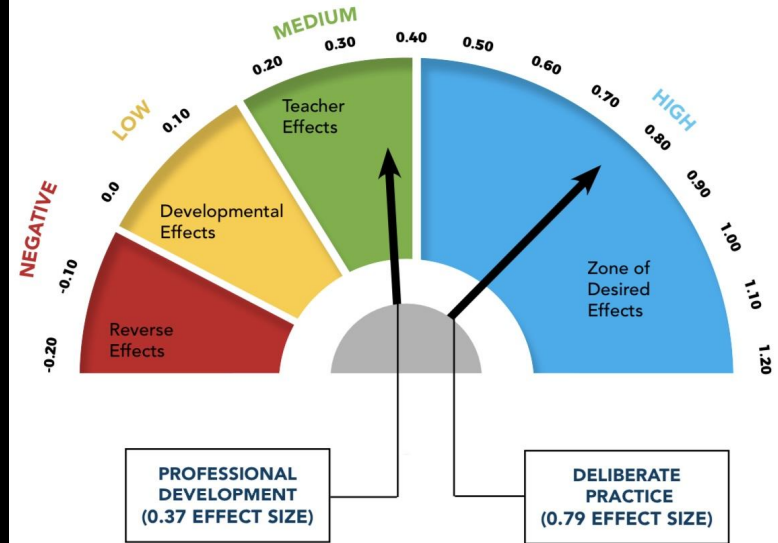
The Power of the Classroom Teacher on Effect Size

THE SIX BROAD CATEGORIES OF INFLUENCES

Category	Average Effect Size
Student Influences	0.25
Home Influences	0.11
School Influences	0.29
Classroom Influences	0.28
Curricula Influences	0.46
Teacher Influences	0.52

Source: Visible Learning Meta^X, 2021.

EFFECT SIZES FOR DELIBERATE PRACTICE AND PROFESSIONAL DEVELOPMENT



Deliberate practice is required to move individuals beyond everyday skills and toward expert performance. Deliberate practices involves 5 key components, emphasizing quality over quantity

5 Components of Deliberate Practice

1. Engaging individuals in an exercise, task, or experience outside of their current skill level.
2. The exercise, task, or experience is focused on a specific and measurable learning or performance goal.
3. The environment of the practice allows for the individual to focus on the exercise, task, or experience.
4. The individual receives effective feedback.
5. A mental model is developed that allows the individual to self-regulate future performance.

To accelerate student learning, we must provide both **opportunities** and an **environment** that allows for the deliberate practice of teachers.

Characteristics of Effective Professional Learning

1. Involves coaching over an extended period of time. This supports the role of deliberate practice in moving toward expertise in teaching.
2. Utilizes the interpretation of multiple data sources to ensure the professional learning is data-directed, data-informed, and data-infused.
3. Moves beyond what we teach, but how students learn and the implication on implementing the professional learning.
4. Avoids a siloed approach to implementation and instead supports professional learning communities as a vehicle for implementation.
5. Focuses on content with discipline-specific and context-specific examples.
6. Provides multiple opportunities for teachers to engage in the new approaches, interventions, or strategies they plan to implement in their own classrooms.
7. Builds in time for teachers to critique and interpret, receive additional input on, and make improvements to their practice by facilitating reflection and soliciting feedback.

Effect Size Influence of Expert Teachers

7 Characteristics of Expert Teachers EXPERT TEACHERS WORK ALONGSIDE THEIR LEARNERS TO:	Effect Size
Evaluate the impact on learning	Effect Size = 1.32
Establish and maintain high expectations	Effect Size = 0.90
Work together with students toward clear success criteria	Effect Size = 0.77
Find the right level of challenge in the learning experiences and tasks (i.e., the Goldilocks Principle of not too hard, not too easy, and not too boring)	Effect Size = 0.74
Establish a trusting classroom learning environment where errors are welcomed as opportunities to learn	Effect Size = 0.72
Seek out feedback about their impact on students' progress of learning	Effect Size = 0.72
Strike an ideal balance between surface and deep learning	Effect Size = 0.69

Using collaborative professional time to create assessment capable, visible learners.

- The Discover Model will be a standardized approach our teams use for all students.
- This creates opportunities for acceleration as well as creating resource nets of support for students struggling with concept attainment.
- While the Discover Model provides the framework for building expertise and capacity in teachers, this must be supported through the deliberate practice of teaching and continual professional learning.

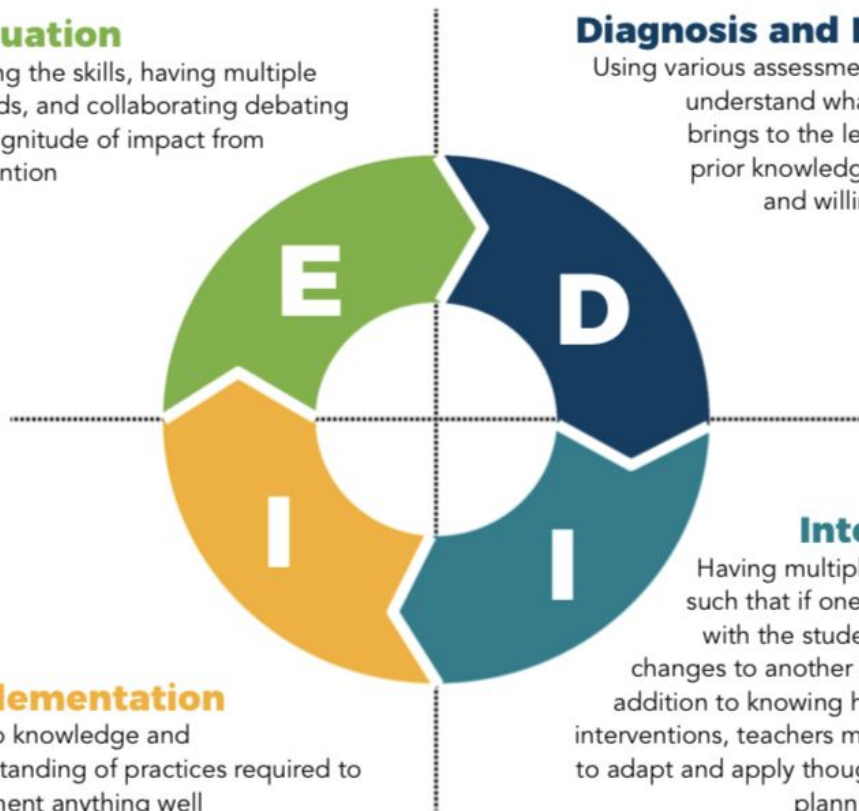
THE DISCOVER MODEL FOR IMPLEMENTATION

Evaluation

Knowing the skills, having multiple methods, and collaborating debating the magnitude of impact from intervention

Diagnosis and Discovery

Using various assessment strategies to understand what each student brings to the lesson, including prior knowledge, motivations, and willingness to learn



Implementation

A deep knowledge and understanding of practices required to implement anything well

Intervention

Having multiple interventions such that if one does not work with the student, the teacher changes to another intervention. In addition to knowing high-probability interventions, teachers must know when to adapt and apply thoughtful design in planning for learning

CHARACTERISTICS OF ASSESSMENT-CAPABLE VISIBLE LEARNERS

When expert teachers...

- Communicate clear learning intentions.
- Have challenging success criteria that define the learning intention.
- Teach a range of learning strategies.
- Know when students are not progressing, through formative assessments and checking for understanding
- Give and receive timely and effective feedback.
- Visibly learn themselves—make their own learning explicit and model approaches to learning.

Students...

- Understand the learning intentions and know what they are learning and why they are learning it.
- Are challenged by success criteria and prepared to take on that challenge.
- Develop a range of learning strategies that they can use so that when the first does not work, they have alternatives.
- Know when they are not progressing and make adjustments to their learning.
- Seek feedback and use that feedback to decide where to go next.
- Visibly teach themselves—they know what to do when they don't know what to do and teachers are not there.

POSITIONS & PROFESSIONAL LEARNING

Accelerating Student Learning through Investment

- We are adding short-term (2-3 yr) positions to increase support for teachers through a train the trainer program. Once faculty are trained, TOSA's will return to their tenured positions. This will contribute to accelerated learning.
- We are adding system specific positions for teams of faculty to build systems of support for students. Once those systems are built the TOSA's will return to their tenured positions.
- We are investing in an embedded professional learning program to increase the professional practice of faculty toward the attainment of becoming "expert teachers" which will improve our ability to accelerate learning.



IDENTIFIED POSITIONS

POSITION	PURPOSE
At-Risk Teacher	This position will build academic success for at-risk students by developing student resilience, designing active learning experiences, motivating underachievers, and fostering social emotional skills
At-Risk Coordinator	Serves as a support on both the building and classroom teacher levels in the implementation, monitoring, and improvement of Response to Intervention (RTI), at-risk student identification and tracking data to improve student performance.
Trauma Informed Licensed Psychologist or Social Worker	Screen routinely for trauma exposure and symptoms. Provide resources to children, families, and providers on trauma, its impact, and treatment options. Collaborate across child-serving systems to coordinate care.
(2) Writer's Workshop Instructor	Turnkey training and support for ALL of our teachers in corresponding grade levels to strengthen explicit Writing Instruction aligned to standards and Scope and Sequence
Guided Reading Instructor	Turnkey training and support for ALL of our teachers in corresponding grade levels to strengthen Tier 1 Reading Instruction
MTSS Coordinator	Trains faculty, mentors faculty, coaches faculty in all aspects of the MTSS handbook
(2) Academic Intervention Services Provider	Supports MS & HS students reading below grade level. Provides evidence based strategies to accelerate reading comprehension



BUDGET BREAKDOWN

Summer Enrichment Camp	\$372,000
After School Programming	\$100,002
Academic & Social Emotional Support Positions	\$2,496,031
Professional Learning	\$270,000
Maintenance Cleaning Substitutes	\$20,000
Cleaning Supplies/PPE	\$18,618
Chromebooks	\$192,000
Total	\$3,468,651



NEXT STEPS

- Post this presentation on our district website
- Apply for funding by June 30



Committee Update

AUDIT/FINANCE COMMITTEE UPDATE

The audit/finance committee met to review the projected year end fund balance and proposed transfers from fund balance to the Teacher's Retirement System (TRS) Reserve, Employee's Retirement System (ERS) Reserve and the Employee's Benefit Accrued Liability Reserve (EBALR). In uncertain economic times, reserve funds provide the district with a welcomed budgetary option that can help mitigate the need to cut services or to raise taxes. Mrs. Birch has recommended to transfer a portion of the excess undesignated fund balance to these reserves for future use as follows:

\$185,629 to the TRS Reserve

\$100,000 to the ERS Reserve

\$200,000 to the EBALR Reserve



UPCOMING EVENTS

- June 24, 2021- 10:30am 8th Grade Moving-Up Ceremony
- June 25, 2021- 7:00pm Class of 2021 Commencement
- June 30, 2021 - 6:00pm Community Coffee Chat *7th grade programming*
- July 7, 2021- 6:00pm Community Coffee Chat *Reopening Updates*
- July 8, 2021-Reorganizational meeting 6pm-HS Auditorium
- July 8, 2021- Regular BOE Meeting immediately following the Reorganizational Meeting-HS Auditorium



ITEMS REQUIRING BOE ACTION



- I recommend the Board of Education approve the Resolution authorizing transfers, as outlined below:
 - BE IT RESOLVED, the Board of Education of the Mechanicville City School District authorizes a transfer in an amount not to exceed \$185,269 from undesignated fund balance to the TRS reserve effective in the 2020-21 school year.
 - BE IT RESOLVED, the Board of Education of the Mechanicville City School District authorizes a transfer in an amount not to exceed \$100,000 from undesignated fund balance to the ERS reserve effective in the 2020-21 school year.
 - BE IT RESOLVED, the Board of Education of the Mechanicville City School District authorizes a transfer in an amount not to exceed \$200,000 from undesignated fund balance to the EBALR reserve effective in the 2020-21 school year.



- I recommend the Board of Education adopt the Resolution for Extended Summer School Year and Summer School Program Health and Safety Requirements
- I recommend the Board of Education accept a donation of a LED sign to replace the current district sign at the entrance to campus, from Peter Gates Enzien of “EN-SIGN” affordable LED signs and CJ DeCrescente. This digital sign will be approximately 6.75-7.75 feet wide by 4 feet high with high definition 8-10 SMD resolution and have wireless connectivity integration to update the sign remotely through a secure district network connection.



- I recommend the Board of Education approve the creation of the following positions as outlined below:

At Risk Teacher

At-Risk Coordinator

MTSS Coordinator

Writers Workshop

Guided Reading

HS AIS Reading

MS AIS Reading

The above 2-3 year term vacancies are anticipated with the accepted application for American Rescue Plan Act and Coronavirus Response and Relief Supplemental Appropriations Act Funding

Transition Coordinator

Pre-K Teacher(s)

Credit Recovery Teacher Secondary Math

Credit Recovery Teacher Secondary ELA

Credit Recovery Teacher Secondary Science

Credit Recovery Teacher Secondary Social Studies

Summer Enrichment Supervisor

Summer Enrichment Teacher

Summer Enrichment Teacher Aide

Summer Nurse



- I recommend the Board of Education approve the following summer work/days, as listed in A-D below:
 - A. Custodial Summer Workers, as needed, at an hourly rate of \$15.99, beginning July 1, 2021 and ending on September 3, 2021: Jordan Sivers, Lucas Castillo, Joe Stewart, Dave Rose, Drew Murphy, Tyler Prendergast, Sean Kennedy
 - B. Paula Dunn as a Health Office Clerk, at a rate of \$25.58/hr, up to 20 days.
 - C. Mica Maiello as a Health Office Clerk, at a rate of \$19.01/hr, up to 20 days.
 - D. Alycia Wynn, as a HS Main Office Clerk, at a rate of \$14.75/hr, up to 20 days summer days
- I recommend the Board of Education approve the updated contract for Meghan Warren, as CIO, (Director of Data & Accountability) effective July 1, 2021-June 30, 2022, which reflects Ms. Warren's salary for the 2021-2022 school year (\$93,534).
- I recommend the Board of Education accept the notice of Intent to Retire from Sandy Reilly, as a Stenographer, effective September 2022, per CSEA contract.



- I recommend the Board of Education approve the following resignations as listed in A-C below:
 - A. Bryan Russell, as a Network Technician, effective close of business on June 30, 2021, per the CSEA contract.
 - B. Bryan McCreary as a Micro-Computer Technician, effective close of business on June 30, 2021, per the CSEA contract.
- I recommend the Board of Education approve the following provisional IT appointments, as outlined in A-B below:
 - A: Bryan Russell, as the Network and Technology Coordinator, at an hourly rate of \$35.27, effective July 1, 2021, per the CSEA contract. This position is provisional pending the promotional Civil Service Examination.
 - B: Bryan McCreary, as the Network Technician, at an hourly rate of \$29.71, effective July 1, 2021, per the CSEA contract. This position is provisional pending the promotional Civil Service Examination.
- I recommend the Board of Education appoint Elizabeth Hughes, as an Impact Coach for the 2020-2021 school year, at a prorated stipend of \$2000, effective September 1, 2020.



- I recommend the Board of Education approve the following Summer Enrichment Appointments, as listed in Item A-N below, effective July 6, 2021-August 12, 2021.

A: Summer Enrichment Supervisor: John Howard, effective July 6, 2021- August 14, 2021, with additional dates TBD, at a salary of \$6000.00.

B: Summer Enrichment Teachers (MTA): Jill Young, Stacy Glass, Matt Buneo, Jessica Lavigna, Melissa Salvatore (6th Grade), Sean Kennedy, Tyler Prendergast and Jacey LaShomb, at an hourly rate of \$50.19.

C. Credit Recovery Teacher-Secondary ELA-Beth Kuzmich, at an hourly rate of \$50.19

D. Credit Recovery Teacher Secondary Science- Chris Treanor, Jodi DeMarco, at an hourly rate of \$50.19

E. Credit Recovery Teacher- Secondary Social Studies- Tierney Crone, at an hourly rate of \$50.19

F. Summer Enrichment Teachers: Haley Jansen, Kirsten Wojtowicz, Lindsay Hladik, Cassandra Gronlund and Emily Fluegge, at an hourly rate of \$29.28

G.: Summer Enrichment Substitute (Teachers): Ann Richardson, Trina Carlton and Marissa Cerkowski, at an hourly rate of \$50.19

H: Summer Enrichment Substitute Teacher (Non-Certified): Kelsey Dion, at an hourly rate of \$12.50.

I: Summer Enrichment Aide, Patty Wickham, at her current hourly rate of \$13.25.

J. Summer Enrichment Aide, Paige Hansen, at an hourly rate of \$12.88, per CSEA contract

K. Summer Enrichment Aide, Jennifer Topetro, at an hourly rate of \$13.13, per CSEA contract

L. Summer Enrichment Substitute (Aide), Denise Miller, at an hourly rate of \$12.88, per CSEA contract

M. Summer Nurse: Barbara Sikamiotis, at an hourly rate of \$25.03.

N. Summer Nurse (Substitute): Tamara Yankowski, at an hourly rate of \$19.81.



I recommend the Board of Education approve the following requests to change in tenure area, as outlined in A-E below:

- A. Dawn Alvarez, shall be voluntarily transferred from Tenured Special Education to Elementary Education Tenure Track, as a Kindergarten Teacher. Ms. Alvarez shall be frozen in seniority in Special Education as of June 30, 2021. Ms. Alvarez's tenure date in Elementary Education will commence on July 1, 2021 and end on June 30, 2024.
- B. Jill Young, shall be voluntarily transferred from Tenured Special Education to Elementary Education Tenure Track, as a Kindergarten Teacher. Ms. Young shall be frozen in seniority in Special Education as of June 30, 2021. Ms. Young's tenure date in Elementary Education will commence on July 1, 2021 and end on June 30, 2024.
- C. Valerie Young, shall be voluntarily transferred from Tenured Special Education to Tenured Elementary Education, as an AIS Provider in Kindergarten and First Grade. Ms. Young is tenured in both areas, therefore there is no change in tenure status. Ms. Young will begin accruing seniority again in Elementary Education as of July 1, 2021 and her tenure in Special Education will freeze, as of June 30, 2021.
- D. Amy Ferrone, shall be voluntarily transferred from Tenured Reading to Tenured Elementary Education, as an AIS Provider in Grade 2 and Grade 3. Ms. Ferrone is tenured in both areas, therefore there is no change in tenure status. Ms. Ferrone will begin accruing seniority in Elementary Education as of July 1, 2021 and her tenure in Special Education will freeze, as of June 30, 2021.
- E. Stacy Sanderson, shall be voluntarily transferred from Tenured Reading to Tenured Elementary Education, as a Pre-K Teacher. Ms. Sanderson is tenured in both areas, therefore there is no change in tenure status. Ms. Sanderson will begin accruing seniority in Elementary Education as of July 1, 2021 and her tenure in Special Education will freeze as of June 30, 2021



- I recommend the Board of Education approve the recall from the MTA Preferred Eligibility List as outlined in A-B below:
 - A. Terrence O'Brien from the MTA Preferred Eligibility List, as a Fulltime Technology Teacher, effective July 1, 2021. Mr. O'Brien holds tenure in the area of Technology. This appointment is at Step 17(\$76,229) plus Masters of the MTA contract.
 - B. Brittany Grimaldi from the MTA Preferred Eligibility List, as an Elementary Teacher, effective July 1, 2021. Ms. Grimaldi's tenure date will commence on September 1, 2018 and end on August 31, 2022, in the Childhood Education Tenure Area, with credit given for the 2020-2021 school year. This appointment is at Step 4 (\$50,236) plus Masters of the MTA contract.



- I recommend the Board of Education approve the 3 year probationary appointment of John Howard, as a Transition Coordinator, in the tenure area of Social Studies, commencing on September 8, 2020 and ending on September 7, 2023, contingent upon achievement of effective or highly effective APR ratings necessary to receive tenure throughout his probationary period, consistent with the requirements of Education Law Sections 2509, 3012-c and/or 3012-d. This appointment is at Step 10 + Masters of the MTA contract (\$62,505), plus any verifiable credit. Mr. Howard served as a Long Term Substitute for the school year 2020-21 and is credited towards his tenure.
- I recommend the Board of Education approve the 4 year probationary appointment of Tierney Crone, as a Social Studies Teacher, in the tenure area of Social Studies, commencing on September 7, 2021 and ending on September 6, 2025, contingent upon achievement of effective or highly effective APR ratings necessary to receive tenure throughout her probationary period, consistent with the requirements of Education Law Sections 2509, 3012-c and/or 3012-d. This appointment is at Step 3 + Masters of the MTA contract (\$49,537), plus any verifiable credit.
- I recommend the Board of Education approve the 4 year probationary appointment of Ashlee Treglia, as a 7-12 Grade ELA Teacher, in the tenure area of English Language Arts 7-12, commencing on September 8, 2020 and ending on September 7, 2024, contingent upon achievement of effective or highly effective APR ratings necessary to receive tenure throughout her probationary period, consistent with the requirements of Education Law Sections 2509, 3012-c and/or 3012-d. This appointment is at Step 3 + Masters of the MTA contract (\$49,537), plus any verifiable credit. Ms. Treglia served as a Long Term Substitute for the school year 2020-21 and is credited towards her tenure.



- I recommend the Board of Education appoint the following probationary positions, as outlined below:

Paige Hansen, as a Teacher Assistant, effective July 1, 2021, at a salary of \$23,198. Ms. Hanson's tenure date is December 30, 2022 (with credit given for past service), per the MTA contract.

Leandra Bruno Wood, as a Teacher Assistant, effective July 1, 2021, at a salary of \$23,198. Ms. Wood's tenure date is August 31, 2024, (with credit given for past service), per the MTA contract
- I recommend the Board of Education approve the substitute appointments as outlined below:
 - A: Instructional- Megan Maloney
Natalie J. Casale (6/8/21)



- VISITOR COMMENTS
- I recommend the Board of Education motion to adjourn the Special Meeting of June 23, 2021 to enter into a brief executive session. We do not anticipate taking any action.