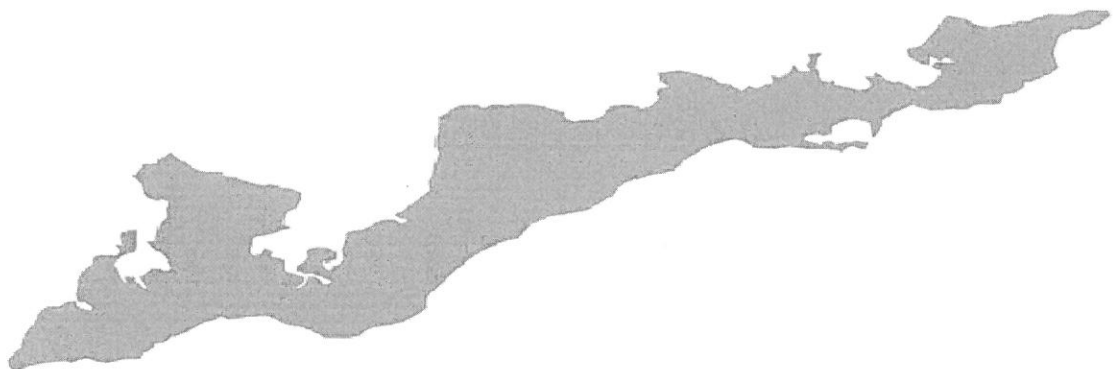


The Fishers Island Union Free School

# Board of Education Meeting Agenda



Date: May 16, 2017

Time: 6:00 PM

Location: Fishers Island English Room

[Distributed: ENTER DATE]

## Board of Education

Jamie Doucette, President  
Laurie Finan, Vice President  
William Bloethe  
Linda Mrowka  
Thomas Shillo

### Contact Information for Board of Education

Member	Home Phone	Email
Jamie Doucette	788-5507	j.doucette@fischool.com
Laurie Finan	788-7412	l.finan@fischool.com
Linda Mrowka	788-5686	l.mrowka@fischool.com
William Bloethe	788-5551	wr.bloethe@fischool.com
Thomas Shillo	788-7755	t.shillo@fischool.com

### Meeting Dates

July 6, 2016	January 18, 2017
August 17, 2016	February 8, 2017
September 21, 2016	March 15, 2017
October 19, 2016	April 12, 2017
November 16, 2016	May 16, 2017
December 21, 2016	June 21, 2017

### Public Participation Guidelines

Members of the community are invited to speak on topics of interest and / or topics to be addressed in the agenda. The Board of Education may choose to interact with participants, but will not act upon topics that require further study before action is taken. The participation time will be limited to three (3) minutes per person and fifteen (15) minutes overall to guarantee efficient operation of the entire meeting.

# Board of Education Meeting Agenda

## May 16, 2017

### 1. School Community Session: 6:00 p.m.

- 1.1 Call to Order / Pledge of Allegiance (*Board President*)
- 1.2 Public Participation (*Please refer to Public Participation Guidelines*)
- \*1.3 Celebrations
  - \*A. Boys' Locker Room Project
  - \*B. Third Quarter Honor Roll
  - \*C. 2017 Best Communities for Music
  - \*D. Suffolk County Excelsior Program Instructors
    - Linda Bean
    - Carrie Sawyer
  - \*E. CT and National Invention Convention Awards
  - \*F. Personalized Professional Development – Linda Bean
- 1.4 Additions to the Agenda

### 2. Business Office Reports- Financial Reports to be E-mailed to BOE on 5/15/17

- 2.1 Warrants Approved by Claims Auditor Sharon Patterson
- 2.2 Business Manager Reports
  - A. Budget Status Report as of April 30, 2017
  - B. Reconciliation Report Approved by Superintendent and Treasurer
- 2.3 Budget Transfers: None
- 2.4 Status of 2016-2017 Audit

### 3. Action Items (Board Chairman)

- \*3.1 Motion: To Approve the Minutes of the April 12, 2017 BOE Meeting
- \*3.2 Motion: To Approve Policy #5300.45 – Code of Conduct-Attendance
- \*3.3 Motion: To Approve Policy #5300.50 – Code of Conduct – Discipline of Students with Disabilities (second reading)
- \*3.4 Motion: To Approve, with Regret, Carol Doherty's Retirement as School Secretary Effective Dec. 31, 2017
- \*3.5 Motion: To Approve Grades 11/12 Exchange Program Field Trip to Madrid and La Coruna, Spain from Feb. 8-20, 2018 and Spanish Exchange Student Visit to FIS from Oct. 1-18, 2018
- \*3.6 Motion: To Approve Harbor School's use of School Grounds, HomeEc Room, Gym, and Lavatories May 26-29
- \*3.7 Motion: To Approve FI Fire Department use of School Bus and/or Vans to Transport Runners for Sea Stretcher Marathon on May 28, 2017
- \*3.8 Motion: To Approve Island People's Project Application for Use of Facility on Mornings from 6/29/17-8/11/17
- 3.9 Motion: To Approve Grades 7-12 School Trip to Albany, Lake Placid, & Montreal on Sept. 26-29, 2017 and Deposit of \$18,000, pending 2017-2018 budget approval (handout)

**\*Enclosures in Resource Packet**

- \*3.10 Motion: To Approve Revised School Counselor Job Description
- \*3.11 Motion: To Accept a \$250 Donation from Monique Kinsolving for use of School Bus
- \*3.12 Motion: To Name \_\_\_\_\_ as the Principal of Fishers Island School Effective July 1, 2017
- \*3.13 To Approve the 2017-2018 Board of Education Meeting Dates

**4. Superintendent/Principal Report**

**Prior Business**

- 4.1 Status of Position Vacancies

**New Business**

- \*4.2 New York's Excelsior Scholarship
- 4.3 Summer Maintenance Project – Office Reconfiguration
- 4.4 2017-2018 Enrollment Data as of 5/ /17 (Handout)
- 4.5 Substance Abuse Prevention Intervention Efforts
- \*4.6 Developmental Assets/Leadership Training by SERAC

**5. Information Packet for the Board of Education**

- \*5.1 Program of Studies 2017-2018 (*Distributed at Meeting*)
- \*5.2 ESBOCE Correspondence re: Recent Visit to FIS
- \*5.3 Letter from Future Viking Hope Ouellette
- \*5.4 ESBOCES Administrative Budget 2017-2018
- \*5.5 Letter of Appreciation to Groton Public Library

**6. Public Participation (*Please refer to Public Participation Guidelines*)**

**7. Executive Session**

- \*7.1 Contract Negotiations with Fishers Island Teachers Association - Memo of Agreement (*Confidential to Board Members only*)
- 7.2 Contract for Principal (*handout*)
- \*7.3 Confidential Legal Opinion re: Potential Sale of School Property

**8. Adjournment**

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# The Fishers Island School

78 Greenwood Rd #600 - Fishers Island, New York 06390  
(631) 788 7444 - Fax (631) 788 5532  
Email [fishschool@fishschool.com](mailto:fishschool@fishschool.com)  
[www.fishschool.com](http://www.fishschool.com)

May 7, 2017

Ben Weber  
24 Elliot Avenue  
New London, CT 06320

Dear Ben, *Ben*

On behalf of the Board of Education and our entire school community, I wish to commend you for your renovation of our boys' locker room. You did a fantastic job of cleaning, organizing, and painting it with a very cool décor. As you know from the positive reaction of your classmates, our students really enjoy the modern new space.

Please know that your initiative, leadership, and community service during your spring vacation are recognized, appreciated, and valued by the Fishers Island Union Free School District.

Very truly yours,



Karen Goodwin  
Superintendent/Principal

CC Board of Education  
Student Cumulative Record  
James Eagan, Business Manager

1.3A

# The Fishers Island School

78 Greenwood Rd #600 - Fishers Island, New York 06390

(631) 788 7444 - Fax (631) 788 5532

Email [fishschool@fishschool.com](mailto:fishschool@fishschool.com)

[www.fishschool.com](http://www.fishschool.com)

May 7, 2017

Craig Mrowka  
P.O. Box 325  
Fishers Island, NY 06390

Dear Craig,

*Craig*

On behalf of the Board of Education and our entire school community, I wish to commend you for your renovation of our boys' locker room. You did a fantastic job of cleaning, organizing, and painting it with a very cool décor. As you know from the positive reaction of your classmates, our students really enjoy the modern new space.

Please know that your initiative, leadership, and community service during your spring vacation are recognized, appreciated, and valued by the Fishers Island Union Free School District.

Very truly yours,

*Karen Goodwin*

Karen Goodwin  
Superintendent/Principal

CC Board of Education  
Student Cumulative Record  
James Eagan, Business Manager

***FIS... cultivating and honoring the gifts and talents of ALL students***

1.3A

# The Fishers Island School

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Email [fishschool@fishschool.com](mailto:fishschool@fishschool.com)

[www.fishschool.com](http://www.fishschool.com)

May 7, 2017

Caroline Toldo

P.O. Box 164

Fishers Island, NY 06390

Dear Caroline,

*Caroline*

On behalf of the Board of Education and our entire school community, I wish to commend you for your renovation of our boys' locker room. You did a fantastic job of cleaning, organizing, and painting it with a very cool décor. As you know from the positive reaction of your classmates, our students really enjoy the modern new space.

Please know that your initiative, leadership, and community service during your spring vacation are recognized, appreciated, and valued by the Fishers Island Union Free School District.

Very truly yours,

*Karen Goodwin*

Karen Goodwin

Superintendent/Principal

CC Board of Education

Student Cumulative Record

James Eagan, Business Manager

***FIS... cultivating and honoring the gifts and talents of ALL students***

1.3B

# The Fishers Island School

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(631) 788 7444 - Fax (631) 788 5532  
Email [fischool@fischool.com](mailto:fischool@fischool.com)  
[www.fischool.com](http://www.fischool.com)

## Third Quarter 2016-17 School Year Grades 9-12

### High Honors (95-100)

Meg Allen  
Thad Allen  
Julia Helal  
Ellanora Lerner  
Nicholas Oickle  
Charles Snyder  
Caroline Toldo

### Honor Roll (87-94.99)

Ashley Butler  
Elizabeth Conger  
Nicholas Klimczak  
Devin Kucsera  
Jack Morrissey  
David Shillo  
Sam Walz  
Ben Weber

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## Grades 7 & 8

### High Honors (93-100)

Arabella Hatfield  
Lillian Kane  
Simone Lerner  
Ashley Morrell  
Constance Toldo  
Margaux Walz

### Honor Roll (87-93)

Andersen Steele



1.3C

Christopher Dollar  
C.Dollar@FISchool.com



### **Fishers Island's Music Education Program Receives National Recognition**

District is one of 4% of school districts in nation to receive distinction

Fishers Island, NY- May 5, 2017 – Fishers Island School has been honored with the Best Communities for Music Education designation from The NAMM Foundation for its outstanding commitment to music education. Fishers Island is one of 4% of districts across the nation receiving the prestigious award in 2017.

The Best Communities Music Education designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students. To qualify for the Best Communities designation, Fishers Island answered detailed questions about funding, graduation requirements, music class participation, instruction time, facilities, support for the music program, and community music-making programs. Responses were verified with school officials and reviewed by The Music Research Institute at the University of Kansas.

“The arts are a vital part of our school program as they allow our students to express themselves creatively and to take pride in being part of an award-winning chorus and band, remarked Superintendent/Principal Karen Goodwin. “This award highlights the strong community support we receive for our music program. We are grateful that the Fishers Island community has provided funding for us to hire/retain a high-quality music teacher, completely renovate the music classroom and performance space, purchase new instruments, and implement a popular music technology program.”

This award recognizes that Fishers Island is leading the way with music learning opportunities as outlined in the new federal education legislation, the Every Student Succeeds Act (ESSA). The legislation, signed into law in December 2015, and awaiting state implementation designates music and the arts as important elements of well-rounded education for all children.

As Fishers Island finalizes its 2017-2018 budget, The NAMM Foundation's Best Communities for Music Education Award and the state level implementation of the federal ESSA law bring attention to the importance of keeping music education part of curriculum offerings and available to all students. It also highlights music's vital role in students' overall success in school and the personal benefits of making music.

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“Our student musicians work hard and constantly push themselves to new levels of musicianship. Without the support of the Fishers Island Community, Parents, Fishers Island School Administration, Faculty and Staff, or the Fishers Island Board of Education, building and sustaining a viable music education program would not be possible. Thank you all for your commitment to and continued support of performing arts education at Fishers Island School.” – Chris Dollar, Music Teacher at Fishers Island UFSD

Research into music education continues to demonstrate educational/cognitive and social skill benefits for children who make music. In a series of landmark studies by scientists and researchers at Northwestern University a link was found between students in community music programs and life-long academic success, including higher high school graduation rates and college attendance. In another study from the University it was discovered that the benefits of early exposure to music education improves how the brain processes and assimilates sounds, a trait that lasts well into adulthood.

Beyond the Northwestern research, other studies have indicated that music education lays the foundation for individual excellence in group settings, creative problem solving and flexibility in work situations, as well learning how to give and receive constructive criticism to excel.

A 2015 study, “Striking A Chord” supported by the NAMM Foundation, also outlines the overwhelming desire by teachers and parents for music education opportunities for all children as part of the school curriculum.

For more information about Fishers Island School, please visit us on our web page at [www.fischool.com](http://www.fischool.com) or visit up on Facebook at <https://www.facebook.com/FishersIslandSchool/>

#### **About The NAMM Foundation**

The NAMM Foundation is a nonprofit supported in part by The National Association of Music Merchants and its approximately 10,300 members around the world. Its mission is to advance active participation in music making across the lifespan by supporting scientific research, philanthropic giving, and public service programs. For more information about The NAMM Foundation, please visit [www.nammfoundation.org](http://www.nammfoundation.org).

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Karen Goodwin <k.goodwin@fischool.com>

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## Fwd: SUFFOLK COUNTY COMMUNITY COLLEGE'S EXCELSIOR PROGRAM

1 message

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Carrie Sawyer <c.sawyer@fischool.com>  
To: Karen Loiselles Goodwin <k.goodwin@fischool.com>

Tue, May 2, 2017 at 7:13 PM

Good news! And just in time for the POS assembly Thursday.

Sent from my iPhone

Begin forwarded message:

**From:** Deborah Wolfson <wolfsod@sunysuffolk.edu>  
**Date:** May 2, 2017 at 6:14:02 PM EDT  
**To:** "m.george@fischool.com" <m.george@fischool.com>  
**Cc:** "c.sawyer@fischool.com" <c.sawyer@fischool.com>  
**Subject:** SUFFOLK COUNTY COMMUNITY COLLEGE'S EXCELSIOR PROGRAM

Good Afternoon, Mr. George,

Congratulations, Ms. Carrie Sawyer has been credentialed to teach ART 133 Drawing I through the Excelsior Program at Fishers Island High School.

As Excelsior Program credentialed faculty, she will be communicating and working closely with a departmental faculty liaison, as an essential component to participate in the Excelsior Program, who will be contacting Ms. Sawyer, at a future date with information to follow.

The Studio in Drawing course, as submitted, covers the learning objectives of Suffolk's 3 credit course and has been credentialed ART 133 Drawing I to be offered through Suffolk's Excelsior Program at Fishers Island High School with a few modifications. Suffolk's departmental faculty liaison for art, will contact Ms. Sawyer in September (or prior if you would like) to discuss using less drawings from magazine pages and more from real life. Add fine art illustrations, multiple drawings, history of the art leading towards a project.

### **For Half Year (20 weeks) Courses:**

Half year courses offered during fall semester (September to January), students will enroll in the course through the Excelsior Program in September with grades due in January. Half year courses offered during spring semester (January to June), students will enroll in the course through the Excelsior Program in February with grades due in June.

A course offering agreement will be forwarded at the beginning of June and start-up procedures, with all documentation will be forwarded at the beginning of August. We appreciate your interest and look forward to working with you and your faculty as we advance in the process of expanding Suffolk's Excelsior Program course offerings into Fishers Island High School.

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Please feel free to contact me if you have any questions or if there is any assistance I can provide.

With Regards,

*Prof. Deborah S. Wolfson*

**College Assistant Dean for Academic Affairs**

**Liaison to Suffolk's Excelsior and Early College Programs**

**Associate Professor of Mathematics**

**SUNY-Suffolk County Community College**

**Ammerman Campus, NFL 127**

**533 College Road**

**Selden, New York 11784**

**wolfsod@sunysuffolk.edu • Phone: 631-451-4331 • Fax: 631-451-4681**

**Excelsior Program Website: <http://department.sunysuffolk.edu/Excelsior/>**





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Karen Goodwin <k.goodwin@fischool.com>

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## SUFFOLK COUNTY COMMUNITY COLLEGE'S EXCELSIOR PROGRAM

1 message

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**Deborah Wolfson** <wolfsod@sunysuffolk.edu>

Tue, May 2, 2017 at 6:01 PM

To: "k.goodwin@fischool.com" <k.goodwin@fischool.com>

Cc: "linda.bean@fischool.com" <linda.bean@fischool.com>, Mike George <m.george@fischool.com>

Good Afternoon, Ms. Goodwin,

Congratulations, Ms. Linda Bean has been credentialed to teach ACC 101 Financial Accounting I through the Excelsior Program at Fishers Island High School.

As Excelsior Program credentialed faculty, she will be communicating and working closely with a departmental faculty liaison, as an essential component to participate in the Excelsior Program, who will be contacting Ms. Bean, at a future date with information to follow.

The Accounting I course, as submitted, covers the learning objectives of Suffolk's 3 credit ACC 101 Financial Accounting I course and has been credentialed to be offered through Suffolk's Excelsior Program at Fishers Island High School.

A course offering agreement will be forwarded at the beginning of June and start-up procedures, with all documentation will be forwarded at the beginning of August. We appreciate your interest and look forward to working with you and your faculty as we advance in the process of expanding Suffolk's Excelsior Program course offerings into Fishers Island High School.

Please feel free to contact me if you have any questions or if there is any assistance I can provide.

With Regards,

*Prof. Deborah S. Wolfson*

**College Assistant Dean for Academic Affairs**

**Liaison to Suffolk's Excelsior and Early College Programs**

**Associate Professor of Mathematics**

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Excelsior Program Website: <http://department.sunysuffolk.edu/Excelsior/>

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Invention Convention

Connecticut Invention Convention - UCONN

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## Connecticut Invention Convention - UCONN

### Invention Convention

Posted on 05/08/2017



By FI School Teachers Carol Giles, Tawnya Eastman, and Jared Kaplan

Earlier this year, 17,000 students from 247 elementary and middle schools across Connecticut began the innovative and creative process of designing an invention for the Connecticut Invention Convention (CIC). The student inventors can create an original device or innovate on a preexisting invention. Each school is allowed to send 15% of their students to one of four regional competitions throughout Connecticut. With our numbers, the CIC allowed us to submit four of our student inventors to the Eastern Regional competition. Both 7th and 8th grade classes competed for the four spots, and Arabella Hatfield, Andie Steele, Lillian Kane, and Constance Toldo presented projects that won recognition.

Approximately, 2,550 projects are judged at the regional level. Each inventor is interviewed by other student inventors and expert judges in the field of engineering. Of the 17,000 students that started the

competition, only 7%, or 1200 inventors, are selected to compete at the state level. ALL four of our students were selected to move onto the State competition at the University of Connecticut in Storrs.

On Saturday, April 29<sup>th</sup> the four Fishers Island School representatives visited Gampel Pavilion to compete in the state level of the CIC. After a day of presenting and pitching their ideas to some of the most influential companies in the field of engineering, all four of our students were presented with awards. Arabella Hatfield received the Invention Convention's Recognized Inventor Award and \$500 Early College Experience (ECE) scholarship that is hosted through UCONN. Lillian Kane received the CASE award from the Invention Convention sister competition, the CT State Science fair, and a \$500 Early College Experience (ECE) scholarship. Andersen Steele received a \$500 Early College Experience (ECE) scholarship. Constance Toldo received a certificate of completion for making it to this challenging level of competition.

In addition to these successful recognitions, 8th grader, Arabella Hatfield was one of the top 40 inventors selected to participate in the National Invention Convention. As one of the 0.2% achieving this level, Arabella has the opportunity to compete for a national patent later this month in Washington D.C.

Principal Karen Goodwin said, "I speak for the entire school when I say we couldn't be more proud of our brilliant inventors. They represented our school with their heads held high, ready to take on any challenge that they faced. They have put an immense amount of effort into their inventions, and it is easy to see that it has taken them extremely far.

"I would also like to give special thanks to Tracy Brock, Greg Thibodeau, and Rob Goodwin who served as our local panel of judges and helped us make the arduous decision of which four students would move on and attend the regional level of the competition."



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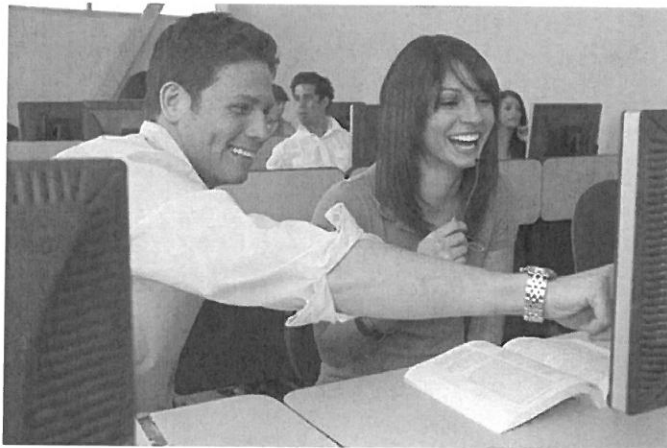
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## The Global Search for Education: How Teachers Are Learning in New York

Posted By C. M. Rubin on Apr 4, 2017

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*"I was exposed to even more sites than I was currently aware of. It was a great place to exchange ideas." — Linda Bean*

A new era of personalized professional development is penetrating New York schools. Online learning methods that in the past enriched students are now engaging educators. Participation in online professional development is on the rise. And demand will continue to grow.

The State of New York has mandated that all teachers complete 100 hours of professional development to maintain their teaching certifications. New York Partners for Technology Innovation (NYPTI), a non-profit organization with the purpose of helping educators integrate technology into their instruction, has partnered with the world's largest K-12 social learning platform, Edmodo, to create blended professional learning courses for teachers.

"Our courses blend anytime online learning convenience with synchronous videoconference sessions for the best practices of both individual reflection on teacher practice and group activity within a learning community," says Carol Weintraub, Director of the New York Partners for Technology Innovation. She explains that "rigor and

### Tweets

Edmodo @edmodo  
Hands-on learning experiences to #criticalthinking #STEM #NYed #NYC #NYSD #NYSP #NYSP #NYSP #NYSP via @CMRubinWorld



Carolyn Forsyth Retweeted  
C. M. Rubin (Cathy) @CMRubinWorld  
NEWS from teachers on blended courses #NYed #NYC #NYSD #NYSP #NYSP #NYSP #NYSP #Edmodo #NYSP #NYSP #NYSP

### Translation

English

Search for:



accountability" is a critical goal. Beginning in May, courses on numerous topics from Children's Literature K-12 to The Flipped Classroom will be available.

Weintraub notes that all NYPTI's courses delivered via Edmodo are eligible for CTLE professional learning hours and adhere to the guidance of the Standards for Online Learning created by Nassau BOCES, New York Institute of Technology, and NYS Teacher Centers. Research indicates that group-based versus individual and instructor led courses, with live sessions, yield much higher engagement and completion rates. "Edmodo has been long-known as an intuitive, user-friendly learning system for students," says Carol, who believes the Edmodo medium will be "as popular for professional learning for educators as it is for students."

How do Blended Learning courses capture the best of both online learning and face-to-face sessions? What kinds of courses are the most popular, and would teachers using blended learning recommend them to their peers? While face-to-face learning is a different experience, there are clearly collaborative and group-based benefits of professional development via a social learning platform, as I discovered when talking to teachers. The Global Search for Education reached out to teachers Julie Trzaska, Jennifer Lindner, Jeanette Wolters-Lennon, Linda Bean, Melissa Penman and Rebecca Diehl to learn more.



*"Online learning compared to face-to-face PD allows you to work around the time constraints of your job and personal life. There is still access to the teacher as in a face-to-face class, especially if you have questions, but you also have more of an ability to be independent."— Rebecca Diehl*

**Teachers, welcome. How did your blended learning experience compare with face-to-face professional development using the same content? What do you think are the pros and cons?**

**Julie:** Having the courses online gives us the option to control our own time. Things come up, and being flexible with our PD is extremely beneficial. The weekly emails from the moderator were helpful, even if they were just to say "hello." It jogged my memory about the course.

**Linda:** I like to work at my own pace and work ahead if I have time. I don't really see any cons to this type of course at all. I do see many pros. I was exposed to even more sites than I was currently aware of. It was a great place to exchange ideas.

**Melissa:** Online learning requires more time on the student's part. Instead of attending class once a week and completing homework assignments, I found myself doing additional research to be prepared for Zoom sessions, completing assignments, and logging in regularly to participate in conversations with my classmates. While it required more time on my part, I felt that I learned more by putting the additional effort in.

**Rebecca:** Online learning compared to face-to-face PD allows you to work around the time constraints of your job and personal life. There is still access to the teacher as in a face-to-face class, especially if you have questions, but you also have more of an ability to be independent.

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#### Recent Posts

- ▶ The Global Search for Education: How Technology is Changing Learning in New York
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- ▶ The Global Search for Education: Global Models on Relationships, Modern Family – What's Normal?
- ▶ The Global Search for Education: Global Teachers Bloggers on Why We Character Education More Than Ever
- ▶ The Global Search for Education: Job market demands require a vision for assessment 2

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- ▶ Barbara Smith, PhD on Global Search for Education Because They Matter
- ▶ Brandeis Fan on The Global Search for Education Imagine Secretary Report
- ▶ Richard P Phelps on Global Search for Education Migration – The Millennial Bloggers
- ▶ Jimmy on Can Donald Trump Pass the Science Test

#### Archives

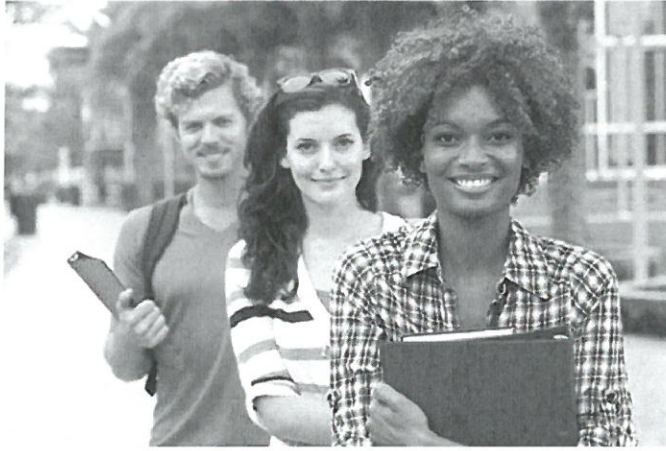
- ▶ April 2017
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- ▶ January 2017



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*"The content ranges from introducing the common core standards in assignments – for newer teachers – to adapting technology and implementing modified instruction/assignments to fit the needs of today's changing classroom populations." — Jennifer Lindner*

**What about the quality of the content in the courses you selected?**

**Julie:** I chose MindMapping for Educators. I liked it because it was relevant no matter what grade you were teaching or what content area you teach. The trial and error opportunities aren't often offered to educators; usually information is thrown at us and it's time consuming to go through and therefore often put on the back burner.

**Jennifer:** The content ranges from introducing the common core standards in assignments – for newer teachers – to adapting technology and implementing modified instruction/assignments to fit the needs of today's changing classroom populations.

**Jeanette:** I am looking forward to see what is coming up next. I chose an art class for non-art teachers. Personally the class was great for me, but I'm not sure if I could use much in my discipline.

**Linda:** I picked the Computer Literacy course. I am a computer teacher, but I am always looking for new and exciting things for my students as well as for my fellow teachers. I found some great videos to use in my classroom, and was able to bounce ideas off the teacher and the other students.

**Melissa:** I ended up choosing to take the Full STEAM Ahead course. My second choice was a course about literature in the classroom, and while this would have been a great course to have under my belt, I chose the STEAM course because this concept was not popular or taught while I was working on my degree. I love that I learned skills to provide my students with hands-on learning experiences that nurture critical thinking skills.

**Rebecca:** I decided on taking the course on Computer Literacy: PBS Learning Media and Webquests. I enjoyed taking this class. The teacher was very flexible and understanding if you had questions or concerns. My classmates gave great feedback and discussions with them were often enlightening. I came away from the class with some great resources to use and to share with my co-workers. Our instructor also supplemented class with Zoom, which is a video meeting app, and we had a quick video meeting once a week which gave us some face time with each other to ask questions.



*"I loved checking in on our group discussions and learning about what other educators are doing in their classrooms." — Melissa Penman*

**Specifically on the Edmodo platform, what did you like about the environment?**

- ▶ December 2016
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- ▶ November 2013
- ▶ October 2013
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- ▶ August 2013
- ▶ July 2013

**Jeanette:** Sharing ideas is wonderful in this platform. I have been able to build relationships outside of the PD with those teachers that take many of these classes.

**Melissa:** I loved checking in on our group discussions and learning about what other educators are doing in their classrooms. The participants of the class varied in grade-level and subject area taught, which led to some interesting discussions.

**It sounds like you all had a positive learning experience. So my final question: Any thoughts or recommendations for teachers or the team that develops these courses?**

**Rebecca:** It would be nice to have a more cross-curricular offering.

**Jeanette:** Do it! This is a great way to get some of the old dogs to learn new tricks. I'm not being disrespectful saying this, I am an old dog. I've been teaching for 25 years.

**Julie:** Take advantage of the flexibility that online PD offers!

**Linda:** Go for it. It was the best 6 week course I have ever taken. Continue to get these courses approved by the state so that they will count for PD under the new guidelines for teachers.

**Thank you Teachers!** For More Information.

(All photos are courtesy of CMRubinWorld)



Top Row L to R: C. M. Rubin, Carol Weintraub, Julie Trzaska, Rebecca Diehl

Bottom Row L to R: Melissa Penman, Linda Bean, Jeanette Wolters-Lennon, Jennifer Lindner



Join me and globally renowned thought leaders including Sir Michael Barber (UK), Dr. Michael Block (U.S.), Dr. Leon Botstein (U.S.), Professor Clay Christensen (U.S.), Dr. Linda Darling-Hammond (U.S.), Dr. MadhavChavan (India), Professor Michael Fullan (Canada), Professor Howard Gardner (U.S.), Professor Andy Hargreaves (U.S.), Professor Yvonne Hellman (The Netherlands), Professor Kristin Helstad (Norway), Jean Hendrickson (U.S.), Professor Rose Hipkins (New Zealand), Professor Cornelia Hoogland (Canada), Honourable Jeff Johnson (Canada), Mme. Chantal Kaufmann (Belgium), Dr. EijaKauppinen (Finland), State Secretary TapioKosunen (Finland), Professor Dominique Lafontaine (Belgium), Professor Hugh Lauder (UK), Lord Ken Macdonald (UK), Professor Geoff Masters (Australia), Professor Barry McGaw (Australia), Shiv Nadar (India), Professor R. Natarajan (India), Dr. Pak Tee Ng (Singapore), Dr. Denise Pope (US), Sridhar Rajagopalan (India), Dr. Diane Ravitch (U.S.), Richard Wilson Riley (U.S.), Sir Ken Robinson (UK), Professor Pasi Sahlberg (Finland), Professor Manabu Sato (Japan), Andreas Schleicher (PISA, OECD), Dr. Anthony Seldon (UK), Dr. David Shaffer (U.S.), Dr. Kirsten Sivesind (Norway), Chancellor Stephen Spahn (U.S.), Yves Theze (LyceeFrancais U.S.), Professor Charles Ungerleider (Canada), Professor Tony Wagner (U.S.), Sir David Watson (UK), Professor Dylan Wiliam (UK), Dr. Mark Wormald (UK), Professor Theo Wubbels (The Netherlands), Professor Michael Young (UK), and Professor Minxuan Zhang (China) as they explore the big picture education questions that all nations face today.

The Global Search for Education Community Page

C. M. Rubin is the author of two widely read online series for which she received a 2011 Upton Sinclair award, "The Global Search for Education" and "How Will We Read?" She is also the author of three bestselling books, including *The Real Alice in Wonderland*, is the publisher of CMRubinWorld and is a Disruptor Foundation Fellow.

Follow C. M. Rubin on Twitter: [www.twitter.com/@cmrubinworld](http://www.twitter.com/@cmrubinworld)

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#### Topics

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# Board of Education Meeting Minutes

April 12, 2017

Board Members Present: President Jamie Doucette, William Bloethe, Linda Mrowka and Thomas Shillo

Also Present: Superintendent/Principal Karen Goodwin, Board Secretary Michele Klimczak, Business Manager James Eagan, Student Liaisons Charles Snyder and Caroline Toldo and community

## 1. School Community Session

1.1 Call to Order: Pledge of Allegiance- President Doucette called the meeting to order and led in the pledge at 5:01 pm.

1.2 Public Participation- There were no questions or comments at this time.

### 1.3 Celebrations

1.3A Letter from a New Student's Family; Came with \$500 deposit for 5<sup>th</sup> Grade student for the 2017-18 school year; Next meeting student numbers for each grade will be shared.

1.3B Student Independent Study on Drones: Nick Oickle to program a drone to become proficient at programming languages. Nick plans on flying it through the school and providing narrated school tour. Additionally, Thad Allen is studying an antique flute with CT mentor and Mr. Dollar to perform at the school concert.

1.3C Student Leadership- Internship involvement Improv Class: Devin Kucsera- Internship with Community Center teaching Improv; Caroline Toldo- Earth Day- Island Cleanup Day, Cookout and craft day as a part of her internship.

1.3D Eastern Regional Invention Convention Finalists: 1600 CT student participants; FIS had 4 participate-all moved forward to finals. (Constance Toldo, Lily Kane, Andie Steele, and Arabella Hatfield.)

1.4 Additions to Agenda: 3.14 - School Window Repair; 3.15 - Student School Service Proposal; 3.16- Spanish Exchange Program; 3.17 – Donation of old basketball uniforms; If Jay Cushing comes, move section 4.8. Also move section 4.2 to be after 2.5 due to its topic.

## 2. Business Office Reports

2.1 Warrants Approved by Claims Auditor Sharon Patterson (Jan-March). Summary printouts shared.

## 2.2 Business Manager Reports

A. Budget Status Report as of March 31, 2017-Summary printouts shared.

B. Reconciliation Report Approved by Superintendent and Treasurer (Jan.-March)-Summary printouts shared.

## 2.3 Business Transfers: None

2.4 Cancellation of NY COL Penalty Assessment-Jim successfully petitioned to reverse charges .

2.5 Audit Update – Chris Reno, during last conference call, wanted more info on a few items regarding potential journal entries. Jim set up to work on this next week and scheduled 4/27 conference call with updated info.

Additional item discussed, Status of Furnace (**Section 4.2 on agenda**) currently working and has been evaluated by an independent contractor as being generally in good shape; spare parts were suggested (<\$1K) to keep in stock/installed as needed to keep furnace functioning.

**\*\*Jay Cushing, FI Utility arrived\*\*Moved item 4.8 FI Utility Recommendations for New High Voltage Cables/Jay Cushing (per Superintendent's previous request)** Jay summarized the current age/questionable status of cable. No records on cable however, cables like these typically fail after 20 years. Jay has proposed to install new cable to run along ball fields. Benefit would be more reliable and more up to date cable. Scheduled install would allow for shorter scheduled outage for school, rather if the cable had to be replaced due to failure. Written proposal was provided.

## 3.Action Items (Board Chairman)

3.1 Motion: To Approve the Minutes of the March 15, 2017 Board of Education Meeting- Motion Made: Tom, Bill Seconded; All in Favor.

3.2 Motion: To Approve High School Grading Policy #4710 (Second Reading)- Motion Made: Linda, Bill Seconded; All in Favor.

3.3 Motion: To Approve Code of Conduct Policy Sections #5300.35-5300.40 (Second Reading)-Motion Made: Linda, Seconded Bill; All in Favor.

3.4 Motion: To Approve Monday, April 24<sup>th</sup> as an Excused Absence for the Senior Class (Return from Educational Field Trip) Motion Made: Linda, Bill Seconded; All in Favor.

- 3.5 Motion: To Approve a 10% Increase for the 2017-2018 School Year Tuition (4-6 \$3630, 7-12 \$3850) – Discussion: Tuition has not been raised in 4 years. Motion Made: Tom, Linda Seconded; All in Favor.
- 3.6 Motion: To Approve the Position Description for the School Custodian/Maintenance Worker Position-Motion Made: Linda, Bill Seconded; All in Favor.
- 3.7 Motion: To Modify the Medical Insurance Provision of the Superintendent’s 2017-2018 Contract from State of CT Plan to Individual District Health Insurance Plan effective July 1, 2017 – Discussion: CT Plan is more expensive. Motion Made: Bill, Linda Seconded; All in Favor.
- 3.8 Motion: To Approve the 2017-2018 Program of Studies (Email) Discussion: Two changes, Graduation requirements and Spanish 3 prerequisites. Motion Made: Bill, Linda Seconded; All in Favor.
- 3.9 Motion: To Approve the School Counselor Job Description (Handout) - Motion Made: Linda, Bill Seconded; All in Favor.
- 3.10 Motion: To Approve the FI School Conservancy Summer Program for Current Grades 3-4 Students at cost to district of \$416.62. Motion Made: Bill, Linda Seconded; All in Favor.
- 3.11 Motion: To Not Schedule a Special Meeting on April 19<sup>th</sup> for the Sole Purpose of Voting on the BOCES Budget. Motion Made: Tom, Bill Seconded; All in Favor.
- 3.12 Motion: To Approve the Proposed Basketball Activity (Zach Hoch and Matt Edwards to oversee 6-12th graders for 2 day/week after school basketball program (>4:30) to start after Spring Vacation) Motion Made: Tom, Linda Seconded; All in Favor.
- 3.13 Motion: To Adopt a Budget of \$3,650,419 (Option C) for the 2017-2018 school year. A detailed, in-depth discussion on the provided documents took place. Motion Made: Bill, Tom Seconded; All in Favor.
- 3.14 School Windows in Need of Repair-Art Room and Mrs. Burns’s classroom. Repair vs. replacement of windows was discussed; Tom and others indicated that repairing would not be wise as it would only be a temporary fix. Tom is re-writing specs for replacement; TABLED.
- 3.15 Student School Service Proposal- Craig Mrowka and Ben Weber to paint the boys’ locker room. Written proposal submitted; Motion made to approve up to \$150 for this activity. Motion Made: Bill, Tom Seconded; All in Favor.

3.16 Spanish Exchange Proposal- Students from Spain come to Fishers Island in Fall and Fishers Island students travel to Spain during February break. Field trip proposal to be done. Concept met with approval, specific details forthcoming.

3.17 Donation of Old Basketball Uniforms to Little Pebbles. Mr. Baber proposed old uniforms and old equipment as well. Motion Made: Bill, Linda Seconded; All in Favor.

#### 4. Superintendent/Principal Report

##### **Prior Business**

4.1 Senior Class Trip Update

4.2 FIS Heating System Update- Previously covered

4.3 Duct Cleaning Update: April 17-19, 2017-Provided a proposal from "Duct & Vent Cleaning of America, Inc". Cost was 1/3 of similar bid from BD.

4.4 Principal Search Update-3 candidates coming out April 27<sup>th</sup> to meet with students/staff. May 3<sup>rd</sup> interview with Board of Education; Full Written report forthcoming.

4.5 Generator Project Update Closer- Engineering called today (April 12), need for engineering stamp and New York Stamp. Vendor understands the situation but payment can't be delivered until these details are addressed.

4.6 Sidewalk Repair Update- On Hold

##### **New Business**

4.7 Gallium Incident Summary- details within packet, hopeful that insurance will cover cleanup cost.

4.8 FI Utility Recommendation for New High Voltage Cables/Jay Cushing- Previously discussed.

4.9 2017-2018 Proposed Grade 7-12 School Trip – Albany, Lake Placid, Montreal. Principal shared draft of trip, pending passage of 2017-18 budget.

4.10 Policy #5300.45-Code of Conduct – Alternative Instruction (First Reading) Documents provided.

4.11 Policy #5300.50-Code of Conduct-Discipline of Students with Disabilities (First Reading) Documents provided.

Executive Session:

7:07 pm: Motion made to go into Executive Session to discuss a confidential student matter, and personnel matter -Motion Made: Linda, Seconded by Tom.

The Board left Executive Session at 7:38 p.m.

Adjournment:

Motion to adjourn made by Linda Mrowka, seconded by William Bloethe.

President Doucette adjourned the meeting at 7:39 p.m.



## **Code of Conduct**

### **Alternative Instruction (Section 5300.45)**

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student. The Board of Education expects students, administrators, teachers and parents to make every effort to maintain student academic progress in the event of removal or suspension, and support student re-entry to the classroom at the conclusion of the disciplinary action.

Adoption Date: May 18, 2005

Revision Date: May 16, 2017

## Code of Conduct

### Discipline of Students with Disabilities (Section 5300.50)

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the district's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the district follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

#### *Definitions*

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. *Behavioral intervention plan* (BIP) means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. *Controlled substance* means a drug or other substance abuse identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. *Disciplinary change in placement* means a suspension or removal from a student's current educational placement that is either:
  - a. For more than 10 consecutive school days; or
  - b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another.
4. *Illegal drug* means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance

- that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. *Interim alternative educational setting (IAES)* means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
  6. *Manifestation review* means a review of the relationship between the student's disability and the behavior subject to disciplinary action required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
  7. *Manifestation team* means a district representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the committee on special education as determined by the parent and the district.
  8. *Removal* means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
  9. *School day* means any day, including a partial day, that students are in attendance at school for instructional purposes.
  10. *Serious bodily injury* means bodily injury which involves a substantial risk of death, extreme physical pain, protracted obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
  11. *Student presumed to have a disability for discipline purposes* means a student who, under the conditions set forth later in this policy, the district is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
  12. *Suspension* means a suspension pursuant to §3214 of New York's Education Law.
  13. *Weapon* means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

#### *Authority of School Personnel to Suspend or Remove Students with Disabilities*

The Board, District Superintendent, Superintendent of Schools or a Building Principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent

determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the committee on special education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the district's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the district's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the committee on special education will determine the IAES.

#### *Procedures for the Suspension or Removal of Students with Disabilities by School Personnel*

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal conference in accordance with the same procedures that apply to such short term suspensions of non-disabled students.
2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled

substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

#### *Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities*

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the district's code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

#### *Parental Notification of a Disciplinary Change of Placement*

The district will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

#### *Authority of an Impartial Hearing Officer to Remove a Student with a Disability*

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

#### *Manifestation Review*

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or

3. The Board, the Superintendent, or Building Principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the district's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the district will:

1. Have the committee on special education conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the district had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the

CSE will review the plan and its implementation, and modify it as necessary to address the behavior.

2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the district agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the district's failure to implement the student's individualized education program, the district will take immediate steps to remedy those deficiencies.

#### *Services for Students with Disabilities during Periods of Suspension or Removal*

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the district will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled

- students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the district will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the district will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the district will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the committee on special education will determine the appropriate services to be provided.

#### *Students Presumed to Have a Disability for Discipline Purposes*

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the district is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the district had such knowledge, it will be the responsibility of the Superintendent, Building Principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The district will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression

- may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
  3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the district's director of special education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the district's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the district receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the district will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the district which can include suspension.

#### *Expedited Due Process Hearings*

The district will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The district to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in his or her current educational placement;
2. The district during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The district will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.



*Fishers Island Union Free School District**DRAFT Policy #5300*

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the district believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the district agree otherwise.

*Referral to Law Enforcement and Judicial Authorities*

Consistent with its authority under applicable law and regulations, the district will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, The Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

Adoption Date: May 18, 2005

Revision Date: May 16, 2017

3.4

**Carolyn J. Doherty**  
PO Box 102  
Fishers Island, NY 06390  
631-788-7585

May 1, 2017

To: Board of Education  
Fishers Island School

Re: Retirement; Carolyn J. Doherty

Dear Board Members,

The time has finally come for me to retire. The Fishers Island School has employed me for 32 years now and in October; I will reach my 70<sup>th</sup> birthday. Both figures are very hard for me to believe. Time really does fly by.

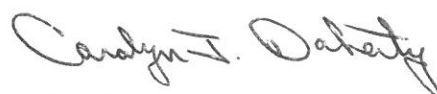
My initial plan was to retire in June, at the end of this school year. However, with the upcoming change in administration, together with the turnover of a number of teachers, I feel that it would be helpful for me to remain, at least, until the end of this calendar year, leaving in December 2017.

As an alternative to a December retirement, I might consider staying for the entire school year if the Board would be willing to grant me a four-day workweek, having Fridays off. This would allow me the opportunity to spend more time with my family, especially my 7 grandchildren. I am happy to assist in helping find a replacement for the Fridays that I would not be in the office. Since I am an hourly employee, this change of schedule will not affect the budget line at all.

It has been a truly wonderful career here at the Fishers Island School. I have enjoyed it thoroughly and will truly miss the day-to-day activity of all the students and teachers. However, the time has come for me to retire.

Thank you for your consideration.

Sincerely,

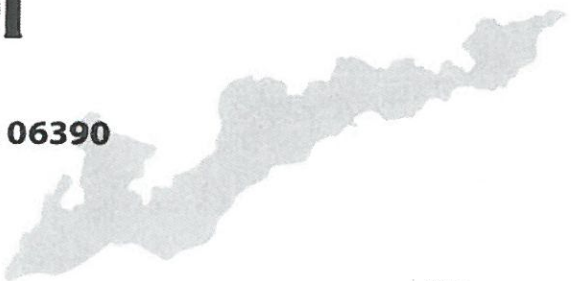


Carolyn J. Doherty

3.5

# The Fishers Island School

78 Greenwood Rd #600 - Fishers Island, New York 06390  
(631) 788 7444 - Fax (631) 788 5532  
Email [fishschool@fishschool.com](mailto:fishschool@fishschool.com)  
www.fishschool.com



## Educational Field Trip Application *(to FIS from LaCavina, Spain)*

Exchange Students from Spain  
Grades/Groups Involved: \_\_\_\_\_

Fishers Island School  
Destination: \_\_\_\_\_

C. Anifantakis, J. Burns, Spanish chaperone  
Teacher(s) in Charge: \_\_\_\_\_

15  
Number of Students: \_\_\_\_\_

3  
Number of Adults: \_\_\_\_\_

October 1-18, 2017 *(School dates = 10/2-6 ; 10/10-13 ; 10/16-18) 12 days*  
Date(s) of Trip: \_\_\_\_\_

TBD  
Departure Time: \_\_\_\_\_

TBD  
Return Time: \_\_\_\_\_

Exchange Program  
Purpose of Trip: \_\_\_\_\_

Spain  
Arrangements Leave From: \_\_\_\_\_

Fishers Island Ferry dock, New London  
Arrive Where: \_\_\_\_\_

plane and ground transportation  
Type of Transportation: \_\_\_\_\_

Additional Chaperone(s): \_\_\_\_\_

Spanish school pays  
Cost and How Financed: \_\_\_\_\_

Any Additional Date (If Required):

*C. A.*  
Teacher's Signature: \_\_\_\_\_ Date: 5-12-2017

*Huan Gu*  
Superintendent's Signature: \_\_\_\_\_ Date: 5-12-2017

Approved by Board of Education Date: \_\_\_\_\_

Additional Remarks:

**FIS... cultivating and honoring the gifts and talents of ALL students**

3.5

# The Fishers Island School

78 Greenwood Rd #600 - Fishers Island, New York 06390  
(631) 788 7444 - Fax (631) 788 5532  
Email [fischool@fischool.com](mailto:fischool@fischool.com)  
www.fischool.com



## Educational Field Trip Application

(from FIS to La Coruña, Spain)

Grades/Groups Involved: 11<sup>th</sup> + 12<sup>th</sup> grade Spanish students

Destination: Madrid + La Coruña, Spain

Teacher(s) in Charge: C. Anifantakis, J. Burns

Number of Students: 4

Number of Adults: 2

Date(s) of Trip: Feb. 8-20, 2018

Departure Time: TBD

Return Time: TBD

Purpose of Trip: Exchange Program

Arrangements Leave From: Newark Airport

Arrive Where: Madrid Airport

Type of Transportation: plane

Additional Chaperone(s): none

Cost and How Financed: ca. \$1,750. Students

→ finance themselves.  
Teachers: school pays.

Any Additional Date (If Required):

Teacher's Signature: [Signature] Date: 5-3-2017

Superintendent's Signature: [Signature] Date: 5-3-17

Approved by Board of Education Date:

Additional Remarks: We will need 3 extra days:  
Feb. 8 + 9 + 20, 2018

3.5

Karen Goodwin <k.goodwin@fischool.com>

## Spain Exchange-February Dates

1 message

**Christine Anifantakis** <c.anifantakis@fischool.com>

Wed, May 3, 2017 at 8:39 AM

To: Karen Loisel Goodwin <k.goodwin@fischool.com>

Hi Karen,

I'm just filling out the Educational Field Trip Application for the Feb. Spain Exchange, and I'm having a problem with the dates. I would like to request 3 extra school days for the February trip to Spain. Here's why:

- Our February vacation (Feb. 12-19) would allow us to travel Sat., Feb. 10 to Sun., Feb. 18 (and have one day to recover after they return--Mon., Feb. 19).
- We would fly into Madrid and arrive Feb. 11th (i.e., lose one day).
- We would stay one day in Madrid and fly to La Coruña on Monday, Feb. 12.
- In order to fly back on the 18th, we would have to fly from La Coruña to Madrid the previous day, Feb. 17th. This would mean that the students would only have 5 school days in La Coruña and not even one weekend to spend with their host families to explore the region.

I'd like the students to be able to have two weekends there, so I am proposing that we get 2 extra days before our school vacation (Thurs. & Fri., Feb. 8th & 9th) and one day after (Tues., Feb. 20th)—a total of 3 extra days. There are only 4 students going (Ben, Devin, Isabella and Nico), so the impact on other classes would not be great.

What do you think?

—  
Christine Anifantakis  
Spanish Teacher  
Fishers Island School  
Fishers Island, NY

3.6

FISHERS ISLAND UNION FREE SCHOOL DISTRICT

APPLICATION FOR USE OF COMMUNITY FACILITIES

Today's Date: 5/10/17 Date(s) Requested: 5/11/17 - 5/13/17 (Memorial Day weekend)  
School Requested: Fishers Island School Room: Grounds, gym, bathrooms, home room

INFORMATION ABOUT GROUP

Name of Organization or Individual: The New York Harbor School  
Time: \_\_\_\_\_ to \_\_\_\_\_ Supervisor in charge: JEREMY ESPOSITO  
Mailing Address: 10 South Street - Slip #7  
Telephone: (Day) 908-489-4642 (Night) -

INFORMATION ABOUT INTENDED USE OF SCHOOL DISTRICT FACILITIES

Purpose of Use: "Home Base" for oyster farm weekend. Students will camp in tents on school grounds + have access to bathroom + galley facilities under supervision of chaperones.  
PLEASE NOTE:  
-Our custodian is not able to set up or take down what you need.  
-Please be sure to clean up after your event so we are ready for school.  
-Check and abide by rules for care of the gym floor, particularly in use of the outside entrance directly into the gym.

Total Participants Expected: 62 Adults: 12 Children: 50

Is equipment required? Yes  No

If needed, state what type and for what purpose: Access to kitchen facilities

Residents (Number): \_\_\_\_\_ Non-Residents (Number): \_\_\_\_\_


Is an admission fee charged? Yes \_\_\_\_\_ No

If so, what will proceeds be used for? N/A

If refreshments are served, give details: Non-carbonated tea, juice, milk, H2O

AGREEMENT

The undersigned is over 21 years of age and has read this form and attached regulations and agrees to comply with them. He/she agrees to be responsible to the Fishers Island Union Free School District for the use and care of the facilities. He/she, on behalf of The New York Harbor School does hereby covenant and agree to defend, indemnify and hold harmless the Fishers Island Union Free School District from and against any and all liability, loss, damages, claims, or actions (including costs and attorneys fees) for bodily injury and/or property damage, to the extent permissible by law, arising out of or in connection with the actual or proposed use of Fishers Island Union Free School District's property, facilities and/or services by \_\_\_\_\_

  
Signature of Organization's Representative  
Address: 10 South St. 10004 Telephone Number: 212 458 0800

READ REQUIREMENTS ON REVERSE SIDE AND RETURN APPLICATION TO:  
FISHERS ISLAND UNION FREE SCHOOL DISTRICT ATTENTION: SCHOOL OFFICE

3.7



**FISHERS ISLAND FIRE DEPARTMENT**  
P.O. BOX 123  
FISHERS ISLAND, NEW YORK 06390

Dave Denison, Marathon Committee

Fishers Island School Board of Education  
c/o Karen Goodwin, Superintendent  
PO Drawer A  
Fishers Island NY 06390

May 5, 2017

Dear Board members,

On behalf of the Fishers Island Fire Department, I would like to ask if we could once again use the school bus and one or both of the school vans to transport runners to the starting lines at our Sea Stretcher Marathon. The date of the event is May 28, 2017, and we would use the vehicles until about 11:00 AM. We will record the mileage and reimburse the school for the fuel used, per office policy, as well as assume any responsibility for damage to the vehicles.

We appreciate your allowing us to use them in the past. The Marathon is the major fund-raising event for our ambulance and for Sea Stretcher, and each year it raises over \$10,000 for this valuable cause.

Sincerely,

A handwritten signature in black ink that reads "Dave Denison". The signature is written in a cursive, slightly slanted style.

Dave Denison, Marathon Committee  
Fishers Island Fire Department

FISHERS ISLAND UNION FREE SCHOOL DISTRICT

APPLICATION FOR USE OF COMMUNITY FACILITIES

Today's Date: 4/10/17 Date(s) Requested: 6/29/17 - 8/11/17

School Requested: Fishers Island School Room: Art, 5/6, 3H, 1/2, PreK-k, Gym, Music, Home Ec, History

INFORMATION ABOUT GROUP

Name of Organization or Individual: Island People's Project Morning Program

Time: 8:00 to 1:00 daily Supervisor in charge: Bonnie Benkard

Mailing Address: P.O. Box 523, Fishers Island NY 06390

Telephone: <sup>Home cell</sup> (Day) 609-865-3353 (Night) 788-5503

INFORMATION ABOUT INTENDED USE OF SCHOOL DISTRICT FACILITIES

Purpose of Use: Morning Program for children ages 4-11

PLEASE NOTE:

Our custodian is not able to set up or take down what you need.  
Please be sure to clean up after your event so we are ready for school.  
Check and abide by rules for care of the gym floor, particularly in use of the outside entrance directly into the gym.

Total Participants Expected: 80-100 adults: 20 Children: 60-70

Is equipment required? Yes  No

If needed, state what type and for what purpose: \_\_\_\_\_

Residents (Number): \_\_\_\_\_ Non-Residents (Number): \_\_\_\_\_

Is an admission fee charged? Yes  No

If so, what will proceeds be used for? Program continuity (non-profit) <sup>costs +</sup>

If refreshments are served, give details: drinks and dry snacks or cupcakes. Primarily outside

AGREEMENT

The undersigned is over 21 years of age and has read this form and attached regulations and agrees to comply with them. He/she agrees to be responsible to the Fishers Island Union Free School District for the use and care of the facilities. He/she, on behalf of Island People's Project does hereby covenant and agree to defend, indemnify and hold harmless the Fishers Island Union Free School District from and against any and all liability, loss, damages, claims, or actions (including costs and attorneys fees) for bodily injury and/or property damage, to the extent permissible by law, arising out of or in connection with the actual or proposed use of Fishers Island Union Free School District's property, facilities and/or services by Island People's Project.

Bonnie Benkard  
Signature of Organization's Representative

Address: P.O. Box 523, Fishers Island NY 06390 Telephone Number: 609-865-3353

READ REQUIREMENTS ON REVERSE SIDE AND RETURN APPLICATION TO:  
FISHERS ISLAND UNION FREE SCHOOL DISTRICT ATTENTION: SCHOOL OFFICE





ISLAN-6

3.8

OP ID: TK

**CERTIFICATE OF LIABILITY INSURANCE**DATE (MM/DD/YYYY)  
04/12/2017

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<b>PRODUCER</b> Bouvier Insurance 1020 Hartford Turnpike Waterford, CT 06385 Brian D Kelly		<b>860-859-9821</b>	<b>CONTACT NAME:</b> Brian D Kelly <b>PHONE (A/C, No, Ext):</b> 860-859-9821 <b>E-MAIL ADDRESS:</b> bkelly@binsurance.com		<b>FAX (A/C, No):</b> 860-561-8778
			<b>INSURER(S) AFFORDING COVERAGE</b>		<b>NAIC #</b>
			<b>INSURER A:</b> Nautilus Insurance Co.		<b>17370</b>
<b>INSURED</b> Island Peoples Project P.O. Box 523 Fishers Island, NY 06390			<b>INSURER B:</b>		
			<b>INSURER C:</b>		
			<b>INSURER D:</b>		
			<b>INSURER E:</b>		
			<b>INSURER F:</b>		

**COVERAGES****CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR  GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			NN722762	03/09/2017	03/09/2018	EACH OCCURRENCE	\$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000
							MED EXP (Any one person)	\$ 5,000
							PERSONAL & ADV INJURY	\$ 1,000,000
	GENERAL AGGREGATE	\$ 2,000,000						
	PRODUCTS - COMP/OP AGG	\$					Included	
							\$	
	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	\$
BODILY INJURY (Per person)							\$	
BODILY INJURY (Per accident)							\$	
PROPERTY DAMAGE (Per accident)							\$	
							\$	
	<b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR <b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE	\$
AGGREGATE							\$	
							\$	
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE	OTH-ER
E.L. EACH ACCIDENT							\$	
E.L. DISEASE - EA EMPLOYEE							\$	
E.L. DISEASE - POLICY LIMIT							\$	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

**CERTIFICATE HOLDER****CANCELLATION**

Fishers Island School  
 78 Greenwood Rd.  
 Fishers Island, NY 06390

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

*B.D. Kelly*

FISHERS ISLAND SCHOOL  
Job Description

POSITION: **PreK-12 School Counselor**

IMMEDIATE

SUPERVISOR: Principal

EMPLOYMENT

TERM: Minimum 184 days annually, beginning August 28, 2017

JOB SUMMARY: The School Counselor shall work with individual pupils and groups of pupils in providing developmental, proactive, and targeted guidance and counseling programs to meet academic, social, emotional and physical needs. The school counselor also may provide consultant services for parents, teachers and administrators and may use outside referral services, as approved by administration.

PERFORMANCE RESPONSIBILITIES:

**Development/Management/Delivery of School Comprehensive Counseling Program**

- Provide individual and group counseling to students with identified concerns and needs
- Counsel identified students to successfully access their educational program as defined by their IEP
- Work to prevent students from dropping out of school
- Remain readily available to students so as to provide counseling that will lead each student to increased personal growth, self-understanding, self-confidence, and maturity
- Consult and collaborate effectively with parents/guardians, teachers, and administrators regarding students with identified concerns and needs
- Must be eligible for NY State certification as a school counselor

**Delivery of a Comprehensive K-12 Developmental Guidance Curriculum**

- Develop and implement a standards-based preK-12 comprehensive developmental guidance curriculum, including the instruction of one 30 minute class session weekly

- Provide support for substance abuse prevention and character education lessons

### **Individual Student Planning**

- Work to discover and develop special abilities of students and help to resolve students' educational barriers/challenges
- Act as a liaison between teachers and parents when appropriate
- Assist all 7-12 students individually and/or in groups, with developing academic, career and personal/social skills, goals, and plans
- Serve as a member of Child Study Team (CST) and Committee on Special Education (CSE)
- Advise the administration and faculty on matters of student programming and/or discipline

### **System Support**

- Assist the principal with the development of the master schedule
- Assist with student records and protect confidentiality of all student records
- Take an active role in the interpretation of the school's mission and core values to students, parents, and the community
- Maintain a directory of referral services to utilize in crisis situations affecting students
- Coordinate with the principal to implement the crisis intervention plan; contact and/or assist other school counseling resources as needed
- Assist in recruiting, selection, and orientation of future students to the school
- Assume other counseling-related duties as assigned by the Principal or Superintendent as required by State regulations
- Assist with staff development designed to help teachers better understand and participate in the school counseling program
- Promote and assist with the collection, recording, and use of broad student data through such devices as cumulative records, graduate follow-up, program completer follow-up, and the student career/educational plan
- Serve as coordinator of PSAT, SAT, ACT, and other standardized tests required for college admission and liaison to Dual Enrollment Programs (i.e. UConn ECE and Suffolk County Community College Excelsior Program).

### **Professional Development**

- Develop professionally through membership in professional organizations, attendance at conferences, and personal reflection

3.11

# The Fishers Island School

78 Greenwood Rd #600 - Fishers Island, New York 06390  
(631) 788 7444 - Fax (631) 788 5532  
Email [fishschool@fishschool.com](mailto:fishschool@fishschool.com)  
[www.fishschool.com](http://www.fishschool.com)

May 7, 2017

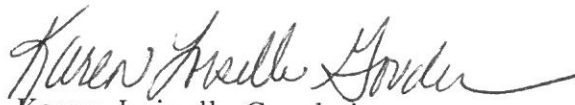
Mrs. Monique B. Kinsolving  
4 Old Dana Road  
Etna, NH 03750

Dear Mrs. Kinsolving:

On behalf of the Board of Education, please accept our appreciation of your generous \$250 donation to the Fishers Island School.

We extend our sympathy on the passing of Gus and are grateful that the use of our school bus was helpful in transporting mourners to and from the memorial service.

Sincerely,

  
Karen Loiselle Goodwin  
Superintendent/Principal

CC/Board of Education  
James Eagan, Business Manager

***FIS... cultivating and honoring the gifts and talents of ALL students***

# **PUBLIC NOTICE**

## **Fishers Island Union Free School District Board of Education Meetings**

**Wednesday, July 5, 2017 Reorganization and Monthly Meeting  
6:00PM**

**Wednesday, August 16, 2017 6:00PM**

**Wednesday, September 20, 2017 6:00PM**

**Wednesday, October 18, 2017 5:00PM**

**Wednesday, November 15, 2017 5:00PM**

**Wednesday, December 20, 2017 5:00PM**

**Wednesday, January 17, 2018 5:00PM**

**Wednesday, February 21, 2018 5:00PM**

**Wednesday, March 21, 2018 5:00PM**

**Wednesday, April 18, 2018 5:00PM**

**Tuesday, May 8, 2018 Budget Hearing 6:00PM**

**Tuesday, May 15, 2018 Annual Meeting 6:00PM**

**Budget Vote 2:00PM-8:00PM**

**Wednesday, June 20, 2018 6:00PM**

4.3



## New York's Promise to Students: Ever Upward

### *The Excelsior Scholarship, Making College Possible*

New York's tuition-free degree program, the Excelsior Scholarship, is the first of its kind in the nation. The Scholarship is making college possible for hundreds of thousands of students across the state and helping to alleviate the crushing burden of student debt. A college education is increasingly necessary to secure the jobs of tomorrow, and the Excelsior Scholarship ensures New York's students have access to a quality education and the skills they need to succeed.

#### **KEY POINTS:**

By 2024, 3.5 million jobs in New York State will require an Associate's Degree or higher – roughly 420,000 more jobs than in 2014.

Even as higher education becomes more necessary for an individual to succeed, the cost to attain a college degree is rising beyond what most families can afford.

To make college possible for everyone, Governor Cuomo's Excelsior Scholarship program will provide more than 940,000 eligible families and individuals making up to \$125,000 per year the opportunity to attend college tuition-free at SUNY or CUNY schools.

Tuition-free college will begin immediately for students whose families make up to \$100,000 annually and extend to those making \$125,000 annually by 2019.

#### **ELIGIBILITY:**

In order to apply, students must:

- Be residents of New York State
- Plan to attend a SUNY or CUNY two- or four-year degree program
- Take 30 credits per year and make progress towards graduation
- Maintain good academic standing
- Be on track to graduate on time with an Associate's Degree in two years or a Bachelor's Degree in four years

A significant number of students in college do not complete their degree on time, increasing student debt and placing an additional burden on taxpayers. On-time graduation rates at New York's public colleges are too low – 39 percent at four-year institutions and 9 percent at community colleges.

#### **HOW IT WORKS:**

When fully implemented, the Excelsior Scholarship, in combination with other aid programs, will allow 200,000 students—52 percent of resident full-time students—to attend a SUNY or CUNY college tuition-free.

New York already operates a generous \$1 billion Tuition Assistance Program. The Excelsior Scholarship is intended to supplement all current aid programs, including but not limited to TAP, PELL, and SUNY/CUNY Tuition Credit programs.

The Excelsior Scholarship then provides assistance to students to cover any tuition gaps and make college tuition free at New York's prized public universities.

The total cost of the program is approximately \$163 million.

#### **LEARN MORE:**

To learn more about how to apply, visit [www.HESC.ny.gov](http://www.HESC.ny.gov) or text COLLEGE to 81336.

4.3



## The Excelsior Scholarship

*Making public college tuition-free.*

This year, Governor Cuomo and the New York State Legislature enacted the nation's first tuition-free degree program, the Excelsior Scholarship. The Scholarship is making college possible for hundreds of thousands of students across the state and helping to alleviate the crushing burden of student debt. A college education is increasingly necessary to secure the jobs of tomorrow, and the Excelsior Scholarship ensures New York's students have access to a quality education and the skills they need to succeed.

### FREQUENTLY ASKED QUESTIONS

**Will I be able to attend college at SUNY or CUNY tuition free?**

Yes. If you are a NYS resident whose family household adjusted gross income (as filed on your 2015 federal tax returns) does not exceed \$100,000 for the 2017-18 academic year and you complete 30 credits per year, you will be able to attend a SUNY or CUNY college tuition free.

**What does it mean to be a "NYS resident" for purposes of receiving this award?**

To be considered a NYS resident for purposes of receiving this award, you must have resided in the State for 12 continuous months prior to the term for which the award is being sought.

**How much can I receive from the Excelsior Scholarship?**

An Excelsior Scholarship recipient can receive up to \$5,500 from the Excelsior Scholarship, minus any amounts received for TAP, Pell or other scholarships. The remainder of your tuition charge will be covered through a tuition credit paid through SUNY or CUNY.

**Will I be able to get an award for the fall?**

Yes. Eligible students will receive awards to attend a SUNY or CUNY college tuition free this fall.

**When will I be able to apply for the award?**

It is anticipated that the Excelsior Scholarship application will be available on June 7th.

### Excelsior Scholarship Alert

Sign up to be notified when you can apply at:  
[www.hesc.ny.gov/excelsior](http://www.hesc.ny.gov/excelsior)

## FREQUENTLY ASKED QUESTIONS

### **How much income can my family earn to be eligible for an award?**

For the 2017-18 academic year, your federal household adjusted gross income can total up to \$100,000 to be eligible. For 2018-19, that amount increases to \$110,000, and beginning in 2019-20 and beyond, your family's adjusted gross income can total up to \$125,000.

### **Can I get an award if I'm currently going to a public college?**

Yes. Students who are currently attending college are eligible to receive an award, provided they are currently on track to complete their degree on time.

### **How long can I get the award?**

You are eligible to get an award for up to two years for students pursuing an associate's degree and up to four years for students pursuing a bachelor's degree. Students in an undergraduate program of study normally requiring five years are eligible to receive the award for five years.

### **Do I need a certain grade point average to get or keep the award?**

Award recipients need to earn a passing grade to maintain their Excelsior Scholarship awards, provided they earn a total of 30 credits over the course of a year. Recipients should keep in mind that they may have other awards which also carry academic standards that differ from those required for the Excelsior Scholarship.

### **Can I get an award if I'm a transfer student?**

A student who transferred between colleges is eligible for an Excelsior Scholarship if they are on track to complete on time based on the number of credits accepted by their current college.

### **Once I receive the scholarship, is it possible to lose it?**

You can lose the scholarship if you do not continue to meet all eligibility requirements. For example, you must enroll in at least 12 credits per term and complete 30 credits per year to continue to receive the scholarship.

### **If I completed my associate's degree, can I receive this award to get my bachelor's degree?**

Yes, provided the college that you are attending accepted all of the credits you earned in completing your associate's degree, and meet all other requirements for the Excelsior Scholarship.

### **Are there any other requirements that I must meet after I complete my degree?**

Yes. You must live in New York State for the number of years equal to awards you received. For example, if you received four Excelsior Scholarship awards while getting your bachelor's degree, you must live in New York State for four years after college. In addition, if you are working during those years, you must work in New York State. Failure to meet these requirements will result in the conversion of your award to a loan.





## New York State Student Financial Aid Programs

<b>Excelsior Scholarship</b>	<ul style="list-style-type: none"> <li>Covers full tuition for eligible SUNY and CUNY students</li> <li>Up to \$5,500, minus amounts received for TAP, Pell or other awards. A credit from the SUNY/CUNY school will cover the difference</li> <li>For Fall 2017, eligible families include those who earn up to \$100,000</li> <li>Recipients agree to live in NYS for the number of years equal to awards received</li> </ul>
<b>Enhanced Tuition Awards</b>	<ul style="list-style-type: none"> <li>For NYS students attending private not-for-profit colleges in NYS</li> <li>Up to \$6,000 through a combination of TAP, Enhanced Tuition Award and a match from the private college</li> <li>Recipients agree to live in NYS for the number of years equal to awards received</li> </ul>
<b>Tuition Assistance Program (TAP)</b>	<ul style="list-style-type: none"> <li>New York's largest grant program</li> <li>Up to \$5,165</li> <li>Based on the student's and family's NYS taxable income</li> </ul>
<b>New York State Part-Time Scholarship Award Program</b>	<ul style="list-style-type: none"> <li>For NYS students attending at a SUNY or CUNY Community College part-time</li> <li>Up to \$1,500 per semester for up to 2 years</li> </ul>
<b>NYS Get on Your Feet Loan Forgiveness Program</b>	<ul style="list-style-type: none"> <li>Provides up to 24 months of federal student loan debt relief to recent NYS college graduates</li> <li>For NYS students who attended a public or private college or university in NYS</li> </ul>
<b>NYS STEM Incentive Program</b>	<ul style="list-style-type: none"> <li>Full SUNY or CUNY tuition scholarship for the top 10 percent of students in each NYS high school if pursuing a STEM degree</li> <li>Associates or bachelors degree program</li> <li>Recipients agree to work in a STEM field in NYS for five years after graduation</li> </ul>
<b>Veterans Tuition Awards</b>	<ul style="list-style-type: none"> <li>For eligible combat veterans studying full-or part-time at an undergraduate or graduate degree-granting institution or in an approved vocational training program</li> <li>Up to the full cost of SUNY undergraduate tuition</li> </ul>

Visit [www.hesc.ny.gov/faprograms](http://www.hesc.ny.gov/faprograms) for more information.

4.6

# Fishers Island School Youth Lead Assets Training Permission Slip For Select Students in Grades 10-12

**Description:** Developmental Assets/Leadership Training by SERAC

**Dates:** April 27, 2017

**Times:** Training 9:00 AM-1:00 PM; Lunch 1:30-2:30 PM (New London)

CT students meet Mr. Amaral in Ferry Lot at 8:45 AM; FI students take ferry to NL and meet Mr. Amaral in lot at 9:00 AM; CT Students picked up at NL Ferry Lot at 2:30; FI students wait in Ferry Office and board 3:30 ferry to arrive on FI at 4:15.

**Supervisor:** Mr. Gil Amaral, Director of Guidance

**Location:** Mitchell College, New London

**Transportation:** School Van

*Please Sign and Return the Bottom Portion of this Slip to Mr. Amaral by April 13<sup>th</sup>.*

I, \_\_\_\_\_ give permission for \_\_\_\_\_  
(Parent/Guardian Name) (Student Name)

to participate in the Developmental Assets/Leadership Training Activity for the dates chosen below:  
April 27, 2017.

In consideration of the advantages of this activity, I agree to release, indemnify, and hold harmless the Fishers Island Board of Education, its agents, and employees from liability for bodily injury or property damage that might occur during this activity. If my child has a medical condition that would be affected by this activity, I have communicated those needs to the school personnel in writing (be email or letter).

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Emergency Contact Number: \_\_\_\_\_



Discovering what kids need to succeed

4.6

615 First Avenue NE  
Minneapolis, MN 55413  
1.800.888.7828  
www.search-institute.org

## Youth Lead: A Workshop for Young People

When you cultivate young people's commitment and skills as leaders, you not only prepare them to be 21st Century leaders, but you also tap their energy and imagination to solve problems and create positive change in their schools and communities right now.

This hands-on workshop gives middle and high school youth in your school, organization, or networks an opportunity to

- Explore leadership qualities that they bring to their schools and communities
- Recognize their own leadership skills and priorities
- Build support among their peers to take on leadership roles
- Practice leadership skills by creating positive change in their school, organization, or community

### What past participants say:

*"Our kids came flying out of the session. They had so many practical ideas, and adult mentors were ready to help. In was inspiring to hear how they wanted to create a more positive environment. It really affirmed what I love about our kids."*

*"We work with youth and learned a lot just by observing. We're going to change the way we do our training and keep it fast paced, changing, and fun."*

1-800-888-7828 ext. 526

[www.search-institute.org/keynotes-workshops](http://www.search-institute.org/keynotes-workshops)

**Format:**  
Half-day workshop

**Facilitator:**  
James Conway

### Who should attend:

- Middle and high school youth
- Adult mentors

### Required Materials:

- *The Asset Approach*

— Forwarded Message —

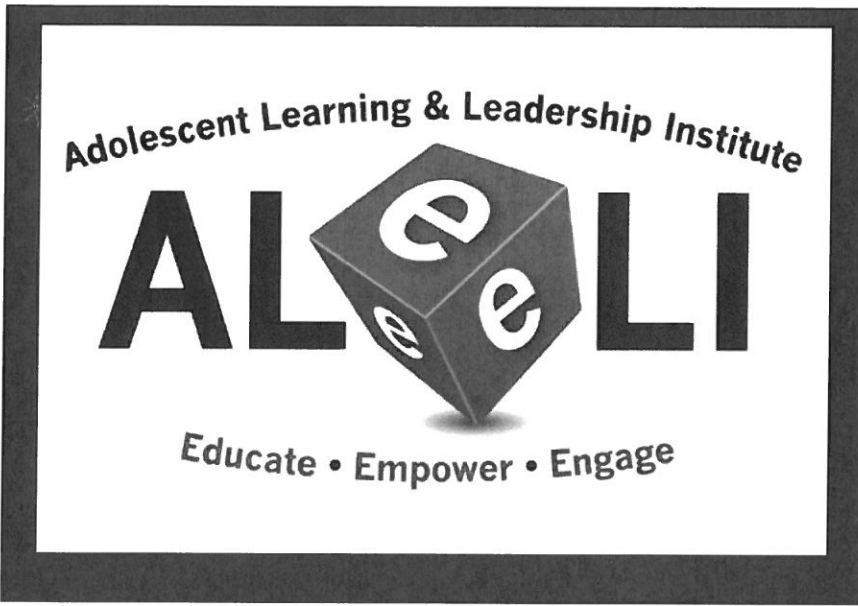
**From:** Southeastern Regional Action Council <rayallen.bergman@yahoo.com@ccsend.com>

**To:** rayallen.bergman@yahoo.com

**Sent:** Tuesday, March 21, 2017 3:38 PM

**Subject:** ALLI: Info for April's meeting (Developmental Assets)

4.6



**April 27, 2017**  
**Mitchell College**

**IMPORTANT:**  
**Developmental ASSETS**  
**training for ALLI students!**

**This is a National Speaker we are paying quite a bit of money to bring in. Please bring your students and fill your seats. Please send me your confirmation by April 15th.**

**Each School has a total 10 seats for this training.**

**If you have additional students, that are not part of ALLI, they can fill**

**Meeting Schedule**

9/27/16  
Montville YSB  
(Fair Oaks)

10/27/16  
NFA

11/29/16  
Wheeler

12/19/16  
MHS

2/15/17  
Stonington  
HS

3/21/17  
MHS

4/27/17  
Mitchell  
College  
ASSETS  
Training

in seats for absent ALLI students.

4.6

**Stonington - 10 seats**

**Wheeler - 10 seats**

**Ledyard - 10 seats**

**Montville - 10 Seats**

**Waterford - 10 seats**

**NFA - 10 seats**

**Sachem - 10 seats**

\* Fishers Island School - 6 seats!

Location changed but transportation will be the same as every meeting.

---

Let me know if you have any questions:

**Phone #: (860) 848-2800**

**Email: Rayallen.Bergman@yahoo.com**

---

Thank you,

Rayallen, Michele, and Christine

Phone #: (860) 848-2800

---

Southeastern Regional Action Council, 228 West Town Street, Norwich, CT 06360

SafeUnsubscribe™ [rayallen.bergman@yahoo.com](mailto:rayallen.bergman@yahoo.com)

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 SHARE

## 40 Developmental Assets for Adolescents

Search Institute has identified the following building blocks of healthy development—known as Developmental Assets—that help young children grow up healthy, caring, and responsible.

This particular list is intended for adolescents (age 12-18). If you'd like to see the lists for other age groups, you can find them on the [Developmental Assets Lists](#) page.

For more information on the assets and the research behind them, see the [Developmental Assets research page](#).

### EXTERNAL ASSETS



#### SUPPORT

1. **Family Support** | Family life provides high levels of love and support.

[SHOW ME HOW TO TAKE ACTION](#)

2. **Positive Family Communication** | Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.

[SHOW ME HOW TO TAKE ACTION](#)

3. **Other Adult Relationships** | Young person receives support from three or more nonparent adults.

[SHOW ME HOW TO TAKE ACTION](#)

4. **Caring Neighborhood** | Young person experiences caring neighbors.

[SHOW ME HOW TO TAKE ACTION](#)

5. **Caring School Climate** | School provides a caring, encouraging environment.

[SHOW ME HOW TO TAKE ACTION](#)

6. **Parent Involvement in Schooling** | Parent(s) are actively involved in helping the child succeed in school.



#### EMPOWERMENT

7. **Community Values Youth** | Young person perceives that adults in the community value youth.

[SHOW ME HOW TO TAKE ACTION](#)

8. **Youth as Resources** | Young people are given useful roles in the community.

[SHOW ME HOW TO TAKE ACTION](#)

9. **Service to Others** | Young person serves in the community one hour or more per week.

SHOW ME HOW TO TAKE ACTION

10. **Safety** | Young person feels safe at home, school, and in the neighborhood.

4.6

SHOW ME HOW TO TAKE ACTION



## BOUNDARIES AND EXPECTATIONS

11. **Family Boundaries** | Family has clear rules and consequences and monitors the young person's whereabouts.

SHOW ME HOW TO TAKE ACTION

12. **School Boundaries** | School provides clear rules and consequences.

SHOW ME HOW TO TAKE ACTION

13. **Neighborhood Boundaries** | Neighbors take responsibility for monitoring young people's behavior.

SHOW ME HOW TO TAKE ACTION

14. **Adult Role Models** | Parent(s) and other adults model positive, responsible behavior.

SHOW ME HOW TO TAKE ACTION

15. **Positive Peer Influence** | Young person's best friends model responsible behavior.

SHOW ME HOW TO TAKE ACTION

16. **High Expectations** | Both parent(s) and teachers encourage the young person to do well.



## CONSTRUCTIVE USE OF TIME

17. **Creative Activities** | Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.

SHOW ME HOW TO TAKE ACTION

18. **Youth Programs** | Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations. SHOW ME HOW TO TAKE ACTION

19. **Religious Community** | Young person spends one hour or more per week in activities in a religious institution.

SHOW ME HOW TO TAKE ACTION

20. **Time at Home** | Young person is out with friends "with nothing special to do" two or fewer nights per week.

SHOW ME HOW TO TAKE ACTION

## INTERNAL ASSETS



## COMMITMENT TO LEARNING

21. **Achievement Motivation** | Young person is motivated to do well in school.

SHOW ME HOW TO TAKE ACTION

22. **School Engagement** | Young person is actively engaged in learning.

SHOW ME HOW TO TAKE ACTION

23. **Homework** | Young person reports doing at least one hour of homework every school day.

SHOW ME HOW TO TAKE ACTION

24. **Bonding to School** | Young person cares about her or his school.

SHOW ME HOW TO TAKE ACTION

25. **Reading for Pleasure** | Young person reads for pleasure three or more hours per week.

SHOW ME HOW TO TAKE ACTION

4.6



## POSITIVE VALUES

26. **Caring** | Young Person places high value on helping other people.

SHOW ME HOW TO TAKE ACTION

27. **Equality and Social Justice** | Young person places high value on promoting equality and reducing hunger and poverty.

SHOW ME HOW TO TAKE ACTION

28. **Integrity** | Young person acts on convictions and stands up for her or his beliefs.

SHOW ME HOW TO TAKE ACTION

29. **Honesty** | Young person "tells the truth even when it is not easy."

SHOW ME HOW TO TAKE ACTION

30. **Responsibility** | Young person accepts and takes personal responsibility.

SHOW ME HOW TO TAKE ACTION

31. **Restraint** | Young person believes it is important not to be sexually active or to use alcohol or other drugs.

SHOW ME HOW TO TAKE ACTION



## SOCIAL COMPETENCIES

32. **Planning and Decision Making** | Young person knows how to plan ahead and make choices.

SHOW ME HOW TO TAKE ACTION

33. **Interpersonal Competence** | Young person has empathy, sensitivity, and friendship skills.

SHOW ME HOW TO TAKE ACTION

34. **Cultural Competence** | Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.

SHOW ME HOW TO TAKE ACTION

35. **Resistance Skills** | Young person can resist negative peer pressure and dangerous situations.

SHOW ME HOW TO TAKE ACTION

36. **Peaceful Conflict Resolution** | Young person seeks to resolve conflict nonviolently.

SHOW ME HOW TO TAKE ACTION



## POSITIVE IDENTITY

37. **Personal Power** | Young person feels he or she has control over "things that happen to me."

SHOW ME HOW TO TAKE ACTION

38. **Self-Esteem** | Young person reports having a high self-esteem.

SHOW ME HOW TO TAKE ACTION

39. **Sense of Purpose** | Young person reports that "my life has a purpose."

SHOW ME HOW TO TAKE ACTION

40. **Positive View of Personal Future** | Young person is optimistic about her or his personal future.



This list is an educational tool. It is not intended to be nor is it appropriate as a scientific measure of the developmental assets of individuals.

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## LIST OF DEVELOPMENTAL ASSETS

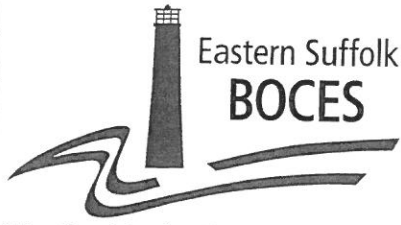
Below you can find several different lists of Developmental Assets®. Each is tailored for a specific age group or language.

(Select your language from the menu below.)

English ▾

Spanish ▾

5.2



Eastern Suffolk  
BOCES

Educational Services That Transform Lives

APR 11 2017

Julie Davis Lutz, Ph.D.  
Chief Operating Officer

April 4, 2017

Mrs. Karen Goodwin  
Superintendent of Schools  
Fishers Island UFSD  
78 Greenwood Road, #600  
Fishers Island, NY 06390

Dear Mrs. <sup>Karen</sup> Goodwin:

I want to thank you for hosting our visit to the Fishers Island Union Free School District. Your thoughtful and candid comments about your financial, instructional, and administrative challenges were extremely worthwhile. Hearing these first-hand observations will assist us in any advocacy we can provide for your school district.

On behalf of David Wicks and myself, please accept our thanks for welcoming us into your school district and sharing your professional insights.

Please do not hesitate to call upon us should you need any assistance with information related to state initiatives. We would also be glad to link you to any Eastern Suffolk BOCES staff that might be able to help you.

Sincerely,

Julie Davis Lutz, Ph.D.  
Chief Operating Officer

JDL/km  
c: Mr. David Wicks



Middle States Accredited

James Hines Administration Center · 201 Sunrise Highway · Patchogue, NY 11772  
Phone: (631) 687-3001 · Fax: (631) 289-2529 · Email: [jlutz@esboces.org](mailto:jlutz@esboces.org)  
[www.esboces.org](http://www.esboces.org)

5.3

Dear Fishers Island school,

I am very excited to  
go to FIS. I can't wait  
'till September!

Hope Ouellette

# The Fishers Island School

5.5

78 Greenwood Rd #600 - Fishers Island, New York 06390  
(631) 788 7444 - Fax (631) 788 5532  
Email [fishschool@fishschool.com](mailto:fishschool@fishschool.com)  
[www.fishschool.com](http://www.fishschool.com)

May 7, 2017

Groton Public Library Attn: Betty Anne Reiter, Director  
52 Newtown Road  
Groton, CT 06340

Dear Ms Reiter:

On behalf of the Fishers Island Board of Education, we wish to thank you for your use of your library conference room to conduct interviews for prospective school principals on two recent dates.

As you may know, the limited number of ferries to and from Fishers Island makes it challenging for us to conduct interviews on the Island. Your beautiful library was an excellent and professional setting in which to meet and talk with our principal candidates.

The Groton Public Library has also long been an important educational resource for our students as they complete their annual history research papers. Please know that your generosity in allowing our use of your comprehensive and welcoming library is recognized, appreciated and valued by the Fishers Island Union Free School District.

Sincerely,



Karen Loiselle Goodwin  
Superintendent/Principal



Jamie Doucette  
Board President

CC Board of Education  
Mary Broderick