

Tech Valley High School Operating Board

A Joint Venture of
Capital Region BOCES and Questar III

Reorganization Meeting

Executive Officers: Anita Murphy and Gladys Cruz

September 27, 2018

6:15 pm, Tech Valley High School

AGENDA

1. Pledge of Allegiance – Gladys Cruz
2. Call to Order – Gladys Cruz
3. Election of President
4. Election of Vice President
5. Oaths of Office Administered to President and Vice President
6. Authorization for Board Members to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Board Duties
7. Authorization of Executive Officers and Staff to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Duties
8. Appointment of Board Clerk and Board Treasurer
9. Designation of Internal Auditor Services
10. Designation of Purchasing Agent and Claims Auditor Services
11. Oaths of Office
12. Designation of Depository
13. Designation of Official Newspapers
14. Adjournment

1. **Pledge of Allegiance** – Gladys Cruz
2. **Call to Order** – Gladys Cruz
3. **Election of President**
4. **Election of Vice President**
5. **Oaths of Office**

The Oath of Office will be administered by Gretchen Wukits, Clerk of the Board, to the President and Vice President.

6. **Authorization for Board Members to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Board Duties**

Recommend that the Board Members of the Tech Valley High School Board may attend conferences and shall be reimbursed for attendance at such conferences and for other expenses associated with the discharge of duties at Board expense when not reimbursed by the respective BOCES Boards, within budgetary allotments and subject to General Municipal Law 77-b.

7. **Authorization of Executive Officers and Staff to Attend Conferences and Receive Reimbursement for Approved Expenses Associated with Performance of Duties**

Recommend that the Executive Officers shall be authorized to approve conference attendance and expenses associated with the discharge of duties at Board expense within the budgetary allotments and subject to General Municipal Law 77-b.

8. **Appointment of Board Clerk and Board Treasurer**

Recommend that Gretchen E. Wukits of Capital Region BOCES be and hereby is appointed Clerk of the Board of Tech Valley High School, and that Kimberly A. Duran of Capital Region BOCES be and hereby is appointed Treasurer of the Tech Valley High School both to serve at the pleasure of the Board for the year ending June 30, 2019 or until a successor is chosen.

9. **Designation of Internal Auditor Services**

Recommend that Capital Region BOCES is designated to provide Internal Auditor services for the Board of Tech Valley High School, pursuant to Section 1950 of the Education Law for the ensuing year ending June 30, 2019 or until a successor is chosen.

10. **Designation of Purchasing Agent and Claims Auditor Services**

Recommend that Capital Region BOCES is designated to provide Purchasing Agent and Claims Auditor services for the Board of Tech Valley High School, both pursuant to Section 1950 of the Education Law for the ensuing year ending June 30, 2019 or until a successor is chosen.

11. **Oaths of Office**

The Oath of Office will be administered by Gretchen Wukits, Clerk of the Board, to the newly appointed officers.

12. **Designation of Depository**

Recommend that Key Bank is hereby designated as the official depository for the Tech Valley High School.

13. **Designation of Official Newspapers**

Recommend that the official newspapers of Capital Region BOCES and Questar III BOCES are hereby designated as the official newspapers for the Board of Tech Valley High School.

14. **Adjournment**

Agenda – Regular Meeting
Tech Valley High School Operating Board
A Joint Venture of Capital Region BOCES and Questar III

September 27, 2018 6:25 p.m. Tech Valley High School
SUNY College of Nanoscale Science and Engineering
246 Tricentennial Drive
Albany, New York 12203

District Superintendent: Ms. Anita Murphy, Capital Region BOCES
District Superintendent: Dr. Gladys Cruz, Questar III BOCES

1. Approval of the Agenda
2. Minutes from the July 26, 2018 Board Meeting
3. Recognition of Visitors
4. Privilege of the Floor
5. Personnel Considerations
 - a. Resignation
 1. Jan Snedaker
 - b. Appointments
 1. Andrew Betor
 2. Xiaoyan Huang
 3. Jean Kerr
 4. Danielle Bouton-Wales
 5. James Niedermeier
 6. Kimberly Sparkman
 7. Per Diem Substitute
6. Business Items
 - a. Board Policies – First Reading
 - b. Internal Claims Auditor Report
 - c. Treasurer’s Report

7. Principal's Report
8. District Superintendents' Report
9. Board Discussions
10. Summary Actions
11. Adjournment

1. Approval of the Agenda

RESOLVED: that the Tech Valley High School Operating Board approves the agenda as presented.

2. Minutes

RESOLVED: that the Tech Valley High School Operating Board approves the Minutes from the July 26, 2018 Board Meeting. (copy attached)

3. Recognition of Visitors

4. Privilege of the Floor

5. Personnel Considerations

a. Resignation

1. Jan Snedaker

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the resignation of Jan Snedaker, Special Education Teacher, (Part-time .50 FTE), be accepted effective August 17, 2018.

(copy attached)

b. Appointments

1. Andrew Betor

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following Teacher for the Tech Valley High School be appointed to a four year probationary term, commencing on August 20, 2018, provided that, except to the extent required by law, in order to be granted tenure, he shall have received composite or overall annual professional performance review ratings pursuant to Education Law §3012-c or §3012-d of either effective or highly effective in at least 3 of the 4 preceding years, and if he receives an ineffective composite or overall rating in the final year of the probationary period, he shall not be eligible for tenure at that time:

Name:	Andrew Betor
Position:	Teacher, Physical Education and Health (1.0 FTE)
Effective:	August 20, 2018
Certification:	Physical Education Professional (Pending); Health Education (Initial)
Type of Appointment:	Probationary
Tenure Area:	Physical Education
Probationary Period:	Four years
Annual Salary:	\$50,000
Benefits:	As set forth in the TVHS Teacher Association agreement

2. Xiaoyan Huang

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following Teacher for the Tech Valley High School be appointed:

Name:	Xiaoyan Huang
Position:	Teacher, Chinese
Effective:	November 1, 2018-December 31, 2018
Certification:	Chinese (Initial) (in process)
Type of Appointment:	Regular Substitute
Tenure Area:	N/A
Probationary Period:	N/A
Annual Salary:	\$48,000
Benefits:	As set forth in the TVHS Teacher Association agreement

3. Jean Kerr

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following Teacher for the Tech Valley High School be appointed:

Name:	Jean Kerr
Position:	Teacher, Special Education (0.60 FTE)
Effective:	September 11, 2018-June 30, 2019
Certification:	Special Education, K-12 (Permanent); Social Studies, 7-12 (Permanent)
Type of Appointment:	Part-time (non-probationary)
Tenure Area:	N/A
Probationary Period:	N/A
Annual Salary:	\$58,675 (to be prorated based upon FTE)
Benefits:	As set forth in the TVHS Teacher Association agreement (prorated based upon FTE)

4. Danielle Bouton-Wales

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the Tech Valley High School Operating Board approves the certification of Danielle Bouton-Wales as a Lead Evaluator of Teachers.

5. James Niedermeier

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the Tech Valley High School Operating Board approves the certification of James Niedermeier as a Lead Evaluator of Teachers.

6. Kimberly Sparkman

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the Tech Valley High School Operating Board approves the certification of Kimberly Sparkman as a Lead Evaluator of Teachers.

7. Per Diem Substitute

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following per diem substitute be appointed:

<u>Name</u>	<u>Dates</u>	<u>Position</u>	<u>Rate</u>
Xiaoyan Huang	October 1, 2018-October 31, 2018	Teacher	\$100/day

6. **Business Items**

a. Board Policies – First Reading

Recommend that the Tech Valley High School Operating Board conduct a first reading of the following proposed policy:

Policy No. 10 Attendance Policy

(copy attached)

Recommend that the Tech Valley High School Operating Board conduct a first reading of the following revised policies:

Policy No. 1 Tech Valley Regional Technology Institute
 Policy No. 6 Benefits for Non-Represented Employees
 Policy No. 7 School Safety Plan
 Policy No. 8 Code of Conduct

(copies attached)

b. Internal Claims Auditor Report

RESOLVED: that the Tech Valley High School Operating Board approves the Internal Claims Auditor Report for July 11, 2018 through August 29, 2018. (copy attached)

c. Treasurer's Report

RESOLVED: that the Tech Valley High School Operating Board approves the Treasurer's Reports for the periods ending July 31, 2018 and August 31, 2018. (copy attached)

7. **Principal's Report**

(copy attached)

8. **District Superintendents' Report**
9. **Board Discussions**
10. **Summary Actions**
11. **Adjournment**



REGULAR MEETING – July 26, 2018

A Regular Meeting of the Tech Valley Regional Technology Institute (Tech Valley High School), a joint venture of the Board of Cooperative Educational Services of Albany-Schoharie-Schenectady-Saratoga Counties, 900 Watervliet-Shaker Road, Albany, New York, and the Board of Cooperative Educational Services of Rensselaer-Columbia-Greene Counties, 10 Empire State Boulevard, Castleton, New York, was held on July 26, 2018 at the Tech Valley High School, SUNY College of Nanoscale Science and Engineering, 246 Tricentennial Drive, Albany, New York 12203. The meeting was called to order at 6:16 p.m. by President Puccio.

PRESENT

John Bergeron
Edmund Brooks
Joseph Garland
John Hill
Kevin Kutzscher
Lynne Lenhardt
John Phelan
Paul Puccio
Gladys Cruz, Dist. Supt.
Gretchen Wukits, Clerk of the Board

ABSENT

Nancy delPrado
Marilyn Noonan
Anita Murphy, Dist. Supt.

GUESTS

Wendy Ashley
Joseph Dragone
Danielle Hemmid

STAFF

James Niedermeier
Susan DiDonato

President Puccio led the Pledge of Allegiance.

PLEDGE OF ALLEGIANCE

It was moved by Mrs. Lenhardt and seconded by Mr. Garland to approve the agenda as presented. The motion passed unanimously.

AGENDA

President Puccio introduced Mr. Joseph Garland, Questar III BOCES Board Member, and explained he would be succeeding Mrs. Carol Orvis who had retired from the TVHS Operating Board. It also was noted that Mr. Jeff Bradt had resigned from the Capital Region BOCES Board in order to oversee the shared food services program at Capital Region BOCES. He was succeeded by Mrs. Nancy delPrado from the Capital Region Board. Due to a family commitment, she was unable to be present at the meeting,

It was moved by Dr. Bergeron and seconded by Mr. Brooks to accept the May 24, 2018 Board Meeting Minutes. The motion passed unanimously.

MINUTES

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

**PERSONNEL
CONSIDERATIONS**

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the resignation of Adam Cohen, Physical Education and Health Teacher, be accepted effective July 26, 2018.

(Resignations)

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the resignation of David Lewis, Science Teacher, be accepted effective June 25, 2018.

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

(Appointments)

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following Teacher for the Tech Valley High School be appointed to a four year probationary term, commencing on August 17, 2018, provided that, except to the extent required by law, in order to be granted tenure, she shall have received composite or overall annual professional performance review ratings pursuant to Education Law §3012-c or §3012-d of either effective or highly effective in at least 3 of the 4 preceding years, and if she receives an ineffective composite or overall rating in the final year of the probationary period, she shall not be eligible for tenure at that time:

Name:	Ashley Phillips
Position:	Teacher, Living Environment (1.0 FTE)
Effective:	August 17, 2018
Certification:	Biology 7-12 (Transitional B)
Type of Appointment:	Probationary
Tenure Area:	Science
Probationary Period:	Four years
Annual Salary:	\$48,000
Benefits:	As set forth in the TVHS Teacher Association agreement

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following Teacher for the Tech Valley High School be appointed:

Name: John Hartnett
Position: Teacher, Technology Education (Part-time .60 FTE)
Effective: July 1, 2018-June 30, 2019
Certification: Technology Education (Initial)
Type of Appointment: Part-time (non-probationary)
Tenure Area: N/A
Probationary Period: N/A
Annual Salary: \$53,581 (to be prorated based upon FTE)
Benefits: As set forth in the TVHS Teacher Association agreement (prorated based upon FTE)

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, John Hartnett be appointed on a per diem basis for the period of July 2, 2018 to August 31, 2018, at 1/200th of his 2018-2019 salary.

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following Teacher for the Tech Valley High School be appointed:

Name: Jan Snedaker
Position: Teacher, Special Education (Part-time .50 FTE)
Effective: July 1, 2018-June 30, 2019
Certification: Special Education (Permanent); Literacy Birth-Grade 6 (Professional)
Type of Appointment: Part-time (non-probationary)
Tenure Area: N/A
Probationary Period: N/A
Annual Salary: \$51,000 (to be prorated based upon FTE)
Benefits: As set forth in the TVHS Teacher Association agreement (prorated based upon FTE)

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, Jan Snedaker be appointed on a per diem basis for the period of July 2, 2018 to August 31, 2018, at 1/200th of her 2018-2019 salary.

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mr. Kutzscher to approve the following:

RESOLVED: that upon joint recommendation of the District Superintendents of Questar III and Capital Region BOCES, the following per diem substitute be appointed:

<u>Name</u>	<u>Dates</u>	<u>Position</u>	<u>Rate</u>
Naomi Maruca	September 1, 2018-June 30, 2019	Teacher	\$100/day
	August 1, 2018-June 30, 2019	Clerk	\$18.54/hour

The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mrs. Lenhardt to approve the following:

INTERNAL CLAIMS AUDITOR REPORT

RESOLVED: that the Tech Valley High School Operating Board approves the Internal Claims Auditor Report for May 2, 2018 through June 29, 2018. The motion passed unanimously.

It was moved by Dr. Bergeron and seconded by Mrs. Lenhardt to approve the following:

TREASURER'S REPORTS

RESOLVED: that the Tech Valley High School Operating Board approves the Treasurer's Reports for the periods ending May 31, 2018 and June 30, 2018. The motion passed unanimously.

Mr. James Niedermeier, Principal and Chief Academic Officer, began his report by providing an update on summer Camp Innovation. He cited the contribution of Ms. Sarah Fiess, School Outreach Coordinator, in organizing the technology and biomedical camps. He noted that current TVHS students served as mentors for the 7th and 8th grade students attending the camps. President Puccio indicated he would be interested in feedback from last year's camps and if camp attendance impacted future TVHS enrollment. Mr. Niedermeier reviewed the components of the TVHS Scorecard for 2017-18. A discussion followed about the percentage of students reaching mastery on "Agency and Self-Direction" under the Schoolwide Learning Outcomes. President Puccio asked about the definition of "Agency." Mr. Niedermeier explained it as the students' ability to work on their

PRINCIPAL'S REPORT

own behalf and emphasized the goal of helping to make students leaders. Mr. Kutzscher asked about the rubrics used to measure “Agency and Self-Direction” and the use of a growth chart. Mr. Niedermeier responded that a combination of rubrics were used. President Puccio inquired about assessment. Mr. Niedermeier stated one of the challenges is that teachers are not confident assessing out of their content areas. President Puccio and Dr. Bergeron noted the “Collaboration” and “Communication” for students under the Schoolwide Learning Outcomes are nuanced skills. Mr. Niedermeier and Dr. Gladys Cruz, District Superintendent, Questar III BOCES, concurred that “Agency and Self-Direction” are hard to define and harder to assess. Mr. Niedermeier also reported on the Behavior section of the Scorecard. The results of the Regents exams were discussed, and it was noted that the geometry Regents was the most difficult exam. In reviewing the Sustainability section of the Scorecard, Dr. Bergeron asked about the disparity between the 100 freshman applications received for 2018-19 and the enrollment of 42 students. Mr. Niedermeier replied that home school districts decided how many applicants to approve.

Mr. Phelan arrived at 6:35 p.m.

Mrs. Lenhardt asked about the number of incoming freshmen who are special education students and/or who have additional needs. Dr. Bergeron also inquired about the number who have IEP’s. Mr. Niedermeier indicated that home school districts appeared to be selecting students who would be successful at TVHS. Continuing the discussion of sustainability, he stated that TVHS had charged for attendance at this summer’s Camp Innovation but had not for last summer’s camp. The report continued with an overview of the work with teachers over the summer, partnerships, and college credits. Mr. Niedermeier provided an update on the renovations for the fitness center. He concluded by noting that working with the parents gives them an opportunity to see the return on the investment to TVHS. He emphasized the integration when TVHS students do work and projects in their respective communities. He said it promotes awareness of the value of TVHS to home school districts’ boards of education. Dr. Bergeron acknowledged the mentorships with current and former students and teachers and its value when recognized by the home school districts and their boards. Mr. Garland agreed that home school districts seeing TVHS students and their experiences are important. President Puccio asked about the status of the Confucius Classroom grant application. Mr. Niedermeier responded he believed the application had been probably set aside due to a lack of commitment regarding lodging requirements. He noted that he was exploring possible new collaborations with SUNYA.

Dr. Cruz announced that Questar III BOCES and TVHS were awarded STEM Talent Pipeline Grants from the Pharmaceutical Research and Manufacturers of America (PhRMA) and New York Health Works for its Summer STEM Research Institute and Camp Innovation, respectively. She said the gifts of financial support would be accepted at a press conference on July 27, 2018, and three New York State Assemblymembers would be attending.

**DISTRICT
SUPERINTENDENTS’
REPORT**

President Puccio raised the issue of memorializing a written history of the evolution of TVHS operating procedures. It was agreed that this information is contained in four different places: statute, memoranda of understanding, Board policy, and general practice. Mr. Niedermeier cited the recent ratification of the Controlling Policy as an example. He indicated that the TVHS web site could serve as an archive for Board minutes which would provide historical context. Mr. Hill provided an update on Mrs. Noonan's situation and conveyed her regards to Board members.

**BOARD
DISCUSSIONS**

The following items are follow-up items for the next meeting.

**SUMMARY
ACTIONS**

- Measurement of Growth of Schoolwide Learning Objectives
- Assessment instruments/rubrics
- Student population by demographics including those with IEP's

It was moved by Mrs. Lenhardt and seconded by Mr. Brooks to adjourn the meeting at 7:26 p.m. The motion passed unanimously.

ADJOURNMENT

August 17, 2018

Date

Gretchen E. Wukits

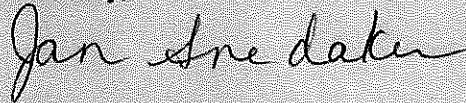
Gretchen E. Wukits
Clerk of the Board

Dear Mr. Niedermeier,

As of today, August 17, 2018, I officially resign from my position of .5 Special Education Teacher at Tech Valley High School.

Thank you for providing a great teaching experience this past year.

Sincerely,

A handwritten signature in cursive script that reads "Jan Snedaker". The signature is written in dark ink and is positioned above the printed name.

Jan Snedaker

ATTENDANCE POLICY

I. Purpose/Statement of Objectives

Good attendance is a central component of the educational process. The educational program offered by Tech Valley High School (TVHS) is based upon student presence and requires continuity of instruction and classroom participation so students can successfully achieve State learning standards. This attendance policy will ensure adequate records by verifying the attendance of all children at instruction in accordance with Education Law 3205 and 3210. It establishes a mechanism by which the patterns of pupil absence can be examined to develop effective intervention strategies to improve school attendance and achievement.

II. Strategies to be Employed

TVHS will employ the following strategies to ensure good attendance of all of its students:

- A. Development of this policy and appropriate record-keeping guidelines to ensure that the attendance of all students is tracked and analyzed.
- B. Development of procedures to intervene on the individual student level when a student's attendance record demonstrates a need for improvement.
- C. Development of a TVHS program to encourage good attendance and improve the attendance of all TVHS students.

III. Definitions

For purposes of this policy, any reference to "parent" or "parents" shall include person or persons in parental relation to the student.

IV. Excused and Unexcused Absences

- A. Excused Absences or Tardiness/Early Departure. The parents are responsible for notifying the school in writing, by email, or by telephone to the school office, of the reason for their student's absences or tardiness/early departures. Whenever possible, parents are encouraged to contact the school, in writing or by telephone, prior to the absence. The following circumstances will constitute excused absences, tardiness or early departure:

- 1. Personal illness
- 2. Illness or death in family
- 3. Medical appointments

4. Court appearance
5. Incarceration
6. Religious observances
7. Quarantine
8. Supervised education project or TVHS sponsored activity
9. Approved cooperative work program
10. Military obligation
11. Pre-approved college visits for high school juniors and seniors
12. Inclement weather
13. Absence authorized by the home school district (including home school district closure or delay)
14. Suspension from school
15. Any other absence excused by the discretion of the TVHS principal or his or her designee

B. Unexcused Absences or Tardiness/Early Departure. Absence, tardiness, or early departure for any reason not included in the list set forth in Section III-A, is an unexcused absence, tardiness or early departure. Absences, for reasons set forth in Section III.A, for which a student does not have pre-approval from TVHS or the student's home school district, or for which school was not notified in writing, by email, or by telephone of the reason for the absences within five (5) school days of his/her return to school, will also be recorded as an unexcused absence.

Parent requests excusing their child from school for reasons not included above (e.g., to take a driver's test, to get a haircut, to go shopping, to go on a family trip, oversleeping, car trouble or an unspecified reason) are unexcused absences or tardinesses.

V. Record Keeping:

A. When Attendance Will Be Taken. Attendance will be taken as follows:

1. Non-departmentalized attendance shall be taken at the beginning of the school day or, for half-day programs, at the beginning of the school session. Each classroom teacher shall record the student's presence or absence in the applicable electronic attendance record. If any student is dismissed to be mainstreamed in another class, attendance will be taken again upon return to the TVHS classroom.

2. Departmentalized attendance shall be taken at the beginning of each period of scheduled instruction. Each classroom teacher shall record the student's presence or absence in a classroom record, and shall report all absences or tardiness in the applicable electronic attendance record.
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- B. Content/Form of Attendance Records. TVHS maintains an electronic permanent register of attendance ("electronic attendance record") for all students enrolled in instruction. Attendance will be maintained by each teacher in accordance with this policy. The electronic attendance record will be reviewed and updated, as necessary, on a building-level basis by the building principal. In accordance with Commissioner's regulations, entries into the electronic attendance record shall be considered verified, as accurate, under oath or affirmation. The record shall include the following information for each student: name; date of birth; names of parents or persons in parental relation; address where student resides; phone number(s) where parent(s), or person(s) in parental relation can be contacted; date of enrollment; a record of the student's attendance on each day of scheduled instruction recorded and coded as provided in the student management system and this policy; a record of each scheduled day of instruction during which the school is closed for all or part of the day due to extraordinary circumstances; and date when student withdraws or is dropped from enrollment.
 - C. Absences, tardiness, and early dismissal. Absences, tardiness, and early dismissal will be recorded in the electronic student management system by coding whether the absence is excused or unexcused in accordance with this policy, and the reason for such absences, tardiness and early dismissal where excused.
 - D. Contacting parents. In the event that a student is absent from school without a previous notification to the teacher or building principal, TVHS personnel or an electronic calling system may call the student's home or the contact phone number listed on the student's emergency contact form. If contact is not made with a parent a message will be left for the parent to call the school. Parents will be contacted regarding chronic absences, tardiness or earlier departures in accordance with Section VI. of this policy.

VI. Rewards for Good Attendance, Contacting Parents, and Receipt of Course Credit

- A. Rewards for Good Attendance. In addition to the likelihood of enhanced educational progress, good attendance will be the basis for student recognition awards or other incentives. Any student who exhibits exemplary attendance as determined by the TVHS principal will be eligible for good attendance recognition or for rewards under the applicable building level positive behavioral incentive system (PBIS), where utilized. In addition, incentives for improving student attendance will be considered during program reviews and at faculty meetings as appropriate. Good attendance will be a positive endorsement factor in any letter of recommendation written by a school employee.
- B. Contacting Parents. Chronic absences and tardiness, are disruptive to the educational process. The following procedures will be used to address excessive absences.
1. 5 days unexcused absents – phone call to parents and contact with home school CSE, where appropriate.
 2. 10 days unexcused absences– letter to parents.
 3. 15 days unexcused absents – letter to parents and follow-up contact with home school CSE or principal advising that student could be at academic risk. Parents may be provided the opportunity to meet with TVHS staff to discuss the student's absences.
 4. 20 days unexcused absents – letter to parents and follow-up contact with home school CSE or principal advising that absences may be referred to appropriate social services entities and that student may be at academic risk.
 5. 25 days unexcused absents – TVHS may contact appropriate social services entities for referral to PINS or educational neglect proceedings.
- C. Additional Attendance Considerations. Certain career and technical programs provided by TVHS have strict attendance requirements for the purposes of meeting the applicable pre-licensing training requirements. Additionally, students seeking to earn a Career Development and Occupational Studies (CDOS) Commencement Credential must complete and document work and community-based learning experiences. These "hours based" programs require that, in addition to and apart from attendance records, teachers of such programs maintain a record of time in program for each student. Teachers of such programs shall notify the principal when any student is at risk of failing to complete their required program hours. Parents of such students shall be notified by letter that the student is at risk of failing to complete their required program hours. Parents may be provided the opportunity to meet with TVHS staff to discuss the student's absences.

- D. Course credit. TVHS believes that there is a correlation between good attendance and active participation in the classroom with academic success. When students successfully complete courses, TVHS recommends that credit be granted by the student's home school district. Students and parents should be aware of any policies of their home school district relating to attendance and awarding course credit. Students seeking to earn a Career Development and Occupational Studies (CDOS) Commencement Credential must complete and document work and community-based learning experiences as described in subdivision C., above.
- E. Unexcused tardiness and absences will also subject a student to the range of penalties specified in the TVHS Code of Conduct.

VII. Development of an Attendance Intervention Strategy:

- A. Each principal or designee shall review pupil attendance records and consult with guidance counselors and other staff members as appropriate to identify patterns of unexcused absences, tardiness or early departures, and to initiate appropriate action at the building level to address these.
- B. TVHS shall, through a committee composed of the principal, teachers and other staff designated by the principal, review no less than annually building level attendance records and develop an attendance intervention strategy consistent with this policy in the event that these attendance records suggest that overall student attendance is declining, or should be improved. The TVHS principal shall make a report to the District Superintendents, which shall include, where appropriate, recommendations for revision of this policy.

VIII. Policy Review and Assessment

This policy shall be reviewed annually by the Operating Board after the annual report is made to the District Superintendents, as provided in paragraph VII, above. If the attendance records show a decline in attendance, the Board shall revise this policy as is necessary to improve attendance.

IX. Distribution and Public Awareness:

- A. Public Meeting. This Policy shall be adopted only after it has been presented at a public meeting of the Operating Board, duly noticed, that provides for the participation of school personnel, parents, students, and any other interested persons.

- B. Plain Language Summary. A plain language summary of this Policy shall be distributed to parents and persons in parental relationship to all TVHS students at the beginning of each school year.
- C. Distribution to Staff. Each teacher and administrator shall be notified that this Policy is available on the TVHS website. Additionally, each new teacher or administrator shall be provided with a copy of this Policy upon employment.
- D. This Policy shall be published on the TVHS website and a copy will be made available to any member of the community upon request.

References: Education Law, sections 3205 and 3210
8 NYCRR 104.1

ADOPTED:

TECH VALLEY REGIONAL TECHNOLOGY INSTITUTE

I. Legislative Authorization

Chapter 757 of the Laws of 2005, as amended by Chapter 109 of the Laws of 2006 and Chapter 489 of the Laws of 2007, established the Tech Valley Regional Technology Institute to provide an innovative high school course of instruction for grades nine through twelve, dedicated particularly to technology in addition to core academic areas. Pursuant to these laws, the Tech Valley Regional Technology Institute is a joint venture of the Capital Region BOCES (the Albany-Schoharie-Schenectady-Saratoga Board of Cooperative Educational Services) and Questar III (the Rensselaer, Columbia and Greene Counties Board of Cooperative Educational Services). It is a regional educational program operated jointly by but is not a part or subsidiary of either BOCES.

II. Operational- Documents Recognized

Pursuant to the statutes creating this undertaking, the Boards of Capital Region BOCES and Questar III entered into an intermunicipal sharing agreement pursuant to the General Municipal Law, duly creating a joint board that will operate the institute in accordance with the Agreement and applicable law. Pursuant to such agreement, the joint operating board is to be known as the "Tech Valley High School Board" or "TVHS Board."

III. Use of Name

Pursuant to the Agreement, the educational program established by the Tech Valley Regional Technology Institute is entitled "Tech Valley High School" or "TVHS." The TVHS Board recognizes this name as the official name of the educational program. Any documents having legal effect, such as contracts or leases, however, shall use the name "Tech Valley Regional Technology Institute." or shall be in the names of the two BOCES. All other documents, correspondence, and informational materials shall use the term "Tech Valley High School" or "TVHS." Diplomas issued by home school districts of students completing the TVHS program of study shall include an annotation as to the successful completion of the "Tech Valley High School" educational program.

References:

Chapter 757 of the Laws of 2005, as amended by Chapter 109 of the Laws of 2006 and Chapter 489 of the Laws of 2007
-Education Law, section 1950
General Municipal Law, Art. 5-G

Adopted: January 25, 2007

Revised:

BENEFITS FOR NON-REPRESENTED EMPLOYEES

I. Application of Policy.

This policy applies to employees not represented by a certified or recognized employee organization or employed pursuant to an individual employment contract (“non-represented employees”).

II. Benefits for Non-Represented Employees.

Non-represented employees shall be provided health insurance, leave time, and other benefits in accordance with the Questar III Benefits for Non-Represented Employees Policy as may be amended from time to time (Policy 5-120). Notwithstanding such policy, Tech Valley High School non-represented employees will contribute fifteen percent (15%) of the premium for the health plan selected.

Adopted: March 22, 2007

Ratified: March 22, 2007

TECH VALLEY HIGH SCHOOL
SCHOOL SAFETY PLAN

It is the policy of Tech Valley High School to provide a safe and secure learning and teaching environment for its students and staff. The Questar III Project SAVE School Safety Plans Policy (7-100) as may be amended from time to time shall apply to Tech Valley High School. Questar III shall develop a building level plan and related emergency procedures and protocols in cooperation with the Tech Valley High School principal and staff.

In the event of emergency, Questar III and/or Capital Region BOCES resources will be made available for crisis management, emergency response, post-emergency response and any other resources that may be desirable as determined by the district superintendents.

Adopted: November 1, 2007

Ratified: December 6, 2007

CODE OF CONDUCT

I. Designation of Applicable Policy

In order to comply with the Education Law requirements relating to establishing a Code of Conduct for the Tech Valley High School, the Board designates the Questar III Code of Conduct Policy as applicable to the Tech Valley High School, supplemented by the following expectations for conduct desirable to enhance project-based learning at a school located ~~within a college~~ and business setting. Such expectations shall be in addition to, and not in limitation of, provisions of the Questar III Code of Conduct Policy.

II. Supplemental Expectations for Conduct

The following additional expectations for conduct shall apply to Tech Valley High School. Failure to comply with such expectations shall be addressed as Category I behavior or, for repeated behaviors, Category II behavior.

A. Students, personnel and visitors must be respectful of the business setting of the school, ~~and Students must refrain from:~~

- ~~1. Interacting, contacting, or communicating with CNSE or the University at Albany Campus personnel unless directed otherwise by TVHS staff.~~
- ~~2. Interrupting CNSE or University at Albany functions.~~
- ~~3. Attempting to enter or entering any areas of the building or property not designated for TVHS use.~~
- ~~4. Referencing CNSE or University at Albany in an communications, either written or electronic, without permission of TVHS.~~
- ~~1. Interacting, contacting, communicating with MapInfo personnel unless directed otherwise;~~
- ~~2. Interrupting MapInfo functions;~~
- ~~3. Attempting to enter or entering any area of the building or property not designated for TVHS use;~~
- ~~4. Lingered in the parking or sidewalk areas;~~
- ~~5. Referencing MapInfo or Pitney Bowes in any communications—written or electronic—without permission of TVHS.~~

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B. Students, personnel and visitors at TVHS activities held in other business or public settings must exhibit conduct generally expected in business settings.

C. Students and personnel issued "swipe cards" for access to TVHS must use such cards in accordance with school directions for use of such cards.

D. In a project based learning environment, being respectful means fully engaging in learning activities in a cooperate manner. Individual conduct reflects on the team and the school, and could impact the future of educational opportunities available to other students. As members

of project based learning teams, showing respect means allowing everyone to participate fully, listening to others, completing team work in a timely manner and to the best of one's ability, and allowing the team as a whole to succeed by actively participating in the team's work.

- E. Students will be expected to dress themselves for the activity or job they will be performing that day. Students will be expected to be aware of the school calendar and to know what clothing appropriately corresponds to the day's activities. The following expectations reflect the various environments students will encounter:

1. Regular School Day:

On regular school days students will dress and groom themselves neatly in clothes that are suitable for school activities according to personal preferences or styles however TVHS is located on a college and professional business campus and has frequent visitors. In addition to the Questar III Code of Conduct requirements for appropriate school attire, TVHS students must meet the following:

- a. Clothing that is torn/shredded, overly revealing, or offensive in its message is inappropriate for the school environment.
- b. Extremely brief garments that do not extend below the tips of the fingers when the student's arms are at his/her side are not appropriate.
- c. Tops must cover midriffs and have straps that cover undergarments.
- d. If wearing leggings, students should make sure to wear a tunic, skirt, or shorts that extend to the length of finger tips.
- e. Plunging necklines open armholes or backs that allow showing of cleavage are not appropriate.
- f. Low-rider pants and pants that fall below undergarments are inappropriate.
- g. Pajamas or slippers are not appropriate.
- h. Hats and hoods are not allowed to be worn in the building at any time and students must refrain from wearing headgear in school unless for a medical or religious purpose.
- i. Students will wear footwear at all times.

Workplace:

On some school days students will be interacting with the public, workplace professionals, and/or participating community members. This includes days where students present projects, invite guests to speak or work with them, visit businesses, public buildings or workplace environments. For boys, appropriate work dress on these days could be a collared shirt with khakis or more formal attire as needed. Girls could wear a business-style dress or skirt, or dress pants and a blouse. A general neat and clean appearance should be the guide, as students keep in mind the "codes" that govern people in the workplace.

2. Field Work:

On certain days class work will involve visits to the outdoors for exploration, data collection or experimentation. Appropriate dress for these days means wearing clothes that the student is comfortable getting dirty and that allow the student to move easily. Clothing must be suitable

for the season and the weather. Sturdy, comfortable shoes will be important. Students will not wear shorts or sandals on field work days, as the natural environments being visited require coverage of arms, legs and feet to the extent possible.

3. EYP Fab Lab:

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For health and safety reasons, students must wear or have available every day a pair of closed toe shoes appropriate for work in the Laboratory or in the EYP Fab Lab. If students do not have appropriate shoes for an activity in the Laboratory and/or the EYP Fab Lab may cause a loss of credit for that day's activity.

4. Physical Education:

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For health and safety reasons, proper attire is expected for athletic/fitness activities including sneakers or athletic footwear, t-shirts, sweatpants, among other athletic-appropriate wear. Clothing worn during the school day, open-toed shoes and sleeveless shirts are not appropriate.

Adopted: December 6, 2007

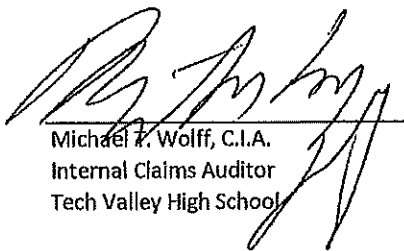
Revised:



TECH VALLEY HIGH SCHOOL
INTERNAL CLAIMS AUDIT REPORT
July - August 2018

Warrant #	Description	Check Dates	Amount	Checks Issued	EFT's	Check Series
1	Payroll Deductions	7/11/2018	\$ 16,170.23	0	7	n/a
2	General Payables	7/13/2018	\$ 27,321.19	8	0	3866 - 3873
3	Reissue	7/18/2018	\$ 2,363.00	1	0	3874
4	Payroll Deductions	7/25/2018	\$ 16,008.45	1	7	10943
5	General Payables	7/26/2018	\$ 37,412.03	18	0	3875 - 3892
6	General Payables	7/31/2018	\$ 6,325.92	1	0	3893
7	Payroll Deductions	8/8/2018	\$ 18,840.79	2	7	10958 - 10959
8	General Payables	8/8/2018	\$ 42,208.11	14	0	3894 - 3907
9	T&A Misc.	8/8/2018	\$ 4,166.68	1	0	10960
10	Payroll Deductions	8/22/2018	\$ 15,852.38	1	7	10970
11	General Payables	8/29/2018	\$ 125,423.09	12	0	3908 - 399
12	T&A Misc.	8/29/2018	\$ 4,166.88	1	0	10971
Period Totals			\$ 316,258.75	60	28	

<u>Exceptions:</u>	<u>Warrant</u>	<u>Amount</u>	<u>Vendor</u>
Excessive delivery charge - \$20 delivery charge on a \$40.68 purchase	5	\$ 60.58	Lowe's
ATF/Confirming PO - Explanation: Invoice was the first knowledge of the charge. (Conference)	2	\$ 125.00	The Art of Education


 Michael F. Wolff, C.I.A.
 Internal Claims Auditor
 Tech Valley High School

September 17, 2018

TECH VALLEY HIGH SCHOOL
CONSOLIDATED REVENUE STATUS REPORT
as of 08/31/2018

Anticipated Revenues	Original Estimate	Adjustments	Current Estimate	Year-to-Date Revenues	Anticipated Balance
Tuition A455	1,725,000.00		1,725,000.00	733,125.00	991,875.00
Tuition Other BOCES A455	13,462.00		13,462.00		13,462.00
Tuition Non Component A455			0.00		0.00
Special Education Billing	160,000.00		160,000.00		160,000.00
Legislative Grant 2017/2018 F904	460,666.00		460,666.00		460,666.00
Designated Prior Year Fund Balance		62,447.67	62,447.67		62,447.67
Miscellaneous	20,000.00	20,195.00	40,195.00	20,195.00	20,000.00
Interest Income	500.00		500.00	39.58	460.42
Total Anticipated Revenues	2,379,628.00	82,642.67	2,462,270.67	753,359.58	1,708,911.09

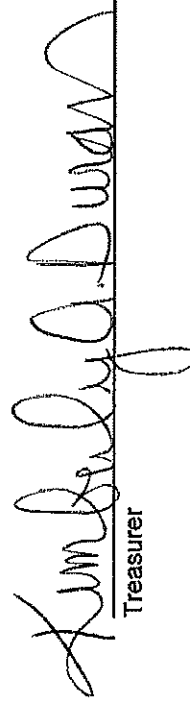
HIGHLIGHTS/CHANGES

TUITION: Components - As of August 31, 2018 there are 130 students attending Tech Valley High School. Budget based upon 130.

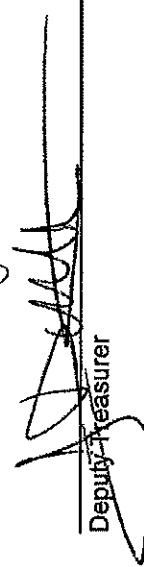
TUITION: Other BOCES - One student from Ballston Spa CSD attends Tech Valley High School.

Designated Prior Year Fund Balance are carry over encumbrances

9/12/18
Date


Treasurer

9/13/18
Date


Deputy Treasurer

TECH VALLEY HIGH SCHOOL

2018-2019 BUDGET

as of August 31, 2018

Presented on the Accrual Basis

ACTUAL RESULTS 2017/2018	APPROVED BUDGET 2018/2019	ACTUAL BUDGET 2018/2019
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REVENUES

Estimated Number of Students	<u>118</u>	<u>130</u>	<u>130</u>
Tuition	1,628,743	1,725,000	1,725,000
Tuition Other BOCES	13,462	13,462	13,462
Tuition Non-Component	0	-	-
Special Education Billing	237,617	160,000	160,000
Assigned Balance	-	460,666	460,666
Legislative Grant #1	460,666	-	62,448
Tech Valley High School Foundation	-	20,000	40,195
Miscellaneous Revenue	55,483	500	500
Interest Income	161	-	-
TOTAL REVENUES	<u>2,396,132</u>	<u>2,379,628</u>	<u>2,462,271</u>

TECH VALLEY HIGH SCHOOL
2018-2019 BUDGET
as of August 31, 2018
Presented on the Accrual Basis

ACTUAL RESULTS 2017/2018	APPROVED BUDGET 2018/2019	ACTUAL BUDGET 2018/2019
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EXPENSES

ADMINISTRATIVE

Personnel

Administrative Salaries	119,844	119,033	119,033
Support & Clerical Salaries	80,048	73,554	73,555
Fringe Benefits	88,233	86,663	92,804
	<u>288,125</u>	<u>279,250</u>	<u>285,392</u>

Equipment

Equipment	29,279	5,000	32,815
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Materials & Supplies

General Supplies	7,736	9,000	9,000
Subscriptions & Periodicals	-	1,000	1,000
Software Licenses	4,737	21,900	20,758
Meeting Expenses/Food & Grocery	2,146	1,000	1,000
Textbooks	-	-	-
	<u>14,619</u>	<u>32,900</u>	<u>31,758</u>

Contractual

Telephone	6,023	-	6,023
Insurance	42,174	45,000	45,000
Equip Rentals & Leases	3,955	8,835	8,412
Postage	1,245	1,500	1,500
Travel-In-District	1,296	4,495	4,495
Conference & Other Travel	1,358	4,737	5,175
Printing & Copying	774	3,500	3,500
Assoc Dues & Memberships	13,992	15,000	15,000
Workshop Related Costs	2732.11	6,000	6,000
Other Misc Expense	19,954	25,125	38,920
Facility Payment	-	79,101	79,101
	<u>93,503</u>	<u>193,293</u>	<u>213,126</u>

Contract Prof Service

Accountants & Auditors	8,700	9,000	9,000
Consultants	1,500	-	-
	<u>10,200</u>	<u>9,000</u>	<u>9,000</u>

School Districts & Other BOCES

BOCES/SCH DST -OTHER SRV	23,591	43,397	43,397
	<u>23,591</u>	<u>43,397</u>	<u>43,397</u>

Occupancy

Data Communications	6,688	12,300	6,700
Cleaning/Ancillary Lease costs	-	-	-
	<u>6,688</u>	<u>12,300</u>	<u>6,700</u>

TOTAL ADMINISTRATIVE

	<u>466,005</u>	<u>575,140</u>	<u>622,188</u>
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TECH VALLEY HIGH SCHOOL
2018-2019 BUDGET
as of August 31, 2018
Presented on the Accrual Basis

ACTUAL RESULTS 2017/2018	APPROVED BUDGET 2018/2019	ACTUAL BUDGET 2018/2019
--------------------------------	---------------------------------	-------------------------------

INSTRUCTIONAL

Personnel

Instructional Salaries	1,109,850	1,148,062	1,146,123
Instructional Support Salaries	41,100	42,296	47,186
Substitute Teacher Salaries	9,453	2,500	16,656
Fringe Benefits	451,047	480,252	481,345
	<u>1,611,450</u>	<u>1,673,110</u>	<u>1,691,310</u>

Equipment

Equipment	66,659	50,000	50,000
Furniture	-	-	-
	<u>66,659</u>	<u>50,000</u>	<u>50,000</u>

Materials & Supplies

Supplies	18,698	20,000	20,000
Textbooks	15,527	8,000	8,000
	<u>34,225</u>	<u>28,000</u>	<u>28,000</u>

Contractual

Postage	-	-	-
Staff Development & Conferences	196	1,000	1,000
Admissions	1,791	1,000	1,000
Transportation	13,961	3,000	3,000
Physical Education-Related Expenditures	70,315	38,385	38,385
Online Tuition	17,292	-	-
Software Licenses	18,598	-	-
Misc	7,755	9,992	9,992
	<u>129,908</u>	<u>53,377</u>	<u>53,377</u>

BOCES/SCH DST -OTHER SRV

-	-	15,400
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TOTAL INSTRUCTIONAL

<u>1,842,242</u>	<u>1,804,487</u>	<u>1,838,087</u>
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TOTAL PROGRAM COSTS

<u>2,308,247</u>	<u>2,379,627</u>	<u>2,460,275</u>
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COST PER STUDENT

\$ 19,561	\$ 18,305	\$ 18,926
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SURPLUS OR (DEFICIT)

<u>\$ 87,885</u>	<u>\$ 1</u>	<u>\$ 1,996</u>
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Designated Prior Year Fund Balance are carry over encumbrances

9/12/18

Date

9/12/18

Date

Kimberly J. Duran
Treasurer

[Signature]
Deputy Treasurer

Tech Valley High School

Principal's Report
Operating Board
September 9, 2018

Tech Valley High School provides a unique and innovative student-centered educational opportunity, engages students in current emerging technologies, and supports the growth and economy of the region.





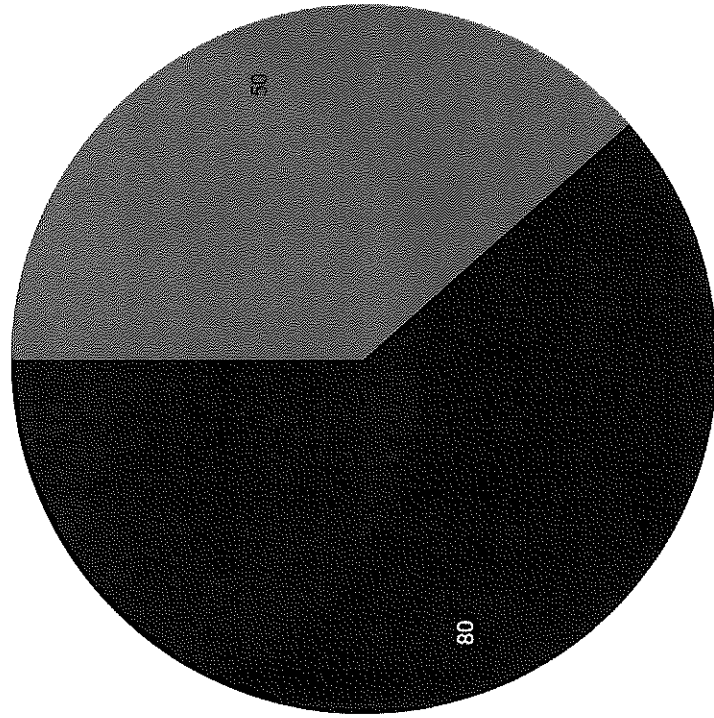
Demographics



TechValley Demographics

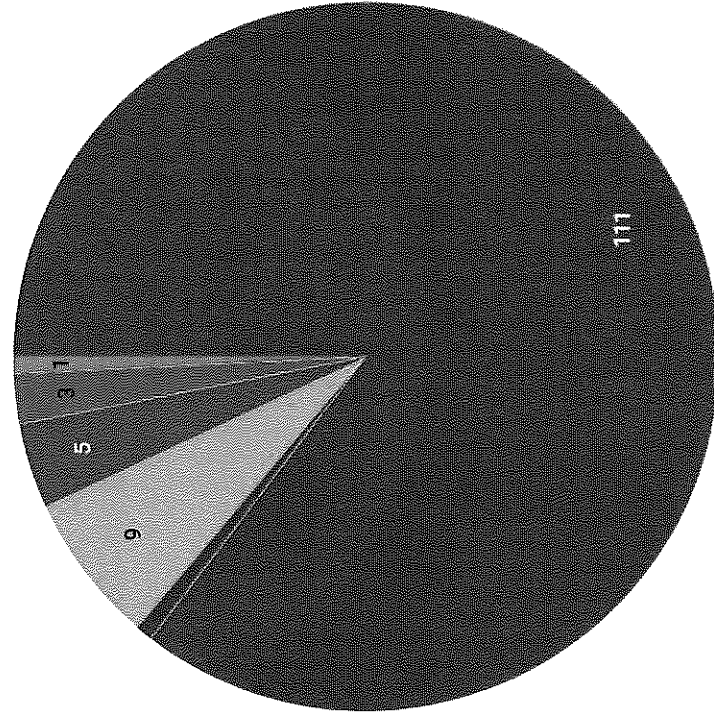
HIGH SCHOOL

18/19 TVHS by Gender



● Female ● Male

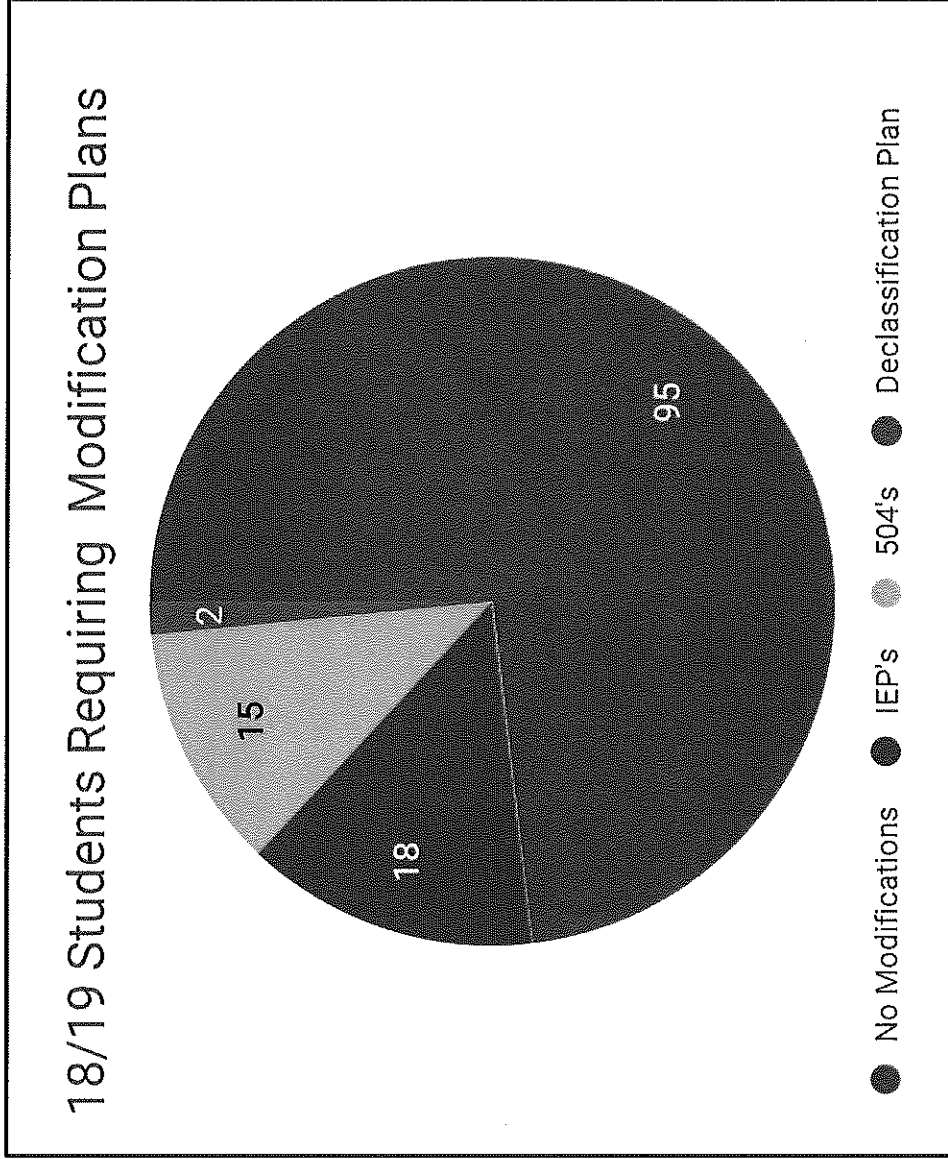
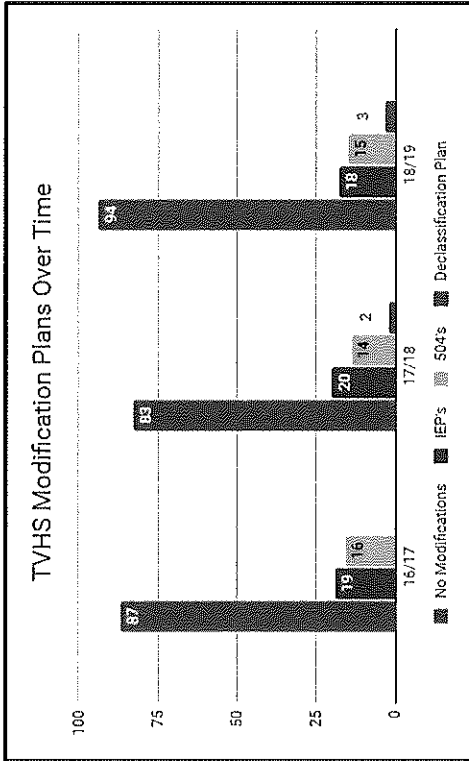
18/19 Students Racial Demographics



● White ● African-American ● Hispanic ● Asian ● Multiracial ● Native American

TechValley Demographics

HIGH SCHOOL



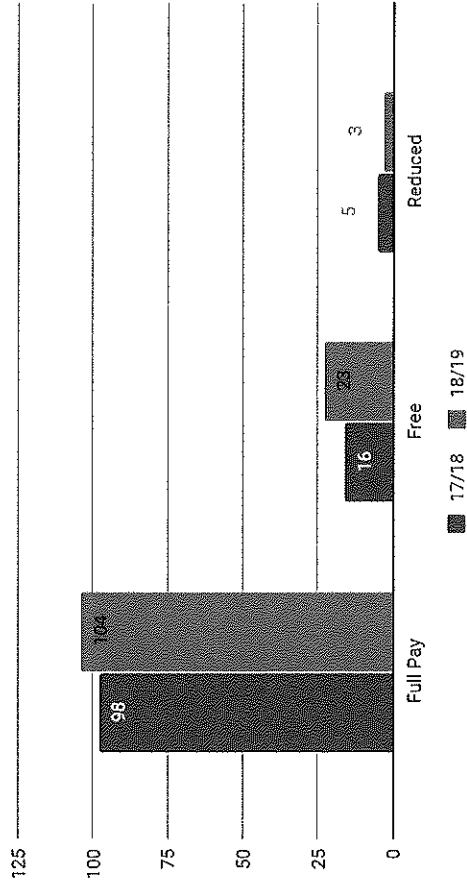
**COMPONENT DISTRICT AVERAGE
PERCENTAGE OF STUDENTS WITH
DISABILITIES
16%**

**TVHS PERCENTAGE OF STUDENTS WITH
DISABILITIES
16%**

TechValley Demographics

HIGH SCHOOL

TVHS Ec. Disadvantaged Over Time



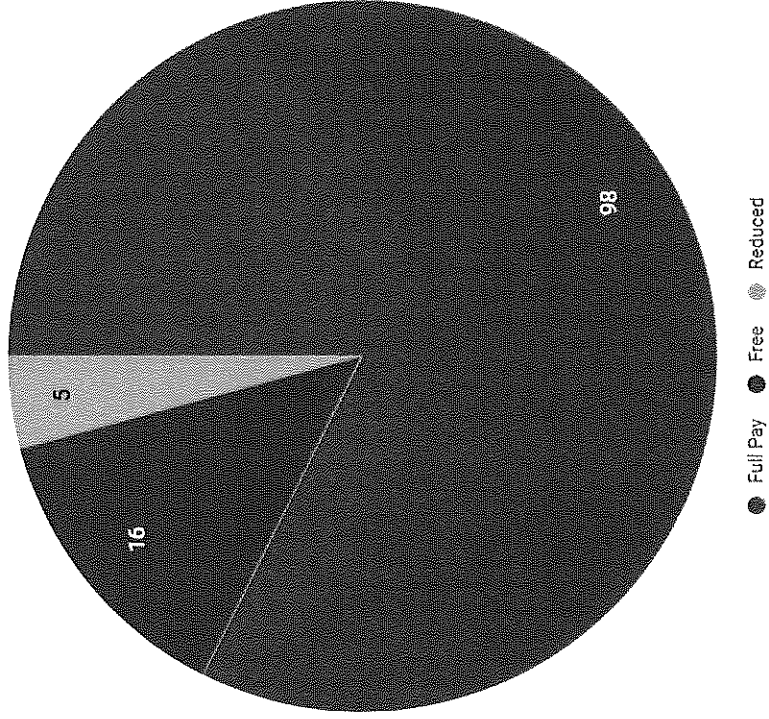
COMPONENT DISTRICT AVERAGE PERCENTAGE OF ECONOMICALLY DISADVANTAGED STUDENTS

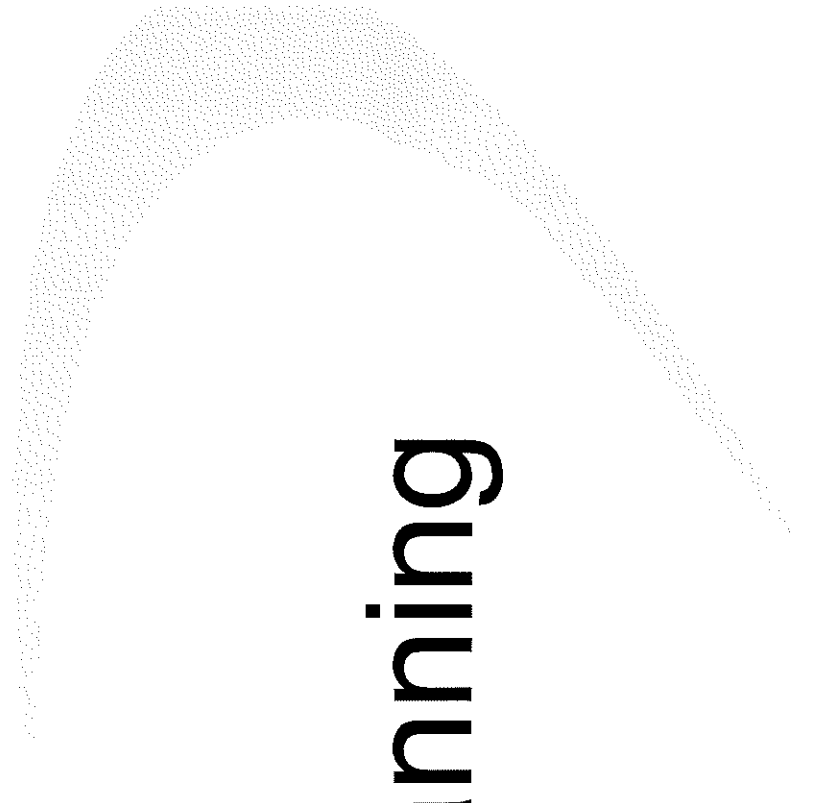
38%

TVHS PERCENTAGE OF ECONOMICALLY DISADVANTAGED STUDENTS

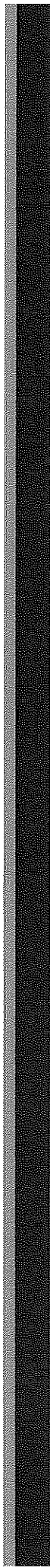
18%

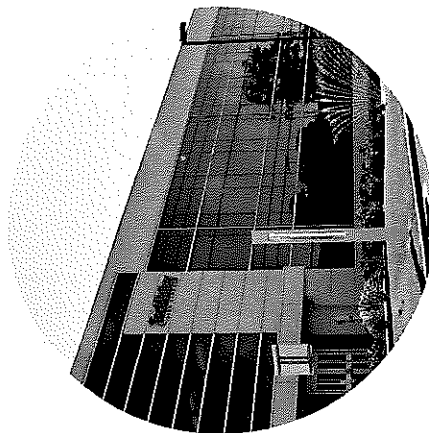
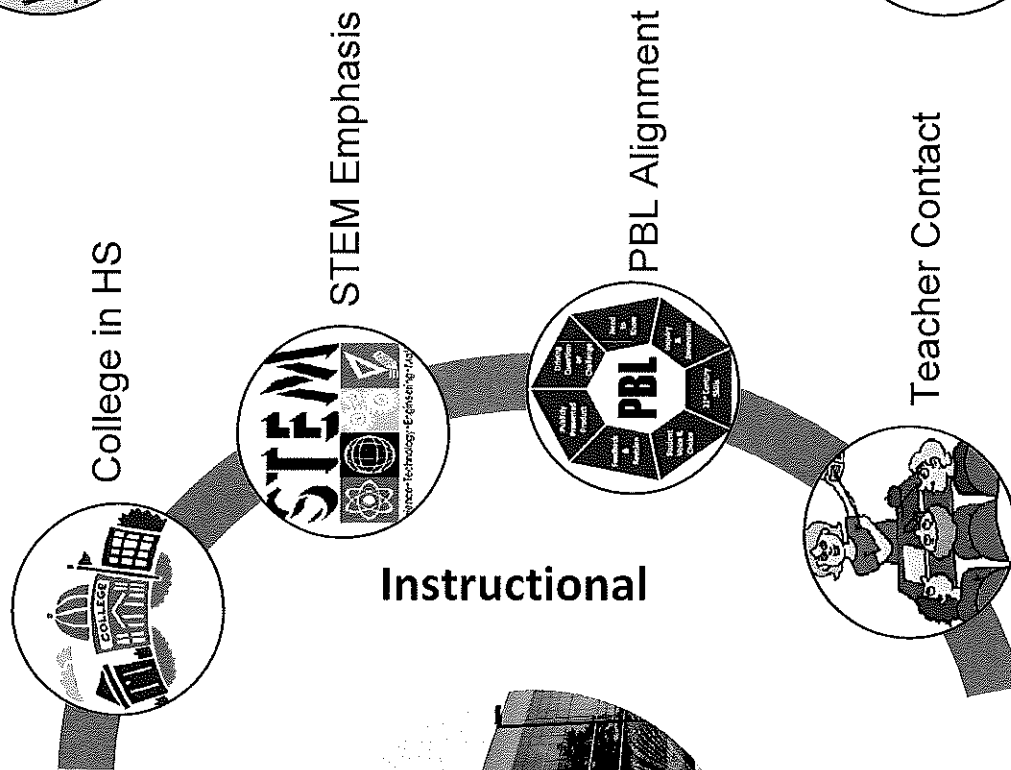
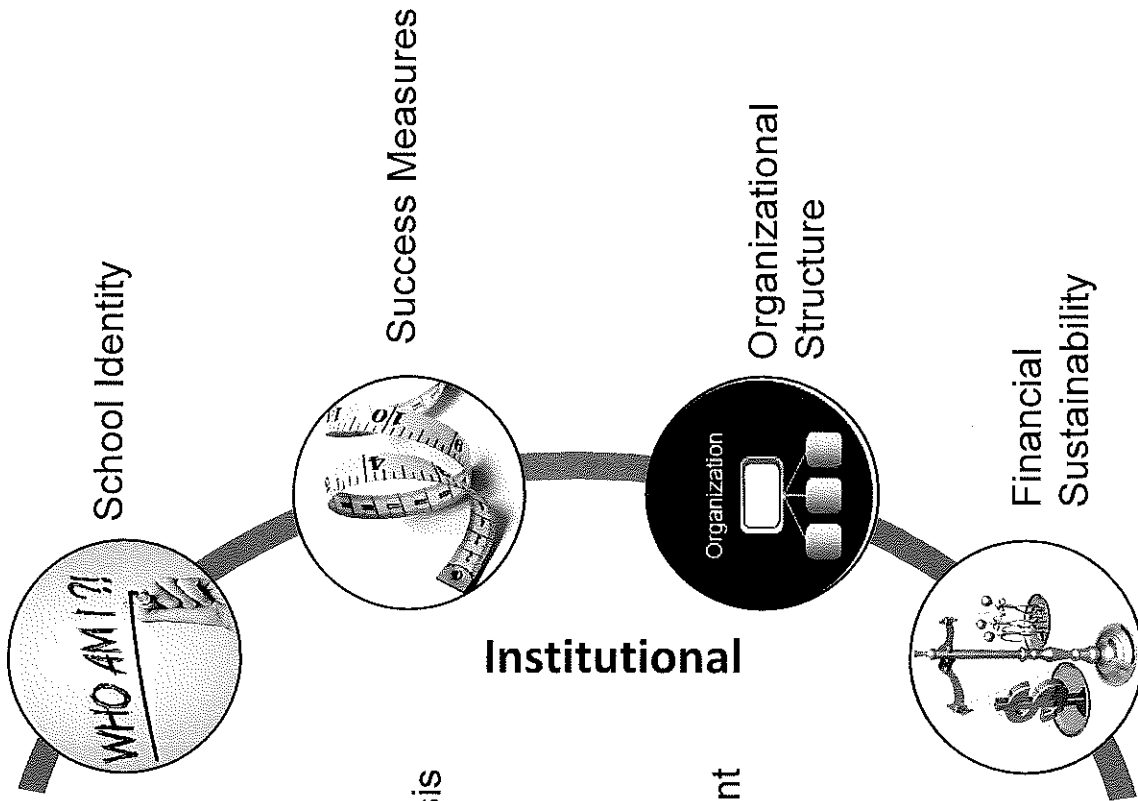
18/19 TVHS Ec. Disadvantaged (Free/Reduced Price Lunch)

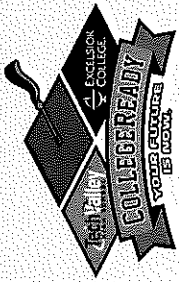




Strategic Planning







Grow and support college in the high school program

1. Teacher development
2. Student counseling
3. Source of funding

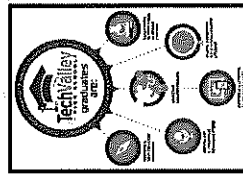
Begin graduating students with A.S. in 2021



Improve performance on foundational STEM courses

1. MAP & Remediation
2. Spiraling review
3. Review materials
4. Target AIS

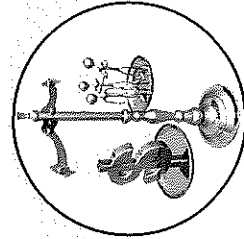
Math and science passing and mastery rates on par with top 25% of components



Work toward mastery of SWLO's for all students

1. Teacher development
2. ID of discrete skills
3. Explicit instruction

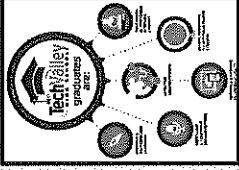
Increased SWLO mastery as evidenced by grades and observation



Continuing to grow enrollment and seek alternative revenue

1. Continue to meet enrollment targets
2. Continue outreach to components
3. Build PD program

160 students by 2021



Work toward mastery of SWLO's for all students

- Mapping of SWLO skills
- Freshman Seminar
- Letter to students
- Opening day
- Advisory
- 7 *Habits of Highly Effective Teens*
- Leadership board
- ASM recognition



TechValley[®]
HIGH SCHOOL

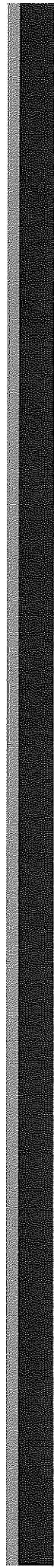
A COMMUNITY OF LEADERS





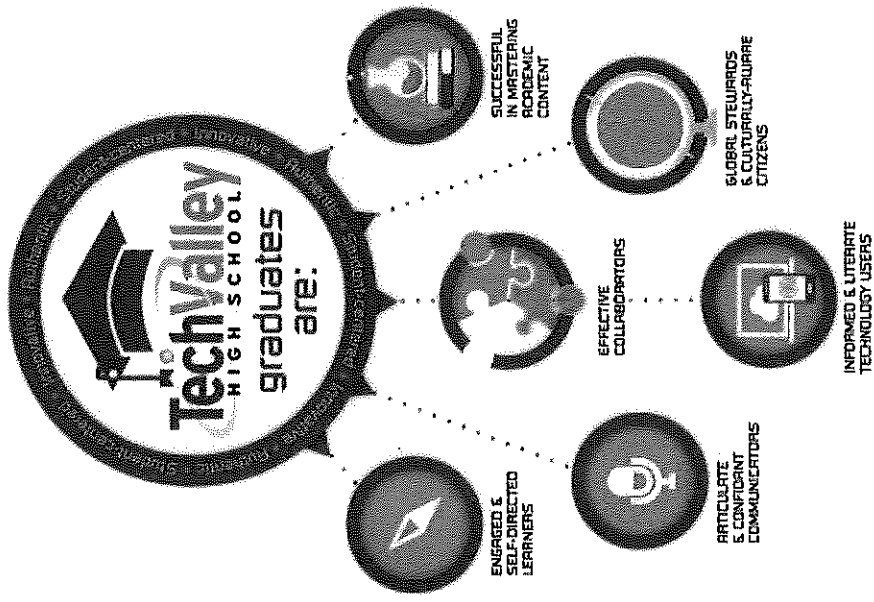
21st Century Skills Assessment





TechValley
HIGH SCHOOL



What is a rubric and how do you make one?

- A rubric is a qualitative assessment tool
- Questions asked to create rubrics
 - What is it that you want every graduate to know and be able to do?
Whose decision is it?
 - What kinds of learning experiences are going to help each student develop those traits?
 - How will you know if you've been successful?



SWLO RUBRIC CATEGORY	SOURCE
Knowing and Thinking	 NYS Next Generation LEARNING STANDARDS
Agency	 New Tech Network TechValley HIGH SCHOOL
Collaboration	 New Tech Network TechValley HIGH SCHOOL
Communication	 New Tech Network TechValley HIGH SCHOOL <small>NYS Next Generation LEARNING STANDARDS</small>
Tech and Info Literacy	TechValley HIGH SCHOOL



New Tech Network

- NTN is a nonprofit
- Rubrics are free and can be found online (Google NTN Rubrics)
- Rubrics cover:
 - Communication
 - Written
 - Oral
 - Collaboration
 - Agency
- Rubrics were developed in collaboration with SCALE

SCALE

Stanford Center for Assessment, Learning, & Equity

Stanford

GRADUATE SCHOOL OF
EDUCATION

	Emerging	ED	Developing	DP	Proficient	PA	Advanced
Contribution and Development of Ideas	Ideas lack supporting reasoning Limited acknowledgement of others' thinking	Shares ideas, and explains the reasons behind them Acknowledges others' thinking	Provides ideas or arguments with convincing reasons Builds on the thinking of others	Acknowledges the strengths and limitations of their ideas Builds on the thinking of others and checks back for agreement	In addition to proficient, actively invites others to participate equitably, promoting divergent and creative perspectives	In addition to proficient, initiates the use of norms and group processes in each meeting	In addition to proficient, provides gentle feedback about others' words and tone to foster an environment of respect
Equal Participation	Shares ideas without listening or listens without sharing ideas	Allows for equal participation by both sharing ideas and listening to the ideas of others	Encourages equal participation by asking clarifying or probing questions, paraphrasing ideas, and synthesizing group thinking	Understands and follows group created norms and processes and helps others to do the same	Understands and follows group created norms and processes and helps others to do the same	Understands and follows group created norms and processes and helps others to do the same	Understands and follows group created norms and processes and helps others to do the same
Group Norms	Follows group norms and processes but only with modeling and/or reminders	Understands and follows group created norms and processes	Understands and follows group created norms and processes and helps others to do the same	Understands and follows group created norms and processes and helps others to do the same	Understands and follows group created norms and processes and helps others to do the same	Understands and follows group created norms and processes and helps others to do the same	Understands and follows group created norms and processes and helps others to do the same
Respectful Tone and Style	At times, words and tone indicate respectful intent, but not consistently	Words and tone indicate respectful intent, but might not be sensitive to others	Words and tone indicate respect and sensitivity to others	Words and tone indicate respect and sensitivity to others	Words and tone indicate respect and sensitivity to others	Words and tone indicate respect and sensitivity to others	Words and tone indicate respect and sensitivity to others
Positive Body Language/ Active Listening	Sporadically faces speaker, or engages without distraction some of the time	Faces speaker and is free of distractions when others are speaking	When others are speaking, both body language and verbal responses indicate engagement	When others are speaking, both body language and verbal responses indicate engagement	When others are speaking, both body language and verbal responses indicate positive, energetic engagement	When others are speaking, both body language and verbal responses indicate positive, energetic engagement	When others are speaking, both body language and verbal responses indicate positive, energetic engagement
Roles	Knows role, and fulfills it only some of the time	Accepts role and shows understanding by fulfilling it	Knows the roles of self and others, and uses the roles to maximize group effectiveness	Knows the roles of self and others, and uses the roles to maximize group effectiveness	Knows the roles of self and others, and uses the roles to maximize group effectiveness	Knows the roles of self and others, and uses the roles to maximize group effectiveness	Knows the roles of self and others, and uses the roles to maximize group effectiveness
Work Ethic	Completes only some assigned tasks Comes to meetings without evidence of preparation	Completes all assigned tasks by deadline Comes to meetings partially prepared	Completes all assigned tasks by deadline; work is quality, and advances the project Comes to meetings fully prepared	Completes all assigned tasks by deadline; work is quality, and advances the project Comes to meetings fully prepared	Completes all assigned tasks by deadline; work is quality, and advances the project Comes to meetings fully prepared	Completes all assigned tasks by deadline; work is quality, and advances the project Comes to meetings fully prepared	Completes all assigned tasks by deadline; work is quality, and advances the project Comes to meetings fully prepared
Team Support	Either doesn't help or occasionally helps, but must be asked	Predictably helps when asked by others, but only then	Always helps when asked, and sometimes offers help to others	Always helps when asked, and sometimes offers help to others	Always helps when asked, and sometimes offers help to others	Always helps when asked, and sometimes offers help to others	Always helps when asked, and sometimes offers help to others

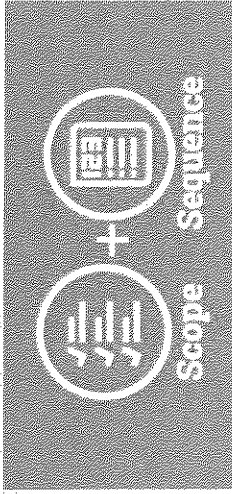
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TVHS: Collaboration	9	10	11	12
Students collaborate with their peers in project teams and with school community and partners in project implementation. Students engage in group discussions, support their peers, communicate effectively, and demonstrate interpersonal and independent skills. Students make a productive contribution to the group and maintain respect for peer and community partners.				
Team Roles and Organization				
Adheres to system for common storage of group work		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Create and use tools to facilitate accountability (accountability chart - 8; contract - 10)		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Effectively apply protocols and norms during team meetings		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Monitor progress and provide constructive feedback on team's efforts				Reinforce and Assess
Use of tools and reflective activities to assess progress				Reinforce and Assess
Organize individual roles and responsibilities in service of a shared goal		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
can manage and pace a project without prompting				Reinforce and Assess
can decide on norms and write contract of their own				Reinforce and Assess
Commitment to Shared Goals				
Team members can give and receive productive feedback (Critical Friends Protocol)		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Frame short-term and long-term tasks toward overarching goal				Reinforce and Assess
Identify and effectively assign individual roles and responsibilities in service of a shared goal		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Capitalize on strengths and opportunities for growth when creating individual tasks				Reinforce and Assess
Group members have knowledge of the work of other group members		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Group members use each other's strengths to build their own skills				Reinforce and Assess
Actively encourage and motivate group members toward high levels of achievement				Reinforce and Assess
Collaborate with teachers & stakeholders in project development and implementation				Reinforce and Assess
can clearly describe what constitutes team success				Reinforce and Assess
ability to provide evidence of collaboration for self and group				Reinforce and Assess
devotes time, effort to ensure team benchmarks, due dates, are met and work is high quality				Reinforce and Assess
Interpersonal Communication				
Engage in productive conversations, characterized by sharing well-developed ideas, evidence, and sound reasoning		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Provide positive and constructive end-of-project feedback to peers (SC, 8/22/18)		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Make reference to the evidence discovered during reading and researching		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Justify your views persuasively		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Adjust stance in light of new evidence				Reinforce and Assess
Include everyone in the discussion and build on their ideas as well as challenging them				Reinforce and Assess
Share "air time", avoid interrupting and cutting off, encourage all members to contribute		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Pose questions designed to move the discussion forward				Reinforce and Assess
Clarify, verify, or challenge ideas and conclusions		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Address others with respect and sensitivity to their background		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Respecting Others (Kindness & Appreciation)		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Consider & respond to diverse perspectives with diplomacy				Reinforce and Assess
Promote divergent and creative perspectives				Reinforce and Assess
Work to resolve conflict by building consensus and making group decisions		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Uses Consensus Protocol Effectively		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Demonstrate Professionalism and genuine engagement with community partners		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess
Keeping Conversation Relevant, avoid tangents		Reinforce and Assess	Reinforce and Assess	Reinforce and Assess

- TVHS staff breaks down rubrics and standards into discrete skills
- TVHS staff uses other sources to identify other skills related to outcomes that are essential in graduates, but are not addressed by standards or NTN rubrics
- TVHS staff determines when individual skills will be explicitly taught, reinforced, and assessed
- Staff creates project rubrics
- Staff rubrics grow in complexity as students develop

Making standards relatable to students



Stories in Stone NYS Standards Addressed

- 9-10R2:** Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.
- 9-10R5:** In literary texts, consider how varied aspects of structure create meaning and affect the reader. In informational texts, consider how author's intent influences particular sentences, paragraphs, or sections.
- 9-10R6:** Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).
- 9-10W1.a:** Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.
- S2578349:** Identify, compare, and evaluate multiple perspectives on a given historical experience.
- S2578524:** Students will compare and contrast long- and short-term causes and effects for World War I and World War II.
- S2578526:** Students will compare and contrast the technologies utilized in both World War I and World War II noting the human and environmental devastation.
- S2578528:** Students will examine international efforts to work together to build stability and peace including Wilson's Fourteen Points, the Treaty of Versailles, the League of Nations, and the United Nations.
- S2578530:** Students will examine the Russian Revolution and the development of Soviet ideology and nationalism under Lenin and Stalin.
- S2578531:** Students will examine the role of nationalism and the development of the National Socialist state under Hitler in Germany.
- S2578532:** Students will examine the role of nationalism and militarism in Japan.
- S2578533:** Students will investigate the causes of the Great Depression and its influence on the rise of totalitarian dictators and determine the common characteristics of these dictators.
- S2578538:** Students will compare and contrast how peace was conceived at Yalta and Potsdam with what happened in Europe in the four years after World War II (i.e., Soviet occupation of Eastern Europe, Truman Doctrine, Berlin blockade, NATO).

Legacy of Oppression



Middle East Peace Conference



Art is Resistance



Live from the Cold War!



Stories in Stone



Project Launch



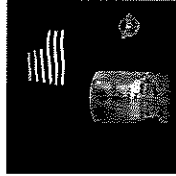
Benchmark 1: History of the World Wars



Benchmark 2: Veteran Research



Benchmark 3 - The Website



Stories in Stone

Progress:
Project Dates: 1/3/2017 - 7/2/2018

For this project, we hope you'll be able to make the following statements truthfully:

1. I can recognize how the tone and structure of writing can influence the author's message
2. I can use multiple databases to locate relevant primary sources that help support my team's research into the life of a veteran
3. I know how to conduct research and share it with my community in a way that displays professionalism and respect to the subject
4. I can identify the major causes of World War I and World War II.
5. I can explain how the World Wars led to geopolitical changes, human devastation and attempts to bring stability and peace.
6. I can evaluate the role of nationalism and totalitarian ideology played in shaping the period between the world wars.
7. I can explain the causes and effects of the Russian Revolution.

Project Contents

Project Launch



Benchmark 1: History of the World Wars



Benchmark 2: Veteran Research



Benchmark 3 - The Website

