3.c.1. Board of Education Budget Workshop – November 13, 2017. As a reminder, a workshop is scheduled for November 13, at 7:00 p.m. as a review of the school budget process.

3.c.2. Code of Conduct Update. The second meeting of the Code of Conduct Task Force occurred on October 30, 2017. At the meeting, the group reviewed and discussed a restorative and accountable orientation to discipline and student support; reviewed the current code looking for potential revisions; and identified key word changes, sections to be added, and policy issues to resolve. The PowerPoint of the meeting is attached for reference.

Task force members are noted below:

<table>
<thead>
<tr>
<th>Task Force Member</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Education</td>
<td>Tiffany Passmore</td>
</tr>
<tr>
<td>Parent – TJC</td>
<td>Laura Michaels</td>
</tr>
<tr>
<td>Parent – TJC</td>
<td>LaToya Brown</td>
</tr>
<tr>
<td>Parent – MS/HS</td>
<td>Melissa Nelson</td>
</tr>
<tr>
<td>Parent – MS/HS</td>
<td>Silvia Benso</td>
</tr>
<tr>
<td>Parent - PTA</td>
<td>Sandi Pelton</td>
</tr>
<tr>
<td>Community Member (Policy Committee)</td>
<td>Carole Smith</td>
</tr>
<tr>
<td>Town of Wheatland</td>
<td>Shanna Fraser</td>
</tr>
<tr>
<td>Teacher – TJC</td>
<td>Tracy Pasquantonio</td>
</tr>
<tr>
<td>Teacher – TJC</td>
<td>Amy Richmond</td>
</tr>
<tr>
<td>Teacher – MS/HS</td>
<td>Lyndsay Keipper</td>
</tr>
<tr>
<td>Teacher – MS/HS</td>
<td>Peter VerSteeg</td>
</tr>
<tr>
<td>Athletic Director</td>
<td>Todd Grimes</td>
</tr>
<tr>
<td>Paraprofessional – TJC</td>
<td>Deanie Estes</td>
</tr>
<tr>
<td>Paraprofessional – MS/HS</td>
<td>Karen Lee Wilson</td>
</tr>
<tr>
<td>Children’s Institute</td>
<td>Elizabeth Devaney</td>
</tr>
<tr>
<td>Partners in Restorative Initiatives</td>
<td>Betty Reinhart</td>
</tr>
<tr>
<td>Bus Driver/Cafeteria Workers/Custodian</td>
<td>Nancy Scheerens</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Deb Leh</td>
</tr>
</tbody>
</table>
## Task Force Member | Representative
---|---
Elementary Principal | Margaret Wright
Secondary Principal | Eric Windover
Director of PPS | Mary Vito
Executive Director of Curriculum | Jennifer Sinsebox
Assistant Principal | Kristina Henry

Additional on-site meetings of the Code of Conduct Task Force are as follows:

- **Monday, December 11, 2017**
- **Monday, January 29, 2018**
- **Monday, March 5, 2018**
- **Monday, April 16, 2018**

### 3.c.3. Capital Project Update.

Planning is underway for the publication of materials related to the capital project. The following is the anticipated timeline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of November 6, 2017 (One-page summary completed 11.3.17)</td>
<td>Publish <strong>one-page summary</strong> of capital project; to be distributed in print within the Town/Village, TJC, and MS/HS To be distributed electronically on the website, electronic newsletter, Wednesday notes, MS/HS announcements, Twitter, Facebook, and email to all parents/staff</td>
</tr>
<tr>
<td>Week of November 13, 2017</td>
<td>Mail <strong>Capital Project Newsletter</strong> to all residents and publish on the District website</td>
</tr>
<tr>
<td>Tuesday, November 28, 2017</td>
<td>MS/HS <strong>Public Information Meeting</strong>, 7:00 p.m., Auditorium</td>
</tr>
<tr>
<td>Week of December 4, 2017</td>
<td>Mail reminder cards to all residents and publish on the District website</td>
</tr>
<tr>
<td>Tuesday, December 5, 2017</td>
<td>TJC <strong>Public Information Meeting</strong>, 7:00 p.m., Third Floor, Board of Education Conference Room</td>
</tr>
<tr>
<td>Thursday, December 14, 2017</td>
<td>Capital Project Vote, 7:00 a.m. – 9:00 p.m., MS/HS Gymnasium</td>
</tr>
</tbody>
</table>

The website has been updated with capital project information. The materials are available through a Quick Link on the left-hand side of the website and through the Our District tab at the top of the website. You can find the materials at: [https://www.wheatland.k12.ny.us/Page/2812](https://www.wheatland.k12.ny.us/Page/2812). A copy of the one-page summary is attached for reference.

Tentative community meetings to share budget information are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓November 2, 2017</td>
<td>6:30 p.m.</td>
<td>PTA</td>
<td>Community</td>
</tr>
<tr>
<td>November 2017 (date TBD)</td>
<td>1:00 p.m.</td>
<td>Transportation</td>
<td>BDCCW</td>
</tr>
</tbody>
</table>
### 3.4. Hiring of Business Official

The following are recommended actions related to the hiring of a School Business Official for the District:

<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Post position (Internal, District Website, and Democrat and Chronicle)</td>
<td>October 10, 2017</td>
</tr>
<tr>
<td>Closing date for candidate applications</td>
<td>November 10, 2017</td>
</tr>
<tr>
<td>Establish interview stakeholder committee</td>
<td>November 10, 2017</td>
</tr>
<tr>
<td>Selection of candidates to be interviewed (by selection committee) – six to seven candidates</td>
<td>November 15, 2017</td>
</tr>
<tr>
<td>Notify candidates of interview schedule</td>
<td>November 15, 2017</td>
</tr>
<tr>
<td>Interview of candidates by leadership team members</td>
<td>November 20, 2017</td>
</tr>
<tr>
<td>Candidate interviews by stakeholder group (three to four candidates) – final two candidates recommended to the superintendent (both of whom are supported as finalists)</td>
<td>November 27, 2017</td>
</tr>
<tr>
<td>Superintendent interview of final two candidates</td>
<td>November 29, 2017</td>
</tr>
<tr>
<td>Checking of references</td>
<td>November 29-30, 2017</td>
</tr>
<tr>
<td>Superintendent recommends appointment to Board of Education</td>
<td>December 4, 2017</td>
</tr>
<tr>
<td>Fill position (earlier if possible) – reflects 30-day notice for successful candidate</td>
<td>January 2, 2018</td>
</tr>
</tbody>
</table>

#### Recommended selection committee (selection of six to seven candidates for interview out of pool):
- Superintendent
- HR Manager
- Administrative Leader
- Interim Business Official

#### Recommended stakeholder group for interviews:
- Interview process led by HR Manager
- Community Representative from Audit Committee
- Board of Education Representative from Finance Committee
- Representative from administrative unit leadership
- District Treasurer and Purchasing Agent
- Director of Facilities/Transportation
- Interim Business Official
- Board of Education member
Wheatland-Chili Code of Conduct Task Force Meeting
October 30, 2017
Facilitated by Carol Miller Lieber and Rich Cardillo
Welcome to Task Force Meeting 2

• Please find your assigned table.
• Get some snacks.
• Place your name card on the table.
• Pick a post card that reflects one thing that self-managed and socially skillful students are able to do in the classroom.
Welcome by Superintendent Leh
Reflect & Connect

Introductions:
Please share...

• Your name
• Role in which you are serving on this task force
• Your post card and one thing it reflects that self-managed and socially skillful students are able to do in the classroom.
Where We’re Going Tonight

Outcomes:

• Establishing an environment in which people can share thoughts and feelings respectfully
• Review of the “charge and scope of work” for the task force
• Review and further discussion of a restorative and accountable orientation to discipline and student support
• Review of current code looking for “keepers”, deletions, word changes, new section adds, etc.
• Identification of key word changes, sections to be added, and policy issues to resolve
Where We’re Going

Overarching Question:
As a task force, what is our charge for reviewing and revising the Student Code of Character, Conduct, and Support?

Agenda:
Please see the one page agenda on white paper.
Recalibrated Code of Conduct – To What End?

Recalibrated policies and practices must support:

- A healthy school climate and culture
- Staff cohesion
- Students’ social and emotional development and academic success
- Consistency across schools and classrooms
A Question to Live With

When making revisions to schoolwide discipline and student support structures, policies, practices, or procedures – keep asking…

Is the change we are proposing respectful, fair, accountable, restorative, and viable?
Review Charge of the Task Force

Welcome task force members who are here for the first time.

**Grouping Format:** Trios

**Directions:**

1. Stand up and find two partners, ensuring that new members of the group are partnered with members from the first meeting.
2. Distribute the three documents among you.
3. Read your document and share highlights of the charge with your partners.
4. Bring any questions you have back to whole group.
Human Marble Run

Grouping Format: Whole Group

Directions:

1. Please stand up, find a partner, and pick up one PVC pipe for the two of you.

2. Please move outside in the hallway and line up into two rows, facing your partner.

3. Listen for next directions.
Human Marble Run

Grouping Format: Whole Group

Reflections:

WHAT?

SO WHAT?

NOW WHAT?
Public Agreements

• Promote a culture of respect, resolve and responsibility by searching for agreement, shared values, and common interests.

• Share the air time at your table by listening first, paraphrasing, and asking questions.

• Collaborate with colleagues to achieve the shared goals of the initiative by ensuring that all stakeholders.

• Challenge and support one another to deliver a collective message of the task force’s work and progress to those in the community.
Public Agreements

• Power down all electronic devices.

• Share the air time at your table and in the larger group to ensure that all stakeholders have opportunities to raise concerns, share their thinking, and make suggestions.

• Share differences and perspectives respectfully.

• Use neutral language especially when discussing emotionally charged issues.

• Focus on problems, not people.
Seeking Consensus and Solutions

• Identify needs and interests across constituencies.
• Be respectful of value differences.
• Name what you stand for, not just what you stand against.
• Keep asking, “What are our goals and desired outcomes?”
• Be willing to seek a “third way”—go beyond “either-or” solutions and develop criteria that an effective solution needs to meet.
• I am not sure these are necessary.
• This is the critical qualifier for me and the one I would stress along with the one below.
Engaging Schools & The Way We Work

Hand Signal

Individual Folders and Table Supplies

Varied Grouping Formats

• Solo/Individual Think Time
• Turn & Talk Partners
• Home Group Tables
• Trios
• Whole Group
Using Protocols

Protocols help us slow down our thinking, keep our emotions in equilibrium, and encourage responsive listening and reflection. As we move to thinking about discipline from a personal perspective, we’re going to use a protocol called a listening lab.
A revised Code of Conduct will support students to... school staff to... families to....

A revised Code of Conduct will enable our district schools to see More of..... Less of...

**Grouping Format:** Solo and Pairs

**Directions:**

1. Silently read the data that you generated.

2. With a partner, circle or underline 10 phrases that you would like to see in the revised Code.
A Restorative and Accountable School Culture

Grouping Format: Solo and Table Groups

Directions:
1. Please read the document, “A Restorative and Accountable School Culture”.
2. With your table group, engage in a go-around citing one phrase, statement, or “big idea” that you appreciate.
3. Record any questions you have.
Elements of a Restorative Culture

Every session we focus on one key element of a restorative, accountable school culture.
Aligned Consequences +
Restorative Interventions

A consequence signals to the students that their actions are unskillful, inappropriate, or unacceptable.

- Parent notification; office referral or removal from class; a conference with parent, dean, student support team member and student; a school hearing with the principal, student and parent; ISS, OSS

An intervention signals to the student that “we believe you can turn your behavior around and we will help you.”

- Problem solving and planning conferences; progress monitoring; behavior replacement; mediation
Restorative Questions

Grouping Format: Solo and Pairs

Directions:
1. Take two minutes to scan the questions.
2. Stand up and find a partner.
3. With your partner, share some of the benefits of using these questions for students and teachers.
Aligned Consequences and Interventions

Grouping Format: Table Groups

Directions:
1. Use the Discipline Response Card Sort rubric and the three sets of cards for this activity.
2. Choose a concern, incident, or violation you want to work on.
3. Agree on a blue card that you think is the best fit for the immediate response.
4. Agree on a tan card(s) that you think is the best fit for the school sanction/consequence.
5. Agree on an orange card that you think is the best fit for a restorative intervention.
Reviewing Current Code

Grouping Format: Whole Group

Directions:
1. In “Shifting Gears”, turn to page 
2. Turn to page
Reviewing Current Code

**Grouping Format:** Solo and Table Groups

**Directions:**

1. Take 10 minutes to scan code looking at the “big picture”.
2. In your table group, record your responses to each “look for” on the document.
3. Each table group will then take a deep dive on one section of the Code:
   • Introduction and End Pages
   • Rights and Responsibilities
   • Concerns, Violations, Consequences, and Interventions.

4. With your table mates, use the check list to record your thinking.
Big Policies to Be Resolved

Grouping Format: Whole Group

Directions:

1. Identify key policy issues that need to be resolved, especially those that might generate a wide range of opinions and perspective.
2. Post on chart paper.
Preview of Next Meeting

- Present “big picture” summary of key adds, deletions, and changes.
- Begin tackling the policy issues that generates the widest range opinions.
- Discussion of implication for administrators, teachers, and student support staff related to changes in the Code.
- Identify “word smithing” group to work on-line and “Go-to-meeting”
Closing Feedback

On the teal post-it, please jot down…
1. One thing I liked…. 
2. One thing I learned…
3. One question I have…

Thank You!
THE CAPITAL PROJECT WAS CAREFULLY PLANNED:

- Timed to have the least financial impact on taxpayers due to the retiring of existing debt;
- Based on 2015 Building Conditions Survey submitted to the State Education Department; and
- Focused on energy efficiency, health/safety, asset preservation/maintenance, technology/communications, accessibility upgrades, and site work.

THE CAPITAL PROJECT IS Fiscally RESPONSIBLE:

- Funded by 71.4% State Building Aid and $1,663,000 Capital Reserve Fund; and
- Through the combined impact of retiring debt, the use of excess building aid from prior projects, and the use of capital reserve funds, taxpayers will see a 0% increase in taxes.

Fact Sheet

Cost of Project
$11,113,000

NYS Building Aid
71.4%

Local Share
28.6%

Project is offset by Capital Reserve Funds
$1,663,000

Average Cost to Homeowner
Through the combined impact of retiring debt and the use of capital reserve funds, taxpayers will see a 0% increase in taxes.

Public Information Meetings

Tuesday, November 28, 2017
7:00 pm, MS/HS Auditorium

Tuesday, December 5, 2017
7:00 pm, Board of Education Conference Room, third floor at T. J. Connor Elementary

December 14, 2017

7 a.m. – 9 p.m.

Middle/High School Gymnasium
940 North Road, Scottsville

If you have questions, please call Superintendent Deborah Leh at 585.889.6246 or visit our website at www.wheatland.k12.ny.us.
On Thursday, December 14, 2017, polls will be open for the Wheatland-Chili Central School District community to vote on a capital improvement project. The proposition results from the 2015 Building Condition Survey reports required by New York State; organizing of the Building Condition Survey reports into the categories of envelope/energy improvements, health/safety, asset preservation/maintenance, technology/communications, accessibility upgrades, and site work; prioritizing of the work to be accomplished in the different categories by the Facilities Committee and the Board of Education members; and through community input.

**School Repairs and Renovations**

Construction, installation, and equipment of renovations, alterations and improvements of the Wheatland-Chili Middle/High School, the T. J. Connor Elementary School, and the Bus Garage Facility, including site improvements for various school purposes and improvements to the athletic facilities at Middle/High School.

Below is a sampling of the projects at individual buildings, in addition to the general scope items, being proposed:

**T. J. Connor Elementary**

- **Envelope | energy**
  - Select door replacement
  - Replacement of spandrel window panels
  - Masonry restoration

- **Health | safety**
  - Fire alarm system upgrades
  - Supplemental emergency lighting

- **Asset preservation | maintenance**
  - Classroom renovations (flooring, HVAC, cabinetry & finishes)
  - Replace boilers & associated piping, controls, etc.
  - HVAC equipment & controls replacement (exhaust fans & unit ventilators)
  - Select electrical panel replacement

- **Technology | communications**
  - PA system replacement & expansion

- **ADA (accessibility)**
  - Toilet room renovations
  - Locker room renovations

- **Site**
  - Sidewalk improvements (ADA curbs)
  - Landscaping/hardscaping improvements at front entrance

**Middle/High School**

- **Envelope | energy**
  - Select door replacement
  - Replacement of spandrel window panels
  - Library window replacement

- **Health | safety**
  - Fire alarm system upgrades
  - Replacement of pool lighting

- **Asset preservation | maintenance**
  - Renovation to the boys & girls gym locker rooms
  - Gym renovations (ceiling improvements, bleacher, floor, & window replacement)
  - Pool finish improvements
  - Replace boilers & associated piping, controls, etc.

- **Technology | communications**
  - PA system replacement & expansion
  - Clock system replacement

- **ADA (accessibility)**
  - Paving/sidewalk improvements

- **Site**
  - Addition of scoreboard at varsity softball field
  - New sidewalk along Chili Avenue
  - Sanitary main improvements

**Bus Garage Facility**

- Fire alarm system upgrades
- Vehicle lift replacement
- Supplemental security lighting
- Exhaust system improvements

---

**Cost:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>TJC</td>
<td>$5,663,808</td>
</tr>
<tr>
<td>MS/HS</td>
<td>$5,130,733</td>
</tr>
<tr>
<td>Bus Garage</td>
<td>$318,459</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$11,113,000</strong></td>
</tr>
</tbody>
</table>

**How will the capital improvement project be funded?**

The revenue necessary to fund this project is shown in the graph. The majority of funding will be provided by New York State in the form of building aid (estimated at 71.4%). The remaining 28.6% will be paid locally. The local share of the project is offset by retiring debt service, excess building aid from prior projects, and capital reserve funds in the amount of $1,663,000. This allows the project to be funded without any additional tax increases.