



Newscaster

September 2014

Community support sought for capital project plan

The Chenango Valley CSD is proposing a capital improvement project to address top priority maintenance repairs and improvements and is encouraging district residents to provide input on the proposed scope of work. Many of these repairs and improvements were identified several years ago in a Building Condition Survey but were placed on hold pending the outcome of the proposed merger with Chenango Forks.

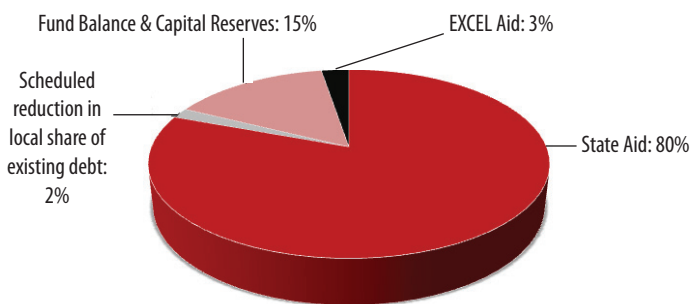
With the potential merger behind us, the district is now proposing a project that will be put to a public vote on December 9, 2014. In advance of the vote, several public meetings will be held to gather community feedback. See information at the bottom of this page for details on upcoming meetings, building tours and opportunities for input.

Projected Cost / Taxpayer Impact

(based on current scope of work)

Total projected cost:	\$11,988,000
District contribution from capital reserve & fund balance:	\$1,800,000
Excel state aid:	\$315,847
Amount to borrow:	\$9,872,153
(over 15 years)	\$860,430/year
Estimated state aid/year:	\$775,271
Balance remaining/year:	\$85,159
Less scheduled reduction in local share of existing debt:	(\$116,950)
Net local share:	(\$31,791)

This means that the scope of work when combined with existing debt service will not increase taxes for CV taxpayers.



Proposed Upgrades

Port Dickinson Elementary

- Security vestibule at main entrance
- Security camera system
- Fire alarm system replacement
- Cafeteria & kitchen renovation
- Parking lot expansion & improvements
- Roof replacement

Chenango Bridge Elementary

- Security vestibule at main entrance
- Security camera system
- Fire alarm system replacement
- Cafeteria & kitchen renovation
- Play area & east parking lot repaving

Middle/High School

- Auditorium control room
- MS gym bleachers & lighting
- HS locker room floor tile

Athletic Facilities

- Stadium turf multi-purpose field
- Multi-purpose turf field - Depot property
- Softball field
- Track resurfacing
- Diving pool refurbishment
- Visitor side bleacher refurbishment

Bus Garage

- Pavement reconstruction
- Fueling station
- Roof replacement

More Information/Community Input Opportunities

Chenango Bridge Tour/Q & A

September 24, 2014

5:30 p.m. (1 hour before Open House)

Port Dickinson Tour/Q & A

October 2, 2014

5:30 p.m. (1 hour before Open House)

Public Meetings

October 7 and November 12, 2014

7 p.m. - Middle School Cafeteria

Proposed Capital Improvement Project

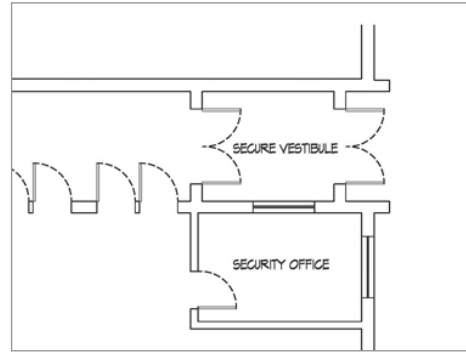
Security vestibules proposed at Port Dickinson, Chenango Bridge entries

Chenango Valley students and staff deserve to come to school each day in an environment that is safe and secure. To ensure that we are doing all we can to provide that safety, the proposed capital project includes constructing security vestibules at the main entrances of Port Dickinson and Chenango Bridge schools. At the Middle/High School, a security vestibule is already in place.

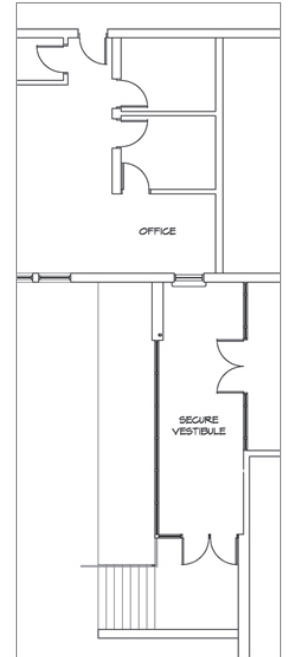
The vestibules would be staffed and visitors would be required to check in before gaining access to the building. Security cameras, updated fire alarm and public address systems and a motion detection system are also part of the security improvements planned for both buildings.

In addition to the security upgrades, renovations are being planned for the cafeteria and kitchen areas in both elementary schools. These areas in both schools are outdated and inefficient, with equipment that has outlived its useful life.

The cafeteria/multi-purpose room in both schools will be renovated with bright colors and more visually appealing features.



Chenango Bridge Security Vestibule

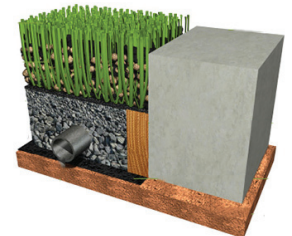


Port Dickinson Security Vestibule

Synthetic turf field

One of the items being considered in this capital project is the replacement of the district's natural grass field with a synthetic turf surface, and the addition of a multi-purpose synthetic turf field on the Depot property. District staff and members of the Buildings and Grounds Committee have reviewed options and have chosen to propose synthetic turf fields for several reasons:

- **Added utilization.**
A synthetic turf field can be used for multiple sports, and earlier in the spring than a natural grass field.
- **Durability.**
The field could be used by multiple teams in the same season and during inclement weather.
- **Cost-effectiveness.**
Synthetic turf fields require significantly less maintenance than grass surface fields.
- **Safety.**
Research indicates injury rates are lower on synthetic turf as compared to natural grass.



Multi-purpose field on Depot property would alleviate off-site athletics

A parcel of land adjacent to the CV athletic fields (known as the "Depot") was conveyed to the district by the federal government in December 2010, with the stipulation that the district utilize the property for athletic fields/educational programs. If not developed, the agreement may be rescinded and the opportunity to expand the district's athletic fields would be lost.

There is a tremendous need for more athletic field space on the Middle/High School campus. Currently, several teams including boys' JV and varsity soccer, JV and varsity softball, and JV and varsity lacrosse are transported to an off-site location for practice, home games or both.

By adding a multi-purpose field at the Depot property, approximately 200 students who are now transported to off-site locations for practices and/or games will be able to stay and play at Chenango Valley home fields.

Off-site locations now used by CV athletic teams:

- Otsiningo Park North
- BAGSAI Fields (off Front St.)
- Port Dickinson Park
- Chenango Bridge Elem.

Proposed Capital Improvement Project

Frequently Asked Questions

Q: Why is the district choosing to install a synthetic field?

A: Replacement of the stadium's natural grass field with a synthetic surface is proposed for several reasons, including the ability to be used for multiple sports, durability, cost-effectiveness and safety. Artificial turf can be used for several sports such as soccer, lacrosse and football. The durability of the material means the field could be used by multiple teams in the same season and during inclement weather. The new stadium also will allow the district to host regional events.

Synthetic fields require significantly less maintenance than grass fields. Most important, research indicates that injury rates are lower on synthetic turf as compared to natural grass. This is particularly true when the grass begins to deteriorate from heavy use and poor drainage. Another added benefit is that the synthetic turf field could be available for use upon completion in August 2015, whereas if a grass field were installed, it would not be available for use for another full year.

Q: Why does the track need to be resurfaced?

A: The track is more than 11 years old and has never been resurfaced. A track is typically resurfaced after an average of eight years and our track has lasted a bit longer than that. The surface has significant deterioration and needs to be recoated for safety purposes. The resurfaced, six-lane all-weather surface track would provide an updated, durable, and safe facility for students and the public.

Q: How will security be enhanced at the elementary schools?

A: Our students' safety is of utmost importance to everyone at Chenango Valley Central School District. For this reason there are several security and safety system components that have been incorporated into this capital project. New security stations with a secure vestibule will be located at the main entrances of both the Chenango Bridge and Port Dickinson Elementary Schools. Exterior and interior cameras will be installed. Safety systems such as fire alarms and PA system will also be replaced at the elementary schools.

Q: How will this referendum be presented to voters?

A: Voters will vote "yes" or "no" to the overall scope of proposed work. The vote will be on the full project, not individual buildings or items.

Q: If the referendum is approved, how can residents be assured the project would be kept fiscally on track?

A: By law, the district cannot exceed the amount of the public referendum once it has been approved by voters. In developing the plan, the district's architects have strived to accurately forecast the cost of materials (which continually rise). If these items are funded through the district's regular budget rather than through a capital project, they will not be eligible to receive building aid, which would cost local taxpayers substantially more.

Q: What happens if the project is not approved?

A: If voters reject the proposed plan in December, the district's space and facilities issues would still need to be addressed. In fact, many items included in this project are priorities that need to be addressed soon for health and safety reasons, such as ventilation, heating, roof improvements and handicapped accessibility. If these items are funded through the district's regular budget rather than in the capital project, they may not receive as much state aid, which would cost local taxpayers substantially more.

Q: Why can't the items included in the capital improvement project be completed using the current school budget funds?

A: The majority of the items in this project are NOT normal maintenance and are at the end of their useful life. Normal maintenance items are not aidable. If the district completed project items under normal maintenance, the district would lose allocated state aid resulting in a greater increase to the tax levy because the cost would be absorbed by the General Fund. For example, if the district completed the proposed roof replacement on Port Dickinson out of the General Fund, the current tax levy increase would be 3.3% and the district would lose 80.9% of the project cost in state aid. This project takes advantage of 80.9% off costs funded with state aid and \$315,847 in EXCEL funding. By leveraging the reserve money and the EXCEL funds, the district is able to address large needs with a cost of \$85,159 per year to the taxpayers, which represents a 0.46% tax increase. When taking into account the scheduled reduction in existing debt payments, there is NO increase in taxes.



The above photo shows the cracked surface of the track, which is over 11



Chenango Bridge's cafeteria serving line is cramped and inefficient.

CV District News

Board of Education President's message



Gerald Abbey
Board President

Hello again and welcome back.

I hope students and employees had an enjoyable summer and have come back refreshed and ready to get back to work.

While you were gone, the buildings were cleaned, some capital work was completed and the administration worked on initiatives to keep up with the various mandates and new regulations concerning the Common Core curriculum.

The board and the superintendent have been working on a capital project plan to address several needs within our buildings and athletic facilities. Through careful planning and savings in our capital reserve fund, this project *will not impact our tax levy*.

We anticipate that the proposed project will cost approximately \$12 million. More detailed information will be provided to you in the near future, well in advance of the referendum vote scheduled for early December.

Please be assured that I and the rest of the board will continue to look at ways to improve not only our facilities, but our delivery of our most important mission: a quality education for our students.

In closing, as we all work together with our eye on our mission, let's have another great school year that is productive and positive for all the stakeholders of Chenango Valley.

CV Food Pantry



The Chenango Valley Food Pantry, located in the High School, is a great reminder of the many ways our local community cares. The pantry is currently well-stocked, thanks to the support of many teams, clubs, organizations and individuals.

The Food Pantry stocks canned and dry goods, personal hygiene products and other items for district residents in need. Items are distributed by appointment only. If you or someone you know residing in the CV community needs the assistance of the Food Pantry, please contact:

Jackie Arnold, HS social worker, 762-6924 or
Judy Hayes, guidance counselor, 762-6921

All information will be kept confidential.

New buses sport aerial identification

Two buses recently added to CV's fleet have been equipped with rooftop identification numbers. The numbers can be used to enable aircraft or other monitoring devices to identify the bus in the event of an emergency.



Above left, an aerial view of one of the district's new buses. At right, bus driver Dave Chaffee supervises Middle School students as they practice exiting from the back of the bus as part of a bus safety/Olweus bullying prevention lesson.

CV District News

Message from the superintendent



David Gill
Superintendent

Welcome back! It's hard to believe that we are already in the 2014-2015 school year. We hope everyone had a restful summer break and a smooth, successful transition back to school. Our students and staff are now into a routine and focused on the excitement of learning.

I want to give a huge thank you to our various staff members who work very hard for the Chenango Valley School District and our students: our administrators, teachers, support staff, and the staff in our food service, transportation and maintenance departments. All of these individuals are working toward the goal of providing the best educational environment for our students.

As always, the coming year will see much activity. As you will read in this *Newscaster*, we are proposing a \$12 million capital improvement project for our district. It is vital that we keep our facilities maintained and upgraded to the quality standards our students and staff deserve. Several of our proposed improvements, such as new security vestibules, security camera systems and new fire alarm systems, are important enhancements to student and staff safety. Improvements to our athletic facilities will increase our competitiveness and add convenience, flexibility and a sense of Warrior Pride for students, parents and community residents.

Chenango Valley has not undergone a major capital improvement project in over 10 years. Through careful fiscal management, we will be able to maximize our use of state aid, fund balance and capital reserves to fund this capital improvement project with *no increase in local taxes*. We will work hard to be transparent on the proposed project, and we encourage you to participate in the public meetings, review information as it is posted on our website, and contact us at any time with your questions or concerns.

A handwritten signature in black ink that reads "David Gill".

David Gill
Superintendent of Schools

District exploring grade 6 move to Middle School

As you may have heard, the Chenango Valley Central School District is looking at ways to move our third-graders to Chenango Bridge and our sixth-graders to the Middle School. The sixth grade move is one that has been talked about before in CV to give our Middle School a more traditional format of sixth through eighth grade, which is the more predominant format in New York State.

However, the possible change has now come to the forefront because the state is looking at the possibility of moving to a full-day universal pre-K format. Currently, we run pre-K in two half-day sessions, which allows us to accommodate all pre-K students using three classrooms. Moving to a full-day program would require three additional classrooms. Port Dickinson School has no extra space, especially classroom space. If the requirement for full day pre-K comes to fruition, there will not enough room. Even if the move does not happen, space remains an issue at Port Dickinson.

Additionally, the traditional alignment of grades for New York State curricula is a clustering of grades K-2, 3-5 and 6-8. Moving grade 6 to the Middle School would allow us to meet some academic requirements at an earlier grade (language, computer, health, etc.) which may free up some more time for electives or extra support in our students' schedules.

Finally, adding our sixth-graders to the Middle School will allow them more time to develop the independence they will need to be successful in high school.

On August 26, 2014 the Transition Team, headed by Director of Technology Sarah Latimer and Director of Curriculum Tamara Ivan, held an initial organizational meeting to set a timeline and discuss positives and concerns/challenges. We will be hosting tables at the upcoming Open Houses to answer questions and invite parents to join our team. We are also reviewing the infrastructure needs the moves may require and ways we might be able to meet those needs.

Below is a listing of meeting dates and times. We will continue to post updates in the *Newscaster* and on the district website. Also, please feel free to email us directly at slatimer@cvcasd.stier.org and tivan@cvcasd.stier.org with any questions, concerns or comments that you wish to share. It is our hope to have a smooth transition for all involved.

Transition Team Meeting Dates: November 18, 2014, February 10, 2015, April 21, 2015

(open to all parents)

All meetings will be held at 6:30 p.m. in the High School Cafeteria.

CV District News

New mission, vision and core beliefs direct improvement strategies

A Strategic Planning Team was created last spring to identify districtwide performance targets and strategies for improvement.

Working with educational & decision-making consultant Sean Brady of Prism Systems, the team developed new mission and vision statements as well as core beliefs that will serve as a guide in our educational approaches as we move forward. The statements and core beliefs are printed below.

The team was comprised of teachers, administrators and support staff from each school. This year, individual building teams will work with Mr. Brady to develop school-level goals and strategies for improvement.

To incorporate the new mission, vision and beliefs, the district worked with BOCES graphic designer and CV parent Paul Marinaro to create a new logo, shown below.



Denise Baxter, computer aide, discusses ideas with HS business teacher Todd Hertzog during a strategic planning session.



Mission

We inspire, engage and empower all students to achieve their full potential.

Vision

We aspire to be a model of educational excellence that prepares our students for the challenges of life in the 21st century.

Core Beliefs

- Students are our first priority.
- Partnerships among students, staff, parents and the community are integral to student success.
- We value respect for self and others.
- All students and staff deserve a safe, positive and supportive environment.
- We hold high expectations for our students, parents and ourselves.
- We embrace change and strive to be lifelong learners.
- We believe that all students can learn and will never give up on any student.



Notice to ALL residents of the Chenango Valley Central School District: If you have not yet completed the district census, please do so either online (www.cvcasd.stier.org) or by mail using the form below. The census is necessary for all residents, not just those with school-age children in the district. Your cooperation will help us ensure our mailing list accuracy. Thank you.

Chenango Valley Central School District 2014 Census

The district is conducting a census that will assist us with class size planning and mailing list accuracy. Please complete this form (one form per household) and mail it to the address below by Dec. 31, 2014. The form can also be submitted online at www.cvcasd.stier.org. All information submitted will be kept confidential. Thank you for your cooperation.

Address-Where You Live:	Mailing Address (if different):
Street:	Street:
City/Town:	City/Town:
Zip Code:	State:
	Zip Code:
Telephone Number:	

Is this a single-family residence? Circle one: Yes No	If this is a multiple unit dwelling, please indicate # of units:
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Household Occupants				
Please list each member of the household. Date of birth is required for those under the age of 22.				
Last Name	First Name	Under Age 22?		Date of Birth if Under Age 22
		Y	N	
		Y	N	
		Y	N	
		Y	N	
		Y	N	
		Y	N	
		Y	N	
		Y	N	
Please use the back of this form if additional space is needed.				

Child Find Mandate
The Child Find mandate of the Individuals with Disabilities Education Act requires all school districts to identify, locate and evaluate all children with disabilities. This helps to ensure that all children receive the appropriate education and special services designed to meet their needs. Please indicate below if you believe your child may need special education or services related to speech, physical or social/emotional development, learning ability, or other concerns.
Child(s) Name:
Concern(s):
Please use the back of this form if additional space is needed.

Please return this form to:
District Census Chenango Valley Central Schools 221 Chenango Bridge Road, Binghamton, NY 13901
If you have questions or concerns, please call 762-6827

Guidance News

Back-to-school tips: Connecting with your child's school counselor for a successful year

School counselors make a measurable impact in every student's life, assisting with academic, career and personal/social development. Professional school counselors are trained in both educating and counseling, allowing them to function as a facilitator between parents, teachers, and the student in matters concerning the student's goals, abilities, and any areas needing improvement. School counselors provide services not only to students in need, but to all students.

- **Meet or contact your child's school counselor.**

The beginning of a school year is an excellent opportunity to initiate contact with your child's school counselor and doing so can ensure your child's positive school experience. By communicating with one another, parents and counselors can have a definite impact on a child's success.

- **Discuss your child's challenges & concerns with the school counselor.**

As a parent, you know your child best. However, the school counselor can help your child as a student. It's important to encourage your child's expression of needs, hopes, and frustrations.

- **Learn about your child's school & social connections from the counselor.**

When you need information or assistance, your child's school counselor can help you get in touch with the appropriate school officials; learn about school policies on behavior, attendance, and dress; know the school calendar of important dates; and stay connected with the school in many other ways. The school counselor can also help you locate resources in the community when you need them.

- **Work with the counselor to identify resources & find solutions.**

If your child is having a problem at school, it is important to work with your child's school counselor to find solutions. Discuss resources available within and outside of the school, and get information on how such programs can benefit your child. Your school counselor can be a valuable partner in your child's education and preparation for life beyond school.

Chenango Valley Guidance Counselors



HS/Last Name A-E:
Charles Purce, Dir. of
Guidance
762-6919



HS/Last Name F-M:
Judy Hayes Counselor
762-6921



HS/Last Name N-Z:
Karen Mullins
Counselor
762-6922



MS/All Students:
Shelby Samson
Counselor
762-6923



Jackie Arnold
HS Social Worker
762-6924



Beth Hubenthal
MS Social Worker
762-6923

Ease school anxiety

The start of the school year can be a time of anxiety and worry. Changes in routine and immersion in a new environment can be intimidating. Children of different ages may fear that their performance will fall short, that they won't make friends, or that being away from parents is dangerous.

Trepidation on the first day of school is common, particularly for students starting school for the first time or children starting at a new school. This anxiety is often developmentally appropriate. Adults may also experience the back to school fears too, worrying about the safety and success of those they care about most. Often, these worries tend to work themselves out as we settle back into the school routine. However, for some, these fears can also seem to take on a life of their own and become excessive in intensity or duration.

There are two potential options depending on your child's level of anxiety. In severe cases, outside assistance may be warranted. Your school social worker can talk with both you and your child and provide you with appropriate referrals (Peg Peters at PD, Mari-Jo Trumino at CB, Beth Hubenthal for grades 7-9 and Jackie Arnold for grades 10-12). If your child's anxiety is milder, making changes at home and school can help. Here are some strategies to try:

- Look for opportunities to praise your child for being independent & 'brave', this will help them develop a sense of self-confidence
- Talk with your child about feelings and fears. Sometimes expressing them can lead to relief.
- Tell your child about some of your fears and how you cope with them. Modeling how to cope can help your child feel less anxious and reduce their sense of being alone.
- Have your child go to school everyday. If needed, work with the school social worker or counselor to make this possible. Skipping school will reduce anxiety in the short-term but is likely to make it worse in the long-term.
- Make sure your child gets a good night sleep. When we are tired we can become more easily stressed, be more reactive to stress, and have a harder time solving problems.

Submitted by Beth Hubenthal, LCSW

College planning help offered

Planning to go to college is one of the most anxiety-producing times in the lives of students and their parents. For students, it is one of the most significant steps toward independence and adulthood. For both parents and students, it can be a period of great uncertainty, stress, and sometimes frustration. As you work through the search, here are some factors you should consider.

1. What size school do you prefer: small (less than 2,000 students); medium (2,000 to 5,000 students); or very large (more than 12,000 students)?
2. Do you want to be in an urban, suburban, or rural area?
3. What part of the country would you prefer: northeast, south, midwest, or west?
4. If you already have an idea of what your major will be, does the college offer a strong program?
5. Would you prefer a small liberal arts college; a comprehensive college (medium size with liberal arts and pre-professional majors); or a university (usually larger with separate colleges and offering graduate study)?
6. Are there certain things that will limit your search, such as a diverse student body; study abroad program; fraternity/sorority participation; cost; particular student activities; or cooperative education?
7. If you don't want to go away to college, the Binghamton area offers several options that may be very appealing to you.

Many seniors and their parents struggle with where to start. Chenango Valley guidance counselors have met with the entire senior class to provide an overview of the college selection process. We also will be calling each senior in for an interview to assist him/her. All of the above-mentioned search factors and more can be put in a computer search that the counselors can do with each senior. Parents, you are encouraged to call us with any questions you may have. Best of luck!

- Charles Purce, director of guidance

Attention Student Athletes

The NCAA has established eligibility rules related to participating in Division I and II college athletics. If you are considering athletics in college, it is absolutely imperative that you notify your guidance counselor now. Students are required to take 16 core subject courses. The NCAA does not use elective courses to complete the 16. To participate at the Division I or II level, you also must register with the NCAA Clearing house at www.eligibilitycenter.org. Once you have registered, it will prompt you to notify the guidance office to submit a transcript. Finally, you must submit your SAT or ACT scores to the NCAA Eligibility Center directly from the testing agency in order to certify the student-athlete's initial eligibility. All test scores are required to be sent.

NOTE: Eligibility Rules are changing for students graduating in 2016 or after. See your counselor for details.

Judy Hayes, high school counselor

What is the PSAT?

On Oct. 18, 2014, the PSAT/NMSQT test will be given to registered sophomores and juniors. The PSAT is a preliminary or practice SAT and one of the best ways to prepare for the SAT Reasoning Test. It provides valuable feedback to students, their parents and the school on which academic skills are strong and which skills need to be improved before taking the SAT. The PSAT tests critical reading, writing and math skills, as does the SAT. Students can best prepare by taking challenging courses and familiarizing themselves with the test format. Taking the PSAT is a great way to get some practice with the test questions as well as the format of SAT.

Official reports sent in December will include scores for critical reading, writing skills and math. Students will see how their scores compare to those of students across the country, and will be able to see a question-by-question review of the answers, a personalized statement of which academic skills need improvement and steps on how to improve. Students who took the test as a sophomore are encouraged to re-test as a junior because of different scholarships available.

All students who take the test will receive free access to My College QuickStart, an online college and career planning tool. For more information on My College QuickStart, please visit www.collegeboard.com/quickstart. If you have further questions regarding the PSAT or SAT, please contact your child's high school counselor.

SAT & ACT Testing Dates

SAT I & SAT II Dates – 2014-2015

Test Date	Register By
December 6, 2014	November 6, 2014
January 24, 2015	December 29, 2014
March 14, 2015	February 13, 2015
May 2, 2015	April 6, 2015
June 6, 2015	May 8, 2015

ACT 2014-2015

Test Date	Register By
December 13, 2014	November 7, 2014
April 18, 2015	March 13, 2015
June 13, 2015	May 8, 2015

Register online for the SAT at www.sat.collegeboard.com and/or the ACT at www.actstudent.org

Guidance News

2014 Alumni & Community Honorees

Mark V. Wilson, MD, Class of 1990, joined Tier Orthopedics in 2005 after graduating from Chenango Valley High School, Penn State University, and SUNY Upstate Medical University in Syracuse. He completed his orthopedic residency at SUNY Upstate Medical University in Syracuse, followed by a fellowship in orthopedic sports medicine at Southern California Center for Sports Medicine in Long Beach, California. He is a board certified orthopedic surgeon, a member of the American Academy of Orthopedic Surgery and a member of the Arthroscopy Association of North America. He is a clinical instructor at SUNY Upstate Medical University in Syracuse, as well as a team physician for the Binghamton Senators and the Binghamton Mets.

Kenneth R. Gay, II, RA, LEED AP BD+C, Class 1980, a Senior Architect at Keystone Associates Binghamton, New York, received his A.S. from Broome Community College in 1982, B.P.S. in Architecture from SUNY Buffalo in 1984 and M. Arch from SUNY Buffalo in 1986. He received Wrestling Academic All-American honors while at BCC. Ken resides in Hillcrest with his wife Becky and their three daughters – Brittany (CV 2010), Ashley (CV 2012) and Michaela (CV 2016). Some of his designs include the Broome County All Wars Memorial, City of Binghamton 911 Memorial, Binghamton Boys and Girls Club, BCC Day Care Facility, the New York City 911 Memorial Design competition, and Houghton College Stadiums and Field House Complex. His most rewarding projects have been as a volunteer for Construction for Worldwide Evangelism and consist of the building designs for a medical and dental clinic for Haitian migrant workers in the Dominican Republic as well as educational facilities in the Dominican Republic, Chile and Brazil. He has also participated as a construction laborer with his daughter Brittany on projects in the Dominican Republic and Nicaragua. Locally, he has helped coach youth in various community sports and for Odyssey of the Mind. Most recently, his volunteer work as a theatre set painter has allowed him to give back to his alma mater.

John W. Reid, Class of 1965, is a familiar face to just about everyone in the CV community. Though he is now retired from full-time teaching, he continues to inspire students as a frequent substitute teacher. John graduated from Colgate University in 1969 with a BS in social studies, and received his master's degree and CAS in counseling from SUNY Oneonta. He played professional baseball for the Montreal Expos for five years. For over 30 years, he was a teacher, counselor and coach, and spent over 20 years officiating high school and college soccer. He has been involved in community soccer, baseball and basketball programs, the Cub Scouts and Boy Scouts, Summer Fun at Chenango Bridge and Port Dickinson, and was a member of the Chenango Bridge United Methodist Church Board of Trustees. He served the CV district as a member of the school board for over 10 years. Honors include the Section IV Sports Hall of Fame Class of 1982 and the Colgate University Hall of Honor, Class of 2005. He and his wife Jackie have been married for 42 years and have two sons, Christopher (CV Class of 1994) and Andrew (CV Class of 2000).

John Pierce is a lifelong resident of Port Crane and a 1971 graduate of Chenango Valley High School. After graduating from SUNY Oneonta with a degree in chemistry education, he was a long-term substitute math teacher at CV and a parochial school teacher. He then worked in the chemistry field at EJ's, Norwich Pharmaceuticals, and for NY State Police at the Southern Tier Regional Crime Laboratory as a forensic chemist. Though he recently retired with over 30 years of state service, he is not one to slow down and can now be found happily working the day shift at Lowe's. John coached soccer & baseball for the Port Crane Civic Association, was an assistant den leader for the Boy Scouts, is an active member in his church (St. Catherine's/Francis of Assisi) and a Knights of Columbus original & current member. For the past 20 years, he has volunteered with the boys and girls swim teams and served as team announcer. He has spent 18 years volunteering in various capacities for the CV theater program and The BaCh of CV.

Elaine Pierce grew up in Camillus, NY, and moved to Binghamton in 1977 when she married John and considers this area "home". She graduated from SUNY Oneonta with a degree in home economics education. She joined CV in 1992 as a substitute, then was attendance clerk/health office secretary at Chenango Bridge for many years before moving to the Middle School, where she truly enjoys her work as the computer lab aide. She has been involved in church programs, taught religious education and supported civic and Girl Scout programs. She has also been involved in many district organizations: PTAs, District Leadership Team, Student Educational Loan Committee, and the Middle School Olweus Bully Prevention committee. She has been a volunteer member & officer of The BaCh of CV for 19 years. For 18 musical theater seasons, she has worked alongside Carole Stanley as the producer, and additionally she often handled costume design, advertising & publicity. John and Elaine's family include: son Nick ('00) and Katy, daughter Angela ('02) and Brendan ('99) Gleason and granddaughter Audrey, daughter Diane ('05) and Joe ('02) Weiss and grandson Benjamin.

Garry Scutt graduated from Dean Junior College in Franklin, Massachusetts, where he competed in varsity football, wrestling and baseball. In 1991 he was inducted into the Dean Junior-College Hall of Fame. He received a full football scholarship to Northern Michigan University, where he majored in physical education. In 1974, Garry signed a professional contract with the Green Bay Packers NFL team and played in 3 preseason games before sustaining a career-ending injury. After several coaching positions, he joined Chenango Valley CSD as a health education instructor. He served as head baseball coach, assistant varsity football coach and was coach of many youth sports teams in the community. In 2010, he was co-head coach of CV's varsity baseball team which earned the Section IV championship. In 2011, he retired after 38 years of teaching, and continues to operate Scutt's Driving Academy, a business he started in 1992. In 2013 he was inducted into the Oneonta High School Athletic Hall of Fame in recognition of his coaching at Oneonta and his success as a player/coach for the Oneonta Indians semi-pro Empire League, where he was chosen co-MVP. Garry and his wife Donna have three children: Josh, Jeff and Rachel, and seven grandchildren.

Guidance News



Chenango Valley Central School District 9th Annual

Alumni Recognition & Auction

Friday, October 24, 2014

Hilton DoubleTree Hotel, downtown Binghamton
\$35 per person

6 to 7:15 p.m. - Cash Bar/Eat & Greet*

7:15 to 8 p.m. - Live Auction

8 to 9 p.m. - Induction Ceremony & Dessert

* elegant hors d'oeuvres, carving stations, montage of cheeses & fruits

2014 Hall of Fame Honorees

- ❖ Kenneth Gay, Class of 1980
- ❖ John W. Reid, Class of 1965
- ❖ Mark Wilson, MD, Class of 1990

Distinguished Community Members

- ❖ Garry Scutt
- ❖ Elaine Pierce
- ❖ John Pierce

2014 Chenango Valley Alumni Recognition Dinner Ticket Order Form

\$35 per person

Silver Sponsor: \$500 & up.....White Sponsor: \$400-\$499.....Gray Sponsor: \$300-\$399.....Red Sponsor: \$200-\$299
(Silver Sponsor includes 4 complimentary tickets. White Sponsor includes 2 complimentary tickets.)

NAME: _____ TELEPHONE: _____

ADDRESS: _____

Please send # ____ Tickets @ \$35 each

Please accept my donation of: \$ ____

Mail form and check (payable to Chenango Valley Educational Fund) to:
Marie Underwood - Chenango Valley Schools
221 Chenango Bridge Road, Binghamton, NY 13901
contact: munderwood@cvcsd.stier.org or 762-6810

Athletics

Senior Zach Wyatt wins DiNunzio golf tournament



First CV golfer in history to win DiNunzio event

CV golfer Zach Wyatt, a senior, finished as the First Place Individual Medalist with a score of 73 in the 19th annual Nick DiNunzio Memorial Golf Tournament, held at En Joie Golf Club in August.

Zach topped the 96 golfers in the tournament to become the first Chenango Valley golfer in history to win the DiNunzio tournament.

The CV varsity team also fared well, placing 5th out of 16 teams.

Congratulations, Zach & the team!

Girls varsity soccer wins Mang Tournament



Congratulations to the girls varsity soccer team on winning the Mang Pre-Season girls soccer tournament in Sidney. The girls opened up the tournament with a 5-0 victory over Windsor. Meg Rossie scored 2 goals, Alaina Carman had 1 goal and 2 assists, Kaylin Cooley and Emma Crooks each had a goal, and Julieanne Worden added an assist. Abby Pavelski had 6 saves for the shutout.

In the championship game against Sidney, Alaina Carman had a goal and an assist, and Kaylin Cooley added a goal for the 2-0 win. Abby Pavelski had 8 saves for the shutout. Selected to the All-Tournament team were Abby Pavelski, Emma Crooks, Kaitlyn Yurenda, Kaylin Cooley and Alexis Phillips. Tournament MVP was Alaina Carman.

Warrior fans: Take the Pledge

The Chenango Valley Central School District and Athletic Department believe parents play a vital role in the development of their student-athletes. Chenango Valley has a long standing tradition of the highest level of sportsmanship amongst our student-athletes, coaches, parents, and community members. This year we have continued to define "Who are we...CV" with six powerful attributes that define our athletic community:

- Character
- Commitment
- Challenge
- Vision
- Valor
- Vigor

As part of this initiative and state and regional sportsmanship initiatives, we ask that our CV athletic community read and follow:

The Chenango Valley Warrior's Pledge

- Will be a positive role model for my child and encourage sportsmanship by showing respect and courtesy, and by demonstrating positive support for all players' coaches, officials, and spectators at every game, practice or sporting event.
- Will not engage in any kind of unsportsmanlike conduct with any official, coach, player, or parent such as booing and taunting; refusing to shake hands; or using profane language or gestures.
- Will refrain from coaching my child or other players during games and practices, or contradicting coaches' instruction.
- Will reinforce the school's code of conducts, STAC Sportsmanship Policy, Section 4, and NYSPHAAA.
- Will show appreciation for an outstanding play by either team.
- Will be a "team" fan, not a "my child" fan.
- Will remember that student athletes participate to have fun and that the game is for youth, not adults.
- Will help my child learn that success is measured by the development of skills, not winning or losing.
- Will talk to the coach at the appropriate time and place, i.e., never before, during, or immediately after a contest.
- Parents or guests in violation of the code of conduct may be dismissed, suspended, or permanently expelled from future athletic contests.

Athletics

A new Warrior adventure: Girls Lacrosse!



Beginning in the spring of 2015, Chenango Valley will be offering a girls' JV lacrosse team to our female athletes. The girls lacrosse program will start at the JV level as the program continues to develop and mature. By offering girls' lacrosse, we give our female students another athletic opportunity in the spring session, which currently has a limited selection.

The Lacrosse Club will be putting together a one-day lacrosse event in the near future to help expose our female athletes to the sport and equipment. Please contact Chris Ruf, cruf@cvcstd.stier.org if you have any questions.

Booster Club donates to ALS



The CV Athletic Club made a \$100 donation to the ALS Association on behalf of the many CV athletic teams that braved the icy water of the Ice Bucket Challenge.

From what we can tell, every fall team - and several CV administrators - did the challenge. The varsity cheerleaders are pictured above, bracing themselves for the shock of the splash.

Weis donates \$1,000 to Booster Club



A tremendous "thank you" to Weis Markets for their very generous donation of \$1,000 to the Chenango Valley Warriors Athletic Association (Booster Club). The donation will be put to great use in supporting CV athletics.

CV Booster Club President Mike Distin and Athletic Director Brad Tomm were presented with the donation recently from representatives of Weis Markets.

Golf team collects school supplies



Members of the varsity golf team collected school supplies to give to district students in need. The supplies were contributed as part of CV staff members' annual school supply drive and are given to disadvantaged students in Chenango Valley schools as the need arises throughout the school year.



The BaCh of Chenango Valley Membership Form

The BaCh of Chenango Valley supports music and theatre programs from elementary through high school at CV. Your membership in BaCh will help to provide theatre, music and stage equipment, camp scholarships, guest performances, field trips, scholarships to graduating seniors and the annual Ice Cream Social and Band Concert.

Annual membership - \$5.00 per family. Please make checks payable to: The BaCh of CV.

Yes, I would like to support Chenango Valley performing arts by becoming a member of BaCh!

Name: _____ Phone: _____

E-mail address: _____

If you have a child attending CV, please indicate:

Student's name(s):	Grade:	Involved in: (circle all that apply)
_____	_____	Theatre Band Chorus
_____	_____	Theatre Band Chorus
_____	_____	Theatre Band Chorus
_____	_____	Theatre Band Chorus

I would enjoy helping The BaCh by (check all that apply)

Helping at the Ice Cream Social Put me "on call" to help as needed

Please return this form and your check (\$5.00 per family) to any Chenango Valley music teacher or mail to:

Chenango Valley CSD
Music Department
221 Chenango Bridge Rd.
Binghamton, NY 13901

Please put "The BaCh" in the lower left corner of the envelope.

Office use only: amt: _____ cash/check: _____ date: _____ init: _____

Elementary - Port Dickinson



Jim Pritchard, principal,
Port Dickinson Elem.

We are all very excited here with the beginning of the new school year. We are meeting our old friends, getting to know new ones and getting acquainted with classroom routines.

We are into our second year working the new math modules that drive our math curriculum. Teachers have spent time preparing and becoming better acquainted with them. The six modules are in line with the NYS Common Core Learning Standards and it is a very comprehensive program and rigorous curriculum. You can learn more about the math modules by visiting EngageNY.org.

We received our test scores back from the state of New York. We rank sixth out of the fifteen school districts in the Broome Tioga BOCES region in English and language arts and fourth in math. We continue to work on improving our instruction, finding new, creative and fun ways for our children to learn.

The school year started very smoothly thanks to the children, faculty, staff, and parents. We will be having our "Meet the Teacher Night" on Thursday, October 2. We always have a wonderful turn out. As a reminder, parent/teacher conferences are scheduled for Friday, November 21 and Friday, December 5; dismissals will be at 11:30 a.m. on both days. Please contact your child's teacher if you have not yet scheduled a time for your conference.

Our PTA meets the first Tuesday of each month in the Multipurpose Room. For times, check the district calendar or the district web site, as the times change from month to month. Your participation would be greatly appreciated, especially since our PTA has a number of activities planned this year. This year, the PTA is helping to promote a healthy lifestyle to our students and the community. The PTA has teamed up with *The Get Movin' Crew*® and they are planning a "fun run" for their fundraiser. The money they raise will go to help support activities at Port Dickinson throughout the year such as Accelerated Reader, an author visit, the book room, teacher grants and much more.

Reminder - If you are dropping off your child in the morning, please be cautious of the traffic flow. We have adults and children crossing the driveway to come into the building. Please be cautious when you are pulling in and out of the parking lot. Drop off time at the main entrance **begins** at 8:50 a.m.

- Jim Pritchard, Port Dickinson principal

Big smiles
on the
first day
of school
at PD!



Elementary - Chenango Bridge



Mary Beth Hammond,
principal, Chenango
Bridge Elementary

We have successfully started a brand new school year. The faculty, staff and students are excited to be back together.

At Chenango Bridge Elementary, we are learning ways to develop proficiency with English language arts skills, use thinking and reasoning skills in mathematics, reflect on our rich history through social studies, and experience the world around us through the amazing and ever-changing scientific world.

Our school district has a new mission statement – “We inspire, engage, and empower all students to achieve their full potential.” Given this standard of excellence, I ask that all of us work together, communicate, support learning, and develop friendships and partnerships to help our students excel - in and out of the classroom.

Fall is an amazing time of the year. Enjoy spending time with your families and friends!

- Mary Beth Hammond, Chenango Bridge principal

Excited to be back !



Summer Art & Literacy program



Chenango Valley students just LOVE to come to school -- even in the summer!

Approximately 100 students in grades K-4 participated in this year's Summer Art and Literacy program held at Chenango Bridge. The three-week program incorporated reading with famous works of art that students re-created for a portfolio of their own.

This year marked the fourth summer the program was held, and it was expanded this year to include younger children in grades K-1. A math component was also added this year, giving the students an hour of math instruction that supports the Common Core.

Summer Art and Literacy was run by teachers Carrie Vesci, Carrie Klenovic, Tina Hess and Mary Walsh.

Middle School



Eric E. Attleson, principal
CV Middle School

Welcome to the 2014 - 2015 school year at the Middle School. I hope you had a wonderful and restful summer break. We have been very busy getting ready for the school year. A special thank you goes out to Cindy Moody, MS secretary, for organizing everything for the year, Mrs. Samson, MS counselor, for working on student schedules and the maintenance department for making our school shine.

This year we have four teams: **Red Team:** Mrs. Allen, Mrs. Balles, Mrs. Lesch, Mrs. Dutter, Miss Testani, Miss Balles, Mrs. Carney; **White Team:** Mrs. Lange, Mrs. Palmer, Mr. Lally, Mrs. Dunn, Mrs. Broughton, Mr. Stocum, Mrs. Wheeler, Mrs. Pagliarella; **Gray Team:** Mrs. Conklin, Mrs. Bigelow, Mrs. Schmitz, Mr. Jones, Mrs. Faughnan, Mr. Mercik, Mrs. Schmits, Mrs. Brick; **and the Encore Team:** Mr. Kucharski, Mrs. Shadduck, Mrs. Krawczyk, Mr. Krause, Mr. Stafford, Mr. DiRusso, Mrs. Perry, Mr. Brisk, Mrs. Buhl, Mr. Berg, Mrs. Lyons, Mr. Stanton, Mr. Klein, Mr. Mercik, Mr. Stocum, and Mrs. Staiger.

With the warm fall weather comes the issue of student dress. Please be mindful of the student dress code. Students should not be wearing clothing such as tube tops, tank tops, net tops, low necklines (front and/or back), see-through garments, "spaghetti" strap tops, and bare mid-tops. The shorts and skirts should be at least fingertip length. If students' outfits are of a questionable nature, they will be asked to change their clothing if they have other clothes in their locker. If they do not have clothing at school, a parent will be called to bring in appropriate clothes. Thank you for your attention in this matter.

By the time you will receive this issue of the *Newscaster*, the Middle School Olweus Bully Prevention program will already have had its beginning of the year kick-off on September 19. The purpose of the Olweus program is to educate students and give them the tools necessary to help navigate through the bullying issues of today. If you believe that your son/daughter is having an issue, please do not hesitate in contacting the school so we can assist you in the matter.

Our faculty members are enthused and dedicated to work with your son/daughter to help them grow socially and academically this year. We believe in the power of success; it starts with one positive experience and will grow into many more throughout the year.

I can truly say that I am very excited for the upcoming school year. Please feel free to contact my office if you have any questions or concerns. The phone numbers are listed on the back cover.

Upcoming Events in the Middle School:

- Friday, October 3 – End of 5-week marking period
- Wednesday, October 8 – 5-week reports sent home with students
- Thursday, October 9 – Early Dismissal Drill – Students dismissed at 2 p.m.
- Friday, October 10 – Half-Day of School – Conference Day – Students dismissed at 10:30 a.m.
- Monday, October 13 – No School - Columbus Day
- Wednesday, October 15 and Thursday, October 16 – MS Pictures
- BOE Meeting – MS Cafeteria – Wednesday, October 15 @ 7 p.m.
- Alumni Recognition Dinner – at The Hilton Double Tree – Friday, October 24 @ 6 p.m.

Please remember the importance of your child getting to school on time, prepared and ready to learn. Your support throughout the year is crucial to your child's success.

Welcome Back Picnic & Orientation



MS students and families enjoyed the annual picnic & had a chance to catch up with friends, compare schedules and test out lockers.

High School



Terry Heller, principal
CV Senior High School

Opening day at the High School went very well! Students were welcomed by staff, teachers and administrators into the sparkling clean building. Very special thanks go out to all the custodians who did such a great job preparing the High School for our September opening.

I would like to welcome a few new faculty members to the High School. Carlie Brant joins us as a ninth grade English teacher, Kate Buttino will pick up tenth grade English, and Matt Ferraro joins us as a long-term special education substitute. All three are a welcome addition to our staff.

I would encourage your son/daughter to participate in extra-curricular activities at Chenango Valley. Studies have shown that students do better in the classroom when they are connected to a school club, team or activity. Parents, you may keep up-to-date with your child's academic progress by using our Parent Portal, accessible on the district website. Please keep this line of communication open with your teacher, counselor or administrator. We all want to see your son/daughter succeed. If you have any questions, please feel free to contact my office.

- Terry Heller, HS executive principal

iPad initiative puts CVHS at the technology forefront

As CVHS students settle into the new school year, they will find themselves armed with the latest technology to help them succeed. Each student in grades 9-12 has or will soon be issued an iPad, enabling them to access educational resources, connect with teachers, and submit homework electronically. Chenango Valley is the first local district to provide iPads to every high school student.

The program is a natural fit for today's students, who have grown up with technology. It also reflects Chenango Valley's newly-identified Vision Statement: *We aspire to be a model of educational excellence that prepares our students for the challenges of life in the 21st century.*

The iPads will enable teachers to assign classwork, give quizzes and tests and communicate with students electronically. Teachers can also record lessons on video, making them available to students if they miss a day of class. Students will be able to take their iPad home, giving them an opportunity to extend learning beyond the school day.

Several professional development sessions, held over the summer and planned for the upcoming school year, help teachers explore the possibilities of using the iPad for their instruction. One professional development workshop, held in August, focused on the concept of the "flipped classroom," which allows teachers to create online lessons that expose students to the content and lectures during traditional homework time, leaving classroom time for teacher-guided practice and class discussion. As the year progresses, teachers will have more opportunities to participate in workshops and will have professional development time to share ideas with their colleagues.

The iPads have been set up with security settings, including an app to locate a missing device. Repairs will be covered through Apple Protection or by district/BOCES technicians certified to do repairs. The management software used on the iPads allows the district to 'push' apps out to the students' iPads so they can access a variety of apps for their schoolwork through our own 'Warrior App Catalog'. Teachers and students suggest apps for inclusion in the catalog and apps that have a cost are purchased through the Apple Education store, often for half the cost of the regular consumer app store.

Teachers and students use the iPads for a variety of tasks. All students have access to three main productivity apps: Pages (word processing), Notability, (used for pdfs and note-taking), and File Browser (access to files in regular school network). Other apps suggested by teachers include: organizational apps/agendas, calculators, graphic organizers, interior design, dictionaries, and reference. Textbooks are also used on the iPads. Some are e-versions of existing textbooks, some are pdfs of books, and some teachers have moved away from books altogether to create content from a variety of web-based sources. Finally, iPads are used for easy access to the Internet for research, extensions of learning and access to other web-based resources.

The iPad initiative has been funded through a variety of sources. The original purchase of the first two grades of iPads was funded through an Installment Purchase Agreement through BOCES to spread the cost over several years. The additional costs have been funded through other technology budget lines that we receive aid on, and our e-Rate reimbursements. A grant secured through Senator Thomas Libous for \$25,000 funded the original purchase of textbooks and apps to get the program started. Ongoing purchases of apps are done through aidable technology budget lines and can be managed and reused through the central management system.

Response to Intervention (RTI) Process

Response to Intervention (RTI) is a multi-tiered early prevention and intervention system designed to improve outcomes for all students. In accordance with Commissioner's Regulations, the school district has established administrative practices and procedures for implementing district-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the district will provide appropriate RTI services pursuant to Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The New York State Education Department (SED) has released a guidance document to assist school districts in designing and implementing an effective RTI process. This document includes, but is not limited to, information regarding regulatory requirements, quality indicators, staff development, tools to assist districts in selecting a specific model and procedures for the use of RTI data in determining if a student has a learning disability. This guidance document is available at: <http://www.p12.nysed.gov/specialed/RTI/guidance/cover.htm>.

Schools are being encouraged to establish procedures for identifying students with learning disabilities that use a research-based RTI process prior to, or as part of, an individual evaluation to determine whether a student has a learning disability. Effective July 1, 2012, an RTI process is required for all students in grades kindergarten through grade 4 suspected of having a learning disability in the area of reading. RTI cannot be utilized as a strategy to delay or deny a timely initial evaluation of a student suspected of having a disability under the Individuals with Disabilities Education Act (IDEA).

Minimum Requirements of District's RTI Program

The district's RTI process shall include the following minimum requirements:

- a) Scientific, research-based instruction in reading and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per Commissioner's Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
- b) Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates in Grades K-6 at a minimum of three (3) times per year;
- c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
- d) Repeated assessments of student achievement which should

include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;

e) The application of information about the student's response to intervention to make educational decisions about changes in goals [i.e., goals for all students, not just Individualized Education Program (IEP) goals], instruction and/or services and the decision to make a referral for special education programs and/or services; and Each building has established RTI Teams that include principals, director of curriculum, school psychologist, special education teacher, social worker, classroom teacher, and AIS teacher.

f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:

- 1) The amount and nature of student performance data that will be collected and the general education services that will be provided as enumerated in Commissioner's Regulations;
- 2) Strategies for increasing the student's rate of learning; and
- 3) The parents' right to request an evaluation for special education programs and/or services.

Structure of Response to Intervention Program

Chenango Valley Central School District uses a three-tiered model of intervention. Tier I is general support through classroom curriculum; Tier II is strategic support with targeted interventions delivered by an AIS teacher, the special education teacher or the classroom teacher. Tier III is intensive support with intense targeted interventions delivered by the AIS or special education teacher. Tier III support could result in eligibility to special education services.

The district's RTI program will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning and to help raise achievement levels for all students.

Building RTI Teams, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, reading and math coordinators, designated administrators, and other individuals deemed appropriate by the district, will be available for each building/grade level classification to address the implementation of the district's RTI process.

The Building RTI Team's responsibilities shall include, but are not limited to, the following:

- a) Determining the level of interventions/student performance criteria appropriate for each tier of the RTI model;
- b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services;
- c) Determining whether to make a referral for special education programs and/or services.

RTI, continued

Criteria for Determining the Levels of Intervention to be Provided to Students

In Grades K-3, student performing below the 25th percentile in the combined areas of Reading and/or the combined areas of Mathematics through AIMSweb screenings will be eligible to receive Academic Intervention Services by AIS providers or Special Education Teachers. Students in Grades 4-9 will be provided AIS services through determination of the Regulations of the Commissioner of Education relative to Academic Intervention Services (AIS) Requirements.

Assessment measures used to determine eligibility for AIS services in Grades K-3 is the AIMSweb Screening that is delivered three (3) times per year along with district established benchmarks.

Assessment measures used to determine eligibility for AIS services in Grades 4-9 will be through determination of Academic Intervention Services Requirements proposed by the Commissioner of Education as well as AIMSweb Screenings.

Types of Interventions

The district will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

Tier One instruction is provided to all students in the general education setting. The use of scientific, research based instruction in the areas of reading and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher.

The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two Level of instruction.

Tier Two Instruction

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being "at risk" who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions provided to all students in the general education setting.

Tier Two instruction may be provided by specialized staff such as AIS Teachers, and/or Special Education teachers or classroom teachers, and/or therapist as determined by the Building RTI Team. At the conclusion of Tier Two instruction, the Building RTI Team will review the student's progress and make a determination as to whether Tier Two interventions should be maintained; the student returned to the general education classroom if satisfactory progress is shown; or referred for Tier Three instruction.

Tier Three Instruction

Tier Three instruction is the provision of more intensive instructional interventions tailored to the needs of the individual student; and is provided to those students who do not achieve adequate progress after receiving interventions at the Tier Two level. Tier Three instruction may include longer periods of intervention program and services than those provided in the first two Tiers based upon the significant needs of the student.

Tier Three instruction will be provided by those specialists, as determined by the Building RTI Team, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the Committee on Special Education. Progress monitoring on a continuous basis is an integral part of Tier Three; and the student's response to the intervention process will determine the need/level of further intervention services and/or educational placement.

Amount and Nature of Student Performance Data to be Collected

The Building RTI Team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. Such data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the district's RTI program and make modifications to the program as deemed necessary.

Manner and Frequency for Progress Monitoring

The Building RTI Team shall monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team shall meet with the student's teacher(s) and will determine if further adjustments need to be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress shall be an ongoing part of the RTI program from the initial screening to completion of the RTI process as applicable. Parents may also request that the progress of their child be reviewed by the Building RTI Team.

Fidelity will also be completed by Team members to assess whether the intervention was implemented as intended and uniformly applied. Clear benchmarks will be established for student performance at the completion of the instructional period/intervention process.

RTI, continued

Staff Development

All staff members involved in the development, provision and/or assessment of the district's RTI program, including both general education and special education instructional personnel, shall receive appropriate training necessary to implement the district's RTI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

Parent Notification

Written notification shall be provided to parents when their child requires an intervention beyond that provided to all students in the general education classroom. Such written notice shall include the following information:

- a) The amount and nature of student performance data that will be collected and the general education services that will be provided as part of the RTI process;
- b) Strategies for increasing the child's rate of learning; and
- c) The parents' right to request an evaluation for special education programs and/or services.

34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311 Education Law Sections 3208, 4002, 4401, 4401-a, 4402, 4402, and 44108 New York Code of Rules and Regulations (NYCRR) Sections 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

The Warrior Fund

The Warrior Fund is an initiative to help support students in our district who may be experiencing financial issues or difficulties. The Warrior Fund may be used for such items as school-related books, supplies and applications, testing expenses, clothing, caps and gowns, daily personal items and other needs that may arise throughout the year.

The Warrior Fund is financed through fundraisers and donations. The Fund graciously accepts donations from clubs, community organizations and individuals. A team of staff members and administrators oversee the fund.

To apply to the Warrior Fund for a specific need, please complete an application, which is available by contacting either Jackie Arnold, 762-6924 or Judy Hayes, 762-6921 in the guidance office.

Applications will be reviewed on an individual case basis, and all information will be kept confidential.

If you are interested in making a donation to the Warrior Fund, please contact Jackie Arnold, 762-6924 or Judy Hayes, 762-6921.

Notification of Rights under FERPA for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Chenango Valley Central School District receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Chenango Valley Central School District to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Chenango Valley Central School District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

School Notice to Parents of Rights Under the Family Educational Rights and Privacy Act

The *Family Educational Rights and Privacy Act* (FERPA), a Federal Law, requires that the Chenango Valley Central School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the Chenango Valley Central School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the Chenango Valley Central School District to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill showing your student's role in a drama production; The annual yearbook; honor roll and other recognition lists; graduation programs; and sports activity sheets, such as for wrestling, showing weight and height of team members.
- Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, the New York State Education Law § 2-1 and two federal laws require school districts receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with student names, addresses and telephone listings – unless parents have advised the school district that they do not want their student's information disclosed without their prior written consent.

If you do not want the Chenango Valley Central School District to disclose some or all directory information from your child's education records without your prior written consent, you must notify the district in writing within 30 days after the publication of this notice. Chenango Valley Central School District has designated the following information as directory information:

1. Student's name;
2. Address;
3. Telephone listing;
4. Electronic mail address;
5. Student's image, including video;
6. Date and place of birth;
7. Major field of study;
8. Dates of attendance;
9. Grade level;
10. Participation in officially recognized activities and sports;
11. Weight and height of members of athletic teams;
12. Degrees, honors and awards received;
13. The most recent educational agency or institution attended

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

Title I, Parents' Right – To-Know Notification Letter Required by No Child Left Behind Legislation

To Port Dickinson & Chenango Bridge Parents/Guardians,

Upon request parents of students attending Title I schools – Port Dickinson and Chenango Bridge may request information regarding the professional qualifications of your child's teachers, and paraprofessional staff.

Please call the Board Office at 762-6810 should you want information regarding:

- A. whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- B. whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- C. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- D. whether the child is provided services by paraprofessionals and, if so, their qualifications.

Then too, should Chenango Valley's Title I schools – Port Dickinson and/or Chenango Bridge be identified for school improvement, corrective action and/or restructuring, letters would be sent to parents which would include:

- A. An explanation of what the identification means and how the school compares to other schools in terms of achievement.
- B. The reason(s) for identification
- C. How the problem is being addressed
- D. How parents can help
- E. The option to transfer to another public school

This letter is to satisfy the NCLB (No Child Left Behind) parent notification requirements should Port Dickinson or Chenango Bridge be identified as a Title I School in Need of Improvement, or Title I Corrective Action.

Public Notice regarding asbestos

The Chenango Valley Central School District has completed the inspection of all schools and buildings to determine the condition of asbestos that is present, and whether any action is required to avoid potential health hazards for students, employees and visitors.

A management plan has been developed in accordance with the Asbestos Hazard Emergency Response Act (AHERA), to ensure the continued provision and maintenance of a safe environment for students, employees and visitors. The management plan includes training of maintenance staff to prevent disturbance of asbestos, periodic re-inspection, surveillance, and limited abatement by trained personnel.

Please note that the comprehensive, triennial inspection occurs once every three years. A surveillance inspection of the asbestos containing building materials occurs every six months, typically during the months of December and July. Monitoring of these building materials occurs on a continuing basis.

A copy of the management plan is available at the district office. If you would like further information regarding this matter, please contact Mr. George Zlock, Director of School Facilities and Operations at (607) 762-6861.

Chenango Valley Central School District

Request for Pesticide Application Notification

New York State Education Law Section 409-H and State Education Department Commissioner's Regulation 155.24, effective July 1, 2001, requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty, and staff regarding the potential use of pesticides periodically throughout the school year.

Chenango Valley Central School District is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior notification of certain pesticide applications.

If you would like to receive such notification or would like further information regarding this matter, please contact Mr. George Zlock, Director of School Facilities and Operations at (607) 762-6861.

Chenango Valley Central School District
221 Chenango Bridge Rd.
Binghamton, NY 13901

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Believe It! Achieve It! At Chenango Valley where Warriors Excel!



**RALLY
 IN THE
 VALLEY**

Friday, October 17
7 - 9 p.m.
CVHS Student
Parking Lot

A family event to
show your
Warrior Pride!

bring the kids
meet the teams
enjoy the music
free cider and donuts



DIRECTORY

Website www.cvcvsd.stier.org
 CV School District Main Number 762-6800
 Board of Education
 Gerald G. Abbey Jr., President 722-5474
 Jason Aurelio 237-0263
 Stephen Carr 760-9605
 Stuart W. Elliott, Vice President 648-6061
 John Hussar 773-8196
 Terrence M. Kane 648-4499
 Lynn M. Kaufman 221-6240
 Joel Luchun 722-1589
 Michelle Porterfield Wilson 648-5544

Superintendent of Schools
 David Gill 762-6810
 Assistant Superintendent of Schools
 Elizabeth DiCosimo 762-6811
 District Clerk
 Susan Cirba 762-6812

Newsletter & Website
 Linda Snyder 762-6804

Offices

Athletics 762-6904
 Food Service 762-6840
 Guidance 762-6918
 Special Education Department 762-6830
 Transportation Department 762-6850

Schools

Port Dickinson 762-6970
 Attendance 762-6977
 Health Office 762-6976
 DASA Coordinator, Jim Pritchard 762-6970
 Chenango Bridge 762-6950
 Attendance 762-6954
 Health Office 762-6952
 DASA Coord., Mary Beth Hammond 762-6950
 Middle School 762-6902
 Attendance 762-6931
 Health Office 762-6911
 Homework Hotline - Grey 762-6870
 Homework Hotline - Red 762-6872
 DASA Coordinator, Eric Attleson 762-6902
 High School 762-6900
 Attendance 762-6931
 Health Office 762-6911
 DASA Coordinator, Terry Heller 762-6900

OUR MISSION
We inspire, engage and empower all students to achieve their full potential.