
SOUTHAMPTON

UNION FREE

SCHOOL DISTRICT

2006-2007



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Philosophy Statement

When charged with the education of a community, it is appropriate to make a statement of philosophy which befits human nature and which will impel all components of the system in educating the youth of a community and providing learning opportunity for its members.

The Southampton Public School System is committed to cultivating and nurturing unselfish self-fulfillment.

In this pursuit, education is an essential means to securing an abundant life, a free mind in an ordered society, and happiness in the broadest sense. Furthermore, the development of cooperative skills and values is as vital as personal academic autonomy.

The strength of this commitment is derived from the interactions of the community and the integrity of its members. Each must perform not because others are doing it, not because others would approve it, but because it is right. We therefore, believe that there is an equation between happiness and good, between good and education.

In order to nurture and cultivate unselfish self-fulfillment our district will strive to maintain an environment which will provide for the physical, social, academic, and ethical development of our members.

For the mind to function well it must be sustained by a healthy body. Members are taught desirable health practices and encouraged to develop physical and emotional stamina to meet the demands of life.

To function well in a society, individuals must be taught to develop cooperative skills and values which foster a sense of responsibility to the needs of others. This education, progressing from a community to a global sense of responsibility, will better prepare our students to meet the challenges of tomorrow.

The education system is dedicated to providing a body of knowledge and skills that encourages lifelong learning. This process will foster individual and cooperative learning through varied programs of study that fulfill the needs of its members. Individuals will be encouraged to derive satisfaction from and pride in their work and accomplishments. This education should insure the realization of individual potential in pursuit of unselfish self-fulfillment.

The physical, social, and academic objectives are means to the higher ethical objectives of living well.

In order to live as well as possible, it is necessary for all the various purposes of the individual to fit into a coherent plan for living. Then the individual must determine why one way of pursuing goals is better than another.

The answers are found in the common nature of human beings. We have the same innate needs. Among these needs are health, stamina, pleasure, opportunity, freedom, knowledge, skill, friendship, love, self-esteem, and deserved honor. Most important, we need good habits and intellectual virtues which enable us to make good choices with ease.

All human beings have the same ethical obligation to fulfill their innate needs. We recognize that all human beings have the same rights because they ought to fulfill their needs and achieve happiness.

The Southampton Public School System is committed to an education which will provide its members with the means to discern how one ought to live well in pursuit of happiness through unselfish self-fulfillment.

The Southampton Union Free School District serves a diverse student population of approximately 1,700 students, Pre-K to Grade 12.

Technology Mission Statement

In a rapidly changing world, with technology at the forefront, the needs of students change. What is represented in any long-range plan should be constantly assessed in order to strive for continuous improvement. Therefore, the following plan is a living document and will be adapted to meet the needs of our students and community.

Our goal is to:

- Empower Southampton students' to become independent, life-long learners in a rapidly changing society.*
- Select and provide technology that supports the achievement of the instructional goals in a safe environment.*
- Support the preparation of students who will live and work in the 21st century and the global society.*

Goals and Objectives:

- I. Enhance local and global communication
 - a. Maintain and enhance District website
 - b. Offer training in the World Wide Web to community, staff and students
 - c. Attain equitable access to technology
 - d. Continue to provide parents/guardians and students access and training in the web-based student information system

- II. Support curricular and instructional objectives
 - a. Provide support and training to attain technological proficiency, based on grade level benchmarks to staff and students
 - b. Provide technology to help teachers deliver a variety of learning opportunities to students

- III. Improve the ability of students and staff to manage information
 - a. Continue to provide a network that allows students and staff to manage information
 - b. Enhance the network to support the next level of emergent technology

- IV. Promote safe, ethical and responsible use of technology. The District will:
 - a. Review, distribute and implement the District Computer, Network and Internet Use Policy
 - b. Review, distribute and implement the District Computer, Network and Internet Use Authorization Form

- c. Provide regular workshops on technology applications and implementation.
- V. Foster alliances with non-profit agencies, other educational institutions, and local businesses
 - a. Develop grants and mutually advantageous partnerships.
 - b. Continue to develop career training programs for the school and community
- VI. Provide the infrastructure, hardware and software for present needs and future applications and security of the system.
- VII. Evaluate and assess annually the district technology program

A Message From The Superintendent



"It's all about literacy"

Dear Members of the Southampton School Community:

The development of literacy is one of our most important obligations as educators. Whether a student is college bound or learning to be a chef, the ability to read and write is critical in order to become an informed effective consumer, worker and citizen.

Over the last year we have made significant changes in order to improve student literacy. We have revised our reading and writing curriculum in grades Pre-K through 8. We have implemented a summer reading program for all students. We have assessed the reading and writing levels of every student so we can measure student progress from fall to spring and year to year. We have implemented 90 minute uninterrupted literacy blocks in grades K through 6. Our classroom libraries have been expanded to include a wide variety of non-fiction and fiction literature. We have received a grant from the National Writing Project to improve writing instruction.

Research has shown that children who are read to are more successful in school and become better, stronger readers. As parents and community members you can do to support our young people's literacy levels by:

- Reading aloud to your child every day, whether he/she is an infant listening to nursery rhymes or a high school student hearing a newspaper article.
- Modeling for young people by reading and talking about what you have read.
- Visiting the library often with your child and show him/her how to obtain a library card and select books.
- Conferring with your child's teacher and ask to review his/her reading and writing levels as well as strengths and weaknesses.
- Having books and magazines everywhere - even the kitchen and bathroom!
- For older readers, clip out articles on controversial, interesting topics like drug testing, dress codes, fads, fashion and sports figures.

At our November 30th Board of Education meeting we will issue a public report on our progress, including areas to be addressed and success indicators. We welcome your participation and look forward to your ideas, comments and suggestions. E-mail comments are always welcome at lbruno@southamptonschools.org .

Sincerely,

Linda J. Bruno, Ph.D.
Superintendent of Schools

About the Web Site

The Southampton School District's web site contains over 1000 pages of information. These include a calendar of events, curriculum information, about the district, Board of Education information and agendas, the school newsletter, PTA information, student resource links, and a link to PowerSchool (our school's student management system), to name a few of the elements to be found.

There are links to each building's web site, as well.

The web site is updated on a regular basis.

We are in the process revamping our district's web site. Phase II should be ready by the end of summer 2006. Phase II will include teacher web sites and designated building site coordinators.

URL: www.southampton.k12.ny.us

Web Publishing Policy

In order to ensure quality and safety, the district requires that all SUFSD employee pages published are on the school district's web server. No faculty or staff member may, on behalf of the district, publish on another site.

In addition, the district prohibits the publication of personal information about students including any photographs, full names, or other personal key identifying information that may compromise a student's safety unless password protected.

Faculty members wishing to publish sites may do so by following the district's web publishing approval process, and must be approved by the District Instructional Technology Committee and the Superintendent's Office.

Furthermore, the district prohibits any advertising.

DISTRICT COMPUTER, NETWORK AND INTERNET USE POLICY

Privileges, Rights and Responsibilities

The use of the District's computer and Internet resources is a privilege. It is expected that all individuals utilizing the District's computers and networks will undertake responsibility for their actions and words and will, furthermore, respect the rights and privileges of all network users. Users need to familiarize themselves with these responsibilities. Failure to adhere to them may result in the loss of network and/or computer privileges, suspension, and possible legal actions.

- Exemplary behavior is expected while computers are being used.
- Never share your password, account, or log on for anyone. Impersonation, anonymity, or pseudonyms are not permitted. You have full responsibility for the use of your account, and will be held responsible for any policy violations that are traced to your account. Do not leave the account open and unattended.
- Do not damage, abuse or break the hardware, software or the network.
- Do not plagiarize or use copyrighted material without permission.
- Do not quote personal communications without the original author's prior consent.
- Honor all rules of copyright and personal property. Ownership of text, music, software, and other media is protected to the full extent of the law and must be respected.
- Use of computers for illegal activities or for commercial gain is prohibited.
- Avoid the spread of spy ware computer viruses. You are responsible to take precautions to prevent viruses on the school's equipment.
- Use appropriate language. Profanity, pornography or obscenity is not permitted at any time. Be courteous and polite. Avoid offensive or inflammatory speech
- You will be expected to respect the rights and property of others, and will not improperly access, misappropriate, or misuse the files, data, or information of others.
- Documents and/or mail should be deleted regularly in order to conserve file space.
- Interpretation, application and modification of the policy is within the sole discretion of the Southampton School District.
- Any questions or issues regarding this policy should be directed to the Southampton School District Administration.
- Installation of software is allowed only by the District's administration, and should not be undertaken by any other user unless authorized by administration.

- Users are not permitted to work in or to modify the Network Operating System.
- Unauthorized exploration or changes to any system files are prohibited.

Acceptable Use:

The purpose of the Internet is to support research and education in and among academic institutions in the U.S. by providing access to unique resources and the opportunity for collaborative work. The use of your account must be in support of education and research and consistent with the educational objectives of the Southampton School District.

Computer, Network and Internet Use Policy

The Southampton Board of Education affirms the District's commitment to preparing students for the 21st century and global society. Students need to be technologically literate to become successful, productive citizens and to succeed in an internationally competitive work force.

Educational technology is to be integrated into instruction and management to promote student learning, while enhancing both the teaching process and the operations of the school system. Through the use of such technology, instruction will be delivered so that students and District personnel can access and process information as well as manage and communicate information.

The applicable use of computers and technology will be communicated to all users throughout the district. The use of computers and networks will provide for the facilitation of the exchange of information to further communication, education, and research: and is, accordingly, consistent with the mission of the Southampton Union Free School District. The messages and documents residing within created and/or transmitted on any computer or network may be subject to the District's monitoring and review. The District administration reserves the right to supervise the use of all computers, networks and to inspect the information and content they contain. A Computer, Network, and Internet Use Agreement Authorization Form must be completed by each person requesting access to the district's computers or networks. Any use without authorization is prohibited.

Use of District computers and networks for private or commercial business, political or religious purposes is prohibited. Use of District computers and/or networks for illegal activity or to access or transmit obscene or pornographic material is prohibited. Transmitting or storing offensive or objectionable material is prohibited on District computers or networks; the District's determination as to whether the nature of the

material is considered offensive or objectionable is to be considered as final. Using programs that harass users or infiltrate a computing system and/or damage the hardware or software components is prohibited.

Any use of District computers that access outside resources must conform to the terms and conditions of the Southampton School District's "Computer, Network and Internet Use Policy." Subscribers to listservs, bulletin boards, and on-line services must be pre-approved by the District.

Equal access to computer use:

All approved users of the network or computer services have the right to equal access to resources. Some uses, however, such as approved class work, have priority over other uses, such as browsing or "net surfing". No single user should monopolize a computer or the network used by it. You may be asked to remove files if total system storage space becomes low.

Safety from harassment:

If you ever feel harassed or threatened by somebody on the network, bring it to the attention of a teacher or system administrator immediately.

The Southampton School District will submit an Authorization Form to all parents/guardians stating the Computer, Network and Internet Use Agreement. Then District will have the teacher/parent/guardian and student execute the release-user agreement, and the District will provide for the promulgation of the guidelines stated in the policy.

Implementation of this policy and the consequences for infractions of the aforementioned guidelines will be the responsibility of the building Principals and/or their designees. The policy and the consequences for infractions will be clearly delineated, communicated and enforced. Unacceptable uses of the District's computer resources may result in the suspension or revocation of these privileges, as well as disciplinary and/or monetary consequences and possible legal actions. Any appeal may be brought to the Superintendent of Schools whose decision will be final.

**SOUTHAMPTON UNION FREE SCHOOL DISTRICT
COMPUTER, NETWORK AND INTERNET USE AGREEMENT
AUTHORIZATION FORM**

I understand and will abide by the District's Computer, Network and Internet Use Policy. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit a violation, my access privileges may be revoked and school disciplinary and/or appropriate legal actions may be taken.

User Name (please print): _____

User Signature: _____

Date: _____

PARENT OR GUARDIAN

As the parent or guardian of this student, I have read the District's Computer, Network and Internet Use Policy. I understand that this access is designed for educational purposes. However, I also recognize it is impossible for the Southampton School District; its Board of Education; agents; administrators; and staff to restrict access to all controversial materials and, accordingly, I will not hold it (them) responsible for materials my child may access on the network. Further, I accept full responsibility for supervision if and when my child's use is in a school setting. I hereby give permission to the Southampton School District to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian's Name:

(please print)

Address: _____

Telephone: _____

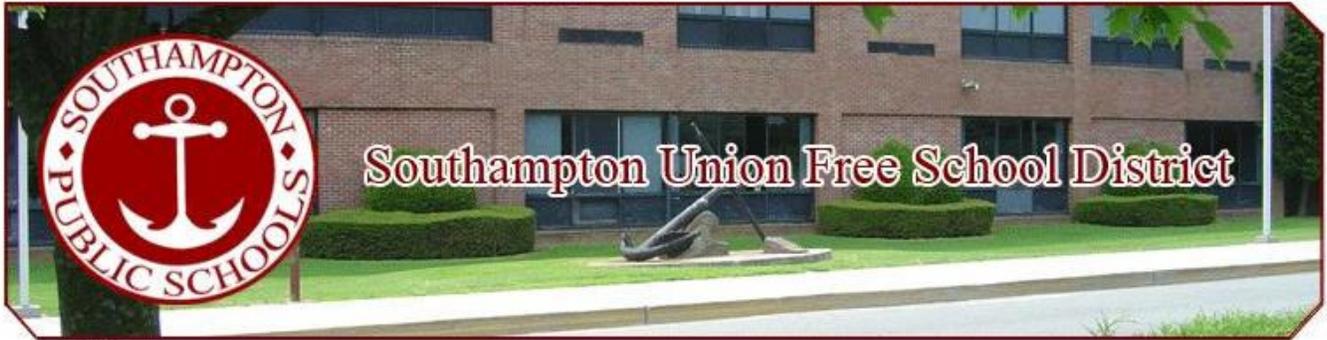
Signature: _____

Date: _____

I have read the District's Computer, Network and Internet Use Policy and agree to take appropriate measures to insure that all students are made aware of the guidelines and their responsibilities and are instructed on acceptable use of the computers and networks. Because the student may use the network for individual work or in the context of other classes, I cannot be held responsible for the student use of the network.

Principal/Designee: _____

Signature: _____ Date: _____



- Home
- District Info
- Directions
- District Calendar
- Contact Info
- Board of Education
- Powerschool

Welcome to the Southampton School District Website!

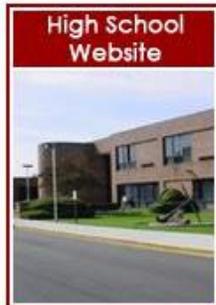
The Southampton Union Free School District was admitted to the University of the State of New York on December 14th, 1892 by the Regents grant certificate no. 717 under seal of the University, at the capitol in Albany. The Southampton Public Schools provide education Pre-K through 12. [More..](#)

Important News and Events

published by Family First Parenting Programs.

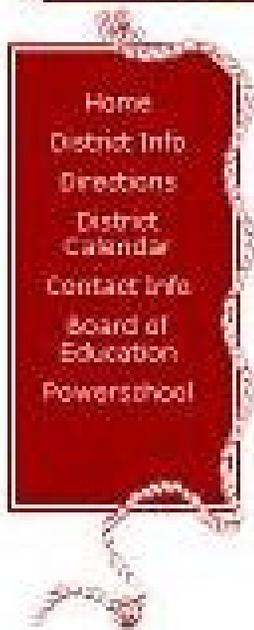
Superintendent's Message	Admin	Exit Outcomes	Budget	Discipline Code	Internet Use Policy
Attendance Policy	Employment Opportunities	District Nutrition Program			
District Report Card	Transportation				

Click on one of the following links to visit the:



Southampton Schools Weather Cam





Welcome to the Southampton High School Website!

Southampton High School is a good school. It's not a perfect school because there are no perfect schools. It is a school with an abundance of resources and activities that are available to all students.

[More...](#)

Southampton High School...

- ✓ Is a small, comprehensive school
- ✓ Has a diverse and multi-talented staff & student body
- ✓ Has a wide variety of course offerings including twelve advanced placement programs
- ✓ Has extensive extracurricular offerings
Has collaborations with Brookhaven National Labs, Parish Art Museum, Bay Street Theater, Rogers Memorial Library
- ✓ Has its own Electronic Doorway Library



- Home
- District Info
- Directions
- District Calendar
- Contact Info
- Board of Education
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Welcome to the Southampton Intermediate School Website!

Southampton Intermediate School is a wonderful place to grow and learn, a place that has a great deal of meaning for our students. There is no other place in our greater community where students come together on a daily basis, to such a common meaning and understanding of their own experience. We are privileged to be in such a supportive and caring community and school environment.

This web page is just a glimpse of what our students are building for themselves every day. Whether it is academic, social, emotional or physical, the experiences here will last a lifetime and contribute to the needed ingredients of success.

So please breathe-in all the wonderful information laid out before you on this page. It is just a small representation of a lot of hard work and dedication from our students, teachers and community supporters. Hopefully, you can experience an essence of the meaning and dignity of this school and its goal to get better and better every hour, every day of every year.



Southampton



- Home
- District Info
- Directions
- District Calendar
- Contact Info
- Board of Education
- Powerschool

Welcome to the Southampton Elementary School Website!

May 2 , 2005

Dear Families,

I hope you all enjoyed the company of your children this past week. Spring is definitely here and I know we are all grateful for that.

[More](#)

- Tuesday, May 3 - Authors/Illustrators
- Wednesday, May 4 - Kindergarten Orientation
- Tuesday, May 10 - TONYSS Test - Grades 2 & 3 - all week
- Tuesday, May 10 - New York State Grade 4 Mathematics Assessment - all week
- Week of May 16 - Kindergarten Round UP - All Week
- Week of May 16 - TONYSS Test - Grades 2 & 3
- Monday, May 30 - Memorial Day Schools Closed





[Community](#) [Parent](#) [Teacher](#) [Student](#) [SPK Home](#)



- [Home](#)
- [District Info](#)
- [Directions](#)
- [District Calendar](#)
- [Contact Info](#)
- [Board of Education](#)
- [Powerschool](#)

Welcome to the Southampton Pre-K School Website!

A Message from the Staff:

The Southampton Pre-K program is a nationally accredited (NAEYC) Preschool program. Our program gives children the opportunity to develop in a play based, learning center approach. [More..](#)

[Click here to view the PreK Summer Reading Program Booklist](#)





New York State Learning Standards

New York State has adopted new, higher education K-12. In seven key disciplines the standards are clear for all students, at all levels.

English Language Arts

Language for Information & Understanding
Language for Literary Response & Expression
Language for Critical Analysis & Evaluation
Social Interaction

Languages Other Than English

Communication Skills
Cultural Understanding
Social Interaction

Mathematics, Science, & Technology

Analysis, Inquiry, & Design
Information Systems
Mathematics
Science
Technology
Interconnectedness: Common Themes
Interdisciplinary Problem Solving

Social Studies

History of the United States & New York
World History
Geography
Economics
Civics, Citizenship, & Government

Career Development & Occupational Studies

Career Development
Integrating Learning
Universal Foundation Skills
Career Majors

The Arts

Creating, Performing, Participating
Knowing & Using Art Resources
Responding to & Analyzing Works of Art
Understanding Cultural Contributions

Health, Physical Education, & Athletics

Personal Health & Fitness
A Safe & Healthy Environment
Resource Management

Technology Standards

Overview

The Southampton Union Free School District, after careful review, has decided to utilize the National Educational Technology Standards for Students and Teachers (NETS) as recommended by the International Society for Technology Educators (ISTE).

During the 2003/2004 school year, these benchmarks and performance indicators were implemented with all pre-K through 9th grade students and new teachers.

The continual review process includes building level technology meetings, grade level conversations, district level technology meetings, and other curriculum review committees, to encompass the entire district.

Technology Standards

1. Basic operations and concepts:

- ♦ Students demonstrate a sound understanding of the nature and operation of technology systems.
- ♦ Students are proficient in the use of technology.

2. Social, ethical and human issues:

- ♦ Students understand the ethical, cultural and societal issues related to technology.
- ♦ Students practice responsible use of technology systems, information and software.
- ♦ Students develop positive attitudes toward technology uses that support life-long learning, collaboration, personal pursuits and productivity.

3. Technology productivity tools:

- ♦ Students use technology tools to enhance learning, increase productivity and promote creativity.
- ♦ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications and produce other creative works.

4. Technology communications tools:

- ♦ Students use telecommunications to collaborate, publish and interact with peers, experts and other audiences.
- ♦ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools:

- ♦ Students use technology to locate, evaluate, and collect information from a variety of sources.
- ♦ Students use technology tools to process data and report results.
- ♦ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools:

- ♦ Students use technology resources for solving problems and making informed decisions.
- ♦ Students employ technology in the development of strategies for solving problems in the real world.

Performance Indicators for Technology *Literate Learners*

Pre-K to Grade 2

BENCHMARK INDICATOR –

1. Use input devices (i.e., mouse, keyboard, remote control) and output devices (i.e., monitor, remote control) to successfully operate computers, VCR's, audiotapes and other technologies. (Tech. Standard 1)
2. Use a variety of media and technology resources for directed and independent learning activities. (Tech. Standards 1 & 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (Tech. Standard 1)
4. Use developmentally appropriate multimedia resources (i.e., interactive books, educational software, elementary multimedia encyclopedia's) to support learning. (Tech. Standard 1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (Tech. Standard 1)
6. Demonstrate positive social and ethical behaviors when using technology. (Tech. Standard 2)
7. Practice responsible use of technology systems and software. (Tech. Standard 2)
8. Create developmentally appropriate multimedia products with support from teachers, family members or student partners. (Tech. Standard 3)

9. Use technology resources (i.e., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication and illustration of thoughts, ideas and stories. (Tech. Standards 3,4,5 & 6)

10. Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners. (Tech. Standard 4)

Performance Indicators for Technology *Literate Learners*

Grade 3 to Grade 5

BENCHMARK INDICATOR –

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (Tech. Standard 1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provided. (Tech. Standard 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (Tech. Standard 2)
4. Use general-purpose productivity tools and peripherals to support personal productivity, remedial skill deficits and facilitate learning throughout the curriculum. (Tech. Standards 3 & 5)
5. Use technology tools (i.e., multimedia authoring, presentation, Web tools, digital cameras) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (Tech. Standards 3 & 6)
6. Design, develop, publish and present products (i.e., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (Tech. Standards 4,5 & 6)

7. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (Tech. Standards 4 & 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (Tech. Standards 5 & 6)
9. Demonstrate an understanding of concepts underlying hardware, software and connectivity, and of practical applications to learning and problem solving. (Tech. Standards 1 & 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources concerning real-world problems. (Tech. Standards 2, 5 & 6)

Performance Indicators for Technology *Literate Learners*

Grade 6 to Grade 8

BENCHMARK INDICATOR –

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (Tech. Standard 1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (Tech. Standard 2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (Tech. Standard 2)
4. Use content-specific tools, software and simulations (i.e., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (Tech. Standards 3 & 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration and learning throughout the curriculum. (Tech. Standards 3 & 6)
6. Design, develop, publish and present products (i.e., Web pages) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (Tech. Standards 4, 5 & 6)
7. Collaborate with peers, experts and others, using telecommunications and collaborative tools to investigate curriculum- related problems, issues and information, and to develop solutions or products for audiences inside and outside the classroom. (Tech. Standards 4 & 5)

8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (Tech. Standards 5 & 6)

9. Demonstrate an understanding of concepts underlying hardware, software connectivity and of practical applications to learning and problem solving. (Tech. Standards 1 & 6)

10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information source concerning real-world problems. (Tech. Standards 2, 5 & 6)

Performance Indicators for Technology *Literate Learners*

Grade 9 to Grade 12

BENCHMARK INDICATOR –

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, life-long learning and workplace needs. (Tech. Standard 2)
2. Make informed choices among technology systems, resources and services. (Tech. Standards 1 & 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (Tech. Standard 2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family and community regarding the use of technology and information. (Tech. Standard 2)
5. Use technology tools and resources for managing and communicating personal/professional information (i.e., finances, schedules, addressees, purchases and correspondence). (Tech. Standards 3 & 4)
6. Evaluate technology-based options, including distance and distributed education for life-long learning. (Tech. Standard 5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications and productivity. (Tech. Standards 4, 5 & 6)

8. Select and apply technology tools for research, information analysis, problem solving and decision-making in content learning. (Tech. Standards 4 & 5)
9. Investigate and apply expert systems, intelligent agents and simulations in real-world situations. (Tech. Standards 3, 5 & 6)
10. Collaborate with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce and disseminate information, models and other creative works. (Tech. Standards 4, 5 & 6)

District Exit Outcomes

Life-Long Learner

- respects established knowledge and tradition
- synthesizes new information with one's experiences
- sets priorities and goals and monitors their progress
- demonstrates a commitment to continuous improvement

Effective Communicator

- reads, writes, listens and speaks for various audiences and purposes
- uses a variety of media
- receives and conveys messages with ease

Involved Citizen

- responds to the needs of others
- uses cooperative skills and values
- progresses from a community to a global sense of responsibility to humanity and environment

Problem Solver/Complex Thinker

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Wholesome Individual

- understands personal life management
- develops and maintains desirable health practices
- possesses a sense of self-worth
- attains physical and emotional stamina

Quality Producer

- uses appropriate skills/resources/technology
- creates products that reflect high standards
- identifies and frames tasks
- derives satisfaction from and pride in their accomplishments

Ethical Thinker

- demonstrates mutual and self-respect
- has ability to determine why one way of pursuing goals is better than another
- develops good habits and intellectual virtues to make good choices with ease
- recognizes that all human beings have the same rights because they ought to fulfill their needs and achieve happiness

The University of the State of New York
The State Education Department



**OVERVIEW OF DISTRICT PERFORMANCE IN
ENGLISH LANGUAGE ARTS, MATHEMATICS, AND SCIENCE
AND
ANALYSIS OF STUDENT SUBGROUP PERFORMANCE
for
Southampton Union Free School District**

February 2005

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

ROBERT M. BENNETT, <i>Chancellor</i> , B.A., M.S.	Tonawanda
ADELAIDE L. SANFORD, <i>Vice Chancellor</i> , B.A., M.A., P.D.	Hollis
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Overview of District Performance in English Language Arts, Mathematics, and Science

District Profile

Superintendent: Linda J. Bruno		Phone: (631)591-4510
Organization 2003-04	Grade Range	Student Enrollment
	NA	1697

2002-03 District-wide Total Expenditure per Pupil	\$22,543
2002-03 NYS Public Schools Total Expenditure per Pupil	\$13,085

2003-04 Core Classes Taught by Highly Qualified Teachers*

Total Number of Core Classes	Percent Taught by Highly Qualified Teachers
451	97%

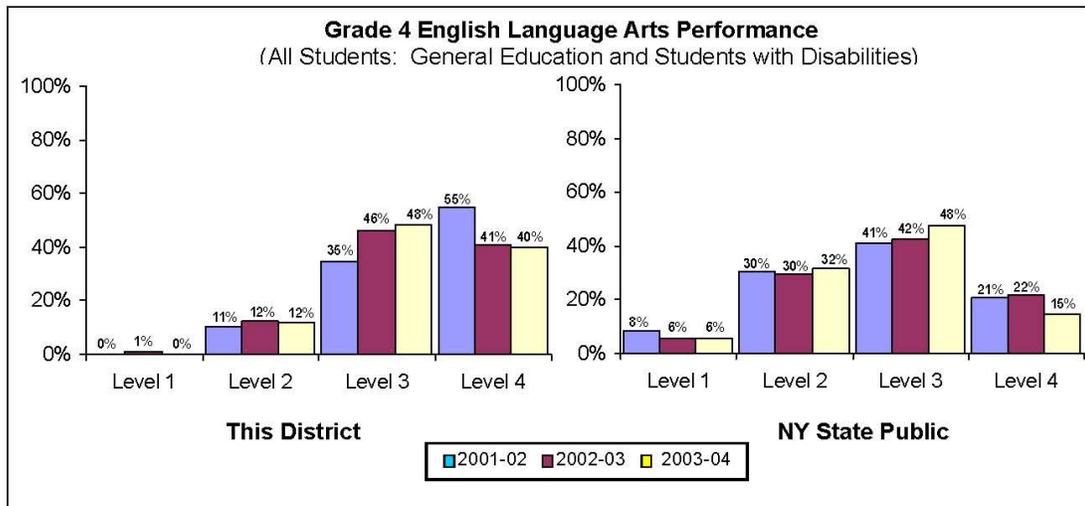
*To meet the federal definition of "highly qualified," public school teachers of core academic subjects must have at least a bachelor's degree and be State certified for and demonstrate subject matter competency in the core academic subject(s) they teach.

2003-04 Teachers with No Valid Teaching Certificate*

Total Number of Teachers	Percent with No Valid Teaching Certificate
181	2%

*Includes teachers with a modified temporary license.

Elementary Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 455-602	Level 2 603-644	Level 3 645-691	Level 4 692-800	Total Tested	
Jan-Feb 2002	0	12	39	62	113	704
Feb 2003	1	12	45	40	98	681
Feb 2004	0	13	52	43	108	684

Elementary-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

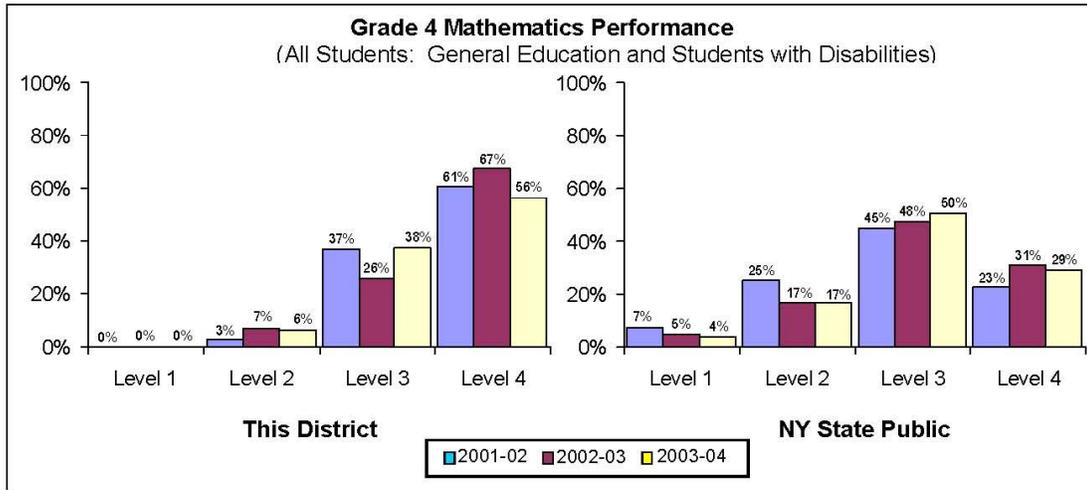
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 4	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	#	#	#	#	1

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	1

Elementary Level Mathematics



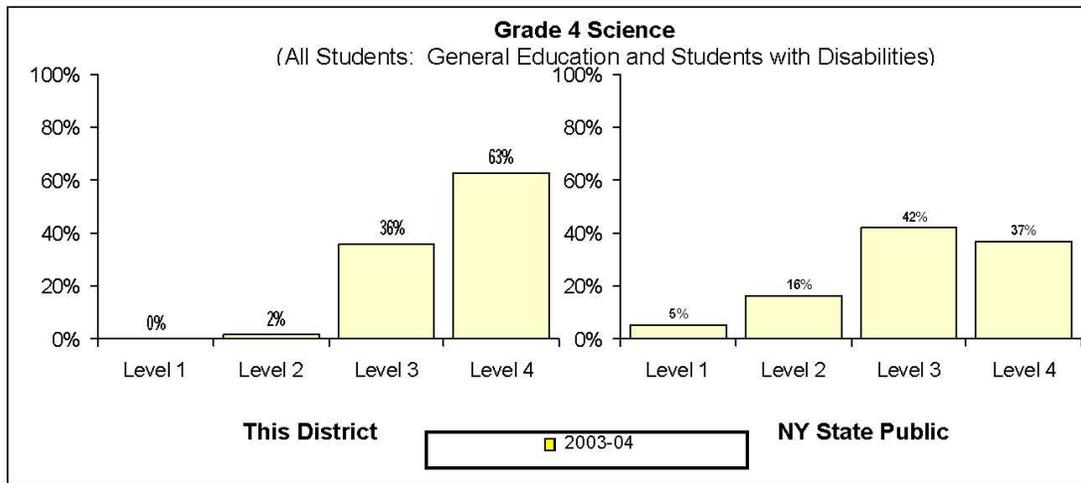
Performance at This District	Counts of Students					Mean Score
	Level 1 448-601	Level 2 602-636	Level 3 637-677	Level 4 678-810	Total Tested	
May 2002	0	3	41	68	112	685
May 2003	0	7	26	68	101	686
May 2004	0	7	42	63	112	685

Elementary-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	1

Elementary Level Science*



Performance at This District	Counts of Students					Mean Score
	Level 1 0-44	Level 2 45-64	Level 3 65-84	Level 4 85-100	Total Tested	
May 2004	0	2	40	70	112	86

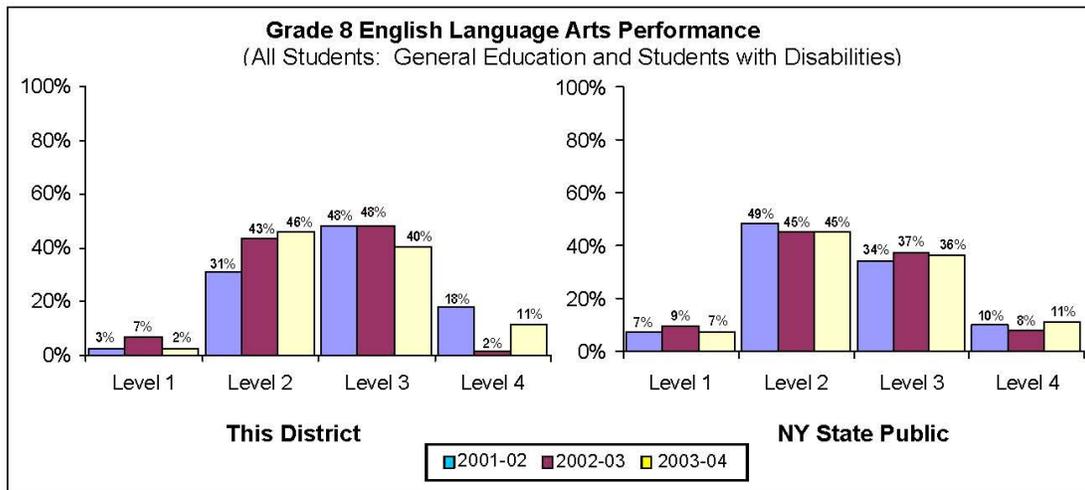
Elementary-Level Science Levels – Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Elementary Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	#	#	#	#	1

*Only one year of data is shown because a new assessment in elementary-level science was administered for the first time in 2003-04.

Middle Level English Language Arts



Performance at This District	Counts of Students					Mean Score
	Level 1 527-659	Level 2 660-698	Level 3 699-737	Level 4 738-830	Total Tested	
March 2002	3	36	56	21	116	710
	Level 1 527-657	Level 2 658-696	Level 3 697-736	Level 4 737-830	Total Tested	
January 2003	9	56	62	2	129	693
January 2004	3	57	50	14	124	702

Middle-Level English Language Arts Levels — Listening, Reading, and Writing Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

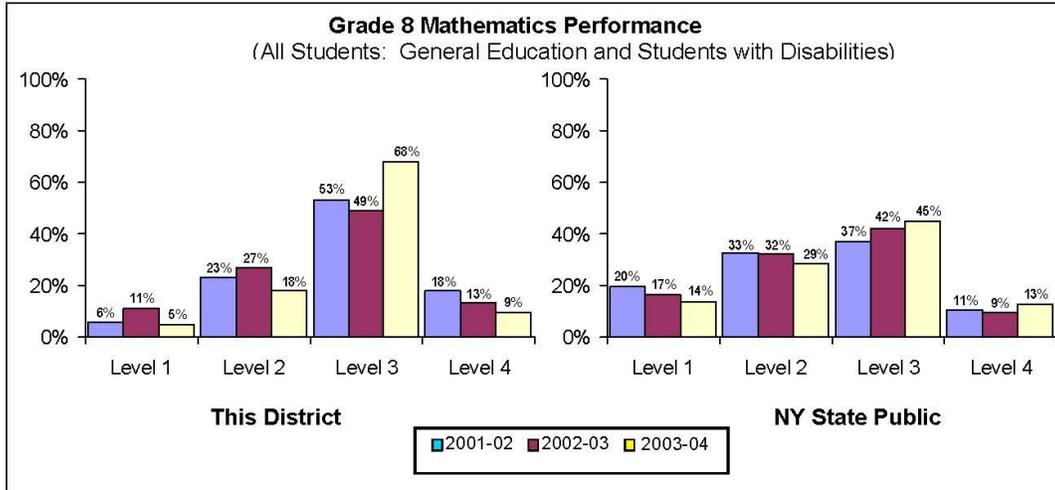
Performance of Limited English Proficient Students Taking the New York State English as a Second Language Achievement Test (NYSESLAT) as the Measure of English Language Arts Achievement

Grade 8	Level 1	Level 2	Level 3	Level 4	Total Tested
2004	#	#	#	#	1

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in English

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	0	0	0

Middle Level Mathematics



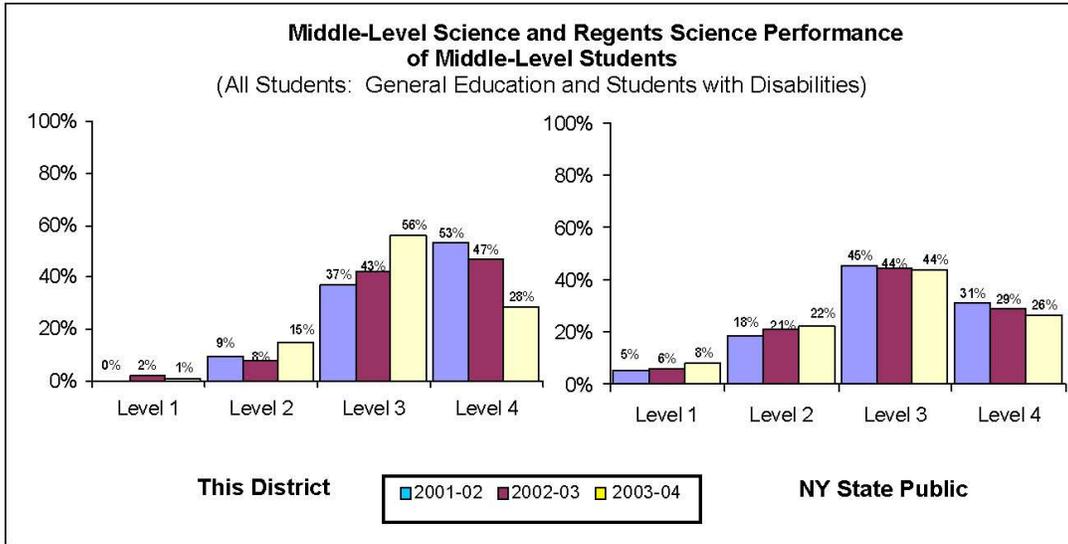
Performance at This District	Counts of Students				Total Tested	Mean Score
	Level 1 517-680	Level 2 681-715	Level 3 716-759	Level 4 760-882		
May 2002	7	27	62	21	117	733
May 2003	14	34	62	17	127	719
May 2004	6	23	86	12	127	731

Middle-Level Mathematics Levels — Knowledge, Reasoning, and Problem-Solving Standards	
Level 4	These students exceed the standards and are moving toward high performance on the Regents examination.
Level 3	These students meet the standards and, with continued steady growth, should pass the Regents examination.
Level 2	These students need extra help to meet the standards and pass the Regents examination.
Level 1	These students have serious academic deficiencies .

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Mathematics

Middle Level	AA-Level 1	AA-Level 2	AA-Level 3	AA-Level 4	Total Tested
2003-04	0	0	0	0	0

Middle Level Science



Performance at This District		Counts of Students					Mean Score
		Level 1	Level 2	Level 3	Level 4	Total Tested	
June 2002	Middle-Level Science	0	11	44	63	118	82
	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	3	10	54	60	127	80
June 2003	Regents Science	0	0	0	0	0	0
January/	Middle-Level Science	1	18	69	35	123	77
June 2004	Regents Science	0	0	0	0	0	0

Middle-Level Science Levels — Knowledge, Reasoning, and Problem-Solving Standards*	
Level 4	These students exceed the standards on the middle-level science test and are moving toward high performance on the Regents examinations <u>or</u> score 85–100 on a Regents science examination.
Level 3	These students meet the standards on the middle-level science test and, with continued steady growth, should pass the Regents examinations <u>or</u> score 65–84 on a Regents science examination.
Level 2	These students need extra help to meet the standards for middle-level science and to pass the Regents examinations <u>or</u> score 55–64 on a Regents science examination.
Level 1	These students have serious academic deficiencies as evidenced in the middle-level science test <u>or</u> score 0–54 on a Regents science examination.

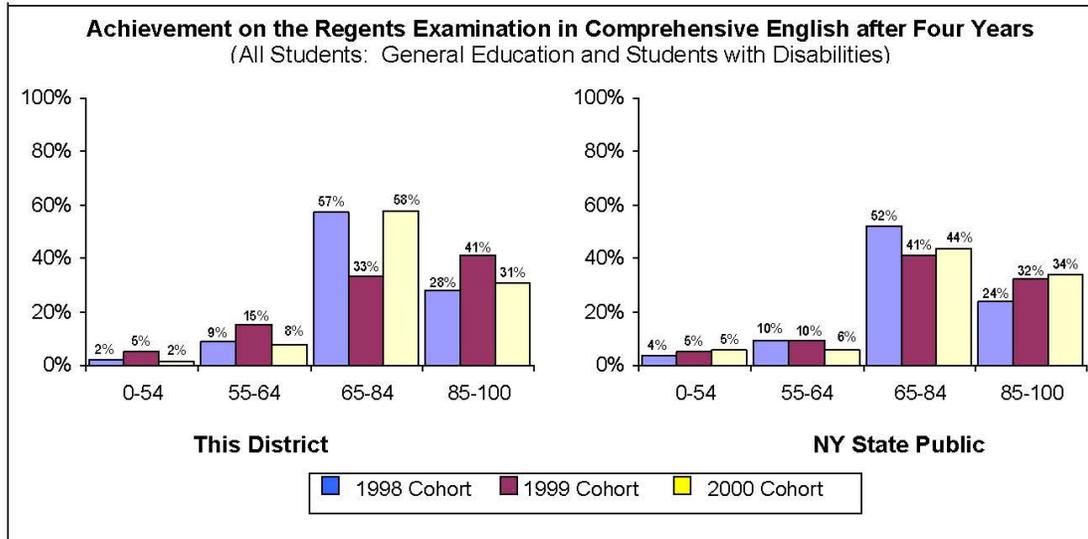
*Students may demonstrate proficiency in middle-level science by scoring at Level 3 or above on the middle-level science test or by scoring 65 or above on a Regents examination in science.

Performance of Students with Severe Disabilities on the New York State Alternate Assessment (NYSAA) in Science

Middle Level	AA–Level 1	AA–Level 2	AA–Level 3	AA–Level 4	Total Tested
2003–04	0	0	0	0	0

High School English Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in English. In the graph, students passing approved alternatives to this examination are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



English Graduation Requirement Achievement after Four Years of High School*						
	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1998 Cohort	149	3	13	85	42	0
1999 Cohort	151	8	23	50	62	0
2000 Cohort	131	2	10	76	40	0

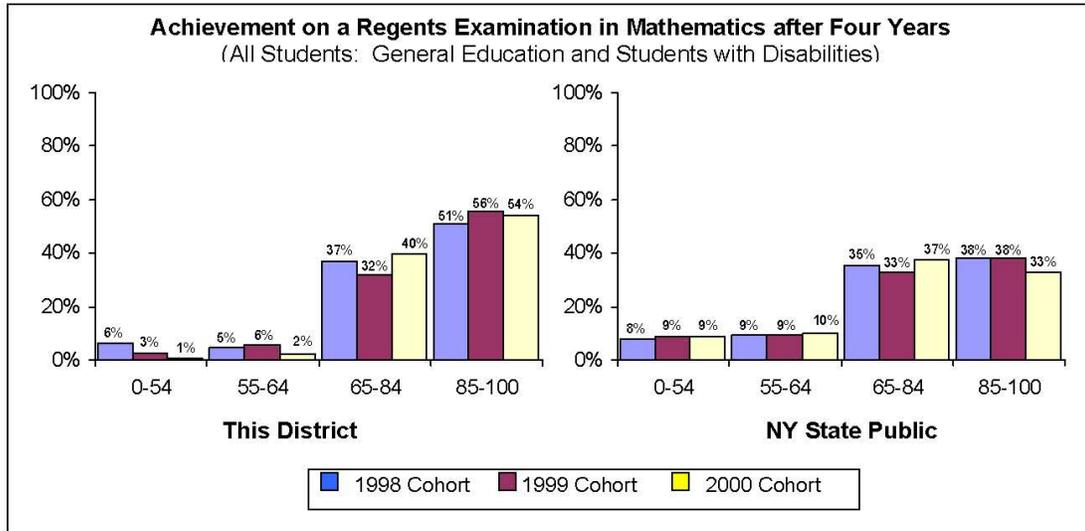
*Assessments used to determine counts in this table include the Regents examination in comprehensive English, the component retest in English, and approved alternatives.

Performance of Students Who Took the Regents Competency Tests in Reading and Writing to Meet the Graduation Requirement*		
	Passed the RCTs	Failed RCT in Reading and/or Writing
1998 Cohort	0	1
1999 Cohort	5	1
2000 Cohort	0	1

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

High School Mathematics Achievement after Four Years of Instruction

The graphs and tables below present performance of the 1998, 1999, and 2000 cohort members, four years after entering grade 9, in meeting the graduation assessment requirement in mathematics. In the graph, students passing approved alternatives to these examinations are counted as scoring in the 65 to 84 range. RCT results are not included in the graph. The data in these tables and charts show the performance of the cohorts as of June 30th of the fourth year after first entering grade 9. Data for the 1999 and 2000 cohorts include all students in cohorts in the district's schools, students continuously enrolled in the district who transferred between schools within the district, and students placed outside the district but who are the reporting responsibility of the district. Data for the 1998 cohort include all students in the cohort in the district's schools.



	Cohort Members All Students	Highest Score Between 0 and 54	Highest Score Between 55 and 64	Highest Score Between 65 and 84	Highest Score Between 85 and 100	Approved Alternative Credit
1998 Cohort	149	9	7	55	76	0
1999 Cohort	151	4	9	48	84	0
2000 Cohort	131	1	3	52	71	0

*Assessments used to determine counts in this table include a Regents examination in mathematics, the component retest in mathematics, and approved alternatives.

	Passed the RCT	Failed at Least One RCT
1998 Cohort	6	1
1999 Cohort	5	0
2000 Cohort	4	0

*Includes only students eligible for the safety net who did not score 55 or higher on the Regents examination or an approved alternative. Some students in the "Passed the RCTs" counts are also included in the 0-54 counts in the graph above.

SOUTHAMPTON UNION FREE SCHOOL DISTRICT
Southampton, New York 11968

Professional Development Plan 2001-2004

District Name: Southampton Union Free School District
BEDS Code: 58-0906-03-0000
Superintendent: Linda J. Bruno
Address: 70 Leland Lane, Southampton, New York 11968
Phone: (631) 591-4510 **Fax:** (631) 287-2870
Year(s) Plan is effective: 2002-2006

District Team

Administrators:

Linda J. Bruno	Superintendent
Josephine DeVincenzi	Assistant to the Superintendent
Marianne Joyce	Lead Teacher of Staff Development
Brigid Collins	Director of Peconic Teacher Center
Julianne Purcell	Lead Teacher of Instructional Technology

Teachers:

Lilia Collins	Teacher, Southampton Intermediate School
Denise Bakiewicz	Teacher, Southampton Intermediate School
Samuel Post	Teacher, Southampton Elementary School
Sheila Smith	Teacher, Southampton Elementary School
Yolanda Johnson	Teacher, Southampton High School
John Turnbull	Teacher, Southampton High School

Parents:

Number of school buildings in district: 4

Number of school-based professional development teams: 0

Indicate how school team(s), if any, will be represented on district team:

PROFESSIONAL DEVELOPMENT PLANNING TEAM

If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

Southampton Public Schools does not have school based professional development teams, however; there are two representatives from each building who are elected by their peers to serve on the District Staff Development Committee. Representatives meet regularly with respective faculties and administration.

Scope of Professional Development Team Responsibility:

The professional development team will be involved in (check all that apply):

- | | |
|---|--|
| <input checked="" type="checkbox"/> goal-setting | <input checked="" type="checkbox"/> need analysis |
| <input checked="" type="checkbox"/> plan implementation | <input checked="" type="checkbox"/> evaluation/modifying plan |
| <input checked="" type="checkbox"/> resource allocation | <input checked="" type="checkbox"/> objective setting |
| | <input checked="" type="checkbox"/> planning/developing activities |

On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

Number of hours will vary according to the individual teacher and the activities selected. However, each teacher will receive a minimum of thirty-five hours provided by the district.

NEEDS/DATA ANALYSIS

Describe how the professional development plan is aligned with New York Learning Standards and Assessments, student needs and is articulated within and across grade levels.

The Southampton Public Schools' Professional Development Plan is aligned with New York State Learning Standards and Assessments, as well as student needs. It is articulated within and across grade levels. The objectives that support each of the nine goals are a natural outgrowth of a system of staff development that the District has supported across time.

The Professional Development Plan was developed and presented by the Staff Development Committee, which in cooperation with the Peconic Teacher Center, has designed and implemented development activities for teachers in Southampton since 1984. The Staff Development Committee is responsible for a discreet set of activities within Southampton Public Schools. (Attachment A)

The Peconic Teacher Center, a consortium of 12 public school districts and 11 non-public schools, housed in the district and for which Southampton is the LEA, is an integral part in the design and delivery of professional development services which richly supplements the district's program. In identifying the goals, objectives and strategies outlined in the Plan, the Staff Development Committee:

- examined the needs of students in Southampton
- surveyed the professional staff relative to its perceived needs
- reviewed the results of student assessments
- reviewed major District documents and policies including the District Philosophy (Attachment B), District Exit Outcomes (Attachment C), Standards and Assessments: Focus and Reflection 2000-2001(Attachment D) and the Southampton Board of Education Goals (Attachment E).

Data analyzed included the following: Regents and RCT exam pass rates, English Language Arts and Mathematics results for grades 4 and 8, Social Studies for grades 5 and 8, Science for grades 4 and 8, dropout data, graduation rates, Regents diploma rates, BEDS and School Report Card data. Chapter 154 reports and LAB results were reviewed and discussed. Special Education data was also reviewed and discussed.

This comprehensive investigation led to the articulation of the following ten goals. The Southampton School District will:

1. Help teachers to improve their professional practice by connecting that practice to the criteria of the New York State Standards.
2. Provide professional development activities that support teachers in achieving the criteria outlined in the Annual Professional Performance Review.
3. Increase ELA student performance at all levels.
4. Increase math performance of state Math Assessments grades 5-12.
5. Increase the school community's use of data to design curriculum, instruction and assessments.
6. Increase the broader Southampton community's awareness of how data impacts curriculum, instruction and assessment.
7. Provide technology-based support opportunities. The learning acquired by staff will be integrated into classroom activities that support the New York State Learning Standards.
8. Provide activities that promote a safe school environment. Opportunities for the professional staff will place emphasis on creating a school community, which engenders respect, recognizes rights, and fosters student responsibility.
9. Provide activities that promote the awareness and understanding of and sensitivity to the growing and significant diversity in Southampton.
10. Provide support for new teachers in the classroom teaching service.

These goals focus on:

- improving curriculum, instruction and local assessments aligned with the New York State Learning Standards
- promoting reflective practice through the Annual Professional Performance Review and other related activities.
- building staff capacity through new teacher induction and continuing teacher improvement
- promoting the understanding of how data impacts on curriculum, instruction and assessments
- extending the CIA (Curriculum, Instruction, and Assessment) capacity of staff through the integration of technology
- developing practices for a safe school environment
- developing an appreciation of the growing and significant diversity of the Southampton community.

The Staff Development Committee will present the PDP to the Board of Education and then meet with the Southampton Teachers' Association and the PTA, respective faculties or teams, Administration and Executive Committees to develop a deeper understanding of the goals and objectives of the Professional Development Plan.

Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

The Professional Development Plan is continuous and reflects a multi-year approach to improving student achievement by strengthening teacher practice through an analysis of data sets.

It builds upon many of the professional development activities/practices that have been embedded in Southampton's Staff Development Program for years. The Professional Development Plan will be revised annually to reflect the identified needs of teachers and of the District. Short and long term strategies and activities will be added or deleted as necessary to reflect these needs.

Identify how data used supports the focus areas, indicators of success strategies and activities in the Professional Development Plan.

The Staff Development Committee has utilized a Needs Assessment/Evaluation process since it began its work in 1984. The same is true for the Peconic Teacher Center. This continuous review of data drives decisions regarding professional development activities.

In developing this plan, the Staff Development Committee also looked extensively at student/school district data and found that the different data sets were compatible and, in fact, strongly supported the need to develop the strategies and activities as outlined.

School District Professional Development Plan
Attachment I: Needs Assessment Sources Used

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- School Report Card
- New York: The State of Learning (Chapter 655 Report)
- BEDS Data
- Special designation schools, SURR, Title I
- Comprehensive Information Report
 - Enrollment
 - English Language Learners
 - Average Class Size
 - Attendance, Suspension and Drop Out Rates
 - Student Socioeconomic and Stability Factor
 - Longitudinal data
 - Student/teacher ratios
 - Staff Counts
 - Commencement Assessment Data
- Student aspirations (PLAN)
 - Other student surveys
 - State benchmarks for student performance
 - Teacher surveys
 - Teacher self-assessment
 - Curriculum surveys
 - Community employment opportunities
 - Chapter 154 Reports
- Language Assessment Battery Results
- Comprehensive System of Personnel Development (CSPD)
- Other (specify): Grade Level Meetings

Monthly grade level/department meetings are scheduled to discuss curriculum, instruction and assessment issues.

School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing

Having examined all the data, the Staff Development Committee determined that each goal is a priority for the District. Particular emphasis is given to the strong congruence between student and teacher needs and district goals and objectives.

10/1/03

School District Professional Development Plan
Attachment III: District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

The district and Peconic Teacher Center continue to investigate alternative funding sources and human resources for professional development.

Throughout the years, our partners have included universities (Southampton College, Long Island University, New York Institute of Technology, State University at Stony Brook and the College of New Rochelle), national organizations such as the World Wildlife Fund and local organizations, such as SCOPE and Cornell Cooperative Extension.

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

- *Goals 2000
- *Dwight D. Eisenhower
- *Local Supplementary Funds for Native Americans
- *Local District Funds

Staff resources:

- *Curriculum/staff developers – Administrators
Assistant to the Superintendent
Director, Staff Development
Peer Coaches/Mentors
- *Content Specialists – Director, Instructional Technology
Director of ESL
Director of Enrichment
Lead Teachers
Director of Guidance
- *Local district exemplary teachers
- *Peconic Teacher Center

Providers:

- *Institutions of Higher Education
- * Teacher Resource Centers – Peconic Teacher Center
- * BOCES (e.g., SCDN, SETRC, BETAC)
- * SCOPE
- *Outside Consultants
- *Cornell Cooperative Extension
- *Local Art and Historical Institutions
- *Local Scientific Institutions

Community:

- * Universities
- * Community-based organizations
- * Parents

Please identify any funds the district has received for professional development which are not used to implement this plan, and why.

School District Professional Development Plan Attachment IV: Implementation Plan

Goal One: The Southampton School District will help teachers to improve their professional practice by connecting that practice to the criteria of the New York State Standards.

Objective One: To establish a process for developing and tracking district initiatives related to curriculum, instruction, and assessment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Maintain the Professional Development Monitoring System (My Learning Plan) to address the PDP mandate and the 175 hours in 2004	Assistant to the Superintendent, Director of Staff Development, Staff Development Committee, Director of Instructional Technology	Ongoing	Tracking of hours
Train teachers and administrators on the use of the Professional Development Monitoring System	Director of Staff Development, Director of Instructional Technology	Ongoing	Proper usage by teachers and administrators
Track current offerings and opportunities for staff development and that are part of the 175 hours of professional development as mandated by NYSED	Administrators, Director of Staff Development, Staff Development Committee, Southampton Teachers' Association, My Learning Plan Administrator	Ongoing	Computer generated list of hours from My Learning Plan
Establish methods of accountability for types and/or levels of professional development	District Administrators, Director of Staff Development, Staff Development Committee, Southampton Teachers' Association	Ongoing	APPR in place Evaluation/products for each activity listed
Create a forum to address the manner in which the school district will measure the impact of professional development	Assistant Superintendent for Instruction, Director of Staff Development, Staff Development Committee	Ongoing	Minutes of monthly/grade level/department meeting will be available for review via e-mail

Objective Two: To develop and implement methods of communication and conversation on professional practice and district initiatives.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Establish and/or refine methods (newsletter, electronic communications, etc.) for notification of policy meetings, grant opportunities, course offerings, etc.	Peconic Teacher Center, Superintendent, Assistant to the Superintendent, Director of Staff Development, Director of Instructional Technology	2002 – 2004	A newsletter and electronic communication for staff/administration dealing with these issues kept on file
Continue the progress made in enhancing and maintaining the district’s website for the discussion of professional issues, including curriculum, planning, teaching strategies and assessment	Director of Instructional Technology, Administration, Computer Assistants, Director of Staff Development	Ongoing	Counter of hits
Use district and Peconic Teacher websites to share peer-reviewed lessons and units	Peconic Teacher Center, Director of Instructional Technology	Ongoing	Survey staff
Utilize Professional Circles	Peconic Teacher Center, Staff Development	Ongoing	Professional Circles Rosters/Minutes
Awareness sessions in Tri-State Consortium	Superintendent, Administrators, Teacher representatives	Ongoing, Admin. Cabinet Meetings	Meetings documented Action plan established
Training in Tri-State Model	Tri-State Steering Committee	Ongoing	Faculty meeting/Discussions Gathering and using data effectively
Establish follow-up activities to “Power School”	Director of Instructional Technology	2002 – 2003	Parent Access Training February 2003
Professional development at Faculty meetings	Assistant to the Superintendent, Staff Development Committee, Principals, Director of Instructional Technology, Peconic Teacher Center Representatives	Ongoing	Evidence of research Embedded in PDP Faculty Meeting Agendas
Facilitate grade level/department discussions	Content Specialists, Administrators	Annually	Monthly meetings held Meeting summaries distributed, summaries analyzed

Objective Three: To expand district capacity for professional development by offering alternate methods of participating in educational/development activities.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Explore and review new delivery systems for educational/development activities, e.g., Internet courses, video courses, CD ROM usage, etc.	Peconic Teacher Center, Policy Board, Superintendent, Director of Staff Development, Director of Instructional Technology	Ongoing	Documentation on My Learning Plan Committee report to the Policy Board
Maintain a screening system to establish which alternate methods would be acceptable under the District's accounting and record-keeping policies.	Superintendent, Director of Instructional Technology	Ongoing	Documentation on My Learning Plan
Awareness sessions in National Board Certification	Peconic Teacher Center	Spring 2003	Orientation sessions held for new APPR
Offer awareness sessions to staff on Peer Review	Peconic Teacher Center	Ongoing	Registration list
Offer training in the development of DBQ's	Peconic Teacher Center	Ongoing	Archive of DBQ's developed and on file at PTC

Objective Four: To provide a professional development library/media center with resources that are accessible to stakeholders.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Inventory the resources held by the Peconic Teacher Center, post the catalogue on the school district library site, and make the collection accessible through the building libraries	Peconic Teacher Center	Ongoing	End of Year Report
Update Professional Library as needed	Library/Media Specialist	Ongoing	List of PTC holdings distributed in PTC Handbook
Maintain electronic resources	Library/Media Specialists, P T C	Ongoing	

Goal Two: The Southampton School District will provide professional development activities that support teachers in achieving the criteria outlined in the Annual Professional Performance Review.

Objective One: To make district staff aware of the elements of the Annual Professional Performance Review.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Develop awareness sessions to provide an overview of the APPR process	Administration	Ongoing	Faculty Meeting Agenda
Design meetings to answer concerns and provide information about the APPR in greater depth	Building Administrators	Ongoing	Individual faculty meeting

Objective Two: To provide a knowledge base that will enable staff to access and use various modes of achieving professional growth.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Provide training on the different options available for pursuing professional growth in venues other than the traditional workshop format: Action research, Curriculum design, Journaling, Peer coaching, Peer review, Professional portfolio, Videotaped lessons, Professional circles, National Board Certification	Assistant to the Superintendent for Curriculum, Building Administrators, Director of Staff Development Peconic Teacher Center, Staff Development Committee, District Professional Staff	Ongoing	Catalogue of training sessions Registrations/evaluations for courses, Administration and/or teacher requests for specific offerings
Refine the role of lead teachers	Superintendent, Director of Staff Dev., Staff Development Com., President of Teachers' Association, Assistant to the Superintendent	Ongoing	Survey staff on effectiveness of the lead teachers

Objective Three: To continue to provide programs that fosters the professional growth of new teachers and teachers new to the district.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Design and deliver an orientation program to new teachers in the district	Peconic Teacher Center, Director of Staff Development	Summer (Ongoing)	Staff Development Committee plan of work/timeline
Train Peer Coaches/Lead Teachers in new techniques	Director of Staff Development, Administration, Assistant to the Superintendent	Summer (Ongoing)	Summer Work Agenda document with summaries and materials
Provide a course of study for mentees	Staff Development Committee Director of Staff Development Assistant to the Superintendent	Summer	Program in place prior to opening of school
Provide training to district mentors	Staff Development Committee Director of Staff Development	Summer	Year-long program

Objective Four: Utilize the APPR to address district initiatives.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Arrange courses for administrators to aid them in identifying the characteristics of teachers in such need and to provide them with skills for rendering support	Director of Staff Development Staff Development Committee	Ongoing	Report from the Annual Professional Performance Review Committee
Develop a program of intervention activities for teachers, including coursework, classroom support, visitations to other classrooms, Employee Assistance Program, etc.	Administrative Staff Peer Coaches Peconic Teacher Center Staff Development Committee Director of Staff Development	Ongoing	Published program of activities Evaluation of effectiveness of intervention activities

Goal Three: Increase ELA student performance at all levels:

Objective One: 90% of Grade 4 students will perform at or above Level 3 by June 2003.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Formation of District Literacy Committee to establish best practice	Dr. Bruno	Ongoing	Curriculum mapping Implementation of Literacy Strategies
Grade Level meetings examining student performance on ELA results and other assessment data (Pre-K-4)	Building Administrators, and/or Teacher Facilitator	Ongoing	Meeting summaries sent to all participants, Principals, Superintendent
Examine student test booklets in scoring workshops	Consultant/Facilitator	Ongoing	Administrative Cabinet reviews student scores Staff members review student scores at grade level meetings
Formation of District Portfolio Committee to establish digital portfolios	Julianne Purcell, Marianne Joyce	2003 – 2004	Digital portfolios
District AIS Committee will review existing plan and develop appropriate responsive strategies for AIS programs	Dr. Bruno, Dr. DeVincenzi	2003 – 2004	Updated AIS Plan
Continue to support Early Intervention Strategies	Superintendent, Building Principal Assistant to the Superintendent	Ongoing	Review students work

Objective Two: 67% of students in Grade 8 will perform above Level 3 for the 2003 – 2004 school year.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Grade Level meetings examining student performance on ELA results and other assessment data	ELA Lead Teacher	2003 – 2004	Meeting summaries sent to all participants, Principals, Superintendent
Formation of District Literacy Committee to establish best practice	Superintendent	Ongoing	Curriculum mapping implementation of literacy strategies
Examine student test booklets in scoring workshops	Consultant/Facilitator	2003 - 2004	Administrative Cabinet reviews student scores. Staff members review student scores at grade level meetings

Objective Three: 84% of Regents English students will perform at the higher state reference point of 65 for the 2003 – 2004 school year.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Department meetings to focus on results of English Regents	Assistant to the Superintendent, ELA Lead Teacher	2003 – 2004	Meeting summaries sent to all participants, Principals, Superintendent
Formation of District Literacy Committee to establish best practice	Superintendent	Ongoing	Curriculum mapping implementation of literacy strategies

Goal Four: Maintain or increase Math performance on the state Math Assessments Grades 5 – 12.

Objective One: Maintain 95% of students in grade 4 performing at or above Level 3 on the Mathematics assessment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Revise curriculum to align with NYS math standards K-4	Assistant to the Superintendent, Consultants, Peconic Teacher Center	Ongoing	Curriculum development Ongoing Tri-State evaluation
Scoring Workshops	Facilitator/Consultant	2003	Scored tests
Grade level meetings to focus on math result and other assessment data and methodologies and instructional strategies	Assistant to the Superintendent Consultants Director of Staff Development	Ongoing	Results reviewed and discussed Meeting summaries sent to all participants, Principals, Superintendent

Objective Two: By June 2003, 70% of students in Grade 8 will perform at or above Level 3 on the Mathematics assessment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Revise curriculum to align with NYS curriculum	Lead Teacher, Assistant to the Superintendent, Consultants, Director of Staff Development, Peconic Teacher Center	Ongoing	Curriculum development Ongoing Tri-State Evaluation
Scoring workshops	Facilitator/Consultant	2003	Scored tests
Grade level meetings to focus on math results and other assessment data	Assistant to the Superintendent, Director of Staff Development, Lead Teacher	Ongoing	Results reviewed and Discussed Meeting summaries sent to tall participants, Principals, Superintendent

Objective Three: 70% of all students taking the Math A exam will perform at or above the state reference point in 2003 – 2004.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAM E	PERFORMANCE MEASURE
Revise curriculum to align with NYS Math Standards	Lead Teacher, Assistant to the Superintendent, Consultants Peconic Teacher Center	Ongoing	Curriculum development Ongoing Tri-State Evaluation
Grade level meetings To focus on math results	Assistant to the Superintendent, Consultants, Director of Staff Development	Ongoing	Results reviewed and discussed Meeting summaries sent to all participants, Principals, Superintendent
Attendance at State and Local Conferences on Math A	Assistant to the Superintendent, Principals, Lead Teachers	2003 – 2004	Conference reports Shared with department

Goal Five: Increase the school community’s awareness of how data is used to inform curriculum, instruction and assessment.

Objective One: Implement student data system to effectively utilize data to make decisions.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Power School	Director of Instructional Technology Assistant to the Superintendent	Ongoing	Data reports generated
Power School Parent Awareness and Understanding	Director of Instructional Technology Assistant to the Superintendent, Principals	Ongoing	School and local data available to teachers and parents

Objective Two: Use data and develop an understanding from state assessments in ELA/Math, Science and Social Studies focusing on the implications for curriculum, instruction and local assessments for 2003 – 2004.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAM E	PERFORMANCE MEASURE
Grade Level Meetings/ Faculty Meetings focused on data	Assistant to Superintendent Facilitator, Lead Teachers	Ongoing	Meeting summaries sent to all participants, Principals, Superintendent
Revisions of Curriculum Documents	Consultants Peconic Teacher Center	Ongoing	Revision of documents Distributed to appropriate staff
Developing a process for the review and revision of curriculum	Assistant to the Superintendent	Ongoing	Process developed Written document
Develop a process for storing data and train teachers in accessing it	Assistant to the Superintendent, Director of Staff Development, Administrative Cabinet, Network Director Director of Instructional Technology	Ongoing	Process developed Written document

Goal Six: Increase the Southampton community’s awareness of how data impacts curriculum, instruction and assessment.

Objective One: Use data from state assessments in ELA/Math, Science and Social Studies to provide opportunities for the broader Southampton community to understand how data impacts curriculum, instruction and assessment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Staff meetings Publications Board of Education meetings Parent conferences/Open House District Website	Public Information Officer, Superintendent, Assistant to the Superintendent, Principals and Teachers/Counselors	Ongoing	District report card meeting Parent mailings

Goal Seven: The school district will provide technology-based opportunities. The learning acquired by staff will be integrated into classroom activities that support the New York State Learning Standards.

Objective One: To identify areas in which technology can be readily integrated into instructional practice.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Implement Technology Benchmarks for Professional Staff	Director of Instructional Technology, Technology Advisory Committees, Building Principals, Staff Development	2003 – 2004	Teacher demonstrate benchmark skills
Integrate technology into the new standards based curriculum using identified software tools appropriate to each grade level	Director of Instructional Technology Assistant to the Superintendent for Curriculum, Technology Advisory Committees, Building Principals Staff Development	Ongoing	Curriculum maps which include references to technology integration lesson plans and observations
Provide awareness in District Benchmarks	Director of Instructional Technology, Assistant to the Superintendent for Curriculum, Technology Advisory Committees, Building Principals, Computer Services Staff, Staff Development	Ongoing	Review teacher benchmarks with faculty
Implement District Benchmarks for technology students	Director of Instructional Technology	2003 - 2004	
Integrate District Benchmarks for technology for students	Director of Instructional Technology Assistant to the Superintendent for Curriculum	Ongoing	Evidence in student portfolios Publish curricula

Objective Two: To determine and make available current technology that will provide the maximum benefit to students, staff and program.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Research instructional technology products and services applicable to District goals and student staff needs (software, hardware, telecommunication)	Director of Instructional Technology, Network Systems Administrator, Computer Services Staff, Staff Technology Advisory Committees	Ongoing	Purchase orders and licensing agreements Teacher evaluation of products
Publish online a catalogue of networked software products by building	Director of Instructional Technology Library/Media Specialists	Ongoing	Published online catalogues by building

Objective Three: To help teachers gain proficiency in using technology as an instructional tool.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Implement a Technology Mini-Grant Program	Staff Development Committee, Director of Staff Development, Director of Instructional Tech., Tech Subcommittee	Annually	Mini-Grants awarded Availability of the list of grants awarded
Develop a list from survey to identify tech. competencies essential to teachers attaining teacher technology benchmarks	Peconic Teacher Center, Policy Board, Computer Services Staff, Director of Instructional Technology, Staff Dev.	Ongoing	Results of survey
Establish faculty grade level or department meetings as needed	Director of Instructional Technology, Computer Services Staff	Ongoing	Activities documented
Create a year-long schedule of technology courses that support professional development including graduate courses	Director of Instructional Technology, Assistant to the Superintendent, Director of Staff Development, Staff Develop. Committee, Peconic Teacher Center	Ongoing	Published schedule Online course criteria established Pilot online courses
Continue one on one mentoring as requested or initiated	Director of Instructional Technology	Ongoing	Requests/Activities documented
Establish Technology Professional Circles as needed	Director of Instructional Technology, Computer Ser. Staff, PTC, Staff Dev.	Ongoing	Professional Circles documented

Objective Four: To devise and train for staff in the legal and ethical use of technology as a tool for managing professional and classroom tasks and responsibilities.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Review, revise, and communicate policies and practices that review the proper use of technology	Director of Instructional Technology Computer Services Staff	Ongoing	Practices/policies established and documented
Explain the District's Acceptable Use Policy to all staff members	Director of Instructional Technology District Records Officer Library/Media Specialists	Ongoing	Filed copies of signed forms present at faculty meetings

Objective Five: To identify practical problem-solving strategies for dealing with technology problems on site.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Develop an online process for supporting technical assistance	Director of Instructional Technology Computer Services Staff Director of Network	200 - 2004	Reports
Offer courses for troubleshooting technical problems	Director of Instructional Technology, Computer Assistants, Peconic Teacher Center Presenters	Ongoing	Course description publications/registration records
Facilitate building-level assistance to solve common problems and model solutions dealing with technology	Director of Instructional Technology Computer Services Staff	Ongoing	Reports from Director of Instructional Technology

Objective Six: For teachers to gain proficiency in using Powerschool and Powergrade as an instructional tool for data collection and dissemination.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Advance training for teachers and support staff	Director of Instructional Technology, Turnkey Trainers, Staff Development	Ongoing	Teachers utilize Powerschool/Powergrade
Ongoing support	Director of Instructional Technology, Turnkey Trainers, Staff Development	Ongoing	Teachers show evidence of effective use
Parent/student training	Director of Instructional Technology, Teachers	Ongoing	Parents and students are able to access Powerschool data
Training of new teachers and support staff	Director of Instructional Technology, Turnkey Trainers	Ongoing	

Goal Eight: The School District will provide activities that promote a safe school environment. Opportunities for the professional staff will place emphasis on creating a school community, which engenders respect, recognizes rights, and fosters student responsibility.

Objective One: To make staff aware of the elements of physical safety in the school environment.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Project SAVE responsibilities	Superintendent, Building S.E.R.T. Team	Ongoing	Simulation, drills, meetings held in each bldg. on SAVE Legislation
Upgrade Crisis Intervention process	Administrative Cabinet Staff	Ongoing	Flip Chart
Provide training to support District policy on methods of dealing with issues of school safety and violence	Peconic Teacher Center, Administration Staff Development	Ongoing	Crisis book updated training opportunities
Provide continued training on “Right to Know” issues	Building & Grounds Facilities Manager Assistant Superintendent for Business	Ongoing	Signature sheets from training sessions
Offer conflict resolution/peer mediation training to district staff	Director of Staff Development, Peconic Teacher Center, Policy Board	Ongoing	Courses offered

Objective Two: To provide training in proven method of character education.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Offer training in character education philosophy	Assistant to the Superintendent	Ongoing	Course offerings and training Requests from ???
District Committee will develop three year plan	District Committee	Ongoing	Three year plan
Private training by recognized professionals on character education	Peconic Teacher Center Staff Development	Ongoing	Courses offered
Support building level teams to foster integration of character education into classrooms	Building level teams	Ongoing	Plan for each building

Objective Three: To provide training in proven methods of behavior management.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Offer training in behavior management techniques	Peconic Teacher Center, Director of Staff Development, Peer Coaches, Mentors, Peconic Teacher Center	Ongoing	Conference day and the various course offerings
Provide training by recognized professionals in child abuse recognition and reporting	Peconic Teacher Center	Ongoing	Course/opportunity listings/registrations
Support building-level strategies that foster a safe school environment	PPS Team, Building Administrators, Professional Staff, Law Enforcement Professionals, SERT Team, Security Officers	Ongoing	Building Level Strategies
Offer training in Non-Violent Crisis Prevention	Peconic Teacher Center	2001 – 2002	SHS Faculty Overview Course offered

Goal Nine: The Southampton School District will provide activities that promote the awareness and understanding of and sensitivity to the growing and significant diverse population in Southampton.

Objective One: The Southampton School District will provide support for the accomplishment of goals of our special education program.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Inclusion strategies offered for all staff	Superintendent, Director of Pupil Personnel, Assistant to the Superintendent, Inclusion Teachers	Ongoing	Courses offered
Develop awareness/understanding of the spectrum of student disabilities	Pupil Personnel Services, Director of Pupil Personnel Services, Inclusion Teachers, PPS Team	Ongoing	Meetings held with PPS team members
Continued CSE pre-referral support for all staff	Peconic Teacher Center, Director of Pupil Personnel Services, Inclusion/Special Education Teachers, Peer Coaches/Child Study/PPS Team	Ongoing	Reduction in classified rate
Differentiated Instruction training	Director of Staff Development, Peer coaches, Peconic Teacher Center	Ongoing	APPL Report
Promote awareness of VESID goals and services for all special education teachers and support staff	Director of Pupil Personnel Services	Ongoing	Vesid Goals included in all IEP's
Training special education staff and counselors with information to assist students and family with effective transition planning	VESID, Director of Pupil Personnel Services, Principals	Ongoing	Workshops offered

Objective Two: To provide training in proven methods of character education.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Offer training in character education and philosophy	Assistant to the Superintendent	Ongoing	Course offering and training Reports from My Learning Plan
District Committee will develop three year plan	District Committee	Ongoing	Three year plan
Provide training by recognized professionals on character education	Peconic Teacher Center, Staff Development	Ongoing	Courses offered
Support building level teams to foster integration of character education into classrooms	Building Level Teams	Ongoing	Plan for each building

Objective Three: To provide training in proven methods of behavior management.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Offer training in behavior management techniques	Peconic Teacher Center, Director of Staff Development, Peer Coaches/Mentors	Ongoing	
Provide training by recognized professionals in child abuse recognition and reporting	Peconic Teacher Center	Ongoing	Course/opportunity listings/registrations
Support building-level strategies that foster a safe school environment	PPS Team, Building Administrators, Law Enforcement Professionals, Professional Staff, SERT Team, Security Officer	Ongoing	Building –level strategies
Offer training in non-violent crisis prevention	Peconic Teacher Center	Ongoing	Course offered

Goal Ten: The Southampton School District will provide support for new teachers in the classroom teaching service.

Objective One: The Southampton School District will provide training of employees holding a teaching license in classroom teaching services, school service or administrative and supervisory service in school violence prevention and intervention.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Course offered in school violence prevention and intervention	Director of Staff Development	Annually	Certificate of Completion on file

Objective Two: The Southampton School District will provide a mentoring program that will support new teachers in the classroom teaching service and ease transition from teacher preparation to practice.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Mentors Selected	Principals, Assistant to the Superintendent	Annually	Posting of jobs
Three day summer orientation program	Director of Staff Development	Annually	Contractual Participation
Three two-hour workshops after school targeting special education, technology, character education and classroom management	Director of Staff Development	Annually	Contractual Obligation Attendance on file
Mentors and Lead Teachers assigned to provide support throughout the year	Director of Staff Development	Ongoing	Annual Survey

Objective Three: The Southampton School District will provide support to develop classroom practice and management.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
Peer Coaches assigned in each building	Director of Staff Development	Ongoing	Scheduled informal meetings and observations
Lead Teachers responsible for respective areas	Assistant to the Superintendent	Ongoing	Monthly meetings scheduled
Professional Circles on classroom practice and management	Peer Coaches	Ongoing	Participation in circle

For role, preparation, types of mentoring activities and time allotted the mentor program document is on file and an addendum to this.

Objective Four: The Southampton School District shall provide and maintain records of professional development offered and completed by certificate holders.

STRATEGIES/ ACTIVITIES	PERSON(S) RESPONSIBLE	TIMEFRAME	PERFORMANCE MEASURE
My Learning Plan	Director of Staff Development	Ongoing	Individual data base of each teacher
Annual training in using My Learning Plan	Director of Instruction Technology, Director of Staff Development	Annually/ongoing	Individual Portfolio of Professional Development available

Southampton Evaluation Plan

Our Southampton evaluation plan includes an evaluation of the students' digital portfolios. These portfolios show the integration of technology into various curriculums. Completion of these projects demonstrates the students' attainment of the benchmarks.

An annual review will take place of the digital portfolios throughout the district to assess or evaluate the implementation/ownership of a portfolio by each student. As a means to evaluate growth of teachers the following are evidence of the professional development attained:

- My Learning Plan
- Team, grade level, department, and faculty meeting minutes
- Courses workshops and circles run
- Effective use of communication tools (voice mail, email, Powerschool)
- Effective integration and use of available software (School Island, My Skills Tutor, Lexia Learning, Achieva Writing and Reading, Noodle Tools, Eduware Wizard, and other online testing software etc...)
- Use of videoconferencing (emissions and virtual tours)

Through building level technology and department meetings a needs analysis for technology training is generated.

Infrastructure/Network Design Assessment

OVERVIEW

The Southampton Public Schools, over the past six years, has re-engineered its infrastructure.

Each classroom, K-8, is equipped with six Category-6 UTP drops. Each classroom, Grade 9-12, is equipped with four Category-6 UTP drops. Each drop provides a dedicated (switched) connection, up to 100 mbps to the server; however, there are currently 96 ports that allow workstations capable of gigabit to go the 1000 mbps speed. The network is based on the IEEE 802.3 Ethernet specifications.

Each building is equipped with network telecommunications equipment standardized on Cisco. The Cisco Catalyst #6009 chassis-based solution is implemented in the main closet in each building with remote switches where distance was an issue at the edge.

Each building's network backbone consists of 6-strand of multimode fiber optic cable. Each Windows 2003 Enterprise Servers are equipped with gigabit (1000 Base-T) cards for communication between the servers and the switch. The main communication closet located in the High School is the central point of telecommunications in the district.

Administrative offices are wired as well with UTP cabling to every office or desk location. Additional jacks in conference rooms and meeting areas are provided as well.

Future plans for the 2006/07 school year are to purchase additional Procurve Gigabit switches with 10GB communication. Eventually, in a few years, the Cisco 6009 catalyst switches will be completely replaced by HP Procurve Switches.

WIDE AREA NETWORK (WAN BACKBONE)

The WAN backbone consists of multi and single mode fiber connections buried underground between the High School, Intermediate School, and the District office. The Elementary School is located about a mile away and is connected via a T-1 line. In addition, the SES has a “backup” DSL line, which during the summer of 2004 will connect to the High School via VPN.

The District can foresee that connection of a leased dedicated fiber line from the SHS to SES is feasible and cost effective by summer 2008.

FILE SERVERS

Servers in the main communication closet utilize the latest technology to reduce downtime, bottlenecks, and to provide the greatest degree of performance and reliability.

These technologies include teaming gigabit Ethernet cards, RAID-5, drive backup systems, and redundant/managed power.

Future plans for the 2006/07 school year is to acquire servers for thin-client purposes, with the appropriate software.

Although most servers are already upgraded to Windows 2003 Server, it is the goal to completely convert all servers to Windows 2003. When Microsoft Longhorn is released, the district will investigate the feasibility of implementation of this new Server Operating System in future years

SECURITY

For security reasons, some of our security protocols will be omitted from this document. The District takes reasonable care to protect their systems and the integrity of information that resides on their systems.

These include, but are not limited to, routers, firewalls, and proxy server.

INTERNET SERVICES & FILTERING

Internet access is provided through a direct fiber connection to Cablevision. Unlike home access that is shared bandwidth, our connection guarantees us T-1 access exclusively to our facility. It should be noted that the Internet is limited to 1.55 mbps. In addition there is a backup two DSL lines that can be manually switched for instruction when the T1 is not available.

ISP functions – Internet is provided by Cablevision as part of our T-1 contract from Lightpath. Additionally, Firewall and N2H2 filtering are provided as well to reduce the risk of intrusion and reduce the possibility of students going to sites that may be inappropriate.

NETWORK OPERATING SYSTEM (NOS)

The District currently utilizes Windows Server 2003 Enterprise as its Network Operating Systems (NOS). All instructional servers have been upgraded to Window 2003 Enterprise from Windows 2000 Advanced Server.

Additionally, the district utilized other network based software products such as Microsoft Exchange 2003, Internet Web Servers, and Internet Security & Accelerator 2004.

CLASSROOM TECHNOLOGY ACCESS AND EQUIPMENT

PRE – K

The Southampton Pre-K Center accommodates approximately 70 students annually. Currently there are six Compaq P IV 3.0 GHz computers, and 2 1GHz computers located at this facility with cable modem access for Internet services. Since this is a leased building, with the lease expiring June 2008, a minimum of infrastructure wiring has been put into place. The small LAN at Pre-K runs at gigabit with a DSL line connecting it to the internet. Plans for 2006/07 is to put two additional dual core Pentiums in this building

SOUTHAMPTON ELEMENTARY SCHOOL

The Southampton Elementary School has approximately 300 network connections placed in classrooms and office areas throughout the building. In most classrooms there are seven Category-6 UTB cable and currently they are utilized for voice and data applications. There is one jack for voice, one for network printing, and five jacks for computer connectivity. Of the five jacks for computer connectivity, one is used as a spare for laptop connectivity or for a WAP for wireless applications.

Currently, the District has operational, a fractional T1 Line to the Elementary School. We are looking for a broader bandwidth in the future to this location.

The Elementary School currently has a cable modem for Internet access. In addition there is a DSL line for backup to the internet. Future plans: Long time goals: Connect SES & SHS via leased fiber line.

Computer workstations are located in every classroom with most classrooms having a total of four workstations and a networked printer. Currently Grades 3 and 4 have Compaq PIII computers installed, that were installed in 2000/2001. The 2006/2007 school year in Grades K-2 have Compaq IV computers.

All the instructional computers have the Windows 2000 operating system, except the computer lab which has the Win XP Pro operating system.

Multimedia Monitors, VCR's and VCR/DVD's are currently installed in most classrooms, Grades K-4.

The Library-Media Center has six Compaq P IV 3.0 GHz workstations for student use and Internet access. Additionally, it has a large 38" digital monitor for presentations. In addition, three still cameras were placed in the Elementary School for student and teacher work.

The District has a cable modem and DSL line; this is to be used for possible web-based curriculum software, for individual teacher and student research, and for greater bandwidth to online library resources.

The SES utilizes a 24 laptop "mobile lab" consisting of Pentium III IBM R32 laptops. The classroom computer lab currently has 30 Pentium IV 3.0 GHz machines, with a networked black and white laser printer, and two color inkjets.

The mobile lab and classroom computer lab allows teachers to use additional resources for children to do research, and allow students to fulfill coursework they're required to do. These resources are aligned with the NYS learning standards. Plans for the SES in the 2006/2007 school year, is only software upgrades. However, a few dual core Pentium will be installed too.

SOUTHAMPTON INTERMEDIATE SCHOOL

The Southampton Intermediate School has approximately 300 network connections placed in classrooms and office areas throughout the building. In most classrooms there are seven Category-6 UTB cables. Currently they are utilized for voice and data applications. One jack for voice, one for network printing, and five jacks for computer connectivity. Of the five jacks for computer connectivity, one is used as a spare for laptop connectivity or for a WAP for wireless applications.

Computer workstations are located in every classroom with most classrooms having a total of four workstations and a networked printer. Currently, Grades 5 and 6 had Compaq P III computers installed in the school years 1999/2000 and 2000/2001. Special area classrooms have had the Compaq P IV installations, as well. In the 2006/2007 school year, Grades 7-8 have been upgraded to Compaq P IV computers. In addition, specialized areas such as 7th and 8th grade science acquired Compaq P IV computers.

A lab of 30 computers with a multimedia monitor is available for whole group instruction. This lab currently has 30 Pentium IV 3.0 GHz machines. It operates at Gigabit speed.

Additionally, there is a computer science lab Compaq Pentium IV 1.7 GHz computer.

The Library-Media Center has six Compaq P IV 3.0 GHz workstations for student use and Internet access. Additionally, it has a large 34" digital monitor for presentations.

In the 2006/2007 school year, a mobile laptop lab of 28 laptops was made available with several high-quality Sony digital still cameras. Each mobile laptop kit will have two wireless access points (WAP) for load balancing.

The wireless access points will be able to plug into the spare jack in each classroom and will auto-configure. Once powered up, each laptop in that classroom will have full network and Internet access on their laptop.

In the 2003/2004 school year a second mobile laptop lab of 25 laptops was implemented for the 7th and 8th grade science areas. This resource allows students to have the tools necessary for specific work on the digital portfolios, and conduct specific projects with science curriculum in mind.

There are several areas where Smartboard white board technology has been implemented, such as science, the two computer labs for teachers to use as an effective teaching tool for students.

For the 2006/07 school year, all 500 Mhz and a.1.0 Ghz Machines will be replaced by the machines in the labs. The two labs will have dual core Pentiums installed. Also an additional mobile laptop lab with Lenovo laptops will be purchased for Science

SOUTHAMPTON HIGH SCHOOL

The Southampton High School has approximately 275 network connections placed in classrooms and office areas throughout the building. In most classrooms there are five Category-6 UTB cables. Currently, they are utilized for voice and data applications. There is one jack for voice, one for network printing, and three jacks for computer connectivity. One jack is used

Computer workstations are located in every science and special education classroom. Additional classrooms have computers, as well. Every classroom has at least a Pentium IV computer, network printer, and many having a multi-media monitor.

Multimedia monitors and VCR's are currently installed in a few classrooms, including all science rooms. Many classrooms also have VCR/DVD/VCD players.

A lab of 30 Pentium IV computers with a large 38" digital multimedia monitor is available for whole group instruction. Additionally, there is a computer business lab of IBM workstations utilized to teach Computer Essentials. This has two multimedia monitors. This lab has Pentium IV workstations with hyper-threading over the summer 2006. This has enabled the lab to be utilized during free periods by teachers and their classes.

The Library-Media Center has eight Compaq PVI workstations with DVD burners for student use and Internet access. Additionally, it has two 34" digital monitors for presentations.

There are two mobile labs of 30 IBM laptops (one works at 1 MBS speed, the other at 54 MBS speed) that teachers can use in general, and the other is used by the Science Dept. for specialized use.

Plans for the 2006/2007 school year in the High School are:

- to continue upgrade switches & routers with HP Procurve Switches with 10 Gigabit connections.
- to procure additional multimedia devices for instructional use such as, digital still cameras.
- Replace the two labs with dual-core Pentium machines.
- Additional IPAQ writing lab for ELA
- to procure additional projectors and Smartboards for instructional use.

DISTRICT OFFICE

The Southampton District Office has approximately 40 network connections placed in office areas throughout the building. Category 5e UTP wiring has been utilized at this location.

Each desk position is equipped with a Compaq Pentium IV with access to network printing.

There is a Windows 2000 Advance Server with Active Directory. The current district financial software works well with Windows 2000 compatibility.

Plans for the District office for the 2006/2007 school year are to standardize all workstations to at least Windows XP Pro. There are several machines with Windows XP Pro already.

Anchor

SOUTHAMPTON SCHOOL DISTRICT NEWSLETTER

COST EFFICIENCY CONTAINS TAX INCREASE TO LESS THAN 1%

On Tuesday, May 16, residents will go to the polls to vote on the proposed 2006-2007 school budget.

In recent years, a number of external factors have put a great deal of pressure on district expenditures. The rising cost of fuel and utilities, health insurance premiums, Teacher Retirement System (TRS) contributions, and mandated educational services have all pushed district expenditures up. With these financial constraints in mind, the Board of Education has worked in conjunction with district administrators, staff, and members of the community to examine all areas of the proposed budget to maximize the programs and services available to students, while minimizing the impact on the community's taxpayers. As a result, the Board has developed a proposed budget that maintains the district's current academic and co-curricular program, while containing costs to the greatest possible extent.

The proposed \$46,596,600 budget represents a 3.37% expenditure increase and less than a 1% increase in the tax rate. For a resident with a full assessed value of \$750,000, this translates to a total tax increase of approximately \$7.50 for the year.

In addition to voting on the proposed budget and for three positions on the Board of Education, residents will have the opportunity to cast their ballots on two special propositions to address the district's most pressing building infrastructure needs (see page four for more information). Propositions for the operating budgets of the Parrish Art Museum, Southampton Historical Museum, and Southampton Youth Association will also appear on the May 16 ballot.

Please take a few moments to review this publication so you can make an informed decision at the polls. Residents can learn more about the proposed budget by attending the District's Budget Hearing to be held on Tuesday, May 2 at 7:30 p.m. in the Southampton Intermediate School Library.

Polls will be open on Tuesday, May 16 from 10 a.m. to 8 p.m. in the Auxiliary Gym at Southampton High School, located at 141 Narrow Lane. Please remember to cast your vote.



Budget Highlights

- Maintains current academic and co-curricular programs
- Maintains current transportation guidelines
- Addresses increased costs associated with sharply rising health insurance premiums, utility costs, and teacher retirement system contributions
- Fulfills costs associated with contractual obligations, collective bargaining agreements, operational costs, legal fees, and equipment purchases

BUDGET VOTE AND BOARD TRUSTEE ELECTION

TUESDAY, MAY 16 • 10 A.M. TO 8 P.M.

SOUTHAMPTON HIGH SCHOOL AUXILIARY GYM

SPECIAL VOTER REGISTRATION DAY

TUESDAY, MAY 9 • 2 P.M. TO 7 P.M. • DISTRICT OFFICE CONFERENCE ROOM

Southampton Public Schools
70 Leland Lane
Southampton, New York 11968

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PROPOSED EXPENDITURES

	Final 2005-2006	Proposed 2006-2007
BOARD OF EDUCATION <i>Board of Education, District Clerk's Office, and expenses incurred in conducting district meetings.</i>	\$85,250	\$75,680
CENTRAL ADMINISTRATION <i>Superintendent's Office including staff, equipment, and supplies.</i>	\$268,225	\$274,300
FINANCE AND STAFF <i>Office of the Business Administrator, Fiscal Agent Fees-Treasurer and School Attorney, including the salaries of secretarial staff, bookkeeper, supplies, and publications. The costs of an independent auditor, an internal auditor, and a claims auditor, as required by law, legal fees, and information services are also included in this category.</i>	\$1,076,260	\$1,234,445
CENTRAL SERVICES <i>Costs necessary to keep the buildings open and ready for use, including expenditures for the upkeep and maintenance of school grounds and facilities. Salaries of custodial workers, heating, lighting, plumbing, telephone, repairs, operational costs, and the PowerSchool Student Management System, and computer lease agreements are also included.</i>	\$4,315,545	\$4,366,460
SPECIAL ITEMS <i>Insurance, school memberships, and BOCES administrative charges.</i>	\$718,450	\$674,376
INSTRUCTION, ADMINISTRATION, AND IMPROVEMENT <i>Offices of the building principals, including all secretarial services, supplies, materials, and equipment. Costs associated with in-service development of staff, curriculum development, and educational research.</i>	\$1,837,802	\$2,073,502
TEACHING <i>Salaries of teachers, teaching assistants, monitors, substitutes, home teaching, and all costs for classroom supplies, equipment, textbooks, workbooks, academic enrichment, assembly programs, etc. Also included are charges for certain BOCES programs, tuition to other districts for foster children, and the Pre-School Program.</i>	\$14,107,773	\$14,295,005
SPECIAL APPORTIONMENT PROGRAMS <i>Costs of operating programs for special needs children, Academic Intervention Services, adult education, occupational education, summer academic intervention and enrichment, as well as the BOCES summer school.</i>	\$5,084,952	\$5,544,566
INSTRUCTIONAL SUPPORT <i>School libraries, including salaries, new library books, film rental and repair services, equipment, supplies, and computer-assisted instruction in all buildings, which include, a year-three payment of \$134,004 for a lease acquired in 2003-2004 and a new lease.</i>	\$1,269,525	\$1,333,005
PUPIL PERSONNEL SERVICES <i>Attendance, guidance, health, psychological, and social work, including clerical help and supplies. All expenses for interscholastic athletics, the school newspaper, and other student cultural programs and activities.</i>	\$2,832,992	\$2,823,598
PUPIL TRANSPORTATION <i>Salaries of bus drivers, a dispatcher, a transportation supervisor, bus lease payments, repair, maintenance and upkeep of vehicles, insurance, supplies, garage operating costs, and costs for private carriers.</i>	\$2,628,962	\$2,601,832
COMMUNITY SERVICES <i>Supervisory, custodial, and security expenses for maintaining the buildings during and after regular school hours. Also includes funds for community liaison personnel, summer STAR Program, and residency surveillance services.</i>	\$520,465	\$490,009
EMPLOYEE BENEFITS AND OTHER UNDISTRIBUTED <i>Mandatory payments to the teachers' and state employees' retirement systems, Social Security contributions, health and dental insurance, workers' compensation, liability, unemployment insurance, disability insurance, life insurance, transfer to capital, performance contract payment, and interest payment of Tax Anticipation Note.</i>	\$10,331,917	\$10,809,822
TOTAL BUDGET	\$45,078,118	\$46,596,600

ESTIMATED REVENUES

	2005-2006	Proposed 2006-2007
Tuition, Transportation, and Tuckahoe Extracurricular Sports	\$3,105,500	\$3,756,076
Student Fines, Fees, and Charges	\$60,500	\$52,500
Adult Education	\$20,000	\$20,000
Health Charges to Other Districts	\$200,000	\$175,000
Foster Child Tuition, Other Out of District Services		\$210,000
Interest on Deposits and Investments	\$75,000	\$350,000
Rental of Buildings	\$39,000	\$64,000
Commissions	\$200	\$-0-
Gifts and Donations	\$5,000	\$5,000
Insurance Recoveries	\$25,000	\$25,000
Refunds of Prior Years	\$15,000	\$15,000
Unclassified	\$30,000	\$35,000
Shinnecock Reservation Transportation and Tuition	\$2,789,000	\$3,040,000
Town Hall Heating	\$50,000	\$50,000
Medicaid Reimbursement	\$70,000	\$75,000
E-Rate and CPSE Reimbursement	\$42,500	\$48,000
Total State Aid	\$1,954,287	\$1,976,869
Estimated District Revenues	\$8,480,987	\$9,897,445
Estimated Fund Balance to Reduce Taxes	\$-0-	\$-0-
Total General Fund Revenues	\$8,480,987	\$9,897,445
Estimated Monies to be Raised by Taxes	\$36,597,131	\$36,699,155
TOTAL REVENUES	\$45,078,118	\$46,596,600



THREE PART BUDGET ANALYSIS: State law requires school districts to present a proposal. A summary of this analysis is mailed to all homes within seven (7) days of the vote. A detailed...

What's at Stake?

The proposed 2006-2007 school budget maintains the integrity of the district's academic and co-curricular program, while containing costs to the greatest possible extent. If the proposed budget is defeated on May 16, the Board of Education has the option of seeking voter approval for a second time. The Board also has the option of developing a contingency budget in order to operate during the 2006-2007 school year. If the Board decides to hold a second vote and the budget does not pass, the district must adopt a contingency budget. According to state law, Southampton's expenditure increases would be capped at 4% for 2006-2007. Although the current proposed budget is less than the contingency, state law dictates \$145,000 would need to be cut from the current budget proposal. **This would result in a reduction in the programs and services offered to students and no appreciable tax savings for residents.**

The adjacent chart depicts the annual tax increase that would be associated with an approved budget.

ESTIMATED ANNUAL TAX INCREASE

Full Assessed Value	Estimated Taxes	Annual Increase Over 2005-2006
\$500,000	\$1415.00	\$5.00
\$750,000	\$2,122.50	\$7.50
\$1,000,000	\$2,830.00	\$10.00

Pride in Our Students' Achievements

During the 2005-2006 school year...

- 130 students took AP exams
- 27 students were designated as AP scholars; out of the 27, 15 students were designated as Scholars, eight students were designated as Scholars with Honors, and four students were designated as Scholars with Distinction
- 15-20% of high school students were enrolled in Advanced Placement/Honors courses
- 70-75% of high school students were enrolled in Regents courses
- 10-15% of high school students were enrolled in Academic courses (Regents with support)

Southampton graduates continue their education at some of the nation's top colleges and universities such as:

Amherst College
 Barnard College
 Bates College
 Boston College
 Brown University
 Columbia University
 George Washington University
 Harvard University
 New York University
 Pennsylvania State University
 Skidmore College
 Swarthmore College
 University of Pennsylvania
 Wesleyan University
 Worcester Polytechnic Institute



A NOTE CONCERNING STAR REPAYMENTS:

For computational purposes, STAR repayments are included in local property taxes as revenue. STAR is, in reality, property tax relief and not additional state aid.

...ed budget in three component parts: administrative, instructional program, and capital. ...iled copy of the budget in this format is available at the District Business Office for review.



SCHOOL DISTRICT PROPOSITIONS

On Tuesday, May 16, a total of six propositions will appear on the ballot. In addition to voting on the 2006-2007 school budget, three positions on the Board of Education (two, five-year terms and one, two-year term filling the remainder of the seat vacated by Barbara Gubbins), and the operating budgets for the Parrish Art Museum, Southampton Historical Museum, and the Southampton Youth Association (see "Separate Propositions" below for more information), residents will also have the opportunity to cast their ballots on two separate propositions for capital improvements and capital reserve.

Following the defeat of the district-wide capital improvement project in February, the Board of Education conducted an assessment of the most essential building infrastructure needs around the district.

Based on the priorities established by the Board and administration, the May 16 ballot will include a \$514,650 proposition for the replacement of fuel tanks at the Elementary School and Intermediate School, as well as update exhaust fans, clean ductwork, and steam trap replacement at the Elementary School. If approved by residents, these funds will be drawn from existing monies in the district's capital reserve fund and **will not result in an additional tax increase.**

A second proposition for capital improvements of \$5,112,449 will include essential roofing, window, and masonry repairs, as well as upgrades to the front steps, asbestos abatement, and the installation of insulated piping and new unit ventilators at the Elementary School. New unit ventilators, windows, and masonry would also be installed at the Intermediate School. These projects represent the most critical of the infrastructure needs that were included in the February bond issue (see chart below at right for more details and estimated tax impact).



CAPITAL RESERVE PROPOSITION

Elementary School	
Replace Fuel Tank	\$100,000
Upgrade Exhaust Fans	85,000
Clean Ductwork	30,000
Replace Steam Traps	50,000
Construction and Contingency Costs	108,650
Total Elementary School Costs	\$373,650
Intermediate School	
Replace Fuel Tanks	\$100,000
Construction and Contingency Costs	41,000
Total Intermediate School Costs	\$141,000
TOTAL	\$514,650

These monies are included in the district's existing capital reserve fund and will not result in an additional tax increase.

CAPITAL IMPROVEMENTS PROPOSITION

Elementary School	
Roof	\$298,900
Front Steps	175,000
Windows/Masonry	976,160
Asbestos Abatement	150,000
Insulate Piping	50,000
New Unit Ventilators	350,000
Construction and Contingency Costs	820,025
Total Elementary School Costs	\$2,820,085
Intermediate School	
New Unit Ventilators	\$300,000
Windows/Masonry	1,325,790
Construction and Contingency Costs	666,574
Total Intermediate School Costs	\$2,292,364
TOTAL	\$5,112,449

THE ADDITIONAL TAX IMPACT

Full Assessed Value	Tax Increase per household per month
\$500,000	\$16.25
\$750,000	\$24.38
\$1,000,000	\$32.50

SEPARATE PROPOSITIONS

These organizations function independently from the school district under their own Boards of Directors, which establish their budgets.

	2005-2006 Amount	2006-2007 Amount
Parrish Art Museum	\$304,800	\$329,184
Southampton Historical Museum	\$48,000	\$52,000
Southampton Youth Association	\$313,200	\$328,860

VOTER INFORMATION

In order to register to vote, a person must be:

- 1) A citizen of the United States,
- 2) At least eighteen years of age, and
- 3) A primary resident of Southampton Union Free School District for a period of 30 days prior to the date of the budget vote

Any qualified primary resident of the district who is registered with the Suffolk County Board of Elections to vote in general elections shall be entitled to vote at a School District Meeting or Election. If you have voted in a school election in the past four years or are registered with the Suffolk County Board of Elections to vote in general elections, you need not register prior to the date of a School District Meeting or Election. A special Voter Registration Day will be held on Tuesday, May 9 from 2 p.m. to 7 p.m. in the District Office Conference Room. Please call the District Clerk at 591-4516 to obtain registration information or to request applications for absentee ballots.



SOUTHAMPTON SCHOOL DISTRICT NEWSLETTER

Pam Jackson, Editor/Syntax Communication

Reverend Marvin Dozier, *President*
 Sandra J. Klemuk, *Vice President*
 Dr. Michael A. Cuba • Sean Deneny • Donald King • Paul Mayo

Dr. Linda J. Bruno, *Superintendent of Schools*
 Mary Pontieri, *District Clerk*

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www.southampton.k12.ny.us