District Goals
The Lake Shore Central School District Board of Education supports professional learning communities that focus on results and cultivate a culture of collaboration to improve student learning and opportunity. The Board of Education goals listed below are the measure for our high expectations in all aspects of educating our students.

- The District will cultivate an appropriate educational environment of high expectations and challenging instructional programs providing students with the climate, knowledge and skills necessary for improved performance on all formal assessments.
- The District will continue to enhance communication with our entire school community focusing on student, staff and District efforts and achievements.
- The District will make adequate yearly progress on accountability measures to continue to earn the New York State Education Department designation as a “District in Good Standing.”
- The District will increase graduation rates annually, reflecting a greater percentage of students achieving Regents Diplomas with Advanced Designation status.
- The District will continue to demonstrate fiscal responsibility by reviewing enrollment, programming, procedures and initiatives for effectiveness, success, need and opportunity, while seeking and supporting opportunities to reduce expenditures, share services and secure grant funding.
- The District will support an evolving technology blueprint that meets hardware, software and network needs for the implementation and advancement of technology through the District Technology Plan.
- The District will promote skills, attitudes, behaviors and environmental factors that lead to schools free from discrimination, intimidation and harassment.

Notice: Board of Education meetings are recorded for the sole purpose of back up information for the Board Minutes. Upon the finalization of the Board Minutes, the recordings are deleted unless otherwise warranted.

I. Call to order

II. Roll call

BOARD MEMBERS PRESENT:  DISTRICT OFFICIALS:

______ Connors  ________ Przepasniak
______ Farrell  ____________ Pacos
______ Latimore  ________ Bergler
______ Michalec, President  ________ DeMartino
______ Sritchfield
______ Thompson, Vice President
______ Vogan
______ Camryn Kmitch, Student Representative

SCHOOL DISTRICT ATTORNEY:

______ Harris Beach PLLC (Smith)

III. Approval of Agenda
IV. Recognition of scheduled visitors – None Scheduled
   1. 2015-16 Impact Aid Application Information – by Daniel Pacos
   2. Common Core Learning Standards – Presentation by Jennifer Philarom, Paula Eastman and Melissa Bergler

V. Consent Agenda
   Recommendation from the Superintendent to approve the following:

   A. FISCAL / OPERATIONAL MATTERS
      1. Approve the Minutes of the Regular Board of Education Meeting of December 16, 2014.
      2. Financial Reports
         a. Treasurer’s Report – December 2014
         b. Interest/Investment Report – Informational
         c. Extra Class Accounts:
            Sr. High School
            Balance as of 12/31/14 $99,273.72
            Middle School
            Balance as of 12/31/14 $10,370.98
         d. LSCTA Supplemental Benefit Fund
            Monthly Report – November 2014 $133,349.19
      3. Award the bids for items that recently went to auction to the highest Bidders as attached.
      4. Approve the purchase of the attached list of Solo Repertoir for the Sr. High School Instrumental Solos.
      5. Approve the increase in the District’s mileage reimbursement rate to 57.5 cents per mile per IRS reimbursement rate, effective January 1, 2015.
      6. Approve the establishment of an Extra Class Athletic Account for monies raised by students through district-wide fund raising and events.
      7. Approve the request of Christopher Walsh for approval of Highland Elementary’s Grade 5 Outdoor Education Program to run June 17-19, 2015. This program will be held in at Evangola State Park on June 17th, and at Camp Seven Hills in Holland on June 18th and 19th, with the students staying overnight at the camp on June 18th.
      8. Approve Andrea Conrad’s request to take the Girls Varsity Basketball Team on an overnight trip to Syracuse University on Saturday, February 21, 2015 through Sunday, February 22, 2015.
9. Approve the Committee on Special Education & CPSE reports as attested.

B. PERSONNEL

1. Approve an unpaid childcare leave for Holly Martin from her position as Music Education Teacher, effective January 5, 2015.

2. Approve the temporary appointment of Ian Hill in the area of Music Education at the contract rate of Step 1 – Masters, effective January 5, 2015 while Mrs. Martin is on unpaid leave status.

3. Approve the appointment of Julie Easton to run an intramural program at Highland Elementary during the 2014-15 school year at a rate of $29.70 per hour.

4. Approve the appointment of Karleen Derrick and MaryBeth Brumagin to run an intramurals at A. J. Schmidt Elementary during the 2014-15 school year at a rate of $29.70 per hour.

5. Approve the appointment of Michael Reed as the Boys JV Lacrosse Coach for the 2014-15 school year, at the coaching salary of $3,208 for the spring sports season pursuant to the District-LSCTA Agreement.

6. Approve the appointment of Charles Ruffino as a Mentor for the remainder of the 2014-15 school year, at the mentor salary of $1,122, pro-rated effective January 5, 2015, pursuant to the District-LSCTA Agreement.

7. Approve the appointment of Perry Oddi as Temporary Building & Grounds Supervisor at the rate of $300 per week, effective January 5, 2015.

8. Approve the following non-LSCTA individuals as Lifeguards for the District at a rate of $9.35/hour:
   - Lee Gaskin
   - Janelle Gerow
   - Robert Gerow

9. Approve an unpaid leave for Emilia Kane from her position as Personal Care Aide, effective December 19, 22, 23, 2014 and January 12, 2015.

10. Approve an unpaid leave for Cheryl Lachowski from her position as LPN, effective January 13, 2015.
VI. Old Business
Recommendation from the Superintendent to approve the following:
A. FISCAL / OPERATIONAL MATTERS

B. PERSONNEL

VII. New Business
Recommendation from the Superintendent to approve the following:
A. FISCAL / OPERATIONAL MATTERS

B. PERSONNEL
1. Approve the increase in hours for James Will as a Laborer for the District #20
   Step 5 of the Teamsters 264 contract, a rate of pay of $23.12/hour,
   effective December 30, 2014.

2. Approve the part-time appointment of Gina DeMaria as a Personal Care Aide #21
   for the District at Step 1 of the Teamsters 264 contract, a rate of pay of
   $15.37/hour, effective December 22, 2014.

3. Accept with regret the resignation for the purpose of retirement of Sandra #22
   Lee Ayers from her position as Monitor, effective January 30, 2015.

VIII. Discussion
1. Agenda items for the February 3, 2015 Work Session
   ➢ 5:45 p.m. Board of Education Building Tour – J. T. Waugh Elementary School
   ➢ Principal Discussion – Paula Eastman
   ➢ Safe School Training

2. 2015-16 Budget

3. Sr. High School Musical Program Support (Little Shop of Horrors) #23

IX. School Board Reports, News and Notes
1. Student Representative Report

2. Board of Education Committee Reports
   ➢ Budget Committee Meeting Report
     (Connors, Latimore, Thompson)

3. ECASB Update/Reports
4. Calendar
   ➢ January 20th – Board of Education Regular Meeting @ 7 p.m. in Sr. High Media Center
   ➢ January 22nd – ECASB Legislative Team Mtg. @ 6 p.m.
   ➢ January 22nd – ECASB Delegate Assembly Mtg. @ 7:30 p.m.
   ➢ January 24th – ECMEA Sr. High Instrumental/Vocal Quartet Auditions @ BAVPA High School
   ➢ January 26-29th – Regents Exams
   ➢ January 29th – Grades 6-12 – End of 2nd Marking Period
   ➢ January 29th – ECASB Executive Board Mtg. @ 4:45 p.m.
   ➢ January 29th – ECASB Budget/Finance/Program Mtg. @ 6:30 p.m.
   ➢ February 1-3 – NSBA Advocacy Institute in Washington, D.C.
   ➢ February 3rd – Board of Education Building Tour – J. T. Waugh Elementary @ 5:45 p.m.
   ➢ February 3rd – Board of Education Work Session – J. T. Waugh Elementary @ 6:30 p.m.
   ➢ February 4th – Erie 2 BOCES Board of Education Meeting
   ➢ February 6th – Middle School Valentines Dance – 7-9 p.m.
   ➢ February 16th – President’s Day – No School
   ➢ February 16th-22nd – Mid-Winter Recess
   ➢ February 23rd – School Resumes
   ➢ February 24th – Board of Education Regular Meeting @ 7 p.m. in Sr. High Media Center
   ➢ February 26th-28th – Middle School Musical (Honk)
   ➢ February 28th – ECASB Legislative Advocacy Training

5. Superintendent’s Report

X. Recognition of unscheduled visitors

XI. Executive Session

   1. Discuss the employment history of particular individuals.
   2. Discuss collective negotiations.

XII. Return to Regular Session

XIII. Adjournment
Common Core standards shift the look of learning

The controversial learning standards have transformed the way the nation’s youngest students are taught even the most basic of subjects

BY: Denise Jewell Gee (mailto:djgee@buffnews.com)

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Kelly Gallagher stood in front of dozens of local English teachers one day last spring and put four paragraphs of mostly nonsense words on a screen.

“As he rudeled down the laskin, the jolet frugal plamed the gorbit,” the story began.

Multiple choice questions followed.

1.) What did the frugal do?

A. blotted himself
B. plamed the gorbit
C. sasted his zep
D. plumped his quiff

The words were made up, but the answer (B) was obvious.

“I show this to my kids. They get them right, and it teaches them two things,” Gallagher told the teachers. “One, you can read something and get it right, and two, you can get it right without knowing what the heck you’re talking about.”
Gallagher, a classroom teacher and author of “Readicide: How Schools are Killing Reading and What You Can Do About It,” first criticized “frugal and gorbit” reading long before the Common Core standards came out. But the story illustrates one of the problems the standards set out to solve.

Students, in Gallagher’s view, were doing surface reading to satisfy a barrage of testing under No Child Left Behind.

And kids didn’t seem to be performing better. Fourth- and eighth-grade reading scores on national tests stagnated between 2002 and 2011. Math scores had barely inched up.

Enter the Common Core. The new grade-by-grade classroom benchmarks sought to encourage students to dive deeper into reading, spending days on the same passages to better understand them. The standards attempted to do the same thing for math, pushing students to think about why arithmetic works before simply memorizing answers.

Yet more than four years after New York State first adopted the new standards, New Yorkers remain deeply skeptical. A Siena/Times Union poll found that for every New Yorker who supports the implementation of the Common Core learning standards, two oppose it and another doesn’t know what to think.

Many teachers, meanwhile, are conflicted, seeing good in the broad goals the standards set for children, but expressing concern about how the goals have been tied to standardized tests.

“I think these standards actually present an opportunity to get a little bit more reading and writing in our classrooms,” said Gallagher, who tells teachers he would be “super happy” if his students could reach the goals the standards set.

“The problem,” he continued, “is they’re going to screw it all up with the testing.”

The Common Core has become an educational hot potato across the country. Parents are frustrated by their children’s math homework. Politicians disavow what’s happening in the classroom. And some states – including Indiana, Oklahoma and South Carolina – are dumping the standards.

Yet many still wonder: What, exactly, is the Common Core, and how is it shaping what students learn?

**Basically, a list of goals**

At the basic level, the standards are simply this: a list of math, reading and writing goals for every grade. There’s no federal curriculum, no required scripts for teachers and no required textbooks. If you’ve heard about scripted lesson plans or Common Core worksheets, it’s because New York has created thousands of pages of materials for teachers to use in the classroom to meet the new standards.

The idea behind the Common Core standards was to set nationwide goals for every grade, so that a third-grader in New York is learning the same stuff as a third-grader out west.

“We finally have standards that are uniform across the country,” said Tiffany Kwas, an elementary school teacher in Eden who has worked to help parents understand the Common Core. “If I have a kid come from New Mexico, I know that they’re working on multiplication. I know that they know what close reading is. I know that they’re looking at vocabulary in depth.”

But the way the standards were developed – not by state educators, but by Washington nonprofits – and how they have been rolled out in schools across the country have fueled deep suspicion about what the standards hope to accomplish.

In New York, controversy over state tests, teacher evaluations and state-created lesson plans has overshadowed discussion of what’s actually in the learning standards. Critics complain that the federal government pushed New York into adopting the standards by dangling the promise of federal money. They point to the involvement of the Bill and Melinda Gates Foundation in advocating for the standards. Some worry about the influence of companies that stand to profit from the sale of new workbooks and tests tied to the Common Core standards.

Many parents, meanwhile, have had their first encounters with Common Core standards at the kitchen table, where they struggle to make sense of worksheets that ask children to use lines, dots and circles to add and subtract or to break down multiplication problems into their simplest parts.
What was wrong, some wonder, with just memorizing math facts?

Learning a strategy

Pop quiz:

6 + 8 = ___

How did you come up with the answer? Did it just float up from the deep recesses of your brain? Or did you have a trick, maybe adding to 10 and seeing that you had four left?

David Henry, a SUNY Buffalo State professor who teaches educators, says it’s more likely a strategy than straight memorization. Even people who learned adding and subtracting by memorization tend to break down some math problems into simple tactics they can do in their head.

“They say they’ve memorized it, but in reality, they’ve just figured out a strategy,” Henry said.

So in that split second before you answer,

6 + 8 = ___

might become 6 + 6 + 2 = 14.

Now, consider this one:

63 + 13 = ___

You might solve it with a set of rules you learned in elementary school that involves stacking and carrying numbers. It looked like this:

```
63
13
--
76
```

Educators call it a “standard algorithm” because the same method works for all multidigit numbers. You get the right answer, but it doesn’t help you visualize how the numbers came together, like this:

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10 + 10 + 10 + 10 + 10 + 1 + 1 + 1 + 1 + 1
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A third-grader can use the standard algorithm to add numbers, Henry said, but a second-grader can use lines and dots to represent 10s and 1s to get to the same answer.

Rather than rote memorization and rules, the idea is that you teach students the theory behind math by building on concepts they already know. Then you run the repetitive drills that help students become really fluent in math. It’s not new to Common Core. Schools have been taking this approach for years, particularly since a 2001 report by the National Research Council pulled together existing studies on how kids best learn math.

“Thinking about the numbers is key, understanding what you’re doing,” Henry said. “It was in the previous standards, too, but it’s more front and center in these standards – truly understanding what you’re doing and not doing it through memorization.”

Unnecessarily complicated?

On an early fall morning at Fletcher Elementary School in the City of Tonawanda, about a dozen teachers sat in child-sized chairs in the school library to talk about Common Core. Students had not yet arrived, and the hallways were quiet.

A few of the teachers were waiting for cardboard boxes to arrive filled with reports to help them analyze how students had performed on state tests that measure progress on Common Core standards.
One math teacher said he was frustrated that the tests lock students into solving a problem a particular way – by using diagrams or lines to illustrate the solution. His concerns echoed one of the widespread criticisms of the Common Core standards: that they force students to solve math problems in unnecessarily complicated ways.

Julie Russo saw it differently.

"Math isn't about doing. It's about thinking," Russo said. "When we get compared to other countries, math and science is what comes up. We're not at the same level. It's because we've memorized the basics, but we don't have the problem-solving skills that come from having solid-number sense."

Russo, a special-education teacher, had a set of math test questions neatly piled in front of her. Her hair was pulled back in a tight bun, and she sipped coffee from a mug labeled "Life Is Good" as she recalled her own days as a kindergartner, when she had already memorized her multiplication tables but had no idea what they meant.

Rather than starting with the old “kill and drill” style of learning multiplication, today’s students might arrange cubes in rows – known as arrays – to better understand the concepts behind multiplication. As they do, they’re not just learning how to multiply. They’re beginning to visualize the basics of geometry.

“I would much rather see a student at the second- or third-grade level take cubes and put them in an array and be able to see that oh, well, I have four rows and there’s five in each row, that’s 20,” Russo said. “As opposed to the child that can just say, five times four equals 20. They’re very different skills.”

Pace of rollout criticized

Russo supports some aspects of the Common Core standards. But like many teachers, she has concerns about the pace in which they’ve been rolled out.

The standards set out a narrowly focused framework for what students should learn from kindergarten until they graduate high school. Each grade builds on what students have learned in earlier grades. But middle and high school students who are switching to Common Core in recent years didn’t have the benefit of starting in kindergarten. As a result, teachers have had to play catch up with concepts that would have been taught in later grades.

“You wouldn’t give a 16-year-old a driver’s license and then put him on the NASCAR track to start,” Russo said. “And that’s what it feels like.”

New York was one of the earliest states to switch to the Common Core, first adopting the standards in 2010 and then testing students on the material in 2012. The state Education Department, which wrote thousands of pages of new lesson materials based on Common Core standards, has been criticized for botching the roll out. Teachers complained that the lesson plans were rushed and that there wasn’t enough professional development.

When you talk to educators about the Common Core, you get wildly different opinions about the new standards. But you’ll hear a common theme.

“It’s not the standards in and of themselves that concern us,” said Fletcher Elementary Principal John McKenna.

McKenna, like many educators, is concerned about what he sees as a disconnect between how the standards are taught and how they’re tested.

Those tests, meanwhile, matter a great deal for teachers and principals. The standards provide the benchmarks on which students are tested. In turn, teachers are evaluated, in part, based on how their students perform on those tests. Their jobs, in essence, now balance on how well their students live up to the standards.

The link between Common Core standards, new state tests and teacher evaluations hastened the backlash against the Common Core in New York. Critics argue that you can’t separate the three.

“The truth of the matter is, a teacher can look at a standard and say, ‘gee whiz, that sounds pretty good,’ ” said Carol Burris, a Long Island principal who has been one of the state’s most outspoken critics of Common Core. “But the translation of that standard is in the test items. So if you don’t like the New York State Common Core tests, you’re really saying you don’t like the standards. They don’t exist outside the
realm of testing.”

All three reform efforts – the new standards, new state tests and teacher evaluations – were tied to the state’s winning federal Race to the Top money.

“They came out like a trinity, like the three-in-one,” McKenna said. “So it’s very difficult to separate them, because they were created and rolled out together like a package deal, and I think that that's why there's so much angst.”

When people talk about “Common Core,” they’re often not just referring to the new standards, but using it as a catch-all term for a series of public school changes.

“None of us are against asking more of our students,” Russo said. “We’re OK with that. Where I think maybe some teachers take issue, and I’ll include myself in that, is that the changes were so fast and our jobs are tied to it. Everything’s a gradual process.”

**Raising the bar**

Across the county, at Eden Elementary, Tiffany Kwas' third-grade class was working at breakneck speed a few days before winter break. They each had one minute to sprint through 44 multiplication and division questions.

A lot of people have heard about complicated “real-world” math problems required by Common Core. But memorization is still a part of math. By the end of third grade, Common Core expects students know their multiplication tables, and Kwas’ students use the sprinting exercises to reinforce math facts.

When they turned to reading a few minutes later, the pace slowed. The students pulled out their No. 2 pencils, pads of sticky notes and copies of the book “Bullfrog at Magnolia Circle.”

They would spend the rest of the class on just 10 pages, first reading the paragraphs together and then working in small groups to decipher the main idea. Kwas crouched down at a cluster of desks to meet a group of four giggling girls at eye level. She urged them to find “details from the text” to support their idea that the paragraphs were about a bullfrog’s attempt to attract a mate.

“Who’s going to be the first detective to find something to support ‘finding a mate’ as the main idea?” asked Kwas.

What Kwas was doing – urging students to closely read the passages to pick out evidence to support their answers – is one of the bedrocks of the Common Core standards. Opinions are no longer enough.

Before Common Core, Kwas might have stood in front of the classroom and read the whole book with the students before posing a series of questions. Now, she said, it’s about conversations among students.

“The bar needed to be raised,” Kwas said.

She points to kindergarten, where students now need to count to 100. Under the old standards, they were expected to count to 20, which Kwas believes was too simple.

“I taught kindergarten for years, and for years, I thought my kindergartners were able to do so much more,” Kwas said.

Other educators and child psychologists contend that the way Common Core standards were written – starting with what high school graduates needed to know and then working backward to kindergarten – have placed developmentally inappropriate demands on elementary school children. At the other end, some high school teachers have expressed concern that the math standards don’t adequately prepare students for calculus.

Some English teachers, meanwhile, believe the new standards overemphasize nonfiction texts and evidence-based writing at the expense of personal narratives that connect children to the world.

Burris, the Long Island principal, was once a supporter of the new standards. But as she examined them more, her concerns grew.

“To roll them out and roll them out with a national intent, if you’re going to do that, you better make sure that these are the best, most high-quality standards ever and that they’ve been properly field tested,”
Burris said. “And neither of those things are true about the Common Core.”

In the years New York has worked to implement Common Core, it has invested hundreds of millions of dollars in its efforts to revamp what children learn. Now, some wonder what will come next.

McKenna, the Fletcher Elementary School principal, pointed to Common Core standards as just one of a series of educational benchmarks that have come and gone in classrooms. He doubts Common Core will be the last.

“We can make this into something that does help kids become college- and career-ready,” McKenna said. “But they need to listen to the people on the front lines.”

email: djgee@buffnews.com

Denise Jewell Gee
I. Call to order
The meeting was called to order in the Sr. High Media Center at 7 p.m. by Mrs. Michalec, Board President, as she made an emergency exit announcement, lead the pledge of allegiance, and then made an announcement to please turn off all electronic devices during the meeting.

II. Roll call

BOARD MEMBERS PRESENT: 
William Connors, Jr.
Jennifer Farrell
Cindy Latimore
Jennifer Michalec, President
Dyan Scritchfield
Carla Thompson, Vice President
Richard Vogan

DISTRICT OFFICIALS: 
James Przepasniak, Superintendent of Schools
Melissa Bergler, Asst. Superintendent for Instruction
Kristine DeMartino, District Clerk

SCHOOL DISTRICT ATTORNEY: 
Marnie Smith, School Attorney

EXCUSED: 
Daniel Pacos, Asst. Superintendent for Administration & Finance
Camryn Kmitch, Student Representative

OTHERS PRESENT: 
Tony George
Greg Tomasik
Jen Osborne-Coy

III. Approval of Agenda
A motion was made by Richard Vogan, seconded by Jennifer Farrell, voted upon and carried 7-0 that the following resolution be adopted:

BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby approves the agenda.

Action No. 66  12/16/14

IV. Recognition of scheduled visitors – There were no scheduled visitors.
V. Consent Agenda

A motion was made by Dyan Scritchfield, seconded by Richard Vogan, voted upon and carried 7-0 that the following resolution be adopted:

BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby approves the items contained under the consent agenda.

Recommendation from the Superintendent to approve the following:

A. FISCAL / OPERATIONAL MATTERS

1. Approve the Minutes of the Regular Board of Education Meeting / Work Session of December 2, 2014.

2. Financial Reports
   a. Treasurer’s Report – November 2014
   b. Interest/Investment Report – Informational
   c. Extra Class Accounts:
      Sr. High School
      Balance as of 11/30/14 $119,101.96
      Middle School
      Balance as of 11/30/14 $11,671.31
   d. LSCTA Supplemental Benefit Fund
      Monthly Report – November 2014 $142,946.23

3. Approve the request of Paula Eastman for approval of J. T. Waugh Elementary’s Grade 5 Outdoor Education Program to run June 10-12, 2015. This program will be held in at Evangola State Park on June 10th, and at Camp Seven Hills in Holland on June 11th and 12th, with the students staying overnight at the camp on June 11th.


5. Authorize the return of the Tax Roll for Town Tax Receiver to the Erie County Tax Department.

6. Approve the Committee on Special Education & CPSE reports as attested.

B. PERSONNEL

1. Approve a medical leave for Jessica Ritz from her position as Special Education Teacher, effective September 15, 2014, followed by an unpaid leave under the Family Medical Leave Act, effective November 26, 2014.
2. Approve the temporary appointment of Alicia Flowers in the area of Special Education, effective September 15, 2014, at the substitute rate, and at the contract rate of Step 1 – Bachelors, effective November 26, 2014 when Mrs. Ritz goes on unpaid leave status.

3. Approve the following LSCTA Member as Home Tutor for the District at a rate of pay pursuant to the District-LSCTA Agreement.
   Elizabeth Farrell McCuen

4. Approve the following non-LSCTA individuals as Home Tutors for the District at a rate of $35/hour:
   Alicia Ralph   Greta Tomaschke

5. Approve the temporary appointment of Michael Gall as a Laborer for the District at Step 5 of the Teamsters 264 contract, effective November 30, 2014.

6. Approve an unpaid leave for Gina DeMaria from her temporary position as Personal Care Aide, effective November 17, 2014.

7. Approve an unpaid leave for Stacy Littlejohn from her position as Monitor, effective November 17-21, 2014.

VI. Old Business
Recommendation from the Superintendent to approve the following:
   A. FISCAL / OPERATIONAL MATTERS

   B. PERSONNEL

VII. New Business
Recommendation from the Superintendent to approve the following:
   A. FISCAL / OPERATIONAL MATTERS

A motion was made by Dyan Scritchfield, seconded by Jennifer Farrell, voted upon and carried 7-0 that the following resolution be adopted:

\[
\text{BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby approves the Second Reading and adoption of Policies reviewed by the Subcommittee on November 4, 2014.}
\]

Action No. 68   12/16/14

1. Approve the Second Reading and adoption of Policies reviewed by the Subcommittee on November 4, 2014:
   \[
   \text{Amended Policy:} \\
   \text{6161 – Conference/Travel Expense Reimbursement} \\
   \text{New Policy:} \\
   \text{7590 – Children Living on Indian Lands}
   \]
A motion was made by Bill Connors, Jr., seconded by Carla Thompson, voted upon and carried 7-0 that the following resolution be adopted:

**BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby approves the Resolution to offer a Retirement Incentive to qualified full-time District employees for the 2014-15 school year.**

Action No. 69  12/16/14

2. Approve the attached Resolution to offer a Retirement Incentive to qualified full-time District employees for the 2014-15 school year.

**B. PERSONNEL**

A motion was made by Jennifer Farrell, seconded by Carla Thompson, voted upon and carried 7-0 that the following resolution be adopted:

**BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby approves the six-month probationary appointment of Diana Piegzik as a Laborer for the District at Step 1 of the Teamsters 264 contract, effective December 3, 2014.**

Action No. 70  12/16/14

1. Approve the six-month probationary appointment of Diana Piegzik as a Laborer for the District at Step 1 of the Teamsters 264 contract, effective December 3, 2014.

A motion was made by Jennifer Farrell, seconded by Carla Thompson, voted upon and carried 7-0 that the following resolution be adopted:

**BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby accepts with regret the resignation for the purpose of retirement of Timothy Fieder from his position as Buildings & Grounds Supervisor, effective January 2, 2015.**

Action No. 71  12/16/14

2. Accept with regret the resignation for the purpose of retirement of Timothy Fieder from his position as Buildings & Grounds Supervisor, effective January 2, 2015.

A motion was made by Jennifer Farrell, seconded by Richard Vogan, voted upon and carried 7-0 that the following resolution be adopted:

**BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby accepts with regret the resignation for the purpose of retirement of Holly Ruppert-Bateman from her position as Bus Driver, effective January 2, 2015.**

Action No. 72  12/16/14

3. Accept with regret the resignation for the purpose of retirement of Holly Ruppert-Bateman from her position as Bus Driver, effective January 2, 2015.
A motion was made by Bill Connors, Jr., seconded by Jennifer Farrell, voted upon and carried 7-0 that the following resolution be adopted:

BE IT HEREBY RESOLVED, that the Board of Education of the Lake Shore Central School District hereby accepts with regret the resignation for the purpose of retirement of Richard J. Dysard from his position as Laborer, effective December 10, 2014.

Action No. 73 12/16/14

4. Accept with regret the resignation for the purpose of retirement of Richard J. Dysard from his position as Laborer, effective December 10, 2014.

VIII. Discussion
1. No January Work Session.

IX. School Board Reports, News and Notes
1. Student Representative Report – No Report

2. Board of Education Committee Reports
   ➢ Schedule Budget Committee Meeting (January)
     (Connors, Latimore, Thompson)
   A Budget Subcommittee meeting was scheduled for January 13, 2015 @ 2:30 p.m. in the District Conference Room.

3. ECASB Update/Reports
   ➢ ECASB Winter Dinner Program – January 15th at Protocol @ 6 p.m.
     (Common Core & Albany Updates) – Carla Thompson & Richard Vogan will attend.

4. Calendar
   ➢ December 15-18th – Grade 5 Project KNOW
   ➢ December 15th – Sr. High Holiday Concert I @ 7 p.m.
   ➢ December 16th – Project KNOW Parent/Child Night at JTW @ 7 p.m.
   ➢ December 16th – Board of Education Regular Meeting @ 7 p.m. in Sr. High Media Center
   ➢ December 17th – 6th Grade Band, Orchestra & Chorus Concert & 7th & 8th Grade Chorus @ 7 p.m.
   ➢ December 18th – JTW Holiday Concert @ 7 p.m.
   ➢ December 22nd – Sr. High Holiday Concert II @ 7 p.m.
   ➢ December 24th-January 2nd – Holiday Recess
   ➢ January 5th – School Resumes
   ➢ January 10th – ECMEA Elem. Jazz & Jr. High Vocal Aud. @ Depew MS/SH
   ➢ January 16th – UNYTS Blood Drive @ SH from 8am to 2pm
   ➢ January 19th – Martin Luther King, Jr. Day – No School
   ➢ January 20th – Board of Education Regular Meeting @ 7 p.m. in Sr. High Media Center
   ➢ January 24th – ECMEA Sr. High Instrumental/Vocal Quartet Auditions @ BAVPA High School
   ➢ January 26-29th – Regents Exams
   ➢ January 29th – Grades 6-12 – End of 2nd Marking Period

5. Superintendent’s Report – Mr. Przepanski wished everyone a Merry Christmas and a Happy New Year!

X. Recognition of unscheduled visitors – There were no unscheduled visitors.
XI. Executive Session
At 7:15 p.m. a motion was made by Dyan Scritchfield, seconded by Jennifer Farrell, voted upon and carried 7-0 to go into Executive Session to discuss the employment history of particular individuals.

Mrs. Michalec indicated that no action will be taken during Executive Session.

1. Discuss the employment history of particular individuals.

XII. Return to Regular Session
At 8:12 p.m. a motion was made by Jennifer Farrell, seconded by Carla Thompson, voted upon and carried 7-0 to return to regular session.

XIII. Adjournment
At 8:12 p.m. a motion to adjourn the meeting was made by Jennifer Farrell, seconded by Dyan Scritchfield, voted upon and carried 7-0.

Respectfully submitted,

Kristine DeMartino
District Clerk
## TREASURER’S REPORT
### LAKE SHORE CENTRAL SCHOOLS
#### EVANS-BRANT CENTRAL SCHOOL DISTRICT

### DECEMBER 2014

### GENERAL FUND CHECKING

<table>
<thead>
<tr>
<th>Description</th>
<th>December 1, 2014</th>
<th>December 31, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance available</td>
<td>$63,093.40</td>
<td>$101,476.54</td>
</tr>
<tr>
<td>Receipts during month</td>
<td>4,858,711.04</td>
<td></td>
</tr>
<tr>
<td>Total receipts including balance</td>
<td>4,921,804.44</td>
<td></td>
</tr>
<tr>
<td>Disbursements made during month</td>
<td>(4,858,558.39)</td>
<td></td>
</tr>
<tr>
<td>Cash balance as shown by records</td>
<td>$63,246.05</td>
<td></td>
</tr>
</tbody>
</table>

Bank statement balance

<table>
<thead>
<tr>
<th>Description</th>
<th>December 31, 2014</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$101,476.54</td>
</tr>
<tr>
<td>Less outstanding checks</td>
<td>(38,230.49)</td>
</tr>
<tr>
<td>Bank Error</td>
<td>-</td>
</tr>
<tr>
<td>Plus receipts undeposited</td>
<td>-</td>
</tr>
<tr>
<td>Total available balance</td>
<td>$63,246.05</td>
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</tbody>
</table>

### GENERAL FUND SAVINGS

<table>
<thead>
<tr>
<th>Description</th>
<th>December 1, 2014</th>
<th>December 31, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance available</td>
<td>$5,950,342.16</td>
<td>$2,530,708.02</td>
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<tr>
<td>Receipts during month</td>
<td>1,437,858.45</td>
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</tr>
<tr>
<td>Total receipts including balance</td>
<td>7,388,200.61</td>
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</tr>
<tr>
<td>Disbursements made during month</td>
<td>(4,857,492.59)</td>
<td></td>
</tr>
<tr>
<td>Cash balance as shown by records</td>
<td>$2,530,708.02</td>
<td></td>
</tr>
</tbody>
</table>

Bank statement balance

<table>
<thead>
<tr>
<th>Description</th>
<th>December 31, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank statement balance</td>
<td>$2,530,708.02</td>
</tr>
<tr>
<td>Less outstanding transfers</td>
<td>-</td>
</tr>
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<td>0.00</td>
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<tr>
<td>Plus receipts undeposited</td>
<td>-</td>
</tr>
<tr>
<td>Total available balance</td>
<td>$2,530,708.02</td>
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</table>

### GENERAL FUND STATE AID

<table>
<thead>
<tr>
<th>Description</th>
<th>December 1, 2014</th>
<th>December 31, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance available</td>
<td>$3,262,644.42</td>
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<tr>
<td>Receipts during month</td>
<td>3,355,145.86</td>
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</tr>
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<td>Total receipts including balance</td>
<td>6,617,790.28</td>
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<td>Disbursements made during month</td>
<td>(934,406.25)</td>
<td></td>
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<tr>
<td>Cash balance as shown by records</td>
<td>$5,683,384.03</td>
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</table>

Bank statement balance

<table>
<thead>
<tr>
<th>Description</th>
<th>December 31, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank statement balance</td>
<td>$5,683,384.03</td>
</tr>
<tr>
<td>Less outstanding checks/wires</td>
<td>-</td>
</tr>
<tr>
<td>Plus receipts undeposited</td>
<td>-</td>
</tr>
<tr>
<td>Total available balance</td>
<td>$5,683,384.03</td>
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</table>
### TRUST & AGENCY FUND

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Balance available, December 1, 2014</td>
<td>$162,296.73</td>
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<tr>
<td>Receipts during month</td>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$198,989.89</td>
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<tr>
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<td>(44,512.47)</td>
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<tr>
<td>- Bank Error</td>
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</tr>
<tr>
<td>- Plus receipts undeposited</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total available balance</strong></td>
<td><strong>$154,477.42</strong></td>
</tr>
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</table>

### FLEXIBLE SPENDING/T & A FUND

<table>
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<tr>
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<tbody>
<tr>
<td>Balance available, December 1, 2014</td>
<td>$317,703.70</td>
</tr>
<tr>
<td>Receipts during month</td>
<td>$20,135.75</td>
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<td>Total receipts including balance</td>
<td>$337,839.45</td>
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<tr>
<td>Disbursements made during month</td>
<td>(53,715.14)</td>
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<tr>
<td>Cash balance as shown by records</td>
<td>$284,124.31</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank statement balance, December 31, 2014</td>
<td>$286,934.01</td>
</tr>
<tr>
<td>- Less outstanding checks</td>
<td>(2,811.70)</td>
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<tr>
<td>- Plus receipts undeposited</td>
<td>2.00</td>
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<tr>
<td><strong>Total available balance</strong></td>
<td><strong>$284,124.31</strong></td>
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### PAYROLL

<table>
<thead>
<tr>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Balance available, December 1, 2014</td>
<td>$901.09</td>
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<tr>
<td>Receipts during month</td>
<td>$1,388,701.29</td>
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<tr>
<td>Total receipts including balance</td>
<td>$1,389,602.38</td>
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<tr>
<td>Disbursements made during month</td>
<td>(1,388,683.92)</td>
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<tr>
<td>Cash balance as shown by records</td>
<td>$918.46</td>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank statement balance, December 31, 2014</td>
<td>$14,931.69</td>
</tr>
<tr>
<td>- Less outstanding checks</td>
<td>(14,013.23)</td>
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<tr>
<td>- Bank Error</td>
<td>-</td>
</tr>
<tr>
<td>- Plus receipts undeposited</td>
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</tr>
<tr>
<td><strong>Total available balance</strong></td>
<td><strong>$918.46</strong></td>
</tr>
</tbody>
</table>
CAFETERIA FUND

Balance available December 1, 2014 $ 209,984.96
Receipts during month 109,156.46
Total receipts including balance 319,141.42
Disbursements made during month (81,683.25)
Cash balance as shown by records $ 237,458.17

Bank statement balance December 31, 2014 $ 276,220.51
Less outstanding checks (38,762.34)
Cash in Transit -
Total available balance $ 237,458.17

SPECIAL AID FUND CHECKING

Balance available December 1, 2014 $ 361.17
Receipts during month 83,436.74
Total receipts including balance 83,797.91
Disbursements made during month (83,434.40)
Cash balance as shown by records $ 363.51

Bank statement balance December 31, 2014 $ 47,444.32
Less outstanding checks (47,080.81)
Plus receipts undeposited -
Total available balance $ 363.51

CAPITAL FUND CHECKING

Balance available December 1, 2014 $ 2,224.87
Receipts during month 0.38
Total receipts including balance 2,225.25
Disbursements made during month -
Cash balance as shown by records $ 2,225.25

Bank statement balance December 31, 2014 $ 2,225.25
Less outstanding checks -
Plus receipts undeposited -
Total available balance $ 2,225.25
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance available</td>
<td>December 1, 2014</td>
</tr>
<tr>
<td>Receipts during month</td>
<td>$19.14</td>
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<tr>
<td>Total receipts including balance</td>
<td>$376,445.73</td>
</tr>
<tr>
<td>Disbursements made during month</td>
<td>-</td>
</tr>
<tr>
<td>Cash balance as shown by records</td>
<td>$376,445.73</td>
</tr>
<tr>
<td>Bank statement balance</td>
<td>December 31, 2014</td>
</tr>
<tr>
<td>Less outstanding checks/wires</td>
<td>-</td>
</tr>
<tr>
<td>Plus receipts undeposited</td>
<td>-</td>
</tr>
<tr>
<td>Total available balance</td>
<td>$376,445.73</td>
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</tbody>
</table>

Submitted by:

Julie A. Nagel  
District Treasurer
GENERAL FUND
INTEREST/INVESTMENT REPORT
2014-2015

DATE OF MEETING
January 20, 2015

INTEREST A2401 - ANNUAL ESTIMATED REVENUE  $50,000  100.00%

YEAR TO DATE RECEIVED/ANTICIPATED

<table>
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<tr>
<th>AMOUNT</th>
<th>PERCENT</th>
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<tbody>
<tr>
<td>SAVINGS/CHECKING ACCOUNTS INTEREST TO DATE</td>
<td>0.00</td>
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<tr>
<td>TOTAL TO DATE RECEIVED/ANTICIPATED</td>
<td>0.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TYPE</th>
<th>AMOUNT</th>
<th>BANK</th>
<th>DATE</th>
<th>DAYS</th>
<th>RATE</th>
<th>INTEREST</th>
</tr>
</thead>
<tbody>
<tr>
<td>DETAIL OF INVESTMENTS GENERAL FUND</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>DETAIL OF INVESTMENT TE SCHOLARSHIP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>138,785.12</td>
<td>Evans</td>
<td>08/13/14</td>
<td>08/13/15</td>
<td>365</td>
<td>.40%</td>
</tr>
<tr>
<td>DETAIL OF INVESTMENT T &amp; A FLEXIBLE BENEFIT</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CD</td>
<td>265,336.14</td>
<td>Evans</td>
<td>09/08/14</td>
<td>09/08/15</td>
<td>365</td>
<td>.40%</td>
</tr>
</tbody>
</table>
# TREASURER’S REPORT
LAKE SHORE CENTRAL SCHOOLS
EVANS-BRANT CENTRAL SCHOOL DISTRICT

DECEMBER 2014

## HIGH SCHOOL EXTRA CLASS FUND

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance available December 1, 2014</td>
<td>$119,101.96</td>
</tr>
<tr>
<td>Receipts during month</td>
<td>$28,300.20</td>
</tr>
<tr>
<td>Total receipts including balance</td>
<td>$147,402.16</td>
</tr>
<tr>
<td>Disbursements made during month</td>
<td>($48,128.44)</td>
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<tr>
<td>Cash balance as shown by records</td>
<td>$99,273.72</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance per Checking Statement December 31, 2014</td>
<td>$81,140.91</td>
</tr>
<tr>
<td>Balance per Savings Statement</td>
<td>$29,393.39</td>
</tr>
<tr>
<td>Less outstanding checks (listed)</td>
<td>($11,260.58)</td>
</tr>
<tr>
<td>Plus receipts undeposited</td>
<td></td>
</tr>
<tr>
<td>Total available balance</td>
<td>$99,273.72</td>
</tr>
</tbody>
</table>

## MIDDLE SCHOOL EXTRA CLASS FUND

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance available December 1, 2014</td>
<td>$11,671.31</td>
</tr>
<tr>
<td>Receipts during month</td>
<td>$2,920.95</td>
</tr>
<tr>
<td>Total receipts including balance</td>
<td>$14,592.26</td>
</tr>
<tr>
<td>Disbursements made during month</td>
<td>($4,221.28)</td>
</tr>
<tr>
<td>Cash balance as shown by records</td>
<td>$10,370.98</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bank statement balance December 31, 2014</td>
<td>$10,370.98</td>
</tr>
<tr>
<td>Less outstanding checks/withdrawals</td>
<td></td>
</tr>
<tr>
<td>Plus receipts undeposited</td>
<td></td>
</tr>
<tr>
<td>Total available balance</td>
<td>$10,370.98</td>
</tr>
</tbody>
</table>

Submitted by:

Julie A. Nagel
District Treasurer
LAKE SHORE CENTRAL TEACHERS' ASSOCIATION  
SUPPLEMENTAL BENEFIT FUND - DENTAL

Monthly Report: December 2014

Account Activity:

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance</td>
<td>$ 142,946.23</td>
</tr>
<tr>
<td>Earned Interest</td>
<td>$ 13.36</td>
</tr>
<tr>
<td>Service Charges</td>
<td>$ 7.40</td>
</tr>
<tr>
<td>Misc. Deposits/Expenses</td>
<td>$</td>
</tr>
<tr>
<td>Claim Payments</td>
<td>$ 9,603.00</td>
</tr>
<tr>
<td><strong>Balance:</strong></td>
<td>$ 133,349.19</td>
</tr>
</tbody>
</table>

Claim Activity: December Year 14-15

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claims Received:</td>
<td>75 697</td>
</tr>
<tr>
<td>Claims Processed:</td>
<td>56 625</td>
</tr>
<tr>
<td>Claims Rejected:</td>
<td>19 72</td>
</tr>
<tr>
<td>Claims Verified:</td>
<td>15 (20%) 151 (16%)</td>
</tr>
<tr>
<td>Amount Claimed:</td>
<td>$ 11,114.00 $ 211,770.38</td>
</tr>
<tr>
<td>Amount Paid:</td>
<td>$ 9,603.00 $ 123,661.50</td>
</tr>
<tr>
<td>(Interest Earned):</td>
<td>($ 13.36) ($ 57.62)</td>
</tr>
</tbody>
</table>

Respectfully submitted,

Jeff Salerno  
Jean Stang-Terrano  
Mike Kromer

*Individual expenses and deposits documented and on file with chairman.*
MEMORANDUM

To: James Przepasniak, Superintendent of Schools
   Kristine DeMartino, District Clerk

Date: January 16, 2015

RE: Auction Results

As you know, the auction closed on Thursday, January 15, 2015 at 6:00pm. I am recommending the Board of Education award the following bids to the highest bidders as listed below:

<table>
<thead>
<tr>
<th>Items</th>
<th>Highest Bid</th>
<th>Highest Bidder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item #1 – Wooden Music Stand</td>
<td>No Bid</td>
<td></td>
</tr>
<tr>
<td>Item #2 – 1950’s Music Organ</td>
<td>$11.00</td>
<td>4markmcq</td>
</tr>
<tr>
<td>Item #3 – SkyTech Fitness Machine</td>
<td>No Bid</td>
<td></td>
</tr>
<tr>
<td>Item #4 – South Bend Milling Machine</td>
<td>$410.00</td>
<td>landscape</td>
</tr>
</tbody>
</table>

TOTAL BIDS $421.00
This memorandum is to serve as indication of my support for the use of the following Senior High School Instrumental Solos.

According to Board Policy #8340, “…the Board of Education shall designate the textbooks to be used.”

This solo music provides a range of varying style and period literature for our High School Band Students that will encourage performance, classical music study, and appreciation to support students as they prepare for County, Statewide and school solo festival performances. These solos are required and approved for performance by the New York State School Music Association.

These selections are applicable, aligned with the intent of the course and will support High School Band curriculum. After significant review of these available resources, I support the purchase of the use of this music for our High School students.

This music will be ordered from the Al Hemer Music Corporation in Orchard Park, NY.

**Solo Repertoir**

**Flute:**
- “Sonata in C Major” – J.S. Bach $9.95
- “24 Short Concert Pieces” – R. Cavally $25

**Clarinet:**
- “Concerto in g minor” – G. Handel/Voxman $7.50
- “Variations on Blue Bells of Scotland” – D. Marlatt $6.00
- “Bach for Clarinet” – J.S. Bach/Caravan $19.95
- “Andante & Scherzo” – J. Dere/D. Hite $5.50

**Trumpet:**
- “Concerto for Trumpet” – Handel/Musser $7.95
- “Bugler’s Holiday” – J. Andersen $6.99
- “Solos for the Trumpet Player” – W. Beeler $15.99
- “Repertoire Classics for the Trumpet” – T. Morrison $13.50

**French Horn:**
- “Concerto No. 2” – J. Haydn $16
- “Morceau de Concert” – C. Saint-Seans $14.95

**Euphonium:**
- “Concert and Contest Collection for Baritone” – H. Voxman $12

**Percussion:**
- **Snare Drum:**
  - “Here’s to the Ratamacue” – J. Pratt $4.95
  - “Contest Solos for the Intermediate Snare Drummer” – M. Houliff $9.50
  - “Alfred’s Rudimental Contest Solos” – J. Wannamaker $5.95
  - “Rudimental Solos for Accomplished Drummers” – J. Pratt $12.95
Mallets:
“Modern School for the Xylophone and Marimba” – M. Goldenberg  $17.99
“Progressive Solos for 3-4 Mallets” – M. Houlih $12.50

Timpani:
“Timpani: The Solo Collection” – T. Brown  $10.95
“Tymp Tunes” – W. Schinstine  $13.95
“Sonata for Timpani” – J. Beck  $3.50

Total:  $268.51

Thank You,

Eric Blodgett
Memo

To: James Przepasniak, Superintendent
From: Daniel Pacos
Date: 12/22/14
Re: Recommendation for approval of Mileage Reimbursement Rate effective 1/1/15

Mr. Przepasniak:

Please recommend that the Board of Education approve the increase in the District’s mileage reimbursement rate from 56 cents per mile to 57.5 cents per mile, effective January 1, 2015.

Currently, the District’s mileage reimbursement rate is equal to the IRS Standard Mileage Reimbursement Rate. Attached is a notice that we recently received, indicating that the Federal mileage reimbursement rate will be increasing by one and one-half cents per mile, effective January 1st.

If you have any questions about the change in the standard mileage reimbursement rate, please do not hesitate to contact me. Thank you in advance for making the recommendation to the Board of Education.
New Standard Mileage Rates Now Available; Business Rate to Rise in 2015

IR-2014-114, Dec. 10, 2014

WASHINGTON — The Internal Revenue Service today issued the 2015 optional standard mileage rates used to calculate the deductible costs of operating an automobile for business, charitable, medical or moving purposes.

Beginning on Jan. 1, 2015, the standard mileage rates for the use of a car, van, pickup or panel truck will be:

- 57.5 cents per mile for business miles driven, up from 56 cents in 2014
- 23 cents per mile driven for medical or moving purposes, down half a cent from 2014
- 14 cents per mile driven in service of charitable organizations

The standard mileage rate for business is based on an annual study of the fixed and variable costs of operating an automobile, including depreciation, insurance, repairs, tires, maintenance, gas and oil. The rate for medical and moving purposes is based on the variable costs, such as gas and oil. The charitable rate is set by law.

Taxpayers always have the option of claiming deductions based on the actual costs of using a vehicle rather than the standard mileage rates.

A taxpayer may not use the business standard mileage rate for a vehicle after claiming accelerated depreciation, including the Section 179 expense deduction, on that vehicle. Likewise, the standard rate is not available to fleet owners (more than four vehicles used simultaneously). Details on these and other special rules are in Revenue Procedure 2010-51, the instructions to Form 1040 and various online IRS publications including Publication 45, Your Federal Income Tax.

Besides the standard mileage rates, Notice 2014-79, posted today on IRS.gov, also includes the basis reduction amounts for those choosing the business standard mileage rate, as well as the maximum standard automobile cost that may be used in computing an allowance under a fixed and variable rate plan.

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Subscribe to IRS Newswire

Page Last Reviewed or Updated: 10-Dec-2014
Date: January 6, 2015
To: Mr. Przepasniak
From: D. Besant
Re: Student Led All Sport Activity Fund

The Lake Shore Athletic Department would like to request that the Board of Education approve the addition of a student led All Sport Activity Fund to the list of activity accounts. This account will be used for fundraising with the monies being used for any and all sports.

The advisor for the All Sport Activity Fund will be Daryl Besant and the student representative will be from Katrina Kaminski’s leadership course.
Highland Elementary School
Office Of The Principal

January 14, 2015

Dear Mr. Przepasniak and Board of Education,

As you are very well aware of, Highland offers an outstanding outdoor education camp outing for fifth grade students. The faculty and staff are excited and enthusiastic about the possibility of offering this opportunity again this year.

The proposed camp experience would begin Wednesday, June 17 and run through Friday, June 19, with students, staff & parents staying overnight on June 18 at Camp Seven Hills in Holland. As a matter of fact, this camp organization has welcomed the Highland community back and is eager for our return. The students and staff would depend on the district to provide transportation.

This camp experience has been an integral part of the fifth grade life science curriculum. In addition, many valuable "life experiences" are afforded to the students during these three days. I respectfully request your approval to continue to implement this valuable program for our students. If approved, it would be delightful if you could join the students and staff for all or part of the experience as well!

If you require any additional information, please do not hesitate to call upon me. Thank you for your consideration of this request.

Respectfully,

Christopher Walsh
Principal
Highland Elementary School

"Together we make learning a way of life!"
Dear Mr. Przepasniak:

The Women’s Varsity Basketball Team is asking for permission to attend an overnight trip to Syracuse University. The team would depart on Saturday, February 21st at 8:00 AM, and return Sunday, February 22nd at approximately 8:00 PM.

Some of the highlights of the trip are as follows:

* tour two college campuses – Syracuse University and LeMoyne College
* attend a Division I practice
* interact with Division I players
* attend a Division II game (Saturday, February 21st)
* attend a Division I game (Sunday, February 22nd)
* form team unity

The tentative itinerary is attached to this email with more specific times and locations. The district would only have to provide a small bus and a bus driver for transportation of the coaches and athletes.

This trip has been approved in the past, and was very successful for the student – athletes involved. If you have any further questions, feel free to contact me at 926-3771. The team and I appreciate your consideration.

Andrea Conrad

cc: D. Besant
Syracuse Trip
Tentative Itinerary

Saturday, February 21st

8:30 AM - depart from Lake Shore High School to LeMoyne College
11:30: tour LeMoyne College/team lunch
1:00: LeMoyne vs American International College at Ted Grant Court
3:00: travel to Sheraton Hotel
6:00: team dinner @ Varsity Pizza
8:00: team activity

Sunday, February 22nd

7:30: attend Syracuse Women's morning practice session
8:30: meet and greet with Syracuse Women's Team/tour campus
9:30: team breakfast
12:00: Syracuse vs Pitt
3:00: depart for home

Hotel Information
Sheraton
Syracuse University
801 University Avenue
Syracuse, NY 13210
315 – 475 – 3000

Cost per athlete
Hotel Room: $50.00
Ticket to Game: $8.00
Time spent with friends.... priceless
Total Cost $58.00
* will need extra spending money
TO: THE COMMUNITY

RE: SUPPORT OF THE SCHOOL MUSICAL

We are proud to announce this year’s musical for Lake Shore Senior High School. Students are presenting *Little Shop of Horrors* on Thursday, Friday, and Saturday, March 5th -7th, 2015. All show times are at 7:00pm.

As local area businesses and/or former musical supporters, we respectfully request your participation by advertising in this year's program. In doing so, you will be providing financial support to help offset the ever-growing cost of the production. For almost forty years, Lake Shore musicals have been a source of pride and affordable family entertainment for the community. Costs of producing the show are high; royalties alone are over $5,000. **Your advertisement will not only help us to put on our show, but also provide an inexpensive way for thousands of people to obtain information about your business!!**

Please consider the following rates and thank you in advance for your support:

<table>
<thead>
<tr>
<th>Page Style</th>
<th>Size</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Full Page</td>
<td>5.5 in x 8.5 in</td>
<td>$100.00</td>
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<td>Half Page</td>
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<td>Quarter Page</td>
<td>2.75 in x 4.25 in or 5.5 in x 2.125 in (depending on layout)</td>
<td>$40.00</td>
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To submit your ads, see the options below. Checks can be made payable to MUSIC DEPARTMENT PRODUCTION. All materials are due by February 6th, 2015.

1.) Please return your ad via e-mail to kfeldmann@lakeshorecsd.org. You may use a word format or include a PDF file. Then you can use the envelope provided to mail in the check. This option allows for better printing of your advertisement!

OR 2.) You may mail in your COPY READY artwork, business card or logo in the enclosed addressed envelope with your check.

Thank you in advance for your support!

Kerry Feldmann, Mathematics Teacher and Ad Solicitor
926-2130

Patron lines are also available at the following rates: Bronze - $15.00, Silver - $25.00, Gold - $30.00
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<thead>
<tr>
<th>Year</th>
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<td>1968</td>
<td>The Boyfriend</td>
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<td>The King and I</td>
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<td>1976</td>
<td>Annie Get Your Gun</td>
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<td>Carnival</td>
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