

CORTLAND ENLARGED CITY SCHOOL DISTRICT
Board of Education Meeting – Tuesday, December 8, 2015 at 7:00 p.m.
Kaufman Center, 1 Valley View Drive, Cortland NY

- 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE.**
- 2. COMMUNICATIONS and RECOGNITION:**
 - a. Kudos Korner
 - b. Audience Participation – on items related to the Agenda (speakers are asked to limit their comments to two minutes).
 - c. Board Member Reports:
 - 1.) BOE Policy Committee – Next meeting December 10, 2015
 - 2.) BOE Facilities Committee – Report on November 19, 2015 meeting
 - 3.) BOE Audit Committee – Next meeting TBD
- 3. PRESENTATIONS:**
 - a. Reality Check- Reality Check is a teen led, adult supported program, provided through a state grant to the Cortland County Health Department, to expose the deceptive and manipulative marketing tactics of the tobacco industry. Reality Check youth leaders, Charlene Kolts and Katherine Couture, will be presenting on how the retail environment is the lead channel for tobacco and e-cigarette marketing and promotion, specifically to kids and teens. Additionally, how our community can address this issue to prevent another generation of addiction.
 - b. First quarter referral data for the high school
- 4. CONSENT ITEMS:**
 - a. Minutes of November 17, 2015 Regular Meeting
 - b. CSE/CPSE (Committee on Special Education/Committee on Pre-school Special Education) Recommendations
- 5. OLD BUSINESS: None**
- 6. NEW BUSINESS:**
 - a. Financial Reports: Investment Report, Treasurer's Report, Revenues, Appropriations, and Budget Transfers Monthly Report–October 2015 and Extra Classroom Activity Fund Quarterly Report – September 2015
 - b. Final Approval of New Course Proposal: Food Science
 - c. Final Approval of New Course Proposal: Nutrition
 - d. Final Approval of New Course Proposal: Food Service
 - e. Acceptance of Occupational Therapy Equipment from Cortland Regional Medical Center
 - f. Acceptance of a \$92.00 donation from the CNY Bread Run
 - g. Approval of Physical Education Curriculum Plan
- 7. PERSONNEL ACTION:**
 - a. Approval of Personnel Resignations and Leaves
 - b. Approval of Administrative and Instructional Personnel Appointments
 - c. Approval of Non-Instructional Personnel Appointments
- 8. LEADERSHIP REPORTS:**
 - a. Director of Business Operations
 - b. Assistant Superintendent for Pupil and Personnel Services
 - c. Director of Curriculum and Instruction
 - 1.) Holocaust Memorial Museum Field Trip April 8, 2016
 - d. Director of Special Education
 - e. Superintendent
 - 1.) Quarterly Report for Five Targets
 - 2.) District Website/Media Relations BOCES service discussion
- 9. BOARD MEMBER ACTIVITIES**
- 10. AUDIENCE PARTICIPATION:** (Individuals are requested to keep their comments to two-minutes per speaker).

- 11. NEXT MEETING AGENDA REVIEW**
- 12. EXECUTIVE SESSION**
- 13. ADJOURNMENT**

CORTLAND ENLARGED CITY SCHOOL DISTRICT
Board of Education Meeting – Tuesday, November 17, 2015 at 7:00 p.m.
Kaufman Center, 1 Valley View Drive, Cortland NY

A Regular Meeting of the Board of Education was held on Tuesday, November 17, 2015 at the Kaufman Center, 1 Valley View Drive, Cortland, New York.

Present: Ms. Melissa Davis-Howard, Ms. Christine Gregory, Ms. Janet Griffin, Ms. Judith Murphy, Mr. John Natoli and Ms. Alane Van Donsel

Absent: Mr. Daniel Sidebottom

Also Present: Mr. Michael Hoose, Superintendent; Ms. Judi Riley, Assistant Superintendent for Pupil and Personnel Services; Ms. Kimberly Vile, Director of Business Services; Ms. Kristie Bliss, Director of Curriculum & Instruction; Mr. Robert Martin, Director of Facilities; School and Community Members; and Ms. Alicia Zupancic, Clerk

Budget Workshop – 6:00 p.m.

Board of Education Meeting – 7:00 p.m.

1. CALL TO ORDER and PLEDGE OF ALLEGIANCE.

Ms. Davis-Howard called the meeting to order at 7:02 p.m. and the Pledge of Allegiance was recited.

2. COMMUNICATIONS and RECOGNITION:

a. Kudos Korner – None

b. Audience Participation – on items related to the Agenda (speakers are asked to limit their comments to two minutes). - There were no requests to address the Board.

c. Board Member Reports:

1.) BOE Policy Committee – Report on November 4, 2015 meeting – The policy committee has been through all of the policies. They are going back through the ones that there were questions on or additional input is needed.

2.) BOE Facilities Committee – Next meeting November 19, 2015

3.) BOE Audit Committee – Next meeting TBD

3. PRESENTATIONS:

a. Assessment Reports of English, Math, Science, and Social Studies – The department leader of each core subject shared the results of their regents exams.

4. CONSENT ITEMS:

a. Minutes of November 3, 2015 Regular Meeting

b. CSE/CPSE (Committee on Special Education/Committee on Pre-school Special Education) Recommendations

610328932, 610354459, 607000488, 610351024, 610353315, 610384925, 607001167, 607002038, 607000814, 607001933, 607001932, 610375288, 607000899, 610328934, 610393803, 610346089, 607002093, 610340881, 610308256, 610382948, 610363583, 610385319, 607001828, 610330751, 607000287, 607000499, 610293582, 610360297, 607001678, 610372054, 607001418, 610350591, 610365680, 610382248, 610375511, 607000095, 610383944, 610381714, 610327908, 610363271, 610296156, 607001043,

RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the Consent Items as presented.

Moved by Ms. Griffin, seconded by Mr. Natoli Discussion: None

Final Vote: Yes - 6, No - 0. Motion Carried.

5. OLD BUSINESS: There was no old business

6. NEW BUSINESS:

- a. Approval of OCM BOCES Resolution for Renewal of Lit Fiber Services Lease
Resolved, upon the recommendation of the Superintendent, to approve the renewal of the Lit Fiber Services Lease through OCM BOCES, as presented.

Moved by Ms. Griffin, seconded by Ms. Gregory Discussion: Ms. Vile clarified that this is a five year contract renewal
Final Vote: Yes - 6, No – 0. Motion Carried.

- b. Approval of a Private School Transportation Request for 2015-16
RESOLVED, upon the recommendation of the Superintendent, to approve the Private School Transportation Request as presented.

Moved by Ms. Griffin, seconded by Mr. Natoli Discussion: None
Final Vote: Yes - 6, No – 0. Motion Carried.

7. PERSONNEL ACTION:

- a. Approval of Personnel Resignations and Leaves
RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the Resignations and Leaves as presented on Resignations and Leaves Schedule 11.62.

Moved by Mr. Natoli, seconded by Ms. Gregory Discussion: None
Final Vote: Yes - 6, No – 0. Motion Carried.

- b. Approval of Administrative and Instructional Personnel Appointments
RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the appointments for Instructional Personnel as presented on Schedules of Appointment 2374, 2375 and 2376.

Moved by Ms. Gregory, seconded by Ms. Griffin Discussion: None
Final Vote: Yes - 6, No – 0. Motion Carried.

- c. Approval of Tenure Recommendations
RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the Tenure appointments as presented on Schedule of Appointment 2377.

Moved by Mr. Natoli, seconded by Ms. Griffin Discussion: None
Final Vote: Yes - 6, No – 0. Motion Carried.

- d. Approval of Non-Instructional Personnel Appointments
RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the appointments for Non-Instructional Personnel as presented on Schedule of Appointment 1162.

Moved by Mr. Natoli, seconded by Ms. Murphy Discussion: None
Final Vote: Yes - 6, No – 0. Motion Carried.

8. LEADERSHIP REPORTS:

- a. Director of Business Operations – None
- b. Assistant Superintendent for Pupil and Personnel Services
- 1.) Introduction of Dr. John Sheehan, Director of Special Education. – Ms. Riley introduced Dr. John Sheehan, our new Director of Special Education, to the Board.
- c. Director of Curriculum and Instruction
- 1.) New Course Proposals – Review – Ms. Bliss presented three new course proposals that would not require new staff:
- 1.) Food Science - 1 year course that offers a science credit for grades 10-12
- 2.) Nutrition – ½ year course
- 3.) Food Service – ½ year course
- d. Superintendent – Mr. Hoose shared that the first quarter academic report will focus on targets not data.

9. BOARD MEMBER ACTIVITIES

Ms. Gregory is doing the online fiscal training. She said it is very difficult. She attended the “TIES” presentation at SUNY Cortland along with Ms. Murphy. Ms. Murphy also attended Barry teacher conferences, small fry banquet, and Barry family portrait night. Ms. Griffin attended the Parker science center night.

10. **AUDIENCE PARTICIPATION:** (Individuals are requested to keep their comments to two-minutes per speaker). – Eileen Fitzgerald-Spiehs commented on the pins that were given to all school-related professionals from nysut. The pins recognized any school employee that is not instructional as an essential part of education.
11. **NEXT MEETING AGENDA REVIEW** – JSHS referral data. The Board members would like Surfaces.
12. **EXECUTIVE SESSION**
In accordance with Public Officer's Law Section 96, Subdivision 1, Ms. Davis-Howard called for an Executive Session at 7:55 p.m. to discuss the medical, financial, credit or employment history of a particular person.
 Moved by Mr. Natoli, seconded by Ms. Griffin. Discussion: None
 Final Vote: Yes – 6, No – 0. Motion Carried.
 The Executive Session adjourned at 8:55 p.m..
 Moved by Ms. Griffin, seconded by Ms. Gregory. Discussion: None
 Final Vote: Yes – 6, No – 0. Motion Carried.
13. **ADJOURNMENT**
As there was no further business to discuss, Ms. Davis-Howard asked for a motion to adjourn the regular meeting at 8:56 p.m.
 Moved by Ms. Griffin, seconded by Ms. Gregory. Discussion: None
 Final Vote: Yes – 6, No – 0. Motion Carried.

CORTLAND ENLARGED CITY SCHOOL DISTRICT
ONE VALLEY VIEW DRIVE
CORTLAND, NEW YORK 13045-3297

b, b, c, d

PHONE: (607) 758-4125

FAX: (607)-758-4109

KRISTIE L. BLISS
DIRECTOR OF CURRICULUM AND INSTRUCTION
WEBSITE: WWW.CORTLANDSCHOOLS.ORG

To: Michael Hoose, Superintendent of Schools
Members of the Board of Education

From: Kristie Bliss, Director of Curriculum & Instruction

Date: 10 November 2015

Re: Cortland Junior-Senior High School New Course Proposals:


1. Food Science
2. Nutrition
3. Food Service

Enclosed for your review and approval are proposals for new courses to be added to the course offerings at the Junior-Senior High School.

Upon approval, these courses will be offered for students during SY 2016-2017. If approved, the courses will increase student offerings and career options without the necessity of additional staffing. Approval of curriculum development hours, textbooks, and supplies is dependent upon funding priorities.

Thank you for your consideration of these proposals, and please contact me if there is a need for clarification.

Respectfully,



Endorsement for New Course Proposals: Food Science; Nutrition, and Food Service

The creation of three new courses: Food Science, Nutrition and Food Service will expand the Family and Consumer Science elective offerings in different ways to students interested in health, nutrition and food preparation. There are many different potential career pathways for students interested in the food industry. By offering different courses many more opportunities may be introduced to students. These courses will provide a higher level of learning to the students once they complete Food and Nutrition core class.

Food Science has a focus the food industry and the science behind food preparation. This may of interest to students considering science as a career as well as the food industry. This course would offer high school science credit as well to students.

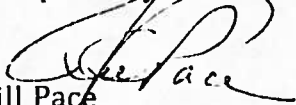
Nutrition is a concentrated course. Many students are interested in nutrition, sports, and physical fitness. There are many jobs that include nutrition as an integral responsibility. This course would align with TC3 Biology 114 and carry 3 units of concurrent enrollment credit.

Food Service expands the knowledge base of a student who wishes to work in the food service industry. This course would align with TC3 Hotel Restaurant Management course 101 and carry 3 units of concurrent enrollment credit.

*Both Nutrition and Food Service are course requirements/electives for students at TC3 in the new Culinary Arts degree program.

Increase in staff would not be immediate unless other course offerings within the departments necessitated additional staff.

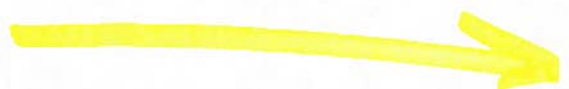
Respectfully submitted,



Jill Pace
Curriculum Leader for Health and FACS
June 5, 2015

Questions:

1. How do these new courses impact staffing & current offerings?
2. Have you spoken to the Science Chair about Food Science being used as a 3rd Sci Credit?
3. Textbooks supply needs?



Endorsement for New Course Proposals: **Food Science; Nutrition, and Food Service** *Revised*

The creation of three new courses: Food Science, Nutrition and Food Service will expand the Family and Consumer Science elective offerings in different ways to students interested in health, nutrition and food preparation. There are many different potential career pathways for students interested in the food industry. By offering different courses many more opportunities may be introduced to students. These courses will provide a higher level of learning to the students once they complete Food and Nutrition core class.

Food Science has a focus the food industry and the science behind food preparation. This may of interest to students considering science as a career as well as the food industry. This course would offer high school science credit as well to students.

"New York State mandates completion of three units of commencement level science for all students. The third may be from either life sciences or physical sciences. The Food Science curriculum has been designed as a specialized course to fulfill the third year science requirement for all students. All commencement level science courses, including specialized courses, must include laboratory activities." (NYSED) The Science Curriculum Leader is very excited about this course. She indicated that it may encourage more students to take a "science" course in t heir Jr. and Sr. years. She would also be interested in teaching this course as well.

No new textbook is needed for this course. The dept. currently has two textbooks that will meet the text needs of the course: Culinary Essentials which can be used in conjunction with Food For Today. However, these texts would be updated when FACS textbooks are due for updating and replenishing.

Additional laboratory supplies would be approximately \$1000.00 per course section.

Nutrition is a concentrated course. Many students are interested in nutrition, sports, and physical fitness. There are many jobs that include nutrition as an integral responsibility. This course would align with TC3 Biology 114 and carry 3 units of concurrent enrollment credit. *The Science Curriculum Leader is very excited about this course as well. She indicated that it may encourage more students to take a "science" course in their Jr. and Sr. years especially if the relationship between science food and nutrition can be related to the student's plans after high school graduation such as Athletic Training, sports medicine and the trainings/schools of interest. She would also be interested in teaching this course as well. She will be contacting TC3 to be considered as an approved instructor. It would be great if we could consider Nutrition as a science elective. We will continue to have discussions about this possibility as this is not approved by NYSED. "In science, specialized courses may include laboratory activities scheduled within the regular classroom instructional meeting time, or may include additional laboratory time associated with earning a unit of credit. They do not include the state-mandated laboratory requirement and do not end in a Regents examination for science. Specialized courses must be approved for academic credit by the appropriate school official, usually the superintendent of schools." (NYSED)*

The textbook used for this course will be:

Nutrition: An Applied Approach (4th Edition) Author: Janice L. Thompson, Melinda Manore

ISBN-13: 9780321910394

ISBN: 0321910397

Edition: 4

Pub Date: 2014

\$120.00

25 students x 120.00 = 3000.00

Food Service expands the knowledge base of a student who wishes to work in the food service industry. This course would align with TC3 Hotel Restaurant Management course 101 and carry 3 units of concurrent enrollment credit.

No new textbook is needed for this course. The dept. currently has two textbooks that will meet the text needs of the course: Culinary Essentials which can be used in conjunction with Food For Today. However, these texts would be updated when FACS textbooks are due for updating and replenishing.

Additional laboratory supplies would be approximately \$1000.00 per course section.

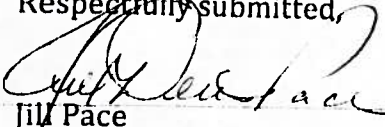
Additional Information:

*Both Nutrition and Food Service are course requirements/electives for students at TC3 in the new Culinary Arts degree program.

****With the addition of these three courses to Family & Consumer Sciences, I would like to revisit the potential for a sequence in FACS / Career and Technical Education.**

Increase in staff would not be immediate unless other course offerings within the departments necessitated additional staff. However it would impact current courses. Food and Nutrition may serve as a prerequisite course for the above courses; students would take this course in grades 9 or 10 if they planned to take Food Science, Nutrition and/or Food Service. *Change to serve*

Respectfully submitted,


Jill Pace

Curriculum Leader for Health and FACS
Revised: June 10, 2015

Cortland Enlarged City School District

6.b
RECEIVED

SEP 29 2015

New Course Proposal Form

Office of Curriculum & Instruction

Deadline: December 1

Approval Process: At Latest:

- Dec. 1 • The person proposing the new course submits this form to the Department Leader and Principal.
- Jan. 1 • The Department Leader prepares a rationale either endorsing or rejecting the proposal, and forwards it to the Principal.
- Feb. 1 • If the Principal approves the proposal, a discussion occurs at an Administrative Cabinet meeting.
- March • There may be several discussions before the course is brought up for a vote.
- April • If the Superintendent agrees with the recommendation to adopt the course, it is submitted to the Board of Education for approval. This would involve two meetings, the first for presentation of the proposal and the second for the vote.

Course Title: Food Science

Department: Family & Consumer Sciences

Grade Level(s): 10-12

Credit (if applicable): 1

Submitted by: Jill Pace

Course Goals (Show alignment with State Standards and District Graduation Expectations)

Food Science is designed to reinforce and enhance the student's knowledge of scientific principles and processes through the study of foods and nutrition. An in-depth understanding of science as it applies to foods will assist students with interest in career and technical education, to understand the food industry as well as food preparation in their daily lives. Whenever possible, students should be involved in hands-on laboratory activities which verify the scientific concepts presented. The Food Science curriculum has been designed as a specialized course to fulfill the third year science requirement for all students. This course is a vehicle through which commencement level New York State Learning Standards for Family and Consumer Sciences can be attained. It also addresses the commencement level New York State Learning Standards for Career and Occupational Studies. New York State Learning Standards for Math, Science, and Technology are a focus of this curriculum. Food Science content topics align with the National Learning Standards for Family and Consumer Sciences. Science credit (Family and Consumer Sciences can help students fulfill the graduation requirement in science. New York State requires all students to complete of three units of commencement level science in order to graduate. The Food Science curriculum has been designed as a specialized course to

fulfill the third year science requirement for all students. Specialized courses must be approved for academic credit by the appropriate school official, usually the superintendent of schools.

Course Topics

Food Science is organized into four disciplines and 15 content topics. The disciplines are Introduction to Food Science, Food Biochemistry, Food Microbiology, and The Future of Food Science. Each discipline is composed of content topics:

The Introduction to Food Science

- A. Food Science and Its Relevance to Global Society (FS)
- B. Research Practices in Food Science (RP)
- C. Concepts of Physical Sciences Relevant to Food Science (PS)
- D. Concepts of Life Sciences Relevant to Food Science (LS)

Food Biochemistry

- E. Water (W)
- F. Carbohydrates (C)
- G. Lipids (L)
- H. Proteins (P)
- I. Vitamins and Minerals (VM)

Food Microbiology

- J. Introduction to Microorganisms (IM)
- K. Microorganisms in Food Science (MFS)
- L. Food Preservation (FP)
- M. Food Safety (FS)

The Future of Food Science

- N. Technology Advances in Food Science (TA)
- O. Food Industry Careers (FIC)

Is this course directed toward meeting the needs of a particular type of student?
Yes ☐ No ☒ If yes, please provide a description.

Does this course replace an existing course? Yes ☐ No ☒ If yes, title

How was the need for this course identified?

Providing additional options for students to take in high school. Students can also receive Science Credit for this course.

Were students surveyed for interest? Yes ☐ No ☒ If yes, what were the results?

Will this course require summer curriculum development support? Yes ☒ No ☐
If yes, please estimate the number of people, and the amount of time.

5 days 1 teacher

What other kind of support may be needed such as conferences, visitations, or consultants? Please describe and estimate cost.

Will this course require the addition of staff? Yes ☐ No ☒
If yes, please estimate the number of additional staff members needed.

Are there expenses such as texts, materials, and equipment that will need to be budgeted to support the course? Yes ☒ No ☐ Please list and estimate the cost.

75% of the course will be hands on; labatory setting. The costs associated with this class will be the purchase of consumable food items and replacement of equipment that may break or wear out.

Endorsements: (A signature will signify endorsement. If endorsement is withheld, a letter of explanation shall be provided to the District Instructional Council.)

Department Leader

Principal

Superintendent

Board of Education (minutes-date)

Cortland Enlarged City School District

6.C.
RECEIVED

SEP 29 2015

New Course Proposal Form

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Course Title: Nutrition

Department: Family & Consumer Sciences

Grade Level(s): 11-12

Credit (if applicable): 1/2 unit local; 3 Concurrent Enrollment credits through TC3

Submitted by: Jill Pace

Course Goals (Show alignment with State Standards and District Graduation Expectations)

An integration of basic nutritional science, diet and clinical nutrition will be included in this class.

Basic concepts in chemistry, biochemistry and physiology are included, as well as diet assessment of the normal individual. A variety of consumer topics are considered. (BIOL 114)

Upon successful completion of this course, the student will:

1. Know the major classes of nutrients and their roles in the human body.
2. Be familiar with the structure and function of the human digestive system.
3. Understand the principles for healthful eating, weight control, and physical fitness.
4. Demonstrate an understanding of the relationship between nutrition and human illness

Course Topics

Introduction to nutrients and tools for assessing the human diet.

Structure and function of the human digestive system

Nutrients (carbohydrates, lipids, protein, vitamins, water, and minerals)

Energy, cellular respiration and fermentation, weight management, and fitness

Special topics (nutrition as a factor in chronic diseases; supplements; maternal and child

nutrition; sports nutrition; social issues; etc.)

Is this course directed toward meeting the needs of a particular type of student?

Yes ☐ No ☒ If yes, please provide a description.

Does this course replace an existing course? Yes ☐ No ☒ If yes, title

How was the need for this course identified?

Providing additional options for students to take in high school.

Were students surveyed for interest? Yes ☐ No ☒ If yes, what were the results?

Will this course require summer curriculum development support? Yes ☒ No ☐

If yes, please estimate the number of people, and the amount of time.

5 days 1 teacher

What other kind of support may be needed such as conferences, visitations, or consultants? Please describe and estimate cost.

TC3 Professional Development

Will this course require the addition of staff? Yes ☐ No ☒

If yes, please estimate the number of additional staff members needed.

Are there expenses such as texts, materials, and equipment that will need to be budgeted to support the course? Yes ☒ No ☐ Please list and estimate the cost.

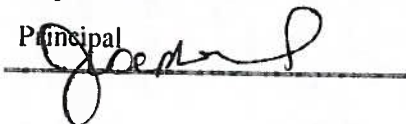
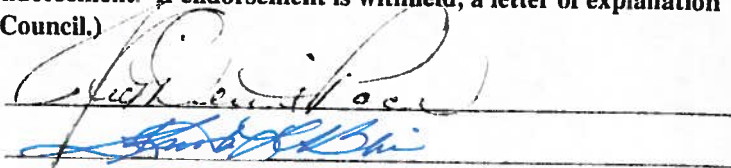
Textbook required by TC3

Essentials of Nutrition, Whitney & Rolfes

Endorsements: (A signature will signify endorsement. If endorsement is withheld, a letter of explanation shall be provided to the District Instructional Council.)

Department Leader

Principal

A handwritten signature in black ink, appearing to be "G. Adams", written over a horizontal line.A handwritten signature in black ink, appearing to be "Rick Smith", written over a horizontal line. Below it, a signature in blue ink, appearing to be "Andrew Bui", is also written over a horizontal line.

Superintendent

Board of Education (minutes-date)

Two horizontal lines for signatures, one for the Superintendent and one for the Board of Education.

Cortland Enlarged City School District

6.d
RECEIVED

OCT 14 2015

New Course Proposal Form

Office of Curriculum & Instruction

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Course Title:	Food Service
Department:	Family & Consumer Sciences
Grade Level(s):	11-12
Credit (if applicable):	1/2 unit local; 3 Concurrent Enrollment credits through TC3
Submitted by:	Jill Pace

Course Goals (Show alignment with State Standards and District Graduation Expectations)

Food Service Grades 11-12 (½ Year, ½ Units)

Offered 1st and/or 2nd semester

Prerequisite: Food and Nutrition

Basic procedures and techniques for large quantity food preparation and service are covered.

The study of sanitation, safety, equipment operation, food purchasing and preparation techniques, and table service are covered. Special projects in menu planning, purchasing, preparation, and services are required. (HRMG 101)

Course Goals for Food Service

By successfully completing this course, the student will

1. Become familiar with basic kitchen terminology and food production procedures.
2. Gain experience in production and problem solving techniques.
3. Know basic kitchen safety and sanitation procedures.

What other kind of support may be needed such as conferences, visitations, or consultants? Please describe and estimate cost.

TC3 Professional Development

Will this course require the addition of staff? Yes ☐ No ☒

If yes, please estimate the number of additional staff members needed.

Are there expenses such as texts, materials, and equipment that will need to be budgeted to support the course? Yes ☒ No ☐ Please list and estimate the cost.

Textbook required by TC3

Consumable food items for laboratory preparation

Endorsements: (A signature will signify endorsement. If endorsement is withheld, a letter of explanation shall be provided to the District Instructional Council.)

Department Leader

Principal

Superintendent

Board of Education (minutes-date)

6.e

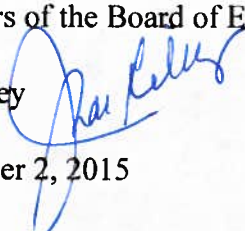
CORTLAND ENLARGED CITY SCHOOL DISTRICT

One Valley View Drive
Cortland, New York 13045

Kaufman Center
Phone: 607-758-4100, ext. 2221
Fax: 607-758-4028

Judi B. Riley
Assistant Superintendent
for Pupil and Personnel Services

To: Michael Hoose, Superintendent of Schools
Members of the Board of Education

From: Judi Riley 

Date: December 2, 2015

RE: Cortland Regional Medical Center Donation

Please accept the donation of Occupational Therapy equipment and supplies, listed below, donated by the Cortland Regional Medical Center, CRMC. We appreciate our partnership with CRMC and their generosity. A letter of acknowledgement has been sent.

- 2 Suspended swings and various attachments
- 2 T stools
- 23 Portable trampolines
- 4 Steamrollers
- Various fine motor games, puzzles, and supplies
- Weighted vests, wiggle, cushions, and sensory tools

As always, please call or email with any questions.



Enlarged City School District

CORTLAND ENLARGED CITY SCHOOL DISTRICT

**1 Valley View Drive
Cortland, New York 13045**

**Kimberly Vile
Director of Business Services
kvile@cortlandschools.org**

**Business Office
(607) 758-4100
Fax: (607) 758-4109**

To: Michael Hoose, Superintendent of Schools
From: Kimberly Vile, Director of Business Services
Date: 12/2/15
Re: Donation Acceptance

It is the recommendation of the business office to accept the following donation of \$92.00 from the CNY Bread Run, that was held this fall. Four participants designated on their entry form that the fee be donated specifically to 3 of our schools:

Bethany Michales – Parker
Maria Hopko – Parker
Nathan VanGorder – JSHS
Stacy Banewicz – Virgil

Congratulations to the noted individuals for participating in this half marathon and listing us for the donation.

Please let me know if you have any questions. Thank you.

cc: Board of Education
Andrea Herzog, Treasurer

CORTLAND ENLARGED CITY SCHOOL DISTRICT
ONE VALLEY VIEW DRIVE
CORTLAND, NEW YORK 13045-3297

6.9

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KRISTIE L. BLISS
DIRECTOR OF CURRICULUM AND INSTRUCTION
WEBSITE: WWW.CORTLANDSCHOOLS.ORG

To: Michael Hoose, Superintendent of Schools
Members of the Board of Education

From: Kristie Bliss, Director of Curriculum & Instruction

Date: 4 December 2015

Re: Approval of Physical Education Curriculum Plan

The New York State Education Department requires districts to review and update their Physical Education plans every five to seven years. Enclosed for your review and approval is the Cortland Enlarged City School District Physical Education Curriculum plan.

Thank you for your review of these curriculum materials; the entire plan will be available for your review prior to and during the Board of Education meeting on December 8, 2015.

Please contact me if there is any need for clarification.

Respectfully,



STATE MANDATES AND PHYSICAL EDUCATION

The Physical Education Curriculum of the Cortland Enlarged City Schools was established to meet the New York State Standards. Our units and lesson plans will incorporate the following New York State Standards:

1. Students will acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities, proficiency in a few select complex motor sports activities. Students will design personal fitness programs to improve cardio respiratory endurance, muscular strength, flexibility and muscular endurance.

2. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression and communication. Students will be able to identify safety hazards and react effectively to ensure safe and positive experiences for all participants.

3. Students will understand and be able to manage their personal and community resources.

Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career opportunities in the fields of physical education and sports.

Physical education is a state mandated class.

DISTRICT PLAN FOR PHYSICAL EDUCATION

The Cortland Enlarged City School District Plan for Physical Education has been reviewed by the Director of Curriculum and Instruction, Kristie Bliss, and was approved by the Board of Education on December 8, 2015.

A copy of the K-12 District Physical Education Plan is kept on file in both the District Office and the Office of the Director of Athletics and Physical Education.

The plan includes program goals and objectives, program activities, assessment activities, program philosophy, curriculum, required instruction, adapted physical education procedures and curriculum, student scheduling, attendance policies, personnel, facility information, class size and grouping, use of non-school facilities, policies and procedures for extra class programs, Code of Conduct for extra class activities, coaching certification matrix, Athletic Trainer qualifications and the scope and responsibilities of the Athletic Trainer.

Staff development and curriculum development for physical education have also been listed in the District Plan.

The K-12 physical education curriculum is reviewed annually and updated periodically.

The administrative procedures have been identified and listed in this plan. The procedures that are listed are in accordance with the guidelines set forth in CR135.4.

Cortland Enlarged City School District

PHYSICAL EDUCATION PHILOSOPHY

I. INTRODUCTION

A. Philosophy

The purpose of education is to provide children with the essential skills, attitudes and knowledge necessary for an effective and enjoyable life. Therefore, it is important that every effort is made to help children develop a healthy body that is well coordinated with the strength and endurance needed to accomplish their aims in life.

Physical Education is an integral part of the total educational process and significantly contributes in the areas of affective, cognitive and psychomotor development. In addition to physical well being, physical education assists the child in emotional, social and moral growth.

The sequential learning experiences designed to fulfill this development should be carefully planned, comprehensive, innovative and intricately combined with teaching strategies. These approaches translate the relevant physical education concepts into meaningful and successful programs that meet the individual needs of each child.

Through its unique nature, physical education contributes to basic movement patterns, knowledge of how the body moves and appropriate social skills. Physical education develops self-discipline, self-evaluation and an understanding of personal strengths and weaknesses. The physical education curriculum is based on a progression of learning experiences that allow students to participate at their optimal level of performance regardless of chronological age or grade level.

It is the purpose of the Cortland Physical Education program to give each child the physical and emotional foundations needed to enjoy a healthy, active lifestyle. Children in kindergarten through third grade will demonstrate basic movement and game skills. Children in fourth through sixth grade will demonstrate a progression of skills necessary to participate in individual, group and team sports, such as gymnastics, project adventure and soccer. Students in seventh and eighth grade will learn concepts and skills necessary to participate in team games and physical activities. Students in ninth through twelfth grade will concentrate on personal fitness and lifetime and team sports. These skills and concepts will enable our students to reach their potential as knowledgeable, responsible and healthy adults. Throughout our program of physical education, Cortland students will incorporate cooperative values and personal fitness into a healthy lifestyle.

B. Program Goals

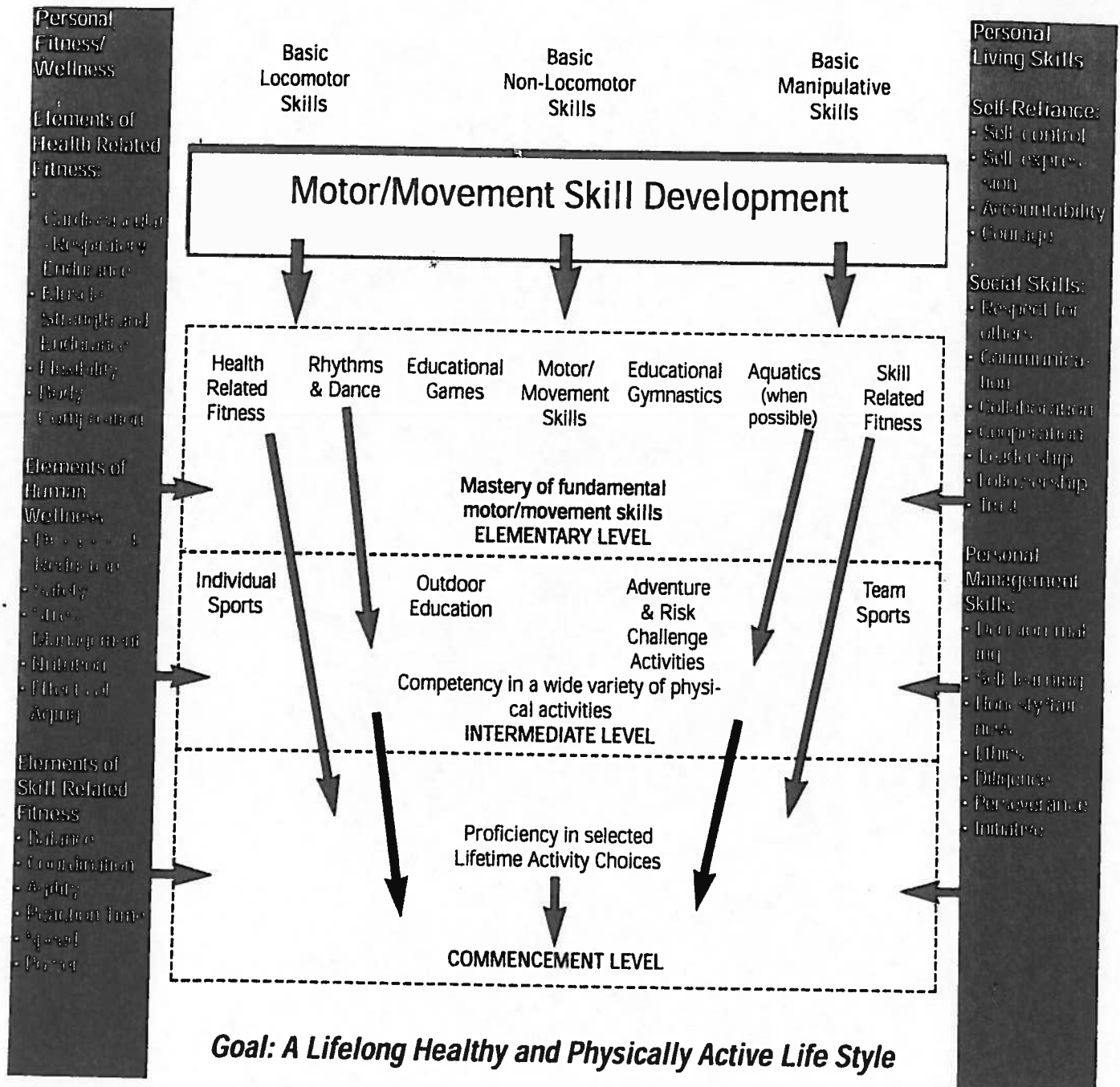
By the time of graduation, a student should have achieved:

1. An acceptable degree of fitness and an intent to maintain this fitness through life;

2. Basic skills of coordination: balance, rhythm and reaction time which will have carry-over value in adult life;
3. Experience with a variety of lifetime sports and the interest to continue exploring them through life;
4. Skill in two or three team sports appropriate for recreational purposes;
5. Social development to the point of displaying good sportsmanship and emotional control under pressure;
6. Development of acceptable human relationships, group understanding and positive attitudes.

The K-12 Physical Education Program

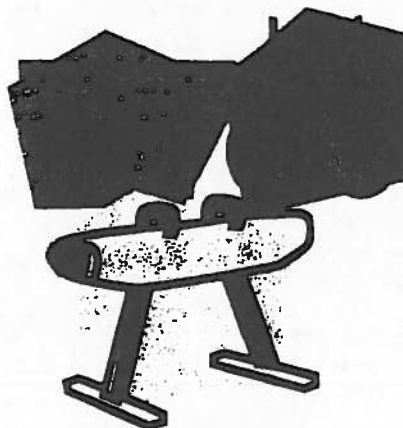
The following graphic depicts the areas of study encompassed in a quality K-12 physical education.



Physical Education Philosophy (continued)

K – 2nd Grade Focus

The purpose of the primary Physical Education program will be to learn basic movement and game skills in a socially acceptable environment. Concepts of sportsmanship and fair play will be introduced and encourage. The Physical Education program will work to integrate classroom concepts with activities in an attempt to create an interdisciplinary environment.



3rd – 6th Grade Focus

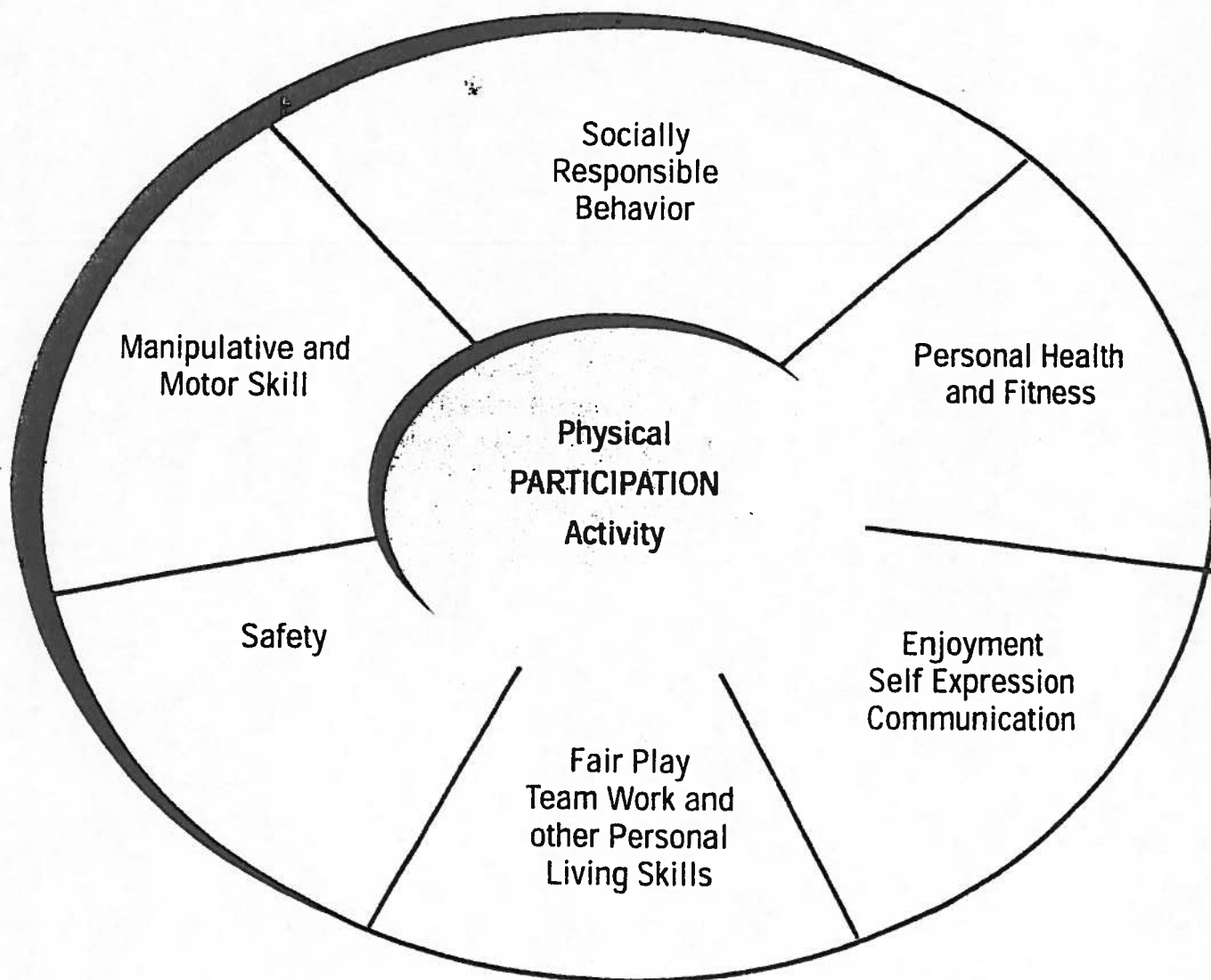
The purpose of the intermediate Physical Education program will be to integrate basic motor skills learned in the primary years into realistic sport and team games. The students will strive to demonstrate and analyze these skills using proper mechanics. Proficiency will be the goal that all students will try to achieve. In order to accomplish this goal, a student will understand the importance of physical fitness and will demonstrate ways to improve areas of weakness. A student will also understand and follow the rules of team and individual sports, exhibit sportsmanship, and follow safety guidelines. The Physical Education teacher will encourage and guide the students into participating in intramural and extramural activities both in school and the community.



Physical Education: Content Outline

Philosophy of Physical Education

Physical education in the Mamaroneck Union Free School District is an integral and required part of the total educational experience. Our program is child-centered and focuses on participation in physical activity. Although physical activity is the centerpiece, other unique and worthy objectives are attained through a well planned program that offers a variety of activities and experiences. The professional staff teaches sport and movement skills, integrating the concepts of health and wellness, fair play, teamwork, and personal living skills, thereby nurturing a healthy and active life style.



Source: Adapted from *Mamaroneck Physical Education Philosophy and Learning Standards K-12*. Mamaroneck Union Free School District.

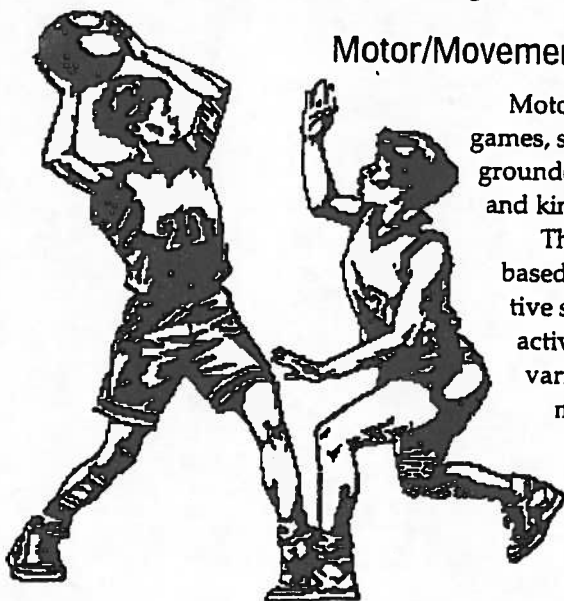
Physical Education

Physical education is based upon the acquisition of knowledge and skills as a foundation for engaging in physical activity. However, the mere acquisition of knowledge and skills is not enough. The mission of physical education is to enable all students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life.

Physical education is a sequential educational program based on physical activities undertaken in an active, caring, supportive, and non-threatening atmosphere in which every student is challenged and successful. Students with disabilities are provided with a learning environment that is modified, when necessary, to allow for maximum participation. As the result of a quality K-12 physical education experience, students will:

- acquire the knowledge and skill necessary to perform basic motor and manipulative skills and attain competency in a variety of physical activities and proficiency in a few select complex motor and sport activities
- design personal fitness programs to achieve and maintain physical fitness
- know the benefits of engaging in regular physical activity
- demonstrate responsible personal and social behavior while engaged in physical activity
- understand that participation in physical activity promotes inclusion of diverse people and understanding of differences among people
- understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication
- participate regularly in health-enhancing physical activities.

Areas of Study in Physical Education



Motor/Movement Skill Development

Motor/movement skills are basic to the actions of daily life and of games, sports, and recreational activities. Teaching movement skills is grounded in the disciplines of anatomy, motor learning, biomechanics, and kinesiology.

Through a developmentally appropriate progression of activities, based on a strong foundation of motor, nonlocomotor, and manipulative skills, all students regardless of ability can engage in physical activity with competence and confidence. In order to participate in a variety of physical activities throughout life, the student needs to master a number of motor/movement skills at a very young age.

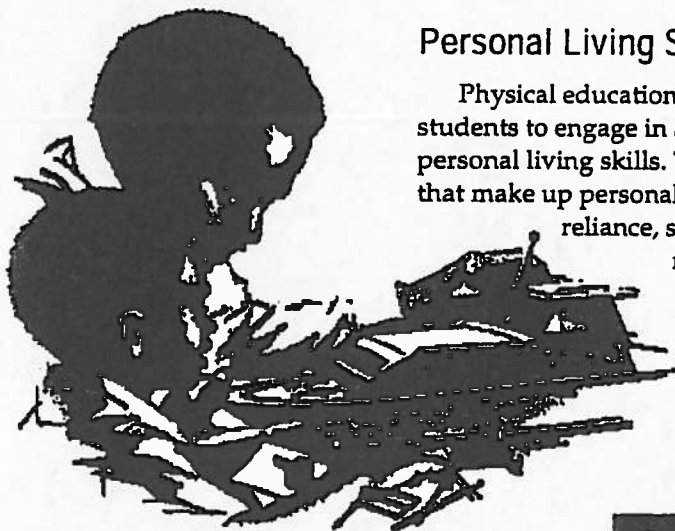
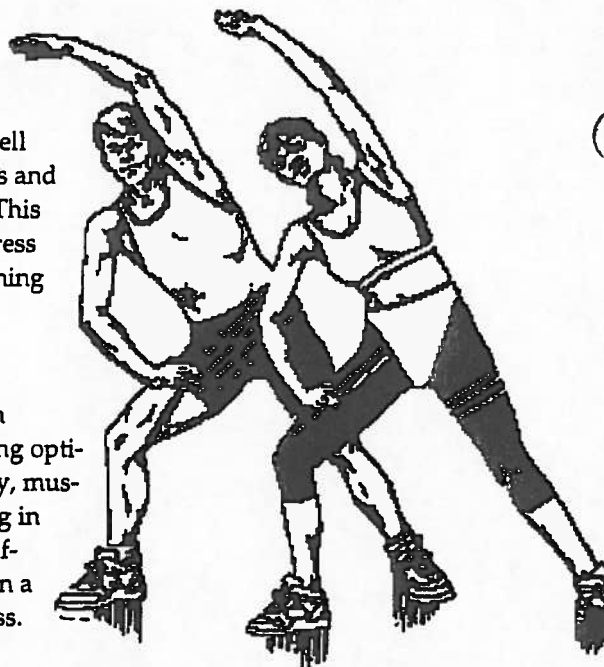
All students need to demonstrate competency in a wide variety of activities and mastery in a few selected ones, preferably those that can be enjoyed throughout adult life.

Adapted from the Content Standards of the National Association for Sports and Physical Education.

Personal Fitness/Wellness

Personal fitness/wellness, a focus of study that has become well established in the past 20 years, is based on a balance of behaviors and actions that enhance good health, quality of life, and well-being. This balance extends beyond physical fitness to disease prevention, stress management, substance abuse control, nutrition, and safety. Teaching physical fitness is grounded in concepts from physiology and physiology of exercise.

In physical education, physical fitness can be taught as a unit of instruction or in the context of physical activities. Students gain an understanding of the importance of developing and maintaining optimum fitness in the areas of cardiorespiratory endurance, flexibility, muscular strength and endurance and body composition. Participating in physical activity is one of the best ways of developing positive self-esteem. It is an opportunity for students of all abilities to engage in a variety of group activities to increase their levels of physical fitness.



Personal Living Skills

Physical education provides a unique opportunity for students to engage in activities that foster the growth of personal living skills. There are three primary categories that make up personal living skills. They include self-reliance, social skills, and personal management skills. The schematic that follows highlights the specific skills encompassed in these categories.

“

Children are born intrinsically motivated to be physically active. That motivation if kept alive by physical success, freedom, and fun will do more than promote the fitness behaviors that add years to life. It will maintain the physical zest that adds life to the years.”

Dr. James Whitehead,
The University of North Dakota,
Grand Forks, North Dakota, 1993.

Physical Education

Mission Statement

**To teach concepts,
skills and activities
that promote fitness
and wellness
during your lifetime.**

CURRICULUM

Compliance Statement

In compliance with the stated philosophy as to the role of physical education by the Commissioner's Regulations, the curriculum of the Cortland Enlarged City School District is designed to meet the following objectives:

1. **Fitness:** General fitness is developed through a program of varied strenuous activities throughout the year in grades K-12. In addition, cardiovascular fitness is stressed at grade levels with pre-class conditioning, aerobic dancing, runners training and aerobic fitness class units. Muscular strength is also included in the pre-class conditioning in grades K-9 and in a graduated sequence of development conditioning, weight training and Fitness Best units in all grades. Grades 4-8 are tested twice annually using the Physical Fitness Assessment. Junior High students (7-8) get an in depth orientation to our weight room/fitness center during a five week fitness unit. Students in grades 9-12 are required to take two courses that concentrate on fitness. They are aerobics and fitness assessment. The aerobics class focuses on cardiovascular endurance. The Cooper 12-Minute Run/Walk Test is used to assess pre and post course fitness levels. During the five week program, students participate in a prescribed running program and monitor resting, working and recovery pulse rates. In the fitness assessment course, the New York State Health-Related Fitness and Physical Best Tests are used to assess the areas of body composition, muscular endurance, muscular strength, cardiovascular fitness and flexibility. Students get practical experience in the use of free weights, Cybex apparatus, agility and aerobic fitness machines (Air Dyne, Wind Sprint, Precor and Treadmill). It is a goal that every student will have written a personalized physical fitness program and prepares a written project relating to a consumer fitness issue before graduation.
2. **Skills:** Students are able to demonstrate their body management and skills levels in the varied program in which they participate during their school years. The curriculum is designed as a skill spiral for continuity of the activities so that better skills and body management are developed each year. (Skills progress and development are monitored through motor skill rubrics designed for instructional units and by authentic assessment in class.)
3. **Safety:** Safety practices are taught in all activities concerning proper use of equipment, reasons for and compliance with the rules and regulations of games and those required by the instructor. The department also demonstrates good safety practices by supplying safe equipment and facilities. Such rules and practices are both written and verbalized with the students to ensure understanding.
4. **Expression:** Creative activities are included in the curriculum throughout the year. Individual expression and problem solving are provided through movement education, Project Adventure activities and aerobic dance. Creativity can also be evidenced through development of routines in individual activities and through planning strategies in team activities.

5. Social: Students involved in physical education learn to be a contributing group member; to listen to and follow directions; to cooperative with the group for the welfare of all; to demonstrate responsibility as a team member or leader. Through individual and team activities they learn to be courteous and respectful of teammates and peers. Students are directed gradually to improve in self-control, self-discipline and self-direction and to control themselves in stress situations. They are encouraged to be honest by playing according to the rules, to grow in confidence, courage, initiative and poise. Students are also encouraged to participate in new activities that will lead to lifetime health and fitness.
6. Knowledge: There is an opportunity for students to develop knowledge and appreciation of a variety of individual and team sports through the teaching of specific skills and rules related to the activity. Physiology and kinesiological knowledge concerning the development and limitations of the human body are specifically considered in conditioning, weight training, Fitness for Life, aerobics and aerobic dance. Both skills tests and written tests are given to assess this knowledge.
7. Effectiveness: As the students progress through the program they develop a heightened awareness regarding the importance of physical fitness. This awareness is evident by observing the total number of students in grades 7 through 12 utilizing the fitness room during and after school hours. There is also a large number of the student population that actively participate in our interscholastic athletic and community recreation programs.
8. Leadership: There are numerous opportunities throughout the program for students to develop and demonstrate initiative. As a captain of a team, a leader of a squad or an organizer of a game, students learn to be courteous to and respectful of classmates and peers. Many activities in Project Adventure and recreational game units afford the student a leadership role. Student responsibilities are stressed throughout the program from care of equipment and locker room behavior to carrying out assigned class responsibilities.

Experiences

In grades K-3, the chart denotes the activities as outlined in the curriculum guide relating to the program objectives 1-8.

Primary Curriculum Guide: K-3

		Objectives							
		1	2	3	4	5	6	7	8
1.	Foundation Skills								
	a. Perceptual Motor Activities	X	X	X	X	X	X	X	X
	b. Movement Education Activities	X	X	X	X	X	X	X	X
	c. Sports-Related Skills with Ball or Small Objects	X	X	X	X	X	X	X	X
	d. Locomotor Games of Running and Tag	X	X	X	X	X	X	X	X
2.	Relays	X	X	X		X	X		X
3.	Rhythmic Activities	X	X	X	X	X	X	X	X
4.	Stunts and Tumbling	X	X	X	X	X	X	X	X
5.	Strength Building Activities	X	X	X			X		X
6.	Limited Apparatus	X	X	X	X	X	X	X	X

Intermediate Curriculum Guide: 4-6**Objectives**

		1	2	3	4	5	6	7	8
1.	Physical Fitness Testing	X	X	X		X	X		X
2.	Foundation Skills								
	a. Perceptual Motor Activities (to lesser degree)	X	X	X	X	X	X	X	X
	b. Movement Education Activities (to lesser degree)	X	X	X	X	X	X	X	X
	c. Sports-Related Skills	X	X	X	X	X	X	X	X
	d. Locomotor Games of Running and Tag	X	X	X	X	X	X	X	X
3.	Rhythmic Activities	X	X	X	X	X	X	X	X
4.	Recreational Co-Education Activities	X	X	X	X	X	X	X	X
5.	Stunts and Tumbling	X	X	X	X	X	X	X	X
6.	Project Adventure Activities	X	X	X	X	X	X	X	X
7.	Apparatus Activities	X	X	X	X	X	X	X	X
8.	Wrestling	X	X	X	X	X	X	X	X
9.	Track and Field Activities	X	X	X			X	X	X
10.	Camping/Orienteering	X	X	X	X	X	X	X	X
11.	Lead-Up Games using Sports Skills	X	X	X	X	X	X	X	X

Jr. High Curriculum Guide: 7-8**Objectives**

		1	2	3	4	5	6	7	8
1.	Flag Football	X	X	X	X	X	X	X	X
2.	Soccer	X	X	X	X	X	X	X	X
3.	Field Hockey	X	X	X	X	X	X	X	X
4.	Speed Away	X	X	X	X	X	X	X	X
5.	Fitness Testing	X	X						
6.	Volleyball	X	X	X		X	X	X	X
7.	Basketball	X	X	X	X	X	X	X	X
8.	Pilo Polo	X	X	X	X	X	X	X	X
9.	Recreational Games	X	X	X	X	X	X	X	X
10.	Weight Training	X	X	X			X	X	X
11.	Gymnastics and Apparatus	X	X	X	X	X	X	X	X
12.	Wrestling	X	X	X	X	X	X	X	X
13.	Softball	X	X	X		X	X	X	X
14.	Track and Field	X	X	X		X	X	X	X
15.	Stix Ball (Lacrosse)	X	X	X	X	X	X	X	X
16.	Aerobic Dance	X	X	X	X	X	X	X	X

Sr. High Curriculum Guide: 9-10**Objectives**

		1	2	3	4	5	6	7	8
1.	Touch Football	X	X	X	X	X	X	X	X
2.	Soccer	X	X	X	X	X	X	X	X
3.	Tennis	X	X	X	X	X	X	X	X
4.	Speedball	X	X	X	X	X	X	X	X
5.	Racquetball	X	X	X	X	X	X	X	X
6.	Volleyball	X	X	X	X	X	X	X	X
7.	Basketball	X	X	X	X	X	X	X	X
8.	Pilo Polo	X	X	X	X	X	X	X	X
9.	European Handball	X	X	X	X	X	X	X	X
10.	Badminton	X	X	X	X	X	X	X	X
11.	Softball	X	X	X	X	X	X	X	X
12.	Stix Ball (Lacrosse)	X	X	X	X	X	X	X	X
13.	Ice Skating	X	X	X	X	X	X	X	X
14.	Aerobic Dance	X	X	X	X	X	X	X	X
15.	Square and Social Dance	X	X	X	X	X	X	X	X
16.	Recreational Games	X	X	X	X	X	X	X	X
17.	Project Adventure	X	X	X	X	X	X	X	X
18.	Conditioning/Fitness	X	X	X			X	X	X
19.	Fitness Testing	X	X						X

Elective Guide: 11-12**Objectives**

		1	2	3	4	5	6	7	8
1.	Recreational Football	X	X	X	X	X	X	X	X
2.	Soccer	X	X	X	X	X	X	X	X
3.	Tennis	X	X	X	X	X	X	X	X
4.	Orienteering		X	X	X	X	X	X	X
5.	Racquetball	X	X	X	X	X	X	X	X
6.	Volleyball	X	X	X	X	X	X	X	X
7.	Basketball	X	X	X	X	X	X	X	X
8.	Bowling	X	X	X	X	X	X	X	X
9.	Badminton	X	X	X	X	X	X	X	X
10.	X-Country Skiing	X	X	X	X	X	X	X	X
11.	Ice Skating	X	X	X	X	X	X	X	X
12.	Aerobics	X	X	X	X	X	X	X	X
13.	Aerobic Dance	X	X	X	X	X	X	X	X
14.	Square and Line Dance	X	X	X	X	X	X	X	X
15.	Recreational Games	X	X	X	X	X	X	X	X
16.	Project Adventure	X	X	X	X	X	X	X	X
17.	Conditioning/Fitness	X	X	X	X	X	X	X	X
18.	Fitness for Life		X	X		X	X		X
19.	Cooperative Games	X	X	X	X	X	X	X	X

REQUIRED INSTRUCTION

The required instruction for physical education for pupils in grades K-6 includes:

Two 30 minute periods a week of physical education instruction throughout the year for students in grades K-2.

Two 40 minute periods a week of physical education instruction throughout the year for students in grades 3-6.

Supplemental Physical Education Instruction

K-2:

Classroom teachers provide an additional 60 minutes of instruction per week under the supervision of a certified physical education teacher. K-2 students receive an additional 12 minutes per day for 60 minutes a week. The classroom teachers utilize the supplemental physical education curriculum listed in the District Plan.

Grade 3:

Classroom teachers also provide an additional 10 minutes per day of daily physical education using the supplemental physical education curriculum under the supervision of a certified physical education teacher.

Classroom teachers in grades 4-6 also provide an additional 10 minutes per day of physical education instruction under the supervision of a certified physical education teacher.

The total number of minutes per week, including the supplemental instruction for K-2 is 120 and the total number of minutes per week for grades 3-6 is 130.

The required instruction in physical education for pupils in grade 7-12 includes:

Two 42 minute periods of physical education the first week and three 42 minute periods of physical education instruction the next week. The required instruction consists of 84 minutes one week and 126 minutes the following week.

Cortland Enlarged City School District

CLASS SIZE AND GROUPING

Pupil Population of the Cortland Enlarged City School District

Grades K-3:	855	Grade 7-8:	432
Grades 4-6:	<u>597</u>	Grade 9-12:	<u>800</u>
	1452		1232

Barry Elementary School	K-6
Parker Elementary School	K-6
Randall Elementary School	K-6
Smith Elementary School	K-6
Virgil Elementary School	K-6
Cortland Jr.-Sr. High School	7-12

The average class size in range is as follows:

Jr. High Boys: 11 classes range from 11 to 25 students, average of 18 students
Jr. High Girls: 13 classes range from 8 to 25 students, average of 17 students
9-10 Grade: 18 classes range from 12 to 29 students, average of 21 students
11-12 Grade: 16 classes range from 17 to 29, average of 23 students
Adapted PE: 1 class with 13 students

Scheduling co-educational physical educational classes vary according to contact and non-contact activities offered in accordance with the Title IX regulations.

To accommodate a progressive curriculum, homogeneous grade level scheduling is used through grade 8. In grades 9-12 students are grouped heterogeneously and use both community and school facilities

At present there is no summer school course in physical education.

K-3 Curriculum

K-3 Philosophy: The purpose of the primary physical education program will be to learn basic movement and game skills in a socially acceptable environment. Concepts of sportsmanship and fair play will be introduced and encouraged. The physical education program will work to integrate classroom concepts with activities in an attempt to create an interdisciplinary environment.

Suggested Guide Grades K-2

September

Locomotor Skills, PE Rules, Cooperative Games, Playground Rules, Hula Hoops, Jump Ropes, Bean Bags and Ball Skills

October

Rhythms, Fitness Stations, Parachute, Scooters and Harvest Activities

November

Tumbling, Balance and Thanksgiving Games

December

Jumping, Bowling and Christmas Rhythms

January

Gymnastics and Throwing Skills

February

Striking, Chasing and Tagging Games and Fitness

March

Ball Skills, Parachute, Scooters, Balance and Easter Rhythms

Suggested Guide Grade 3

September

Locomotor Skills, PE Rules, Project Adventure Games, Hoops, Jump Ropes, Bean Bags and Ball Skills

October

Soccer and Football

November

Field Hockey, Cross Country, Parachute, Scooters and Tumbling

December

Pilo Polo, Christmas Rhythms and Games

January

Gymnastics and Bowling

February

Basketball and Ball Skills Games (Ultimate Ball, European Handball)

March

Fitness, Heart Challenge Course, Chasing and Tagging (Valentine Games) and Easter Rhythms

April

Foot-Eye Skills, Striking (T-Ball), Relay
Races and Team Games (Cooperative)

May

Jumping (large and small jump ropes),
Ball Skills (T-Ball) and Lacrosse Skills

June

Frisbees, Scoops, Different Kickball
Games and Field Day Activities

April

Volleyball and Adventure Activities

May

Frisbees, Track and Whiffle Ball/Softball

June

Lacrosse, Summer Games and
Different Kickball Games

4-6 Curriculum

4-6 Philosophy: The purpose of the intermediate physical education program will be to integrate basic motor skills learned in the primary years into realistic sport and team games. The students will strive to demonstrate and analyze these skills using proper mechanics. Proficiency will be the goal that all students will try to achieve. In order to accomplish this goal, a student will understand the importance of physical fitness and will demonstrate ways to improve areas of weakness. A student will also understand and follow the rules of team and individual sports, exhibit sportsmanship and follow safety guidelines. The physical education teacher will encourage and guide the students into participating in intramural and extramural activities both in school and in the community.

Curriculum Guide Grades 4-6

Fall

Project Adventure
Soccer
Football
Field Hockey
Cross Country

Project Adventure will be the first 2 weeks of September.
Choose 2-3 units of 3-4 weeks in length each year, rotate every other year

Winter

Team Handball
Basketball
Tumbling
Gymnastics
Volleyball
Recreational Games
Bowling
Heart Challenge Course
Rhythms

Divide the 14 weeks into several 2-4 week units, rotate units on a regular basis

Spring

Track
Lacrosse
Softball
Fitness Testing
Aerobic Games
Kickball
Cricket
Summer Games

Divide the 14 weeks into several 2-4 week units, rotate units on a regular basis

F.S. Barry P.E 2009-10 J.Lacey/M. Patrick	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	APE (B & L)		*3M & 3O 8:50 – 9:30 (B & L)	APE (B)	*3M & 3O 8:50-9:30 (B & L)
2	5R 9:30 – 10:10	KB 9:15-9:50	*5M & 5H 9:35 – 10:15 (B & L)	KB 9:20-9:55	5M & 5H 9:35-10:15 (B & L)
3	6S 10:15-10:55	KS 9:50-10:25 KW 10:25-11:00	*4B & 4P 10:15-10:55 (B & L)	KS 9:55-10:30	*5R 10:15-10:55 (B & L)
4	*4B & 4P 10:55 – 11:35 (B & L)	K2 APE 11:00-11:35 (B)	*6C & 6R 10:55-11:35 (B & L)	*K2R & KW 10:30-11:05 (B & L) *6S 11:05-11-11:45	*6C & 6R 10:55 – 11:35 (B & L)
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
5	3Q 1:15-1:55	2M 1:15-1:50	3Q 1:15-1:55	1R 1:15-1:50	2C 1:15-1:50
6	*2P 1:55- 2:30	*2C 1:50-2:25	2P 1:55-2:30	1D 1:50-2:25	2M 1:50-2:25
7	1C 2:30-3:05	*1D 2:25-3:00	1R 2:30-3:05	1C 2:25-3:05	

B=BOCES, L= Lacey

Updated 9/16/09

BOCES INSTRUCTOR – J. Lacey completes all report cards after consultation with BOCES instructor.

* Common grade level preparation periods

**Alton B. Parker Specials Schedule
2009 -10**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:05	PE APE L M	PE L M	PE APE 8:45- 9:15 L M	PE APE L M	PE L M
9:05-9:45	PE 4V L M 4S	PE 4S L M 4V	PE L 4V M 4S A 6W	PE 4V L 4S M A 6M	PE 4S L M 4V A
9:50-10:30	PE 6M L M 6W	APE in OT room	PE Pre-K L 6W M 6M	PE 6W L 6M M A 5G	PE 6M L M 6W A 4S
10:35-11:15	PE 5G L 3D M 5T	PE 5T L M 5G	PE 5G L 5T M	PE 5T L 3S M 5G A 3D	PE L 5G M A 5T
11:20 -12:00	PE L M 3S	PE 3S L M 3D	PE 3D L M 3S	PE 3S L M 3D	PE 3D L M 5T A 3S
12:05 - 1:05	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:10-1:40	PE KD L KC M	PE KC L M KD	PE KD L M KC	PE L KD M A KC	PE KC L M A KD
1:45-2:15	PE L M A 1C	PE 1H L 1C M	PE 1C L M 1H	PE 1H L Pre-K M 1C A 2K	PE 1C L 1H M 2S A
2:20-2:50	PE 2S L M 2K A 1H	PE L 2K M 2S	PE 2K L 2S M	PE 2S L M 2K A	PE 2K L M A 2S

*** Note, Third grade Music, Library and Art are 30 minute time blocks. 11/9/09

RANDALL SCHOOL

2009/10

11/3/09

HUGHES/PATRICK		PE			
Period	Monday	Tuesday	Wednesday	Thursday	Friday
HOMEROOM 8:40-8:55					
1 8:55 - 9:35	4R	6D/6T	4R	6D/6T	4C
2 9:40 - 10:20	5T	5P	4C	5T	5P
3 10:25 - 10:55	2B	2M	2B	2M	3M 10:20 - 11:00
4 11:00 - 11:40	3D	3M	3F	3D	3F
LUNCH					
5 1:10 - 1:40	2D	1Q	2D	1B	1Q
6 1:45 - 2:15	KH	1B	KS	KH	KS
7 2:25 - 2:55	KSt			KSt	

So - chur - ee

2009 - 10 PE SCHEDULE

Szotyori/White

Smith School

MONDAY Szotyori	TUESDAY Szotyori/White	WEDNESDAY Szotyori	THURSDAY Szotyori/White	FRIDAY Szotyori
9:00 - 9:45 3 - ALBERRY	9:00 - 9:45 6 - REN-SMITH 6 - WORLOCK	9:00 - 9:45 3 - ALBERRY	9:00 - 9:45 6 - REN-SMITH 6 - WORLOCK	9:00 - 9:45 3 - MANIACI
9:45 - 10:30 3 - MANIACI	9:50 - 10:35 4 - KOHNE 4 - GEBHARDT	9:50 - 10:35 PICCIANO	9:50 - 10:35 4 - KOHNE 4 - GEBHARDT	10:00 - 10:35 2 - CLOSSON
10:40 - 11:15 2 - SMITH	10:40 - 11:25 5 - PRISTASH	10:40 - 11:15 2 - CLOSSON	10:40 - 11:25 5 - PRISTASH	10:40 - 11:15 2 - SMITH
	White		White	White
	1:00 - 1:35 K - COMTOIS		1:00 - 1:35 K - COMTOIS	1:00 - 1:35 K - HASKINS
	1:35 - 2:10 1 - KLINE		1:35 - 2:10 1 - KLINE	1:35 - 2:10 1 - LUNDEEN
	2:15 - 2:50 HASKINS		2:15 - 2:50 1 - LUNDEEN	2:15 - 2:55 PICCIANO

Virgil Special Area Schedule 2009-10

Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2	9:55-10:25 P.E.	9:45-10:15 Lib.	9:55-10:25 P.E.		
3					
4					11:45-12:15 Art
5				12:00-12:30 Mus	
6					
7					

Grade 1

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4				11:30-12:00 Mus.	
5		1:10-1:40 Lib.	1:05-1:35 P.E.		
6	1:50-2:20 P.E.				1:50-2:20 Art
7					

Grade 2 - Mallison

	Monday	Tuesday	Wednesday	Thursday	Friday
1					9:10-9:50 P.E.
2					
3		10:15-10:45 Lib.			
4					
5	1:00-1:30 Mus.		1:00-1:30 Mus.		
6				1:50-2:20 Art	
7	2:20-3:00 P.E.				

Grade 2 - Scalza

	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					9:50-10:30 P.E.
3		10:45-11:15 Lib.			
4					
5					
6	1:30-2:00 Mus.		1:40-2:20 P.E.		
7			2:20-2:50 Mus.	2:30-3:00 Art	

Grade 3

	Monday	Tuesday	Wednesday	Thursday	Friday
1	9:15-9:55 P.E.				
2					
3				10:45-11:15 Art	10:30-11:10 P.E.
4					
5					
6	2:00-2:30 Mus.	1:40-2:10 Lib.	1:40-2:10 Mus.		
7					

Student's Weekly Schedule 2009-10

Grade 4

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42	Core 4	Core 4	Core 4	Core 4	Core 4
9:44 - 10:26	Core 4	Core 4	Core 4	Core 4	Core 4
10:28 - 11:10	Core 4	Core 4	Core 4	Core 4	Math 4
11:12 - 11:50	Math 4	Math 4	Math 4	Math 4	P.E. 4
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45	P.E. 4	Music 4	Soc. Stu. 4	Art 4	Soc. Stu. 4
1:47 - 2:27	Soc. Stu. 4	Science 4	Lib. 4	Music 4	Science 4
2:29 - 3:09	Chorus/ Options	Soc. Stu. 4	Science 4	Science 4	Science 4
3:09 - 3:15	Homeroom/Dismissal 3:15				
3:15 - 3:45	Planning Opportunity				

Grade 5

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42	Math 5	Math 5	Math 5	Math 5	Math 5
9:44 - 10:26	Soc. Stu. 5	Soc. Stu. 5	Soc. Stu. 5	Soc. Stu. 5	Soc. Stu. 5
10:28 - 11:10	P.E. 5	Core 5	P.E. 5	Core 5	Science 5
11:12 - 11:50	Science 5	Science 5	Lib. 5	Core 5	Core 5
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45	Core 5	Core 5	Core 5	Core 5	Core 5
1:47 - 2:27	Core 5	Core 5	Core 5	Science 5	Core 5
2:29 - 3:09	Chorus/ Options	Music 5	Core 5	Music 5	Art 5
3:09 - 3:15	Homeroom/Dismissal 3:15				
3:15 - 3:45	Planning Opportunity				

Grade 6

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42	Core 6	Core 6	Core 6	Core 6	Core 6
9:44 - 10:26	Core 6	Core 6	Core 6	Core 6	Core 6
10:28 - 11:10	Core 6	Soc. Stu. 6	Lib. 6	Soc. Stu. 6	Core 6
11:12 - 11:50	P.E. 6	Core 6	P.E. 6	Science 6	Science 6
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45	Math 6	Math 6	Science 6	Music 6	Art 6
1:47 - 2:27	Science 6	Music 6	Math 6	Math 6	Math 6
2:29 - 3:09	Chorus/ Options	Science 6	Soc. Stu. 6	Core 6	Soc. Stu. 6
3:09 - 3:15	Homeroom/Dismissal 3:15				
3:15 - 3:45	Planning Opportunity				

Virgil Special Area Schedule 2009-10

Physical Education

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42	9:15 - 9:55/3		Planning		9:10 - 9:50/2M
9:44 - 10:26	9:55 - 10:25/K		9:55 - 10:25/K		9:50 - 10:30/2S
10:28 - 11:10	5		5		10:30 - 11:10/3
11:12 - 11:50	6		6		4
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45	4		1:05 - 1:35/1		
1:47 - 2:27	1:50 - 2:20/1		1:40 - 2:10/2S		
2:29 - 3:09	2:20 - 3:00/2M		Planning		
3:09 - 3:45	Planning Opportunity				

Music

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42					
9:44 - 10:26					
10:28 - 11:10					
11:12 - 11:50					
11:50 - 12:00	Homeroom	Get Ready	For Lunch	11:30 - 12:00/1	
12:00 - 1:00	Planning	Playground	Lunch	12:00 - 12:30/K	
1:05 - 1:45	1:00 - 1:30/2M	4	1:00 - 1:30/2M	6	
1:47 - 2:27	1:30 - 2:00/2S	6	1:40 - 2:10/3	4	
	2:00 - 2:30/3				
2:29 - 3:09	Chorus	5	2:20 - 2:50/2S	5	
3:09 - 3:45	Planning Opportunity				

Art

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42				Barry	
9:44 - 10:26				Planning	
10:28 - 11:10				10:45 - 11:15/3	
11:12 - 11:50				Planning	
11:50 - 12:00	Homeroom	Get Ready	For Lunch		11:45 - 12:15/K
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45				4	6
1:47 - 2:27				1:50 - 2:20/2M	1:50 - 2:20/1
2:29 - 3:09				2:30 - 3:00/2S	5
3:09 - 3:45	Planning Opportunity				

Library

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42		Planning	Planning		
9:44 - 10:26		9:45 - 10:15/K	Planning		
10:28 - 11:10		10:15 - 10:45/2M	6		
11:12 - 11:50		10:45 - 11:15/2S	5		
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45		1:10 - 1:40/1	Planning		
1:47 - 2:27		1:40 - 2:10/3	4		
2:29 - 3:09		Planning	Planning		
3:09 - 3:45	Planning Opportunity				

Teacher's Weekly Schedule 2009 - 2010

Fitzgerald- Spiels

**Science 4-6
Core 4**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42	Core 4	Core 4	Core 4	Core 4	Core 4
9:44 - 10:26	Core 4	Core 4	Core 4	Core 4	Core 4
10:28 - 11:10	Core 4	Core 4	Core 4	Core 4	Science 5
11:12 - 11:50	Science 5	Science 5	Planning	Science 6	Science 6
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45	Planning	Planning	Science 6	Planning	Planning
1:47 - 2:27	Science 6	Science 4	Planning	Science 5	Science 4
2:29 - 3:09	Study Hall/ Chorus	Science 6	Science 4	Science 4	Science 4
3:09 - 3:15	Homeroom/Dismissal 3:15				
3:15 - 3:45	Planning Opportunity				

Tellaeché

**Social Studies 4-6
Math 4-6**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42	Math 5	Math 5	Math 5	Math 5	Math 5
9:44 - 10:26	Soc. Stu. 5	Soc. Stu. 5	Soc. Stu. 5	Soc. Stu. 5	Soc. Stu. 5
10:28 - 11:10	Planning	Soc. Stu. 6	Planning	Soc. Stu. 6	Math 4
11:12 - 11:50	Math 4	Math 4	Math 4	Math 4	Planning
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45	Math 6	Math 6	Soc. Stu. 4	Planning	Soc. Stu. 4
1:47 - 2:27	Soc. Stu. 4	Planning	Math 6	Math 6	Math 6
2:29 - 3:09	Math Lab/ Chorus	Soc. Stu. 4	Soc. Stu. 6	Planning	Soc. Stu. 6
3:09 - 3:15	Homeroom/Dismissal 3:15				
3:15 - 3:45	Planning Opportunity				

MacLean

Core 5 - 6

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:25	Planning Opportunity				
8:25 - 9:00	Homeroom				
9:00 - 9:42	Core 6	Core 6	Core 6	Core 6	Core 6
9:44 - 10:26	Core 6	Core 6	Core 6	Core 6	Core 6
10:28 - 11:10	Core 6	Core 5	Planning	Core 5	Core 6
11:12 - 11:50	Planning	Core 6	Planning	Core 5	Core 5
11:50 - 12:00	Homeroom	Get Ready	For Lunch		
12:00 - 1:00	Planning	Playground	Lunch		
1:05 - 1:45	Core 5	Core 5	Core 5	Core 5	Core 5
1:47 - 2:27	Core 5	Core 5	Core 5	Planning	Core 5
2:29 - 3:09	Writing Lab/ Chorus	Planning	Core 5	Core 6	Planning
3:09 - 3:15	Homeroom/Dismissal 3:15				
3:15 - 3:45	Planning Opportunity				

7a

SCHEDULE OF RESIGNATIONS AND LEAVES
ADMINISTRATORS, INSTRUCTIONAL AND NON-INSTRUCTIONAL STAFF
 School Year 2015-16

Schedule Number: 11.63
 Board Meeting Date: December 8, 2015
 Color: White

A. Approval of Personnel Resignations and Leaves

ADMINISTRATORS/INSTRUCTIONAL PERSONNEL:

RESIGNATION	POSITION	ORIGINAL APPOINTMENT	RESIGNATION DATE	REASON

NON-INSTRUCTIONAL PERSONNEL:

RESIGNATION	POSITION	ORIGINAL APPOINTMENT	EFFECTIVE DATE	REASON
Sanford, Sheila	Keyboard Specialist	08/25/1986	04/22/2016	Retirement.
Hall, Veronica	Keyboard Specialist	11/16/2015	11/17/2015	Resignation.

INSTRUCTIONAL/NON-INSTRUCTIONAL PERSONNEL:

LEAVE OF ABSENCE	POSITION	ORIGINAL APPOINTMENT	LEAVE DATES	REASON
Evener, Elizabeth	Guidance	09/01/2014	01/13/2016 – 03/25/2016 (Anticipated)	Parental Leave – If part of this leave is to be paid, the period of disability, confirmed by a physician, will be defined in the doctor's note.

7.a

SCHEDULE OF APPOINTMENTS

ADMINISTRATORS AND INSTRUCTIONAL STAFF

To Fix Salaries and Schedule Conditions for the School Year 2015-16

Schedule Number: 2378

Board Meeting Date: December 8, 2015

Color: White

NAME	POSITION/ LOCATION	TYPE OF APP'T	DATE EFFECTIVE	PROB ENDS	TENURE AREA	CERT/ DEGREE	REMARKS	SALARY
Canestaro, Cassandra	Elementary/ Parker	Long-Term Substitute	09/01/2015- 01/31/2016	N/A	N/A	Childhood Education (Grades 1-6)/ Initial	Cassandra will fill the Elementary vacancy due to extended leave retroactive to 09/01/2015.	Step A1 \$39,005 Grad Hrs 33 \$1,320 Master's \$500
								TOTAL \$40,825.00 Pro-rated \$20,412.50*

*2013-14 rate

7.6

SCHEDULE OF APPOINTMENTS

ELEMENTARY & SECONDARY SUBSTITUTE TEACHERS/TUTORS 2015-16

Schedule Number: **2379**

Board Meeting Date: **December 8, 2015**

Color: **Yellow**

The following individuals are emergency conditional appointments to the substitute teacher list. The Superintendent is authorized to make assignments from the list.

Name	Title	List	Daily Rate	Remarks
Stupke, Sarah	Substitute Teacher	B	\$81.00	Retroactive to 12/01/2015
Stupke, Sarah	Teaching Assistant		\$73.00	Retroactive to 12/01/2015

*** Substitutes appointed above are automatically eligible to substitute as Teaching Assistants.**

S:\Data Folder\Personnel\SCHEDULE\INSTRUCTIONAL SCHEDULES\15-16 Schedules\December 8, 2015 InSub.doc

7.6

**SCHEDULE OF APPOINTMENTS
INTER-SCHOLASTIC (ATHLETICS)
To Fix Salaries and Schedule Conditions for the School Year 2015-16**

Schedule Number: **2380**
Board Meeting Date: **December 8, 2015**
Color: **Blue**

NAME	TITLE	VARSITY/JV JUNIOR HIGH	SPORT	BOYS/ GIRLS	AMOUNT
DeMarco, Brooke*	Vol. Asst. Coach	Varsity	Basketball	Girls	\$ Volunteer
Sean Mack	Vol. Asst. Coach	7 th Grade	Basketball	Boys	\$ Volunteer

*Retroactive to 12/04/2015

SCHEDULE OF APPOINTMENTS

**Non-Instructional Personnel
To Fix Salaries and Schedule Conditions for the School Year 2015-16**

Schedule Number: 1163
Board Meeting Date: December 8, 2015
Color: White

NAME	JOB TITLE	SERVICE AREA	EFFECTIVE DATE	APPOINTMENT TYPE	REMARKS	SALARY/ HOURLY RATE
Knout, Amanda	Library Aide	JSHS	12/09/2015	Provisional	2 nd Provisional appointment. Civil Service regulations state that only two provisional appointments can be made in the same title to the same person.	\$10.15
Foster, Randall	Bus Driver	District	11/23/2015	Probationary	Randall will fill the Bus Driver vacancy due to resignation retroactive to 11/23/2015.	\$16.10