

**CORTLAND ENLARGED CITY SCHOOL DISTRICT**  
**Board of Education Meeting – Tuesday, June 28, 2016 at 7:00 p.m.**  
**Kaufman Center, 1 Valley View Drive, Cortland NY**

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- 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE.**
- 2. COMMUNICATIONS and RECOGNITION:**
  - a. Kudos Korner
    - 1.) First place recipient in the Freshman Category at the Central New York Association of Music Teachers High School Vocal Competition
  - 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 scheduled for July 6, 2016.
    - 2.) BOE Facilities Committee – Report on June 23, 2016 meeting.
    - 3.) BOE Audit Committee – Next meeting TBD.
    - 4.) Set Date for Board Retreat
- 3. PRESENTATIONS:**
  - a. CNYSBA Director, Peg Peri
  - b. Building Conditions Survey
- 4. CONSENT ITEMS:**
  - a. Minutes of June 14, 2016 Regular Meeting
  - b. CSE/CPSE (Committee on Special Education/Committee on Pre-school Special Education) Recommendations 2015-2016
  - c. CSE/CPSE (Committee on Pre-school Special Education) Recommendations 2016-17
- 5. OLD BUSINESS:**
- 6. NEW BUSINESS:**
  - a. Financial Reports: Treasurer's Report, Trial Balance, Revenues, Intrafund Transfers, Appropriations, Warrant, Claims Monthly Report – May 2016
  - b. Acceptance of Building Condition Survey
  - c. Approval of Police Fueling Agreement
  - d. Approval of Utilization of Employee Retirement Reserve 2015-16 Fiscal Year
  - e. Approval of Reduction of Reserve for Liability
  - f. Approval of Utilization of Employee Benefit Accrued Liability Reserve
  - g. Accept \$100K Project Bid Award from Bouley Associates Inc., 265 Genessee St., Auburn, NY
  - h. Planning Approval Extended Field Trip – Senior High Concert Band to Sandusky, Ohio to perform at the Rock and Roll Hall of Fame
  - i. 1<sup>st</sup> Reading District Mentorship Plan
  - j. Approval of Professional Development Plan
- 7. PERSONNEL ACTION:**
  - a. Approval of Personnel Resignations and Leaves
  - b. Approval of Non-Instructional Personnel Appointments
  - c. Approval of Administrative and Instructional Personnel Appointments
- 8. LEADERSHIP REPORTS:**
  - a. Director of Business Services
  - b. Assistant Superintendent for Pupil and Personnel Services
  - c. Director of Curriculum and Instruction
  - d. Director of Special Education
  - e. Superintendent
- 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 (If needed)***
13. **ADJOURNMENT**

4.a

**CORTLAND ENLARGED CITY SCHOOL DISTRICT**  
**Board of Education Meeting – Tuesday, June 14, 2016 at 7:00 p.m.**  
**Kaufman Center, 1 Valley View Drive, Cortland NY**

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A Regular Meeting of the Board of Education was held on Tuesday, June 14, 2016 at the Kaufman Center, 1 Valley View Drive, Cortland, New York.

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

**Also Present:** Mr. Michael Hoose, Superintendent; Ms. Judi Riley, Assistant Superintendent for Pupil and Personnel Services; Ms. Kristie Bliss, Director of Curriculum & Instruction; Dr. John Sheehan, Director of Special Education; School and Community Members; and Ms. Alicia Zupancic, Clerk

**Absent:** Mr. Daniel Sidebottom

**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 on items relating to the Agenda.

c. Board Member Reports:

1.) BOE Policy Committee - Report on June 9, 2016 meeting – Started going through the revisions to be sure all changes were made. The next meeting is scheduled for July 6, 2016 at 9:00 a.m.

2.) BOE Facilities Committee – Report – Next meeting is scheduled for June 23, 2016 at 9:00 a.m. – kick off for energy performance contract. 100K project is out for bid with bids being due June 20. This may become a 250K project to include some renovations to the restrooms at the Kaufman Center.

3.) BOE Audit Committee – Discussion on the possibility of having both an Audit and Finance Committee – Mr. Hoose proposed to have a Financial Committee separate from the Audit Committee. This will be brought up again at the re-org meeting on July 5, 2016.

4.) Senior Year Books – Recognition – Thanks to the generosity of fifteen teachers plus a large donation from the parents of the All Night Party Committee, all seniors who had not purchased a yearbook received one.

**3. PRESENTATIONS:**

a. Code of Conduct Public Hearing – Ms. Judi Riley and Mr. John Zarcone presented the proposed changes of the Code of Conduct to the Board. The Board requested that the Chain of Command be added to the Code of Conduct and that all instructional and non-instructional employees read the Code of Conduct.

b. Attendance Policy – Ms. Judi Riley and Mr. John Zarcone presented the proposed changes to Policy 7110, Attendance Policy.

c. Third Quarter Results – Mr. Hoose presented the third quarter results. The data included graphs that compared 2014-15 to 2015-16 on Students with 12+ absences, grade level Lexile performance change, cohort Lexile performance change and marking period failures by department. It also included Lexile performance acquired from AIMSWEB scores for grades 1-6 and from STAR Reading for grades 7-12. The Board requested to see AIMSWEB data side by side for fall and spring. The data also included the number of students in the 2015 cohort predicted to earn 5.5 credits or more.

**4. CONSENT ITEMS:**

a. Minutes of May 24, 2016 Regular Meeting

b. Minutes of June 6, 2016 Special Meeting

- c. CSE/CPSE (Committee on Special Education/Committee on Pre-school Special Education) Recommendations 2015-2016  
607001417, 607001838, 610351024, 607001994, 607000073, 610341869, 607001951, 607002379, 607002381, 607002380, 610328933, 607000814, 607002270, 607001734, 607002031, 607000147, 610346089, 607001839, 610356999, 607002063, 607001366, 607001242, 607001824, 607002269, 610330751, 610376626, 607001166, 607001406, 607002048, 607001362, 607001361, 607002011, 607000275, 607002186, 607001418, 610353282, 610358544, 610343164, 610392903, 607001287, 607000939, 610373833, 607000942, 610375511, 607002023, 610363271, 607000196, 607002067, 607001742, 607001755, 607001113
- d. CSE/CPSE (Committee on Pre-school Special Education) Recommendations 2016-17  
607001935, 607001365, 607002379, 607002381, 607002380, 607002038, 607002176, 607001110, 607001848, 607001990, 607002029, 607001459, 607001362, 607002011, 607001946, 607001881, 607002035, 607002135, 607002015, 607001113, 607001082
- e. Approval of BOCES Agreements and Resolution
- f. Annual Cooperative Bidding Resolution

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

**Moved by Mr. Natoli, seconded by Ms. VanDonsel. Discussion: What does exited mean for CPSE? It means moving on from preschool.**

**Final Vote: Yes – 6, No – 0. Motion Carried.**

**5. OLD BUSINESS: None**

**6. NEW BUSINESS:**

- a. Approval to accept donations  
**RESOLVED, upon the recommendation of the Business office to approve the donations as presented.**  
**Moved by Ms. Griffin, seconded by Ms. Gregory. Discussion: None**  
**Final Vote: Yes – 6, No – 0. Motion Carried.**
- b. Approval of grade 11 English Textbooks  
**RESOLVED, upon the recommendation of the Superintendent to approve the purchase of grade 11 English textbooks as presented.**  
**Moved by Ms. Griffin, seconded by Ms. Gregory. Discussion: Is this book supplemental? No, it is for core instruction.**  
**Final Vote: Yes – 6, No – 0. Motion Carried.**
- c. Approval of Field Placement Agreement: Summit University of Pennsylvania  
**RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the Field Placement Agreement between Cortland Enlarged City School District and Summit University of Pennsylvania as presented.**  
**Moved by Ms. Gregory, seconded by Mr. Natoli. Discussion: None**  
**Final Vote: Yes – 6, No – 0. Motion Carried.**
- d. CAPCO Service Agreements  
**RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the Lease and Service Agreements with Cortland County Community Action Program, Inc. to provide CAPCO Head Start the use of one (1) classroom at Smith Elementary, one (1) classroom at Parker Elementary, one (1) classroom at Barry Elementary and one (1) classroom at Randall Elementary as presented.**  
**Moved by Ms. Gregory, seconded by Ms. Van Donsel. Discussion: Why doesn't Virgil have a UPK classroom? Because most Virgil students attend a center in Cortland.**  
**Final Vote: Yes – 6, No – 0. Motion Carried.**
- e. Adopt 2016-17 Non-Resident Tuition Rates  
**RESOLVED, upon the recommendation of the Superintendent, to approve the Adoption of 2016-17 Non-Resident Tuition Rates, as presented.**

**Moved by Ms. Griffin, seconded by Ms. Gregory. Discussion: New students pay more than existing students.**

**Final Vote: Yes – 6, No – 0. Motion Carried.**

**f. 1<sup>st</sup> Reading Code of Conduct**

**RESOLVED, upon the recommendation of the Superintendent, and the Board of Education Policy Committee, to approve the 1<sup>st</sup> reading of proposed revisions to the Code of Conduct as presented.**

**Moved by Ms. Griffin, seconded by Ms. Murphy. Discussion: None**

**Final Vote: Yes – 6, No – 0. Motion Carried.**

**g. 1<sup>st</sup> Reading Attendance Policy Revisions**

**RESOLVED, upon the recommendation of the Superintendent of Schools, and the Board of Education Policy Committee to accept the 1st Reading of proposed changes to Policy #7110**

**Attendance as presented:**

**Moved by Mr. Natoli, seconded by Ms. Gregory. Discussion: None**

**Final Vote: Yes – 6, No – 0. Motion Carried.**

**h. Discussion Items**

- 1.) Attendance at the NYSSBA Summer Law Conference - Ms. Gregory will attend.**
- 2.) Attendance at the NYSSBA Convention October 27-29 in Buffalo – Ms. Griffin and Ms. Riley will be attending. Ms. Gregory will let me know and I sent Mr. Rogoff an email asking him if he would like to attend.**

**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 11.75.**

**Moved by Mr. Natoli, seconded by Ms. Gregory. Discussion: None**

**Final Vote: Yes – 6, No – 0. Motion Carried.**

**b. 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 Schedules of Appointment 1179, and 1180.**

**Moved by Ms. Griffin, seconded by Ms. Murphy. Discussion: None**

**Final Vote: Yes – 6, No – 0. Motion Carried.**

**c. Approval of Administrative and Instructional Personnel Appointments**

**RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the appointments for Administrative and Instructional Personnel as presented on Schedules of Appointment 2407, 2408, 2409, 2410, and 2411.**

**Moved by Ms. Gregory, seconded by Ms. Murphy. Discussion: Why is Joshua Bacigalupi on the schedule again? His start date has changed.**

**Final Vote: Yes – 6, No – 0. Motion Carried.**

**8. LEADERSHIP REPORTS:**

- a. Director of Business Services - Absent**
- b. Assistant Superintendent for Pupil and Personnel Services – 16 of 20 employment vacancies have been filled.**
- c. Director of Curriculum and Instruction - None**
- d. Director of Special Education – Board of Regents has a new pathway. See NYSSBA eclips.**
- e. Superintendent**
  - 1.) Master Schedule Timeline – Junior high schedule is complete. Senior high will be done by June 23.**
  - 2.) Kiwanis – Boys varsity lacrosse team volunteered at the Kiwanis chicken barbeque fundraiser.**

- 3.) Jostens 2016 National Yearbook Program of Excellence – The Cortland Junior Senior High School was Named Jostens 2016 National Yearbook Program of Excellence being recognized for producing a dynamic and engaging 2015-16 yearbook.
  - 4.) Police Fueling – The police fueling contract will be coming to the board for approval. The Homer Central School District would like to fuel their buses here while their fueling station is under construction. John Lynch will create inter-municipal agreements.
9. **BOARD MEMBER ACTIVITIES** – Randall School Leadership Day, rock guitar class and SUNY Cortland Teach NY conference  
Let's get the word out about the community lunch program  
Visit [healthycortland.org](http://healthycortland.org) for information on a free medical event coming up in July.
10. **AUDIENCE PARTICIPATION:** (Individuals are requested to keep their comments to two-minutes per speaker). - There were no requests to address the Board.
11. **NEXT MEETING AGENDA REVIEW - None**
12. **EXECUTIVE SESSION (If needed) – Not needed**
13. **ADJOURNMENT**  
As there was no further business to discuss, Ms. Davis-Howard asked for a motion to adjourn the regular meeting at 8:47 p.m.  
Moved by Ms. Gregory, seconded by Mr. Natoli. Discussion: None  
Final Vote: Yes – 6, No – 0. Motion Carried.



Enlarged City School District

**CORTLAND ENLARGED CITY SCHOOL DISTRICT**

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

6.b

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

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

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To: Michael Hoose, Superintendent of Schools  
From: Kimberly A. Vile, Director of Business Services  
Re: Building Conditions Survey  
Date: June 24, 2016  
Cc: Board of Education

It is the recommendation of the Facilities committee to accept the Building Condition Survey as presented.

6 C

**AGREEMENT**

The Board of Education of the Cortland Enlarged City School District and the City of Cortland (on behalf of the Cortland City Police Department) Cortland, New York, in order to discharge the duties and obligations imposed upon each of them by the statutes and regulations of the State of New York, and after adopting resolutions authorizing the same, do hereby agree in accordance with General Municipal Law §119-o as follows:

1. Each party to this agreement owns and maintains real property and operates and maintains facilities and vehicles in the discharge of their municipal duties and obligations. The parties agree that the sharing of certain services concerning such vehicles is in the best interest of the taxpayers and the best interest of each municipality.
2. The Cortland Enlarged City School District agrees to bid and store motor fuel in sufficient quantity for use by the School District and the City. The District shall bill the City for fuel used by the City each month. The fuel pump shall be equipped with a key card or key fob locking system which will be capable of identifying the vehicle and agency using the fueling system. The system will also be capable of generating reports of gallons used per vehicle.
3. Each party to this agreement shall notify its respective general liability insurance carrier, and any other insurance companies requiring such notice, that the municipality has entered into this agreement. Each party shall notify the other of any special endorsement of insurance policy, or other action required by such insurance company. Each party agrees to defend and indemnify the other for any claim, action or cause of action arising out of or related to this agreement for, or on account of, the negligence of the indemnifying party, or the indemnifying party's employees.
4. Each municipality shall review this agreement at least annually.
5. This agreement shall remain in full force and effect from July 1, 2016 to June 30, 2017, unless sooner renewed or cancelled by the parties.

Dated: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Education  
Cortland Enlarged City School District



Dated: \_\_\_\_\_

\_\_\_\_\_  
City of Cortland on behalf of the Cortland City  
Police Department

**STATE OF NEW YORK**

ss:

**COUNTY OF CORTLAND**

On the \_\_\_\_ day of \_\_\_\_\_, in the year 20\_\_\_\_, before me, the undersigned, a notary public in and for said State, personally appeared \_\_\_\_\_, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or person on behalf of which the individual acted, executed the instrument.

\_\_\_\_\_  
Notary Public

**STATE OF NEW YORK**

ss:

**COUNTY OF CORTLAND**

On the \_\_\_\_ day of \_\_\_\_\_, in the year 20\_\_\_\_, before me, the undersigned, a notary public in and for said State, personally appeared \_\_\_\_\_, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or person on behalf of which the individual acted, executed the instrument.

\_\_\_\_\_  
Notary Public




**CORTLAND ENLARGED CITY SCHOOL DISTRICT**

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

6.d

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

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

To: Mr. Michael Hoose, Superintendent  
From: Kimberly Vile, Director of Business Services   
Date: June 20, 2016  
Re: Utilization of the Employee Retirement Reserve 2015-16 Fiscal Year

It is the recommendation of the Business Office to utilize \$767,850 of the Employee Retirement Contribution Reserve.

The 2015-16 budget was adopted with a total allocation of \$4,500,000 being utilized out of reserves. The exact value for each reserve has to be justified by the actual expenditure. Therefore, this reserve amount was unable to be determined until the bill was paid during the 2015-16 school year.

The purpose of this fund is for payment of "retirement contributions", which are defined as all or any portion of the amount payable to the New York State and Local Employees' Retirement System, pursuant to Sections 17 or 317 of the Retirement and Social Security Law.

The resolution needed to complete this process is as follows:

WHEREAS, Cortland Enlarged City School District maintains a Retirement Contribution Reserve and reserves were allocated to be utilized during the 2015-16 school year, it is recommended by the Superintendent of Schools that the Retirement Contribution Reserve be reduced by \$767,850

NOW THEREFORE, on motion of \_\_\_\_\_, seconded by \_\_\_\_\_ it is

RESOLVED, that the Board of Education hereby authorizes a \$767,850 reduction in the Retirement Contribution Reserve and said monies be allocated to the 2015-16 fund balance to pay for the 2015-16 New York State Employee Retirement expense.

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

cc: Board of Education



**CORTLAND ENLARGED CITY SCHOOL DISTRICT**

1 Valley View Drive  
Cortland, New York 13045

6.e

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

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

To: Mr. Michael Hoose, Superintendent  
From: Kimberly Vile, Director of Business Services *KAV*  
Date: June 20, 2016  
Re: Reduction of Reserve for Liability

It is the recommendation of the Business Office to reduce the Reserve for Liability by \$350,000, leaving an approximate balance of \$30,000 for potential future claims.

The purpose of this fund is to establish and maintain a program of reserves to cover property loss and liability claims.

This fund was originally created to protect the district regarding litigation connected with the Capital project. This litigation has been settled.

The resolution needed to complete this process is as follows:

WHEREAS, Cortland Enlarged City School District maintains a Reserve for Liability account and a major liability has been satisfied, it is recommended by the Superintendent of Schools that the Reserve for Liability be reduced by \$350,000.

NOW THEREFORE, on motion of \_\_\_\_\_, seconded by \_\_\_\_\_ it is

RESOLVED, that the Board of Education hereby authorizes a \$350,000 reduction in the Reserve for Liability account and said monies be returned to the General Fund of the District.

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

cc: Board of Education



**CORTLAND ENLARGED CITY SCHOOL DISTRICT**

1 Valley View Drive  
Cortland, New York 13045

6.f

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

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

To: Mr. Michael Hoose, Superintendent  
From: Kimberly Vile, Director of Business Services *KV*  
Date: June 20, 2016  
Re: Utilization of Employee Benefit Accrued Liability Reserve

The following is a proposed resolution for the June 28, 2016 Board of Education Meeting-

The 2015-16 budget was adopted with a total allocation of \$4,500,000 being utilized out of reserves. The exact value for each reserve has to be justified by the actual expenditure. Therefore, this reserve amount was unable to be determined until the bill was paid during the 2015-16 school year.

Upon the recommendation of the Superintendent, it is recommended that the Board of Education appropriate \$325,333 from the Employee Benefit Accrued Liability Reserve fund to reimburse the District for approved tax deferred annuity contributions to the below listed employees, who will be retiring June 30, 2016, for the retirement incentive as outlined in the Cortland United Teacher's Contract. Payments will be submitted in July of 2016.

<b>Jeff Johnson</b>	<b>\$54,440</b>
<b>Kevin Yard</b>	<b>\$34,403</b>
<b>Jamie Brown</b>	<b>\$44,632.20</b>
<b>James Brown</b>	<b>\$39,913.70</b>
<b>Annamaria Maniaci</b>	<b>\$39,055</b>
<b>Lois Meyer</b>	<b>\$40,663</b>
<b>Patricia Nelson</b>	<b>\$35,383.50</b>
<b>Cindy Henderson</b>	<b>\$36,843</b>

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

Cc: Board of Education  
Andrea Herzog, Treasurer  
Jen Storey, Payroll Coordinator  
Andrea Davis, File



**TETRA TECH**  
ARCHITECTS & ENGINEERS

L.G.

June 22, 2016

Mr. Charles A. Bouley Jr.  
Bouley Associates, Inc.  
265 Genesee Street  
Auburn, New York 13021

Re: Cortland City School District  
Reconstruction to Cortland Jr-Sr High School – Capital Outlay Project  
Tt Project Number 08252-16001

Dear Mr. Bouley

This letter is to notify you that Board of Education of the Cortland Enlarged City School District intends to award the contract for General Work to your firm on June 28, 2016. The award of contract will be based on the following submitted as part of your Bid Form:

Base Bid	\$73,000
<b>TOTAL CONTRACT AWARD</b>	<b>\$73,000</b>

The contract will be sent to the Owner for their review and approval. Once approval is received, we will send copies to your office for formal signature.

If you should have any questions on the enclosed, please do not hesitate to contact our office.

Sincerely,

Wendy ES Robbins, RA  
Director  
Wendy.Robbins@tetrattech.com

Enclosure

cc: M. Hoose – CECSD  
K. Vile - CECSD  
M. Bouley - Tt  
Project 08252-16001, File 45a

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

l.h

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:** 23 June 2016

**Re:** Approval for Planning of Extended Field Trip: Senior High Concert Band to Sandusky, Ohio to perform at the Rock and Roll Hall of Fame

The Music Department requests approval from the Board of Education to proceed with planning of an extended field trip to Sandusky, Ohio to take place May 12-14, 2017.

The Department Chair, Rick Eleck, and I have closely reviewed all requirements and, upon approval from the Board of Education, Mr. Eleck and administration will collaboratively monitor the planning process as trip preparations continue.

The enclosed packet of information evidences that the organizers have thoughtfully prepared to meet the requirements designated by the Board of Education.

Thank you for your support of the music program and for your consideration of approval of this authentic performance opportunity and enrichment experience for our students.

As always, please contact me if I can provide further clarification or assistance as you consider this request.

Respectfully,



**CORTLAND ENLARGED CITY SCHOOL DISTRICT BOARD OF EDUCATION  
REQUEST FOR EXTENDED OVERNIGHT FIELD TRIP**

**RECEIVED**

MAY 24 2016

This form applies to any trip scheduled during the school year, organized and/or supervised by a teaching staff member for students (some or all) from that teacher's school that involves two or more night's lodging.

Office of Curriculum & Instruction

REQUESTED BY SUPERVISING TEACHER Rick Eleck	SCHOOL CJSHS	DATE <del>1/13/2011</del> 6/13/2016
DESCRIPTION OF THE TRIP Students will travel to Cleveland and Sandusky, Ohio to perform at the Rock and Roll Hall of Fame and Cedar Point Amusement Park. In addition, students will tour the Rock and Roll Hall of Fame and the Great Lakes Science Center. The students will also have the opportunity to spend a day at Cedar Point.		

**TRIP DETAILS**

DESTINATION OF TRIP Cleveland/Sandusky Hotel	DEPARTURE DATE Friday, May 12, 2017	DEPARTURE TIME 6:00 AM
ADDRESS (Hotel) TBA	RETURN DATE Sunday, May 14, 2017	RETURN TIME 10:00 PM
	TOTAL DAYS 3	TOTAL NIGHTS 2
NUMBER OF STUDENTS 40	NUMBER OF STAFF 23	NUMBER OF CHAPERONES 4

**COSTS**

TOTAL ANTICIPATED COST OF TRIP PER PERSON  \$ 350-400	COST INCLUDES: Round Trip transportation and transfers via video bus. 2 nights hotel accommodations 2 breakfasts, 1 lunch, 1 dinner, 1 all day park meal plan Admission to: Cedar Point Rock and Roll Hall of Fame Great Lakes Science Center	
ADDITIONAL COSTS  \$ 20.00	ADDITIONAL COSTS INCLUDES: 1 dinner souvenirs	
TRANSPORTATION MODE Charter Bus	TRANSPORTATION CARRIER TBD	TRANSPORTATION COST Included in Cost per Person

**LEARNING OUTCOMES OF TRIP**

Students will be performing in internationally recognized venues (Rock and Roll Hall of Fame and Cedar Point). Students will visit and tour historical and educational institutions in Cleveland, Ohio.

Extended performance trips allow the students to "bond" as a team, accepting the differences of others and noting the strengths of themselves and their peers. Older students "look out" for the younger ones and provide positive peer role modeling. Additional intangible learning outcomes include the feeling of success, the development of social skills and learning to live (albeit, for a short time) in a safe and structured environment away from home.

**TARGET GROUP OF STUDENTS**  
(Class/Team/Organization)

Sr. High Concert Band

**SPECIAL REQUESTS**  
(Pertaining only to field trips involving exceptional students or students with special needs)

none

**PRE-TRIP ORGANIZATION, PLANNING, MEETINGS, PREPARATION (Dates)**

- September, 2016 – info letter to gauge student interest
- October 2016 – first meeting with parents of participating students
- Late March – mandatory Chaperone Meeting
- Early April – mandatory Parent Meeting

**POST-TRIP FOLLOW UP/EVALUATION OF EDUCATIONAL VALUE**

May, 2017 – Participating students will be given a questionnaire to evaluate their experiences.

**PRINCIPAL COMMENTS**

Sounds like a <sup>great</sup> educational trip w/ time built in for students to perform, learn, and have fun. Who is the vendor you are working with to help you plan this trip? ~~Most likely~~ Carl's Holidays

SUPERVISING STAFF NAME	COVERAGE ARRANGED
Richard Eleck	
Kim Sanderson	
Chaperones TBD	




<b>APPROVALS</b>	
SIGNATURE OF SUPERVISING TEACHER <i>[Signature]</i>	SIGNATURE OF PRINCIPAL <i>[Signature]</i>
SIGNATURE OF DIRECTOR OF CURRICULUM AND INSTRUCTION <i>[Signature]</i>	DATE <i>16 June 2016</i>
SIGNATURE OF SUPERINTENDENT	DATE

**CORTLAND ENLARGED CITY SCHOOL DISTRICT BOARD OF EDUCATION  
CHECKLIST FOR EXTENDED OVERNIGHT FIELD TRIP**

**This form is to be completed by Principals prior to approving all travel requests by staff and attached to the Request for *Extended Overnight Field Trip* form.**

Prior to approving all travel requests by staff, Principals are to clearly understand the answers to the following questions as they apply to individual trip applications.

Principals are to:

- a. record the answers and file responses at the school;
- b. submit the responses with the application form to the office of Curriculum and Instruction, if the trip is required to have Superintendent and/or Board approval;
- c. instruct the tour supplier to forward a letter outlining their understanding of the Terms and Conditions **prior to any finalization/approval** of the trip. (fax copy of checklist to agent if required).

**NOTE:**

When applicable, determine the exact date and time period each policy is in effect and the length of time it remains in effect, (i.e., cancellation of trip without penalty must be made by – date and time; cancellations with fifty-percent refund must be made by-date and time; cancellation done in writing individually or by the entire group signing a letter etc.)

<b>AIRLINE SPECIFIC QUESTION CHECKLIST</b>	
	IATA Airline Carrier
	Cancellation Policy, Notification Procedure and Penalty
	Name Change Penalty
	Final Payment Policy
	Minimum Group for Discount and Bonus Free Travel Voucher Policy
	Seating Reservation Procedure
	Delay or Cancellation Policy and Assistance Provided
	Cancellation Due to Terrorism, Airport Security or War Policy
	Cancellation of Trip by Board Prior to Departure Policy
	Deposit or Payment Refund Policy
	Passenger Re-Routing Policy
	Lost Bag Delay Policy
	Connecting Flight Policy
	Insurance Accident Coverage
	Office in Travel Destination Number

# Timeline\*

8-12 Months In Advance	100 Days In Advance	60 Days In Advance	45 Days In Advance	30 Days In Advance	Departure Day
<p>6/28/16 <i>Blair</i></p> <ul style="list-style-type: none"> <li>Obtain Planning Approval from:               <ul style="list-style-type: none"> <li>Aligned Administrator</li> <li>Executive Principal</li> <li>DCI <i>6/16/16</i></li> <li>Superintendent <i>5/16</i></li> <li>Board of Education</li> </ul> </li> <li>Include:               <ul style="list-style-type: none"> <li>Learning Outcomes / Activities</li> <li>Students Involved</li> <li>Anticipated Costs</li> <li>Plan for students to earn \$\$ <i>- work w/ parents &amp; students, it isn't ad</i></li> <li>Sponsor</li> <li>Dates/Itinerary <i>- more specific later</i></li> <li>Arrangement Details <i>- more specific later</i></li> <li>Contingency! <i>Reviewed process - more</i></li> <li>Communication Plans <i>specific later</i></li> </ul> </li> </ul>	<p>2/10/17</p> <ul style="list-style-type: none"> <li>Ensure that approval has been granted by all parties.</li> <li>Further organize trip and seek additional student / parent approvals</li> </ul>	<p>3/10/17</p> <ul style="list-style-type: none"> <li>Obtain Final Approval from:               <ul style="list-style-type: none"> <li>Executive Principal</li> <li>DCI</li> <li>Superintendent</li> <li>Board of Education</li> </ul> </li> <li>Include:               <ul style="list-style-type: none"> <li>Further details and itineraries as outline on page 6</li> </ul> </li> </ul>	<p>3/28/17</p> <ul style="list-style-type: none"> <li>All forms / permissions and contacts should be on file with Executive Principal, DCI and office of Superintendent with any changes highlighted and approved</li> </ul>	<p>4/12/17</p> <ul style="list-style-type: none"> <li>Have any change noted and approved with Executive Principal, DCI and office of Superintendent</li> </ul>	<p>5/12/17</p> <ul style="list-style-type: none"> <li>Communicate successful departure and arrival to Executive Principal and parent phone tree</li> </ul>

\*For detailed instructions – refer to guidelines in this packet.

Final Approval  
06/29/07

## EXTENDED FIELD TRIPS

**BEFORE ANY INFORMATION GOES TO PARENTS OR STUDENTS,  
THE REQUEST MUST BE APPROVED  
BY THE DIRECTOR OF CURRICULUM AND INSTRUCTION,  
THE SUPERINTENDENT OF SCHOOLS AND THE BOARD OF EDUCATION.**

The attached packet of information and forms has been approved to be used as the basis for extended field trips. Forms should be individualized for each field trip to include the name, destination, dates, students and chaperones participating.

*Reviewed Packet w/  
Rick Eick on 6/16/16  
K. Bliss*

6.1

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

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  
Mentorship Committee Members

**Date:** 23 June 2016

**Re:** District Mentorship Plan

Enclosed for your review and approval is the District Mentorship Plan for staff hired under the Cortland United Teachers contract.

In August 2015, the Board of Education approved a one-year plan effective for school year 2015- 2016. The committee monitored and evaluated the implementation and of the plan during 2015-2016. After analysis of the information gathered during the year, including valuable, constructive feedback from the mentees and mentors, the committee submits this updated plan for your approval.

Thank you for your consideration of this document. Please contact me with any need for clarification.

Respectfully,



CORTLAND ENLARGED CITY SCHOOL DISTRICT

# Mentoring Program and Handbook

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**District Mission Statement:** The Cortland Enlarged City School District values all community members as partners in creating a positive learning environment for all students. This environment prepares all students to reach their fullest potential in becoming life-long learners and successful, contributing members of the society in which they live.

**Cortland Enlarged City School District  
Mentoring Program Committee**

**Kristie Bliss**

**Kenneth Brafman**

**Eileen Fitzgerald-Spiehs**

**Cliff Kostuk**

**Cindy Henderson**

**Michele Hughes**

**Steve McSweeney**

**Penny Pomeroy**

**Gail Renninger-Smith**

**Tina Ricottilli**

**Cara Smith**

**Michael J. Hoose, Superintendent of Schools**

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## **PROGRAM PHILOSOPHY**

Cortland Enlarged City School District (Cortland) recognizes the importance of continuous, systemic support of the professional learning process for all staff. When adults participate in continuous professional learning, students are better prepared to graduate from high school with the skills and knowledge needed for a successful transition to college and career choices.

## **PROGRAM PURPOSE**

As a result of this philosophy, the Cortland Mentoring Program is developed to meet the *NYS Standards for Effective Mentoring*<sup>1</sup>, align with both the NYS Teaching Standards and Charlotte Danielson's *Framework for Teaching*, and engage new staff in a mentor-mentee process that supports:

- transition between teacher preparation programs or prior education programs and the new contexts of Cortland;
- professional learning as an essential component of a highly-effective career path;
- collaboration as a Cortland expectation in a systems approach to learner-focused practices that support student cognitive and emotional growth;
- selection and professional learning of a collaborative cadre of mentor teachers;
- allocation of resources that support the Cortland Mentor Program as an induction practice of Cortland professional learning systems.

## **PROGRAM OVERVIEW<sup>2</sup>**

Cortland supports the continued professional learning of staff members who are new to the district through its Mentoring Program. The purpose of the Mentoring Program is to link new staff members with veteran staff members who provide new staff with assistance and guidance. During the mentoring period, ongoing collaboration will facilitate the growth of the new staff member for the purpose of achieving effective and highly effective levels of professional practice during the first few years of employment with the district. The impact of this program will result in more effective transition to the Cortland environment for new staff, increased retention of new staff, continued professional learning for mentoring staff, and equitable learning opportunity for students. The Cortland Mentoring Program provides a mentoring partnership for new staff members who are employed under the provisions of the teacher contract.<sup>3</sup>

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<sup>1</sup> See Appendix A: NYS Standards for Effective Mentoring

<sup>2</sup> Cortland Mentoring Program references the *Foxborough Public Schools Mentoring Program* as an exemplar provided by NYSED, 2014

<sup>3</sup> Cortland nurses embed alternate mentoring practices for new school nursing staff.



## **New Instructional Staff Mentoring Program**

During the first year of employment with the Cortland district, the Mentoring Program is designed to build collaboration among the cohort of new staff members and support the specific learning of new staff members on both an individual and a departmental level.

For teachers, the Cortland Mentoring Program focuses on the following:

- Annual Professional Performance Review (APPR) criteria
- Emotional and personal support
- Orientation to the school, policies, and procedures

For Pupil Personnel Staff (PPS) staff members, the Cortland Mentoring Program focuses on the following:

- Professional Growth and Assessment Plan (PGAP) criteria
- Emotional and personal support
- Orientation to the school, policies, and procedures

## **Confidentiality Statement**

It is important for the new staff member to be able to discuss problems openly with the mentor so that they may be addressed in a timely and informed manner. The mentor is not an evaluator of the new staff member; she or he is a collaborator with the new staff member. As a result of this relationship, the mentor is not expected to share specific written or verbal information with any evaluator or administrator.

## **PROCESS FOR MENTOR SELECTION AND MENTEE-MENTOR PAIRING**

During the first week of May, the building principal will develop a list of mentoring positions that may be available during the following school year. By the end of the first week in June, Principals and Department Leaders, Grade Level Leaders, or program specialists will collaboratively select mentors that may be paired with potential new staff members.

## **Mentor Qualifications**

The following qualifications will be used in the selection of mentors:

- A minimum of five (5) years of experience, with tenure in the Cortland district.
- Voluntary participation in the mentor training program.
- Accessibility to the new staff member and a commitment to support the mentee.
- Knowledge of and adherence to the relevant program standards and expectations.
- Experience with and understanding of the Danielson *Framework for Teaching* or other relevant program criteria.
- Ability to support the cognitive and emotional learning needs of diverse learners.
- Knowledge of the resources of the school, district, and community.

- Willingness to invest time to develop mentoring skills and participate in the program for the duration of the mentoring relationship.
- Ability to maintain a confidential relationship.

### **Mentor-Mentee Pairing Factors**

The following factors are helpful in determining a good match of mentors with new staff:

- Program experience
- Grade or building level
- Content or program area
- Availability of common time for collaboration
- Physical proximity of work location
- Complementary program work style and philosophy
- Common interests

### **Mentor-Mentee Relationship**

It should be stressed from the onset that no match is permanent and can be changed at the request of either the mentor or the mentee. A mentoring relationship that is not supporting increased learning should not be considered a failure, but rather a match that is not supportive of the mentee's learning due to such factors as proximity, availability, or style.

### **Mentor Teams<sup>4</sup>**

Just as the Mentor Program goals include opportunity for new staff to develop a cohort relationship, as the list of trained building or program mentors develops, the Mentor Program goals include development of teams of mentors within buildings and/or programs. The relevant team of mentors will be available to support one another in the mentoring process and will also be available to support the learning of new staff members within the Team's building or program. The team mentoring approach provides differentiated and supplemental support for new staff members as well as collaborative support for the mentors. Increased opportunity for specific support increases the new staff member's learning as it supports student achievement.

### **Mentor Professional Learning**

The district will offer each mentor professional training that supports the role of mentor through training in the skills of effective mentoring and strategies for supporting new staff to be successful in their programs. This training will be managed at the district level to ensure comparable learning for all mentors. Professional learning for mentors will be selected based on the needs of the mentors and availability of experienced mentors or consultants who can support the learning needs of the mentors.

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<sup>4</sup> See Appendix D: List of New Staff and Mentors by Building

Elements of professional learning for mentors may include, but not be limited to, the following topics:

- The role of a mentor
- Analysis of program strategies
- Observation skills
- Strategies for conferencing and providing effective feedback
- Diagnosing and analyzing classroom or program management issues
- Problem-solving skills
- Reflective practice
- Use of student work to evaluate and inform practice
- Classroom or specific program management skills

## **COMPENSATION**

### **Credit for Professional Learning**

New staff members and mentors will be credited with professional development hours as indicated on My Learning Plan (MLP). Hours for participation in the mentoring program will be credited in June of the corresponding school year.

### **Fiscal Compensation**

#### **Mentee Staff**

New staff members participate in the Mentor Program as a condition of employment.

#### **Mentor Staff**

Upon satisfactory completion of the Mentor Program, mentor staff members will receive a stipend based on the language in the current teacher contract. This stipend will be issued in June of the corresponding school year.

## **MENTOR PROGRAM EVALUATION:**

In late January and early May, all mentors and new staff will be asked to complete an online survey to help the district evaluate the quality of the mentoring program. The survey will assist the district in identification of strengths and areas for improvement.

In addition, all year one new staff will complete an individual needs assessment to help personalize continual improvement.<sup>5</sup>

## **ROLES AND RESPONSIBILITIES**

As possible, all involved will meet before the beginning of the school year with the new staff members to provide an initial orientation and to schedule activities for the new school year.

During the school year:

### **New Staff will:**

- play an active role in the mentoring relationship.
- critically reflect on their own practices.
- observe experienced staff members at work.
- participate in programs organized for new staff members.
- remain open to feedback as a means of professional learning.
- attend required Mentorship Meetings.
- participate as a condition of employment in required professional workshops.<sup>6</sup>

### **The Mentor will:**

- ensure a strong start to the year.
- observe the new staff member at work.
- provide program support.
- provide professional support.
- provide personal support.
- maintain a confidential relationship with the new staff member.
- maintain a comprehensive mentoring log.<sup>7</sup>
- acquire a thorough knowledge of the mentoring program.
- serve as a resource.
- attend Mentorship Meetings when possible.

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<sup>5</sup> See Appendix L and Appendix M: The Reflective Teacher's Self-Reflection; The Reflective PPS Member's Self-Reflection

<sup>6</sup> First year elementary teachers are required to participate in a *Responsive Classroom* workshop as a condition of employment.

Second year teachers are required to participate in a *Standards Based Instruction* workshop as a condition of employment.

To optimize instructional time, the teacher should register for summer workshops whenever possible.

<sup>7</sup> See Appendix K: Cortland Enlarged City School District Mentoring Log

**The Mentor Program Committee will:**

- explain the mentoring process to the faculty.
- plan/provide optional mentor training.
- plan/provide New Staff Orientation.<sup>8</sup>
- plan/provide Mentoring Program Calendar.<sup>9</sup>
- plan/provide Mentorship Meeting Schedule<sup>10</sup>
- make available mentoring resources.
- collect updated mentor/mentee lists from principals.
- plan and oversee Mentee/Mentor meetings throughout the year.
- administer, collect, and analyze Mentor Program surveys.
- update and revise mentoring program handbook.
- make appropriate recommendations to the Professional Development Committee.
- Meet with the Director of Curriculum & Instruction as needed throughout the school year.

**The Principal will:**

- establish a collegial school culture.
- ensure reasonable working conditions for the new staff.
- participate in the evaluation program according to the requirements of the APPR or PGAP plan.
- coordinate the selection of mentors.
- respect the confidential relationship between the new staff member and mentor.
- notify the Director of Curriculum & Instruction of mentor/mentee changes throughout the school year.

**The Professional Development Committee will:**

- provide ongoing professional learning opportunities as identified by mentors or mentees.

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<sup>8</sup> See Appendix B: New Staff Orientation Agenda

<sup>9</sup> See Appendix G: Mentoring Program Calendar

<sup>10</sup> See Appendix F: District Mentorship Meeting Schedule

# APPENDICES

**Appendix A: NYS Standards for Effective Mentoring**

**Appendix B: New Staff Orientation Agenda**

**Appendix C: 2015-2016 District Calendar**

**Appendix D: List of New Staff and Mentors by Building**

**Appendix E: 2015-2016 Teacher Leaders by Building**

**Appendix F: District Mentorship Meeting Schedule**

**Appendix G: Mentoring Program Calendar**

**Appendix H: Mentor/Mentee Checklist**

**Appendix I: Mentoring Monthly Suggested Topics for Teachers**

**Appendix J: Mentoring Monthly Suggested Topics for PPS**

**Appendix K: Cortland Enlarged City School District Mentoring Meeting Log**

**Appendix L: The Reflective Teacher's Self-Reflection**

**Appendix M: The Reflective PPS Member's Self-Reflection**

## **Appendix A: NYS STANDARDS FOR EFFECTIVE MENTORING**

### **Standard 1: Program Philosophy and Purposes**

NYSTS II, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* The philosophy of the mentoring program upholds the assertion that induction is a crucial transition between teacher preparation and continuing professional development.

### **Standard 2: Program Design**

NYSTS I, II, III, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* The mentoring program is designed as a crucial component of a comprehensive induction plan and is embedded in an integrated professional culture.

### **Standard 3: Program Implementation**

NYSTS I, II, VI and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* The mentoring program is implemented to meet New York State Teaching Standards and sustain program activities that support the development of all beginning teachers.

### **Standard 4: Mentor Selection Process and Criteria**

NYSTS I, II, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* Mentors are recruited and selected through a rigorous and transparent process guided by criteria that consider the mentor candidate's commitment to the profession and teaching experience.

### **Standard 5: Mentor Development**

NYSTS I, II, V, VI and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* Mentoring is a professional practice with its own knowledge and research base, strategies and best practices.

### **Standard 6: Mentors Have Clearly Defined Roles and Responsibilities**

NYSTS I, II, III, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* The role of the mentor is to engage, inspire, assist, encourage and advance the professional learning of a beginning teacher and to model professional conduct.

### **Standard 7: Mentoring Skill and Knowledge**

NYSTS I, II, III, V, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* Mentors must be familiar with research-based practices, data analysis, and technological advances that promote student learning and growth at the various stages of development.

### **Standard 8: Shared Leadership and Administration**

NYSTS I, II, III, V, VI, and VII

*Standard:* Leadership of the mentoring program is a shared responsibility among all stakeholders.

### **Standard 9: Beginning Teacher Knowledge, Skills, and Dispositions**

NYSTS I, II, III, IV, V, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* Beginning teachers bring valued knowledge, skills, and dispositions to the new context of the classroom, school, and districts where they are first employed.

### **Standard 10: Program Evaluation**

NYSTS I, II, III, IV, VI, and VII and Charlotte Danielson's *Framework for Teaching* Domain

*Standard:* The mentor program includes a comprehensive system of formative and summative assessments.



**Appendix B:** New Staff Orientation Agenda Revised Yearly

**Appendix C:** District Calendar Revised Yearly

**Appendix D:** List of New Staff and Mentors by Building Revised Yearly

**Appendix E:** Teacher Leaders by Building Revised Yearly

**Appendix F:** District Mentorship Meeting Schedule Revised Yearly

**Appendix G:** District Mentoring Program Calendar Revised Yearly



## Appendix H

### Mentor/Mentee Checklist

#### SCHOOL LAYOUT

- \_\_\_\_\_ washrooms
- \_\_\_\_\_ staff work areas/copiers
- \_\_\_\_\_ staff lunch area
- \_\_\_\_\_ main office/secretaries
- \_\_\_\_\_ supply room
- \_\_\_\_\_ custodians/custodians' office
- \_\_\_\_\_ school forms
- \_\_\_\_\_ library/Library Media Specialist
- \_\_\_\_\_ bus entrance/loading
- \_\_\_\_\_ staff parking
- \_\_\_\_\_ nurse's office
- \_\_\_\_\_ guidance/social worker/psychologist office
- \_\_\_\_\_ resource officer/office
- \_\_\_\_\_ music rooms
- \_\_\_\_\_ art rooms
- \_\_\_\_\_ gymnasium
- \_\_\_\_\_ health rooms
- \_\_\_\_\_ language rooms
- \_\_\_\_\_ mailboxes

#### BUILDING PROCEDURES

- \_\_\_\_\_ staff meetings
- \_\_\_\_\_ working hours/contract
- \_\_\_\_\_ extra duties
- \_\_\_\_\_ clubs and activities
- \_\_\_\_\_ field trips (busses/chaperones/approved volunteer list)
- \_\_\_\_\_ homeroom procedures
- \_\_\_\_\_ attendance procedures
- \_\_\_\_\_ Open House/Meet the Teacher
- \_\_\_\_\_ Parent-Teacher conferences
- \_\_\_\_\_ movement of students (exits, lunch, hallways, etc.)
- \_\_\_\_\_ dress codes (staff and students)
- \_\_\_\_\_ District/School Building Safety Plan
- \_\_\_\_\_ lunch supervision
- \_\_\_\_\_ student accidents/emergencies
- \_\_\_\_\_ specific building issues
- \_\_\_\_\_ cafeteria procedures
- \_\_\_\_\_ IST/PST
- \_\_\_\_\_ Fire/Safety drills
- \_\_\_\_\_ computer lab/classroom computers
- \_\_\_\_\_ mandated reporting procedures
- \_\_\_\_\_ faculty handbook
- \_\_\_\_\_ building access

#### ORGANIZATION OF CLASSROOM/OFFICE

- \_\_\_\_\_ options for room arrangement
- \_\_\_\_\_ student traffic patterns
- \_\_\_\_\_ storage and access of classroom/office materials
- \_\_\_\_\_ displaying emergency procedures/emergency folders
- \_\_\_\_\_ classroom learning centers

#### ACCESS TO RESOURCES/RESOURCE PEOPLE

- \_\_\_\_\_ supply requisitions
- \_\_\_\_\_ technology equipment
- \_\_\_\_\_ computer access for staff/students
- \_\_\_\_\_ textbooks/consumables
- \_\_\_\_\_ ordering textbooks/consumables
- \_\_\_\_\_ building technical support person
- \_\_\_\_\_ instructional technology
- \_\_\_\_\_ Department Leaders/Grade Level Leaders

#### CURRICULUM

- \_\_\_\_\_ review of text and materials
- \_\_\_\_\_ review of district curriculum
- \_\_\_\_\_ central office curriculum staff
- \_\_\_\_\_ management/pacing of curriculum
- \_\_\_\_\_ lesson plan procedures/expectations
- \_\_\_\_\_ subject matter 'experts' on staff
- \_\_\_\_\_ teaching teams
- \_\_\_\_\_ grading procedures
- \_\_\_\_\_ homework/assessment policy
- \_\_\_\_\_ report cards/progress reports
- \_\_\_\_\_ opening day schedule, plans, procedures
- \_\_\_\_\_ first week of planning/first six weeks
- \_\_\_\_\_ substitute plans folder
- \_\_\_\_\_ assessment dates
- \_\_\_\_\_ RtI/AIS overview

#### SPECIAL EDUCATION

- \_\_\_\_\_ IEP/504 process and services
- \_\_\_\_\_ review of IEPs and 504s
- \_\_\_\_\_ Special Education procedures
- \_\_\_\_\_ consult meetings/liaisons
- \_\_\_\_\_ CSE/504 meetings/procedures
- \_\_\_\_\_ CSE/504 responsibilities

#### DISCIPLINE PROTOCOL/PROCEDURES

- \_\_\_\_\_ establishing expectations for classroom behavior
- \_\_\_\_\_ what works for the mentor
- \_\_\_\_\_ behavior expectations of students outside of class
- \_\_\_\_\_ formal discipline procedures/referral process
- \_\_\_\_\_ Code of Conduct

#### PERSONAL & PROFESSIONAL PROCEDURES

- \_\_\_\_\_ review of teachers' contract (CUT contract)
- \_\_\_\_\_ review of Mentoring Handbook
- \_\_\_\_\_ snow days/call list/Robo Call
- \_\_\_\_\_ procedures for calling in sick
- \_\_\_\_\_ securing guest/substitute teacher
- \_\_\_\_\_ personal & professional days
- \_\_\_\_\_ professional learning opportunities/MLP
- \_\_\_\_\_ confidentiality of student & collegial issues
- \_\_\_\_\_ evaluation process (see contract)
- \_\_\_\_\_ union (CUT) issues/building representatives

**Appendix I**  
**Mentoring Monthly Suggested Topics for Teachers**

<p><b>August</b></p>	<p>Half-Day Q &amp; A Session</p> <ol style="list-style-type: none"> <li>1. Parent interaction</li> <li>2. Classroom management</li> <li>3. Planning, curriculum pacing, curriculum materials</li> <li>4. Assessment &amp; grading</li> <li>5. Retirement</li> <li>6. Chain of Command</li> <li>7. Technical support – Who? What? When?</li> <li>8. Resources</li> <li>9. School procedures &amp; policies</li> <li>10. Discuss mentor program/handbook/requirements</li> <li>11. Introduction to staff</li> <li>12. Review district/building rules</li> <li>13. Set up weekly meeting time</li> <li>14. Extra-curricular opportunities</li> </ol>
<p><b>September</b></p>	<p>Meet once a week or more as needed</p> <ol style="list-style-type: none"> <li>1. Reflections of what went well and what needs improvement – how the week went</li> <li>2. Progress report and discuss any issues</li> <li>3. In-depth discussion of: planning, classroom management, curriculum, parent relation, "how-to" for Open House/Meet the Teacher, and curriculum nights, etc.</li> <li>4. Review any curriculum questions</li> <li>5. Address initial concerns</li> <li>6. Start looking ahead at the coming months (e.g., standardized tests, events)</li> <li>7. Mentor and teacher can collaborate on lessons</li> <li>8. Share ideas for classroom environment (e.g., bulletin boards, traffic patterns)</li> </ol>
<p><b>October</b></p>	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> <li>1. Grading/progress reports</li> <li>2. Parent/teacher conferences</li> <li>3. In-depth resource guidance</li> <li>4. How to address each child on the report card, parent conference, Open House</li> <li>5. How does the district/school handle holidays? (October/November)</li> <li>6. Observation by mentor (October/November)</li> </ol>
<p><b>November</b></p>	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> <li>1. Report cards/parent-teacher conferences</li> <li>2. Extra help in .....?</li> <li>3. Review holiday /party policies/practices</li> </ol>
<p><b>December</b></p>	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> <li>1. Review curriculum and pacing</li> <li>2. Help with the holiday celebrations/projects</li> </ol>

	3. How to keep the students focused during the holidays
<b>January</b>	Meet once per month or more as needed <ul style="list-style-type: none"> <li>1. Regaining classroom management</li> <li>2. Help with grades and report cards</li> <li>3. CSE referrals and IEP goals</li> <li>4. Check to make sure you're on track with your curriculum</li> <li>5. Mid-year assessment schedules</li> </ul>
<b>February</b>	Meet once per month or more as needed <ul style="list-style-type: none"> <li>1. Meet with principal to review professional goals and progress with APPR</li> </ul>
<b>March</b>	Meet once per month or more as needed <ul style="list-style-type: none"> <li>1. Start looking toward the end of the year</li> <li>2. For standardized/end-of-year assessments</li> </ul>
<b>April</b>	Meet as needed <ul style="list-style-type: none"> <li>1. Standardized tests</li> <li>2. Placement for next year</li> </ul>
<b>May</b>	Meet every other week or more as needed <ul style="list-style-type: none"> <li>1. End-of-year procedures</li> <li>2. Elementary summer school</li> <li>3. End-of-year field trip procedures/practices</li> <li>4. Begin housekeeping</li> <li>5. Tips for dealing with students who are excited about summer</li> <li>6. Notes home about materials/charges</li> </ul>
<b>June</b>	Meet every other week or more as needed <ul style="list-style-type: none"> <li>1. Permanent records/paperwork</li> <li>2. Pass/fail criteria</li> <li>3. Student classroom placement</li> <li>4. Preparing for the next year</li> <li>5. Any questions/concerns</li> <li>6. End-of-year/check out procedures</li> <li>7. What to do on the last day with students</li> <li>8. What should next year's students do over the summer?</li> <li>9. Summer building hours and classroom access</li> </ul>

**Appendix J**  
**Mentoring Monthly Suggested Topics for PPS**

<p><b>August or</b> <b>When</b> <b>Identified</b> <b>Prior to</b> <b>First Day of</b> <b>School</b></p>	<p>Half-Day Q &amp; A Session</p> <ol style="list-style-type: none"> <li>1. Initial Consultation</li> <li>2. Exchange Phone Numbers/Contact Information</li> <li>3. Procedures for ordering supplies</li> <li>4. Copies of curriculum guides</li> <li>5. Copies of Mentoring Program Handbook</li> <li>6. Review Mentor Handbook with new staff member</li> <li>7. Building handbook</li> <li>8. Contract</li> <li>9. Code of Conduct</li> <li>10. Student Handbook</li> <li>11. New Staff Orientation</li> <li>12. Building layout</li> <li>13. Tour of Machines (e.g., copier)</li> <li>14. Fire/Emergency Drill procedures</li> <li>15. Building accessibility/Reserving rooms for activities</li> <li>16. Electronic calendar</li> <li>17. Confidentiality issues</li> <li>18. Office organization</li> <li>19. New Student Orientation (JSHS)</li> <li>20. Cafeteria procedures</li> <li>21. Recess/bathroom/hallway procedures</li> <li>22. Before school procedures</li> <li>23. Dismissal procedures</li> <li>24. Mailbox and E-mail procedures</li> <li>25. Late Bus schedule</li> <li>26. Substitute/Guest teacher system procedures</li> <li>27. Specific building issues</li> <li>28. Duties</li> <li>29. Meeting schedule with mentee/mentoring log</li> <li>30. Student and Staff dress code/expectations</li> <li>31. Staff hours</li> <li>32. IEP/504 student lists</li> <li>33. IEP/504 counseling lists</li> </ol>
<p><b>September</b></p>	<p>Meet once a week or more as needed</p> <ol style="list-style-type: none"> <li>1. My Learning Plan</li> <li>2. Review Evaluation Forms/Professional Development Goals</li> <li>3. Review Open House/Meet the Teacher procedures</li> <li>4. Parent communication/contact log</li> <li>5. Review IEPs/Special Education forms</li> <li>6. Community agencies</li> <li>7. Mentor Meeting Schedule</li> </ol>

<b>October</b>	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> <li>1. Observation process/portfolio</li> <li>2. Prepare for Progress Reports</li> <li>3. Staff Professional Development Day</li> <li>4. Extra-curricular activities</li> <li>5. Discuss personal days</li> <li>6. Identify accommodations for NYS Testing</li> <li>7. Mentor Meeting</li> </ol>
<b>November</b>	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> <li>1. Observe and give feedback</li> <li>2. Prepare for parent conferences (elementary)</li> <li>3. Prepare for close of Quarter 1 grades</li> <li>4. Early Release Day Policies (Parent Conference Days) – elementary</li> <li>5. Extended school year procedures (psychologists)</li> <li>6. Mentor Meeting</li> </ol>
<b>December</b>	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> <li>1. Observe and give feedback</li> <li>2. Prepare for Quarter 2 Progress Reports</li> <li>3. Prepare for vacation</li> <li>4. Review scheduling process (school counselors)</li> </ol>
<b>January</b>	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> <li>1. Observe and give feedback</li> <li>2. Prepare for Quarter 2 report cards</li> <li>3. Half-way celebration!</li> <li>4. Mid-year evaluation of mentor program</li> <li>5. Mid-term exam (JSHS)</li> <li>6. Prepare for 6<sup>th</sup>-7<sup>th</sup> grade transition meetings (Elementary, Junior High)</li> <li>7. Mentor Meeting</li> </ol>
<b>February</b>	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> <li>1. Observe and give feedback</li> <li>2. Discuss Standardized Testing</li> <li>3. Prepare for vacation</li> <li>4. Extended school year procedures (psychologists)</li> <li>5. CSE/504 test accommodations for testing (elementary_</li> <li>6. Mentor Meeting</li> </ol>
<b>March</b>	<p>Meet once per month or more as needed</p> <ol style="list-style-type: none"> <li>1. Observe and give feedback</li> <li>2. Prepare for Progress Reports</li> <li>3. Mentor Meeting</li> </ol>

<b>April</b>	<p>Meet as needed</p> <ol style="list-style-type: none"> <li>1. Observe and give feedback</li> <li>2. Prepare for Report Cards</li> <li>3. Prepare for vacation</li> <li>4. Order materials</li> <li>5. Review NYS testing procedures</li> <li>6. Mentor Meeting</li> </ol>
<b>May</b>	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> <li>1. Observe and give feedback</li> <li>2. Prepare for Progress Reports</li> <li>3. Placement input/Retention</li> <li>4. NYS Testing</li> <li>5. Complete mentorship survey</li> <li>6. PGAP Self-Reflective Narrative</li> <li>7. Mentor Meeting</li> </ol>
<b>June</b>	<p>Meet every other week or more as needed</p> <ol style="list-style-type: none"> <li>1. Review End-of-Year procedures and activities</li> <li>2. Prepare for Report Cards</li> <li>3. Complete Student Files</li> <li>4. Review and reflect on the year</li> <li>5. Discuss and prepare for next year</li> <li>6. Review 'Last Day of School for Students' procedures</li> <li>7. Notify principal about intention to mentor</li> <li>8. Goals for next year</li> <li>9. Mentor Meeting</li> </ol>

**Appendix K  
Cortland Enlarged City School District Mentoring Meeting Log**

**Explanation and Sample Format**

The format for log entries is standard for all new teaching and pupil/personnel staff and mentors.

The Mentoring Log page may be copied as needed throughout the year. Each new page should have the heading completed and the entries completed with:

- Names of mentor and new staff member
- Date and time of meeting
- Length of meeting
- Topic(s) discussed (Be specific about topics, but do not record details of the discussion or resolutions.)

**The mentor must submit the completed Mentoring Logs to the Director of Curriculum & Instruction in order to receive compensation. If the mentor has any questions about log format or content, s/he should discuss the issue with a member of the Mentoring Committee or the Director of Curriculum & Instruction.**

**Mentor Logs are used to help the Mentor Committee and the district identify common themes that arise and could be addressed through professional development or other resources.**

**These logs are not used for evaluation purposes and are kept confidential.**

**SAMPLE MENTORING LOG**

**New Staff Member: Ima Newbie**

**School Year: 2015-2016**

**Mentor: Ben Thar**

**Building: M.Y.Kool School**

<b>DATE</b>	<b>TIME</b>	<b>TOTAL CONFERENCE TIME</b>	<b>TOPICS DISCUSSED</b>
9/24/15	2:30 p	1 hour	<ul style="list-style-type: none"> <li>▪ Reviewed meeting schedules</li> <li>▪ Discussed areas of concern</li> <li>▪ Assessed classroom needs</li> <li>▪ Answered questions related to IEP software</li> </ul>
10/20/15	9:15 a	45 min	<ul style="list-style-type: none"> <li>▪ Discussed reading group strategies</li> <li>▪ Discussed reading strategies</li> </ul>

## MENTORING LOG

New Staff Member: \_\_\_\_\_  
 Mentor: \_\_\_\_\_

School Year: \_\_\_\_\_  
 Building: \_\_\_\_\_

DATE	TIME	TOTAL CONFERENCE TIME	TOPICS DISCUSSED



## Appendix L

### The Reflective Teacher's Self-Reflection

Name: \_\_\_\_\_

Consider your own development as a beginning teacher. Describe your development using the following items. This information will not be used as an evaluative tool by anyone. The information you collect here through your own reflection will help to shape your mentor/mentee experience. The areas of expertise are the *Framework for Teaching* Domain Components. Using the following continuum, circle the number that best corresponds with where you would place your level of expertise with each component.

Please rate yourself in the following areas

1 = Novice – I have a general idea of what needs to be done.

2 = Proficient – I am comfortable with responsibilities but I have room to grow.

3 = Expert – I have reached mastery of the area and could train others or share my expertise.

Domain Component		Rating Scale
1a	Demonstrating knowledge of content and pedagogy	1 2 3
1b	Demonstrating knowledge of students	1 2 3
1c	Setting effective instructional outcomes	1 2 3
1d	Demonstrating knowledge of instructional resources	1 2 3
1e	Designing coherent instruction	1 2 3
1f	Designing student assessments	1 2 3
2a	Creating an environment of respect and rapport	1 2 3
2b	Establishing a culture for learning	1 2 3
2c	Managing classroom procedures	1 2 3
2d	Managing student behavior	1 2 3
2e	Organizing physical space	1 2 3
3a	Communicating with students	1 2 3
3b	Using questioning and discussion techniques	1 2 3
3c	Engaging students in learning	1 2 3
3d	Using assessment in instruction	1 2 3
3e	Demonstrating flexibility and responsiveness	1 2 3

4a	Reflecting on teaching	1	2	3
4b	Maintaining accurate records	1	2	3
4c	Communicating with families	1	2	3
4d	Participating in a professional community	1	2	3
4e	Growing and developing professionally	1	2	3
4f	Showing professionalism	1	2	3

**After working through this self-evaluation, consider what growth goals you might set for yourself next year.**

## Appendix M

### The Reflective Guidance Counselor, Social Worker, or Psychologist

Name: \_\_\_\_\_

Consider your own development as a beginning guidance counselor, social worker, or psychologist. Describe your development using the following items. This information will not be used as an evaluative tool by anyone. The criteria used for self-reflection references Danielson's *Framework for Specialist Positions*. The information you collect here through your own reflection will help to shape your mentor/mentee experience. Using the following continuum, circle the number that best corresponds with where you would place your level of expertise with each professional item.

Please rate yourself in the following areas

1 = Novice – I have a general idea of what needs to be done.

2 = Proficient – I am comfortable with responsibilities but I have room to grow.

3 = Expert – I have reached mastery of the area and could train others or share my expertise.

Criteria	Rating Scale
Demonstrating knowledge of program theory and techniques	1 2 3
Demonstrating knowledge of child and adolescent development	1 2 3
Establishing goals for the program that are appropriate to the setting and the students being supported	1 2 3
Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	1 2 3
Planning the program, integrated within the overall school program, to meet the needs of individual students	1 2 3
Developing a plan for evaluating the impact of your work	1 2 3
Creating an environment of respect and rapport	1 2 3
Establishing a culture for productive communication and school-wide developmental health	1 2 3
Managing routines and procedures	1 2 3
Establishing standards of conduct and contributing to the culture for student behavior throughout the school	1 2 3
Organizing physical space	1 2 3
Assessing students needs	1 2 3
Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	1 2 3

	Using supportive program techniques in individual and classroom programs	1	2	3
	Using community resources to meet student needs	1	2	3
	Demonstrating flexibility and responsiveness to meet changing student needs	1	2	3
	Reflecting on practice	1	2	3
	Maintaining records and submitting them in a timely fashion	1	2	3
	Communicating with families	1	2	3
	Participating in a professional school community	1	2	3
	Engaging in professional development	1	2	3
	Showing professionalism	1	2	3

**After working through this self-evaluation, consider what growth goals you might set for yourself next year.**

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

l.e.i

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  
Professional Development Committee

**Date:** 23 June 2016

**Re:** District Professional Development Plan, July 1, 2016- June 30, 2019

The New York State Education Department requires that districts review, revise, and secure Board of Education approval of a district Professional Development Plan every three years.

Enclosed for your review and approval is the Cortland Enlarged City School District Professional Development Plan. Upon Board approval, the plan provides a framework for scheduling annual collaborative, goal-based professional learning experiences for all staff.

The Committee completed an Association for Supervision and Curriculum Development (ASCD) Learning Forward needs assessment and used the Learning Forward materials in creating this plan, which is aligned with the ASCD Professional Development Learning Standards.

NYSED requires that teams review the plan annually. The Committee considers this requirement as an opportunity to develop annual professional development schedules that support district, building, and individual learning goals on a yearly basis.

Thank you for your review of the Professional Development Plan; please contact me if there is any need for clarification.

Respectfully,



**Cortland Enlarged City School District  
Professional Development Plan**

<b>District Name:</b>	Cortland Enlarged City School District	
<b>BEDS Code:</b>	110200001000	
<b>Superintendent:</b>	Michael Hoose	
<b>Address:</b>	One Valley View Drive, Cortland NY 13045	
<b>Phone:</b>	(607) 758-4125	Fax: (607) 758-4109
<b>Year(s) Plan is Effective:</b>	July 1, 2016 – June 30, 2019	

**Composition of Professional Development Team(s)**

<b>District Team (Required)</b>	<b>School Team(s):</b> <i>N/A</i>
3 # administrators/staff	_____ # administrators/staff
8 # teachers	_____ # teachers
1 # others (specify roles below) <i>[one Teacher Center director]</i>	_____ # others (specify roles below)

Number of school buildings in district: 6

Number of school-based professional development teams: none

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

***District Professional Development Team***

<b><i>Representative</i></b>	<b><i>Area of Representation</i></b>
Andrews, Christine 3-Year Term - Expires June 2017	Health Teacher Cortland Junior-Senior High School
Bliss, Kristie Chairperson – Expires June 2016	Director of Curriculum & Instruction Kaufman Center
Brown, Lynn 3-Year Term - Expires June 2017	Reading Teacher Alton B. Parker Elementary School
DeRado, Lisa 3-Year Term - Expires June 2018	Teachers Center Representative Director Cortland County Center
Filtch, Lyssa 3-Year Term - Expires June 2017	Reading/Mathematics Teacher Alton B. Parker Elementary School/Virgil Elementary School
Fitzgerald-Spiehs, Eileen 3-Year Term - Expires June 2019	CUT President 4 <sup>th</sup> Grade, Virgil Elementary School
Joslyn, Dianna 3-Year Term - Expires June 2016	Science Department Chair Cortland Junior-Senior High School
Litzenberger, Phyllis 3-Year Term - Expires June 2017	Reading Teacher Randall Elementary School
Mack, Joe 3-Year Term - Expires June 2019	Coordinator of Secondary Education Cortland Jr./Sr. High School
Spaulding, Jennifer 3-Year Term - Expires June 2016	Speech Therapist F.S. Barry Elementary School
Swanson, Katie 3-Year Term – Expires June 2016	Special Education Teacher Alton B. Parker Elementary School
Wanish, Angela 3-Year Term – Expires June 2017	Principal F.E. Smith Elementary School
Worlock, Amy 3-Year Term - Expires June 2017	5 <sup>th</sup> Grade Teacher F.E. Smith Elementary School

## Professional Development Planning Team

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

- All schools are represented on the District Planning Team.

2. Scope of Professional Development Team Responsibility:

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

- ✓ goal setting
- ✓ objective setting
- ✓ needs analysis
- ✓ plan implementation
- ✓ evaluation/modifying plan
- ✓ resource allocation
- ✓ planning/developing activities

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

Our Professional Development Team reached consensus that educators should participate in the minimum number of clock hours per year of structured professional development activities required to fulfill the NYSED mandated professional development hours. Professional development activities can be accumulated via various modes of learning as suitable for the educator's professional needs and learning styles.<sup>1</sup>

The district schedules professional development days that are designated for staff professional learning. Participation in staff professional learning days provides participants with a minimum of twelve (12) hours of professional development per year.

The district provides optional onsite professional development opportunities before and after school, during lunch or planning periods, during scheduled recesses, and during the summer months.

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<sup>1</sup> See Appendix A: Guidelines for Assignment of Professional Development Hours for Various Learning Designs

## Needs/Data Analysis for Professional Development Plans

1. Describe how the professional development plan is aligned with New York learning standards, assessments, and student needs, and how it is articulated within and across grade levels.

The Professional Development Plan aligns with the “Standards for Professional Learning,” as supported through ASCD *Learning Forward*. The District is in the process of developing and implementing all curricula to align with the content and NYS Common Core Learning Standards. Included in the development of aligned curricula, educators are creating, administering, and analyzing formative and summative assessments that provide evidence of student progress with NYS CCLS and content standards. Since the professional learning offerings support improved educator practice, they are aligned with NYS Learning Standards and assessments.

A component of the district improvement plan includes increased use of data analysis to respond to student needs. District staff is currently developing a systems approach to using data to set goals that support the social, emotional, developmental, and academic needs of students. Based on the findings of data analysis and improvement reviews, specific and targeted district, building, and individual goals will be set and professional learning will support meeting those goals. As goals are met, subsequent goals and professional learning will be identified to continue the district, building, and individual improvement.

The plan and subsequent professional offerings will be published on the district website, shared and publicized through district and building leaders, grade level and department leaders, and professional development committee members.

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

This professional development plan is continuous, and reflects a multi-year approach to improve student performance because implementation of the plan includes:

- Revising the district’s curriculum alignment with NYS CCLS and using aligned assessment data to inform decisions about professional learning.
- Submitting district and building improvement plans that set goals for supporting staff and student needs for improved student learning.
- Implementing the district APPR plan which requires educators to set annual goals, which are reviewed semi-annually in accordance with the CECSD APPR plan.
- Developing faculty and department goals intentionally aligned to NYS initiatives and informed by NYS assessment data and student achievement data.
- Implementing goals and action plans set forth by shared decision making teams.
- Encouraging staff to submit collaborative professional learning and curriculum writing proposals throughout the year.

3. Identify how data supported the development of the Professional Development Plan.

NYS identified the district as a Focus District with two Focus Schools. The DTSDE reviews, NYS Report Card data, AIMS Web data, STAR data, Fountas & Pinnell data, K-12 Insight Survey data, RTI audit data, SEQA data, and multiple staff, student, family, and community committees and surveys provided information that supports the development of this Professional Development Plan. The plan will be reviewed and revised, as warranted, at least once during SY 2016-2017 and as required by NYSED.



**Attachment 1 - Needs Assessment Sources Used**

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

- ✓ “Standards for Professional Learning” (*Learning Forward*)
- ✓ DTSDE Reviews that inform the DCIP and SCEPs
- ✓ BEDS (Basic Educational Data System) data
- ✓ Infinite Campus District data management system data
- ✓ NYS benchmarks for student performance
- ✓ Leading data indicators (e.g., AIMSweb, STAR, Fountas & Pinnell)
- ✓ Teacher assessments (e.g., formative assessments, common interim assessments)
- ✓ Cortland Enlarged City School District Professional Development surveys
- ✓ K-12 Insight Survey
- ✓ School and District reviews (e.g., DTSDE, Rtl, SEQA)

## Attachment II - Needs Assessment Sources Used

**Congruence between student and teacher needs and district goals and objectives will determine plan priorities.**

The District Professional Development Plan supports student learning by providing a systems approach to planning professional learning. The plan frames professional learning using the National Professional Development Standards and corresponding Core Elements. In a reciprocal relationship, and in accordance with NYS regulations, the three-year plan will be reviewed annually and the Professional Development Committee will develop actions that meet the required learning needs of staff, building, and district goals. Through yearly review of data and identified improvement targets, specific professional learning opportunities will be calendared through the collaborative interactions of district leaders, building leaders, staff leaders and the Professional Development Committee.

The annual process of developing district goals and objectives involves input from various committees across the district. Some examples of these committees include, but are not limited to, school and district improvement teams, shared decision making teams, compensatory education team, curriculum team, leadership team, grade level teams, department teams chaired by our curriculum leaders, RtI and AIS teams. Individual teachers and collective groups of staff are encouraged to submit collaborative learning proposals for the Professional Development Committee to review and make recommendations for inclusion in the District professional learning offerings.

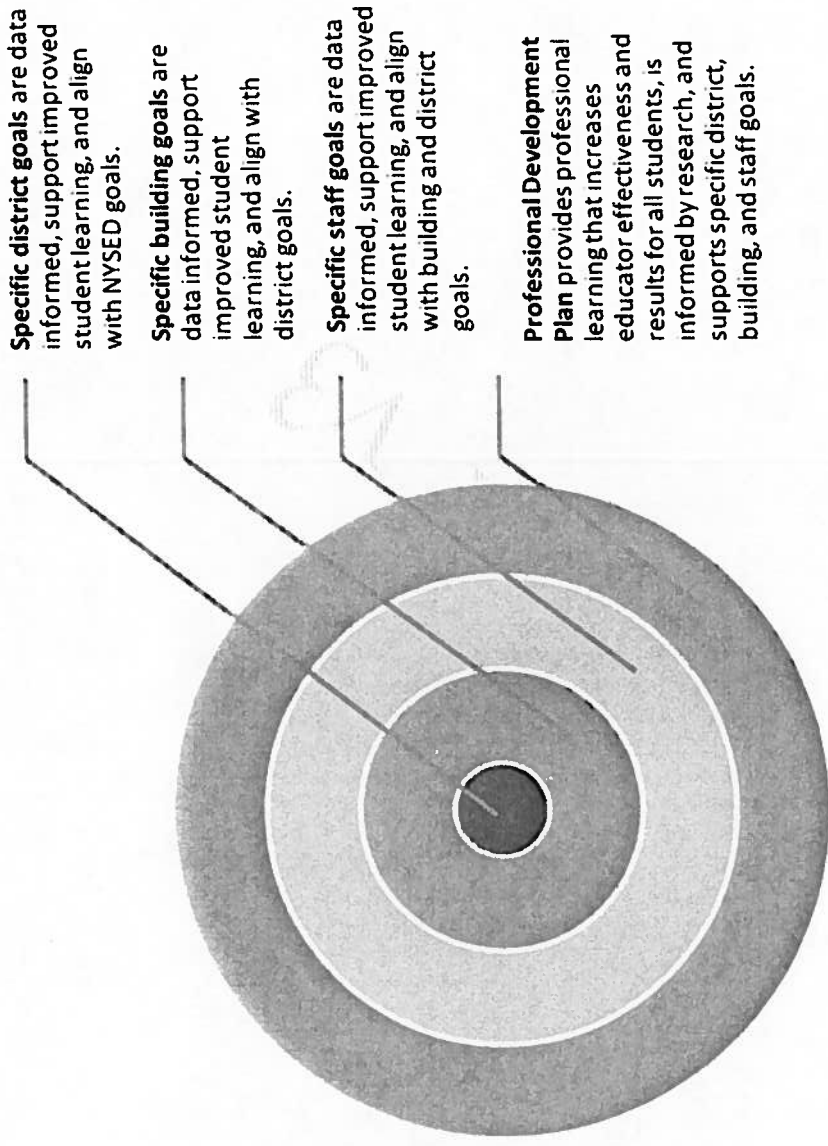
As the district continues to implement the district and school improvement process, the Cortland Enlarged City School District's goals and priorities will be based on data analysis and direct the work of district and school improvement. The anticipated result of meeting these goals is increased student achievement. Building and individual educator goals will support attainment of the district goals and priorities.

One priority for 2016-2017 is the development of systems of support. These systems of support will be developed and revised as a result of data analysis. The impact of each system will be identified in terms of improved teacher effectiveness resulting in improved student achievement and growth. As the district and building staff revise goals and analyze data, professional development needs will be identified. Professional development experiences will be identified or developed to meet the required learning needs.

In response to the Focus designation and school and district reviews, professional development will support achievement of goals developed for each of the six School Improvement Tenets: District Leadership, School Leadership, Curriculum, Instruction, Social and Emotional Developmental Health, and Family and Community Engagement.

Therefore, the Professional Development Plan reflects congruency between student and teacher needs and district goals and objectives.

*A graphic representation of the professional learning interactions follows:*



Attachment III – District Resources

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

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

**Fiscal resources:**

- ✓ *Title I*
- ✓ *Title II A*
- ✓ *Title VI*
- ✓ *SIG 1003 (a)*
- ✓ *Cortland Enlarged City School District general funds*

**Staff resources:**

- ✓ Whole School, Whole Community, Whole Child School Health Model (ASCD WSCC)
- ✓ APPR process
- ✓ Teacher Leaders
- ✓ Administrative Leaders
- ✓ Safety Compliance Officer
- ✓ School Resource Officer
- ✓ Instructional Technology Leaders
- ✓ Curriculum Leaders
- ✓ Grade Level Leaders

**Providers:**

- ✓ Institutions of Higher Education:
  - TC3 Ithaca College Cornell University LeMoyne College
  - SUNY Cortland Syracuse University Binghamton University Crane School of Music
  - Leslie University – Reading Recovery and NE Regional Reading Conference
- ✓ Cortland County Teachers Center
- ✓ Dryden/Tompkins/Cortland Teacher Center
- ✓ OCM BOCES:
  - Curriculum, Instruction, and Assessment
  - Mid-State Regional Special Education Technical Support Center
  - Central New York Regional Information Center
  - School Library Services
  - Mid-State RBERN

**Community:**

- ✓ Major employers(e.g., Pall Trinity, Cortland Regional Hospital, Lime Hollow)

- ✓ **Community-based organizations:**
  - ✓ Cornell Cooperative Extension      American Cancer Society      American Veterans Association      American Red Cross
  - ✓ American Heart Association      Lime Hollow Nature Center      American Lung Association      Cortland Free Library
  - ✓ Communities That Care      NY Soil & Water Conservation      Cortland County Prevention Center
  - ✓ School-to-Work Transition Services
- Parents:**
  - ✓ PTO/PTA
  - ✓ Shared Decision Making Teams
  - ✓ School Improvement Teams
- Local/State Agencies:**
  - ✓ Department of Social Services
  - ✓ JM Murray Center
  - ✓ Law Enforcement Agencies
  - ✓ County Health Department
  - ✓ Office of Accountability, School Improvement Support

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

N/A

**Attachment IV – Standards of Professional Learning Plan**

**Standard #1: Learning Communities**

**Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.**

<b>Core Element</b>	<b>Initial Actions</b>	<b>Responsible Staff or Committees</b>	<b>Implementation Timeframe</b>	<b>Performance Measure/Data Source</b>
<b>1. Staff will engage in continuous improvement</b>	Develop 2016 professional development plan based on Standards of Professional Learning and district goals/priorities	Professional Development Committee District level leaders Building level leaders Teacher Center	July 1, 2016 – June 30, 2019	Aligned professional development Improved student achievement (sources TBD) MLP participation hours, dates, and topics
<b>2. Staff will develop collective responsibility for improvement</b>	Align district, building, and staff goals	Leadership Council Shared Decision Making Teams Teacher Center Policy Board Elementary Grade Levels JSHS Departments	July 1, 2016 – June 30, 2019	District, building, staff goals Grade Level and Department meeting minutes
<b>3. Staff will align goals and professional learning</b>	Goals are set and aligned with high expectations for learning and achievement, district and school vision, values, and goals	Leadership Council Grade Level Teams JSHS Departments Professional Development Teams Individual staff members	July 1, 2016 – June 30, 2019	Staff annual goals and APPR plans

**Standard #2: Leadership**

**Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.**

Core Element	Initial Actions	Responsible Staff or Committees	Implementation Timeframe	Performance Measure/Data Source
1. District and school leaders develop capacity for learning and leading	Write district and school improvement plans (DCIP and SCEP) Identify turn-key trainers Schedule embedded professional learning	District leaders School leaders Professional Development Committee Teacher Center	July 1, 2016 – June 30, 2019	Schedules of on-going, embedded professional learning Multiple modes of learning opportunities
2. District and school leaders advocate for professional learning	Identify and budget resources for professional development, turn-key trainers, and embedded learning	District leaders School leaders Professional Development Committee Teacher Center	July 1, 2016 – June 30, 2019	Final budget allocations – July 1 Final grant allocations – August 1
3. District and school leaders create support systems and structures for learning	Design and implement turn-key training model of embedded professional learning	District leaders School leaders Teacher Center	July 1, 2016 – June 30, 2019	

**Standard #3: Resources**

**Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator training.**

Core Element	Initial Actions	Responsible Staff or Committees	Implementation Timeframe	Performance Measure/Data Source
1. Prioritize human, fiscal, material, technology, and time resources for educator training	Identify needs Identify fiscal resources Develop budget Develop schedules Identify approved NYSED vendors	Professional Development Team Teacher Center Council for Instructional Excellence (CIE) Technology Planning Committee (TPC) District leaders Building leaders	July 1, 2016 – June 30, 2019	District and grant budgets Learning schedules
2. Monitor effective and efficient use of resources for educator training	Review and develop surveys	Professional Development Team Teacher Center District leaders Building leaders	July 1, 2016 – June 30, 2019	Surveys Turn-key training participation
3. Coordinate resources for educator training	District identifies coordinator	Professional Development Team Teacher Center District leaders Building leaders	July 1, 2016 – June 30, 2019	



**Standard #4: Data**

**Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.**

<b>Core Element</b>	<b>Initial Actions</b>	<b>Responsible Staff or Committees</b>	<b>Implementation Timeframe</b>	<b>Performance Measure/Data Source</b>
<b>1. Analyze student, educator, and system data</b>	Identify and prioritize data sources	District leaders Building leaders Teacher Center All staff members	July 1, 2016 – June 30, 2019	To be determined as identified through initial actions
<b>2. Assess progress</b>	Identify measurable goals Monitor progress through aligned data sources	District leaders Building leaders Teacher Center All staff members	July 1, 2016 – June 30, 2019	Participation lists Surveys Student achievement data
<b>3. Evaluate professional learning</b>	Develop surveys and analyze for impact on student learning	District leaders Building leaders Teacher Center All staff members	July 1, 2016 – June 30, 2019	Participation lists Surveys Student achievement data

**Standard #5: Learning Designs**

**Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.**

<b>Core Element</b>	<b>Initial Actions</b>	<b>Responsible Staff or Committees</b>	<b>Implementation Timeframe</b>	<b>Performance Measure/Data Source</b>
<b>1. Apply learning theories, research, and models</b>	Study data to develop a vision of who we are as a district and identify goals for improvement	Professional Development Team District leaders Building leaders	July 1, 2016 – June 30, 2019	Development and implementation of learning plans  Analysis of plan impact based on student achievement
<b>2. Select learning designs that support improved student achievement</b>	Study data to identify district, school, and individual strengths, challenges, and effective learning modes	Staff members Building leaders District leaders	July 1, 2016 – June 30, 2019	Meeting minutes Learning designs
<b>3. Promote active engagement of staff, students, and community</b>	Develop district goals Develop building goals Develop individual educator goals	District leaders Building leaders Staff members	July 1, 2016 – June 30, 2019	Participation lists Collegial reflection processes

**Standard #6: Implementation**

**Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.**

<b>Core Element</b>	<b>Initial Actions</b>	<b>Responsible Staff or Committees</b>	<b>Implementation Timeframe</b>	<b>Performance Measure/Data Source</b>
<b>1. Apply change research</b>	Set or revise data informed goals	District leaders Building leaders All staff members	July 1, 2016 – June 30, 2019	Pertinent data aligned with initial goals
<b>2. Sustain (support) implementation</b>	Continuous and aligned professional development provided to support limited prioritized goals	District leaders Building leaders Professional Development Committee	July 1, 2016 – June 30, 2019	Professional Development Schedules
<b>3. Monitor and provide constructive feedback</b>		District leaders Building leaders All staff members	July 1, 2016 – June 30, 2019	Aligned with professional learning goals

**Standard #7: Outcomes**

**Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.**

<b>Core Element</b>	<b>Initial Actions</b>	<b>Responsible Staff or Committees</b>	<b>Implementation Timeframe</b>	<b>Performance Measure/Data Source</b>
<b>1. Meet performance standards</b>	Identify and prioritize educator performance standards	District leaders Building leaders All staff members	July 1, 2016 – June 30, 2019	Danielson Framework for Teaching rubric
<b>2. Address learning outcomes</b>	Identify and prioritize student learning outcomes that inform educator practice	District leaders Building leaders All staff members	July 1, 2016 – June 30, 2019	Student achievement on summative and formative assessment of NYS Learning Standards
<b>3. Build coherence</b>	Progressive and sequential professional learning experiences	District leaders Building leaders All staff members	July 1, 2016 – June 30, 2019	Aligned professional learning opportunities

**Appendix A: Guidelines for Assignment of Professional Development Hours for Various Learning Designs**

Structured learning experiences are most effective when they intentionally account for multiple factors, such as learning goals; prior knowledge of the learners; available supporting resources; federal, state, district, building, and individual goals; alignment with work environment, and expectations for implementation. Although learning experiences can vary widely, they often have similar modes of delivery. The following guidelines designate the number of clock hours assigned for common modes of professional learning.

Learning Mode	Description	Designated Clock Hours
College/University Course	<ul style="list-style-type: none"> <li>▪ Graduate level courses require approval of the Superintendent following existing contract. Payment for graduate hours is per existing contract (Prior approval by Superintendent required for salary credit)</li> <li>▪ Undergraduate courses in areas other than the current certification area require approval of the immediate administrative supervisor and a central office administrator to count toward accumulation of professional development hours. Undergraduate course hours do not generate increased salary credit</li> <li>▪ The single or multiple-day workshops or professional learning experiences require approval of the immediate administrative supervisor</li> <li>▪ Actual hours are computed minus time for travel and meals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Semester hour of credit equals 15 hours</li> <li>▪ Quarter hour of credit equals 10 hours</li> <li>▪ One-to-one match of hours with a maximum of six hours per day</li> </ul>
Education Institute Workshops (e.g., School District; BOCES; RIC; Teacher Center)	<ul style="list-style-type: none"> <li>▪ Instructors or turn-key trainers of professional learning experiences that are not considered part of the employment contract (vs. honorarium) are awarded one-for-one hours for each course taught for the first time it is taught within a five-year period</li> </ul>	<ul style="list-style-type: none"> <li>▪ One-to-one match of hours with a maximum of six hours per course during each five-year period of time</li> </ul>
Multiple Day Conference/Retreat	<ul style="list-style-type: none"> <li>▪ Participation in regional state or national conference or retreat generates a minimum of three to a maximum of five hours per day</li> <li>▪ Number of hours granted per day based on a review of the conference agenda and a summative report submitted by the attendee after participation in the conference or retreat</li> <li>▪ Final awarding of hours is the result of the recommendation of the immediate administrative supervisor and approval of the appropriate central office administrator</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three to five hours per day (see description for submission guidelines)</li> </ul>
School Based Problem Solving Team/Research Team/Professional Inquiry Team/Project	<ul style="list-style-type: none"> <li>▪ Professional educators may participate in these professional development experiences with prior approval of their immediate administrative supervisor and the appropriate central office administrator</li> <li>▪ Upon completion, a final product must be shared with the immediate administrative supervisor and other appropriate audiences</li> <li>▪ A minimum of five and a maximum of fifteen professional development hours will be awarded upon approval of the immediate administrative supervisor and appropriate central office supervisor<sup>2</sup></li> <li>▪ Guidelines as per approved Mentorship plan<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>▪ Five to fifteen hours per experience (see description for approval and submission guidelines)</li> </ul>
Peer Coaching/New Staff Mentoring	<ul style="list-style-type: none"> <li>▪ Prior approval of administrative supervisor and appropriate central office administrator is required prior to</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ten hours awarded in June</li> <li>▪ Fifteen hours awarded for</li> </ul>
Hosting of Field		

<sup>2</sup> See Appendix B: Rating Scale for Determination of Professional Development Hours

<sup>3</sup> See Appendix C: District Mentorship Plan

<b>Placement Students or Interns</b>	hosting a student teacher, practicum teacher, or intern <ul style="list-style-type: none"> <li>▪ Professional development hours awarded upon completion and adequate fulfillment of college or university requirements of host teacher</li> </ul>	hosting a student teacher or intern <ul style="list-style-type: none"> <li>▪ Two hours awarded one time per semester for hosting a practicum or field work pre-service teacher</li> </ul>
<b>Post Secondary Instruction Job-Embedded Workshops, Committees, or Meetings</b>	<ul style="list-style-type: none"> <li>▪ Development and delivery of a college-level course directly related to teacher certification area(s)</li> <li>▪ Professional development hours credited one time per course title/content</li> <li>▪ Upon approval of immediate administrative supervisor, one-time professional development credit in half-hour segments is provided for job-embedded collaborative professional development workshops, committees, or meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ Five hours per college credit</li> <li>▪ Half-hour segments per clock hours</li> </ul>

**Appendix B: Rating Scale for Determination of Professional Development Hours**

The project rating is a result of a discussion between the educators and supervisors that takes place prior to the initiation of the project. The purpose of the rating is solely to award the number of professional development hours. The rating indicates an approximation of the amount of time the educators were involved in the professional experience.



<b>Title</b>			
<b>Educator(s)</b>			
<b>Supervisor</b>			
<b>Central Office</b>			
<b>Approved Professional Development Hours</b>	<input type="checkbox"/> 5 hours	<input type="checkbox"/> 10 hours	<input type="checkbox"/> 15 hours
<b>RATING SCALE:</b>	20 – 30 = 5 hours	35 – 45 = 10 hours	50-60 = 15 hours

**1. The Project's Impact on Student Learning:**

- Impacts learning of students in the educators' area(s) of responsibility, a small group of students, or an individual student. 5
- Impacts the students, instructors, staff, or community members in the educators' building 10
- Impacts the students, instructors, staff, or community members of more than one school 15

**2. The Project's Impact on Professional Practice:**

- Impacts one area of professional practice 5
- Impacts professional practice within the educators' building 10
- Impacts professional practice in multiple environments within the district and/or community 15

**3. The Project's Impact on Educators:**

- The team of educators 5
- The individual educators and another small group of educators, such as a department or building 10
- The individual educators and a large group of other educators, such as all district educators 15

**4. The Project's Presentation:**

- Shared with immediate supervisor 5
- Shared with immediate supervisor(s) and another small group of teachers, staff, or community members 10
- Shared with immediate supervisor and district teachers, staff, or community members 15

**Appendix C: Cortland Enlarged City School District Mentorship Plan**

DECLASSIFIED



## Statement of Assurances

School District: Cortland Enlarged City School District

BEDS Code: 110200001000

### SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN STATEMENT OF ASSURANCES

The superintendent certifies that:

- Planning, implementation and evaluation of the professional development plan were conducted by a professional development team that included teachers, administrators, and others identified in the plan.
- The plan focuses on improving student performance and teacher practice as identified through data analysis.
- The plan describes professional development that:
  - is aligned with state content and student performance standards;
  - is articulated within and across grade levels;
  - is continuous and sustained;
  - indicates how classroom instruction and teacher practice will be improved and assessed;
  - indicates how each teacher in the district will participate; and
  - reflects congruence between student and teacher needs and district goals and objectives.
- The plan indicates an evaluation of the effectiveness of the professional development and a mechanism to adjust activities based upon the evaluation.
- The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

\_\_\_\_\_  
Signature (Superintendent of Schools)

\_\_\_\_\_  
Date

cc: Professional Development Committee  
Cabinet  
Leadership Council  
Board of Education  
Faculty

DRAFT W3



17a

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

Schedule Number: 11.76  
 Board Meeting Date: June 28, 2016  
 Color: White

**A. Approval of Personnel Resignations and Leaves**

**ADMINISTRATORS/INSTRUCTIONAL PERSONNEL:**

RESIGNATION	POSITION	ORIGINAL APPOINTMENT	RESIGNATION DATE	REASON
Didio, Anne Marie	Reading	09/01/2011	08/31/2016	Resignation.
Slade, Linda	Spanish	09/01/2008	09/01/2016	Resignation.

**NON-INSTRUCTIONAL PERSONNEL:**

RESIGNATION	POSITION	ORIGINAL APPOINTMENT	EFFECTIVE DATE	REASON

**INSTRUCTIONAL/NON-INSTRUCTIONAL PERSONNEL**

LEAVE OF ABSENCE	POSITION	ORIGINAL APPOINTMENT	LEAVE DATES	REASON

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# SCHEDULE OF APPOINTMENTS

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

Schedule Number: 1181  
Board Meeting Date: June 28, 2016  
Color: White

NAME	JOB TITLE	SERVICE AREA	EFFECTIVE DATE	APPOINTMENT TYPE	REMARKS	SALARY/ HOURLY RATE
O'Leary, Melanie	Physical Therapist	District	09/01/2016	Probationary	Melanie will fill the new Physical Therapist position.	\$47,982.00
Hanson, Amy	Executive Secretary	Parker	06/29/2016	Probationary	Amy has successfully completed the appropriate Civil Service exam and moves from provisional to probationary.	\$12.46

**SCHEDULE OF APPOINTMENTS**  
**Non-Instructional Personnel**  
**To Fix Salaries and Schedule Conditions for the School Year 2016-17**

Schedule Number: 1182  
 Board Meeting Date: June 28, 2016  
 Color: White

Last	First	Effective	Job Title	Remarks	Rate
Reynolds	Alex	07/05/2016	Summer Labor	Returning	\$ 9.05
Sanford	Alex	07/05/2016	Summer Labor	Returning	\$ 9.05
Farley	Charisse	07/05/2016	Summer Labor	Returning	\$ 9.05
Guido	Joseph	07/05/2016	Summer Labor	Returning	\$ 9.05
Alteri	Rebecca	07/05/2016	Summer Labor	New	\$ 9.05
Barnes	Brian	07/05/2016	Summer Labor	New	\$ 9.05
Gibbons	Thomas	07/05/2016	Summer Labor	New	\$ 9.05

# SCHEDULE OF APPOINTMENTS

## ADMINISTRATORS AND INSTRUCTIONAL STAFF

To Fix Salaries and Schedule Conditions for the School Year 2016-17

Schedule Number: 2412  
 Board Meeting Date: June 28, 2016  
 Color: White

NAME	POSITION/ LOCATION	TYPE OF APPT	DATE EFFECTIVE	PROB ENDS*	TENURE AREA	CERT/ DEGREE	REMARKS	SALARY
Robinson, James	Mathematics/JSHS	Probationary	09/01/2016	08/31/2020	Mathematics	Mathematics 7-12/ Initial	James will fill the Mathematics vacancy due to resignation.	Step BI \$40,885 Grad Hrs 36 \$1,440 Master's \$500
								TOTAL \$42,825.00
Schweider, Luke	Physical Education/Parker	Probationary	09/01/2016	08/31/2020	Physical Education & Recreation	Physical Education/Initial	Luke will fill the Physical Education vacancy due to resignation.	Step AI \$40,142 Grad Hrs \$ Master's \$
								TOTAL \$40,142.00
Cizenski, Amanda	Physical Education/Smith- Virgil	Probationary	09/01/2016	08/31/2020	Physical Education & Recreation	Physical Education/Initial	Amanda will fill the Physical Education vacancy due to transfer.	Step BI \$40,885 Grad Hrs \$ Master's \$
								TOTAL \$40,885.00

\*Unless extended in accordance with Education Law

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## SCHEDULE OF APPOINTMENTS

### ELEMENTARY & SECONDARY SUBSTITUTE TEACHERS/TUTORS 2015-16

Schedule Number: 2413

Board Meeting Date: June 28, 2016

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
Votra, Kristen	Substitute Teacher	A	\$99.00	Retroactive to 06/14/2016
Votra, Kristen	Substitute Teaching Assistant		\$81.00	Retroactive to 06/14/2016

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



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## Co-Curricular Appointments

### To Fix Salaries and Schedule Conditions for the School Year 2016-17

Schedule Number: 2414  
 Board Meeting Date: June 28, 2016  
 Color: Green

TITLE	APPOINTMENT	YR	AMOUNT
Liaison - Speech	Jennifer Spaulding	N/A	\$ 874.00
Liaison - Speech	Lynn Thompson	N/A	\$ 874.00
Link Crew	Amy Johnson	2	\$ 4,830.00
Student Council (Senior High)	Nicole Latham	1	\$ 2,450.50
Student Council (Senior High)	Charles Canestaro	1	\$ 2,450.50
Elementary Select Chorus	Steve Bellamy	2	\$ 1,033.00
Elementary Select Chorus Assistant	Amber Thayer	2	\$ 697.00
Girls on the Run - Coordinator	Christine Andrews	1	\$ 533.00
Girls on the Run - Coach (6 Max)	Nicole Latham	1	\$ 350.00
Girls on the Run - Coach	Dianna Joslyn	1	\$ 350.00
Girls on the Run - Coach	Meghan Preston	1	\$ 350.00
Girls on the Run - Coach	Maureen White	2	\$ 375.00
Girls on the Run - Coach	Kathryn Rhinehart	1	\$ 350.00
Girls on the Run - Coach	Carol Brafman	1	\$ 350.00
Elementary Art Club - Barry	Nadia Bieber	3	\$ 153.00
Elementary Art Club - Virgil	Nadia Bieber	3	\$ 153.00
Elementary Art Club - Randall	Annette McMahon	2	\$ 153.00
Technology Club	Tom Herting	2	\$ 1,605.00

\*Revision in italics

Schedule Number: 2415

Board Meeting Date: June 28, 2016

Color: White

## SCHEDULE OF APPOINTMENTS

ADMINISTRATORS AND INSTRUCTIONAL STAFF

To Fix Salaries and Schedule Conditions for the School Year 2016-17

NAME	POSITION	SUMMER SCHOOL	REMARKS	SALARY
Shannon Bush	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Karen Jordan	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Dionne DePuy	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Bonnie Meldrim	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Nadell Casey	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Phyllis Litzenberger	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Tom Dovi	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Melanie Vazier	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Karen Curran	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Stephanie Oyer	Instructor	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$2,697.00
Cindy Abdulla	Teaching Assistant	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$1,074.00
Francesca Mahar	Teaching Assistant	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$1,074.00
Nancy Moore	Teaching Assistant	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$1,074.00
Tina Walters	Teaching Assistant	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$1,074.00
Vickey Tobin	Teaching Assistant	Elementary	1 Session Effective -- 07/05 - 7/29/16	\$1,074.00

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**SCHEDULE OF APPOINTMENTS  
INTER-SCHOLASTIC (ATHLETICS)**

**To Fix Salaries and Schedule Conditions for the School Year 2016-17**

Schedule Number: **2416**  
Board Meeting Date: **June 28, 2016**  
Color: **Blue**

<b>NAME</b>	<b>TITLE</b>	<b>VARSITY/JV JUNIOR HIGH</b>	<b>SPORT</b>	<b>BOYS/ GIRLS</b>	<b>AMOUNT</b>
Discenza, Lara	Head Coach	Varsity	Tennis	Girls	\$4,200
Olson, Cheri	Assistant Coach	Junior Varsity	Tennis	Girls	\$2,184