UNATEGO CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA
TENTATIVE
MONDAY, OCTOBER 5, 2015
BUILDING WALK-THRU
6:30 P.M.
BOARD OF EDUCATION MEETING
7:00 P.M.
OTEGO ELEMENTARY SCHOOL

1. **ROUTINE MATTERS**

   1.1 Call to order
   1.2 Roll Call
   1.3 Pledge
   1.4 Approve regular board meeting minutes of September 28, 2015
   1.5 Adopt Agenda

2. **PUBLIC COMMENT**

3. **PRESENTATIONS**

   3.1 LINKS – Kim Trask
   3.2 Administrator's Report
   3.3 Superintendent's Report – Dr. David Richards

4. **ADMINISTRATIVE ACTION**

   4.1 Approve 2015-2016 LINKS Plan (10.5.15 G1)
   4.2 Approve Memorandum of Understanding between Unatego Non-Teaching Association and Unatego Central School District (10.5.15 G2)
   4.3 Approve John Collins advisor for the Class of 2019 (10.5.15 C1)
   4.4 Appoint Scott Holdredge Technical Director/Scenic Artist, Cameron Kinnear Orchestrator Musical and Sandra Bonczkowski Musical Director for the 2015-16 school year (10.5.15 C2)

5. **PUBLIC COMMENT**

6. **ROUND TABLE DISCUSSION/QUESTIONS**

7. **EXECUTIVE SESSION (IF NECESSARY)**

8. **ADJOURN**

4.1
10.5.15 G1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the 2015-2016 LINKS Plan as presented.

4.2
10.5.15 G2
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the Memorandum of Understanding between Unatego Non-Teaching Association and Unatego Central School District as presented.

4.3
10.5.15 C1
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve John Collins as the advisor for the Class of 2019 as presented.

4.4
10.5.15 C2
RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint the following Theater appointments Scott Holdredge, Technical Director/Scenic Artist, Cameron Kinnear, Orchestrator Musical and Sandra Bonczkowski, Musical Director as presented.

LINKS 17
Integrated School Improvement Plan
Plan Range 2014 - 2019

Unatego School District
Current Plan Year: 2015-2016

Planning Team Members

LINKS Team Facilitator: Kim Trask
Telephone #: 607-988-5098
E-Mail Address: ktrask@unatego.stier.org

Name:	**Position:**
David Richards	Superintendent
Kim Trask	MS Special Ed Teacher
Jeanne Butler	English 11
Laura Wade	High School Counselor
Darlene Wong	Unadilla AIS Teacher
Phyllis Blincoe	Elementary Art
Anne Nelson	8th Grade History
Tracey Robinson	Otego Kindergarten Teacher
Marcy Anderson	Unadilla 3rd Grade Teacher
Richard Downey	Community Member
Cathi Nardi	Parent Member
Michael Carson	Parent Member
Katherine Mazourek	Unadilla Principal
Julie Lambiaso	HS Principal
Marilyn Klie	Otego Principal
Patti Hoyt	Middle School Principal
Gary Williams	Director of Special Programs

Superintendent's Signature: _____

Date: August 4-6, 2015_____

Adopted by the Board of Education on: _____

PLANS INCLUDED IN THIS CDEP

District Name: _____

List of Plans Included in LINKS 15 Plan	
These plans may be included in CDEP:	
X	Professional Development
	Local Assistance Plan (LAP)
	NCLB Sub Group(s) _____
X	Shared Decision Making (100.11)
X	Academic Intervention Services
	Annual Professional Performance Review (APPR)
	Mentoring

Introduction: (What is the purpose of this plan? What process was used to develop this plan? Who was involved? How is this plan linked to other initiatives in the district?)

The purpose of the LINKS' document is to develop a comprehensive plan for improving student achievement. The staff involved in developing this plan met for three days with the DCMO BOCES staff to examine student achievement data, review and update the previous LINKS document, establish priority focus areas, and discuss root causes of gaps in Development, Mentoring, Local Assistance, and Comprehensive System of Personnel Development. Information from this plan will be used as the basis for updating the narrative of the Consolidated Application for Title funds, district budget planning, policy review and building-level implementation of the LINKS plan for the 2015-2016 school year.

Description of District: (What is the enrollment of the district? Of each building? What is the percentage of students with disabilities? What other demographic factors should be included in a description of the district?)

The enrollment (Approximately 980) of the Otego-Unadilla Central School District fluctuates during the school year due to a transient population. This may occur because of the district lines fall within three counties. The district has two elementary school buildings (K-5) with a student population of 396 and a Middle School (6-8)/High School (9-12) with approximately 496 students. The student population is composed primarily of white, non-Hispanic children with a slight increase in minority students. The high rate of students receiving free or reduced lunch (55%) has increased over the past several years. All three buildings have implemented school-wide Title plans.

Student Outcome Data: (What does the student outcome data tell us about the district? What are areas of strength? What are areas of concern? Where are the gaps?)

In the current school year, having not met the NCLB goal of 95% of students taking the State Assessments, due in large part to the "opt out" movement which seems to be gaining momentum. We did, however, show success in our objectives of increasing the combined average of proficiency and mastery at all levels, and we are focusing on ensuring that all students exit Unatego with a diploma suitable for the individual. We also are focusing on exceeding the NYS norms for all tests at all grade levels.

Statement of Priority Focus Area(s): (What are the gaps between our data and the higher standards and the graduation requirements? What is/are our priority focus area(s)?)

To continually improve the level of instruction and learning throughout the District

Root Cause Worksheet

What accountability measures has your district targeted for improvement?	Name the research-based solutions that could support that accountability measure.	Discuss and prioritize your list of solutions. Think about the effort required and potential impact on achievement.	What competencies (professional knowledge), conditions (resources and structures) and culture need to be in place?	Note additional data that could be collected and examined to inform your implementation and monitor your progress.
K-12 Math Prerequisite skills are weak from grade to grade Math not top priority Lack of curriculum alignment K-12 AIS programming Math fluency is weak Practice outside of class in MS (90/10 grading) Parents struggle to understand math Question the rigor at primary levels Attitude that "I can't do math" because it take too much to figure it out Lost instruction time K-5 due to shuttle buses	Professional Development Change the math culture Look at curriculum alignment K-8 Star360 Formative Assessments Mindset	Professional Development Change the math culture Look at curriculum alignment K-8 Star360 Formative Assessments Mindset	Change the math culture Engaging and motivational material (ex. Sum Dog) Facilities Study "Can-do" Math Attitude Mindset that all students can grow Time in the schedule for RTI/AIS and formative assessments Curriculum Committee to align Math curriculum Better Parent Communication (web page, curriculum nights, newsletters, etc.)	3-8 math state test scores and regents scores in algebra Look at curriculum for consistency and rigor Data from Star360 Assessments

***Students not college and career ready** Lack of access for extra help: No 4:00 bus, availability of staff and students Students not reaching aspirational performance measures 4th year of science and math not being taken Test scores below cut Attendance School Time in day/year Curriculum alignment	Improve student proficiency Afterschool Program	Improve student proficiency Afterschool Program	Curriculum alignment Afterschool program in all buildings Ongoing Professional Development in Math Offering AP and College courses in the High School AAS Degree available in Business Administration Counselors and principal encourage students to take fourth year of math and science (required for AAS program)	3-8 state test scores Aspirational Performance Measures (regents scores in algebra and English)

Goal: **To continually improve the level of instruction and learning throughout the district in order for students to graduate, college and career ready**

Objective: Increase teacher/leader effectiveness in literacy instruction across the curriculum, K-12

Strategy: Support and expand literacy instruction K-12

Action Step:	**Designation:** Who are the collaborative partners?	**Timeframe and Results:** By when/by what evidence will progress be noted?	**Progress Notes (Follow up meetings):** emerging needs, issues, next steps
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
In-house PD on close reading	K-12	2015-2016 School Year	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Collaborative analysis of writing samples to determine gaps	K-8	Fall 2015	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
David Liben October 9th Conference Attendance Grades K-5	K-5 teachers	October 9, 2015	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Follow-up professional development with Lorie Ostrander on fluency and word power	K-5 teachers	Fall 2015	complete in progress not started

Goal: To continually improve the level of instruction and learning throughout the district in order for students to graduate, college and career ready

Objective: Increase teacher/leader effectiveness in literacy instruction across the curriculum, K-12

Strategy: Use data to inform instructional decisions

Action Step:	**Designation:** Who are the collaborative partners?	**Timeframe and Results:** By when/by what evidence will progress be noted?	**Progress Notes (Follow up meetings):** emerging needs, issues, next steps
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Pre-scorer and scorer training for 3-8 ELA and Math Assessments	K-12 Faculty	April 1, 2016 and April 21, 2016	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Teachers attend released item analysis workshops, K-8	K-8 ELA Teachers	October 15, 22, and 29, 2015	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Teachers attend item analysis workshop for ELA regents	9-12 ELA Teachers	September 21 and 22, 2015	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Check alignment between the Star 360 assessments, curriculum taught and common core	Katherine, Marilyn, Patti	September 14, 2015 (initial training)	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Create a committee for professional development that will determine gaps and select learning targets based on item analysis	Administrators	Fall 2015	complete in progress not started

Goal: **To continually improve the level of instruction and learning throughout the district in order for students to graduate college and career ready**

Objective: **Increase the number of students who are meeting the college and career readiness standards by 5% per year**

Strategy: **Improve student achievement in Math district wide**

Action Step:	**Designation:** Who are the collaborative partners?	**Timeframe and Results:** By when/by what evidence will progress be noted?	**Progress Notes (Follow up meetings):** emerging needs, issues, next steps
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Continue with the committee for AIS/RTI and develop an AIS/RTI plan K-12, including Math	Administrators and representation for all buildings	2015-2016 School Year	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Presentation on mind set and math for students K-9	K-12 curriculum coordinator	September/October 2015 (MS/HS) October/November 2015 (elementary)	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Investigate Math Labs K-12	Cabinet	2015-2016 School Year	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Form a curriculum committee K-12 to discuss math alignment	Curriculum Coordinator, Administrators and Teachers	First meeting by end of October 2015	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Curriculum committee members will report progress at faculty meetings	Curriculum Committee members	October 2015-January 2016 Faculty meetings	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Recommendation and presentation from curriculum committee for 2016-17 school year	Curriculum Committee	February 1, 2016	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Departmentalize Grades 3-5, with periodic program evaluation	Unadilla Elementary	2015-16 School Year	complete in progress not started
Action Step:	**Designation:**	**Timeframe and Results:**	**Progress Notes:**
Implement Star 360 Assessments, including professional development for staff	K-8	2015-16 School Year	complete in progress not started

QUALITY INDICATORS (RUBRIC)

FOR THE PROFESSIONAL DEVELOPMENT COMPONENT OF THE LINKS PLAN

	PLANNING	CONTENT	DESIGN	CLIMATE/CULTURE	IMPLEMENTATION	EVALUATION
4 HIGH SUCCESS INDICATORS	Meaningful participation of all stakeholders in the development of a unified long-range plan tied to student performance	X Content, skills, knowledge based on research relevant to district/building needs, associated with attainment of student performance aligned with the standards	☐ Consistently uses a wide variety of delivery systems (i.e. strategies, formats, presentation models, and techniques) to meet the needs of the district personnel	☐ Professional development is recognized as a powerful change agent, administration serve as instructional leaders, mutual respect and collaboration at all levels	☐ Opportunities for long-term follow-up (including data collection) for participants to practice skills and methodology presented throughout training, ongoing coaching and turnkey training, strong evidence of administrative support	☐ Ongoing data collection and analysis linked to predetermined student performance consistent with unified plan, all stakeholders involved with evaluation and ongoing planning cycle
3	☒ Group planning process results in LINKS plan identifying student performance and perceived staff needs	☐ Content based on research and building needs but not associated with increase in student performance	X Professional development training offers some opportunities for personnel to actively participate, with more than one follow-up session scheduled	X Professional development is valued in the district, some progress is evident in the areas of leadership and collaboration	X Follow-up activities (technical assistance, discussion, participant sharing, etc.) are encouraged with administrative involvement	X Student outcomes are evaluated but inconsistently used in relation to a unified plan
2	☐ Plan developed by one person	☐ Research or regulation driven without association to student performance	Opportunities limited, variety of delivery systems used, menu approach to training	☐ Staff development is inconsistently available to staff	☐ Follow-up is occasional and informal	☐ Evaluations based on participant reaction to session
1 LOW SUCCESS INDICATORS	☐ Training topics selected as needed, and/or individual staff seeks out staff development on their own. No stakeholder input.	☐ No obvious relationship of training to district needs or improvement in student performance	☐ Single presentation using limited presentation models, often to fill an available time slot, one-time training	☐ Staff development is not a priority	☐ Limited opportunity to monitor and refine skills. Follow-up is driven by participant.	☐ Evaluation omitted

RUBRIC SUMMARY FOR CURRENT PRACTICES

AREA	SUCCESS INDICATORS	NARRATIVE
Planning	Long-term goals LINKS Plan District Plan	Goals are created for student and staff performance. LINKS and mentoring programs are strong. The constituents on the LINKS team represent all three buildings in a comprehensive way. The team members work well together in a positive manner.
Content	Data Driven Learning Standards	Team uses student achievement data to make informed decisions about district planning. Teachers are more aware of changes in the learning standards at their grade level. Curriculum is being realigned to meet the new standards.
Design	Learning styles Use of best practices	Training and implementation are ongoing. More teachers are using best practices learned at workshops in their teaching.
Climate/culture	Gaining value Communication and sharing	Professional development has limited funding so the best use of funds is decided upon by groups of teachers. More administrators understand the value of professional development. However, it is not equally accessible by all staff. Non-ELA and math teachers will have a difficult time meeting the 175-hour professional development requirement. Teachers are communicating/sharing by observing each other across grade levels
Implementation	Follow up ELA/Math Committees	Teachers are asking for more and better follow up activities after attending conferences to make professional development more significant. Discussion across grade levels has been meaningful and has contributed to overall professional growth of teachers
Evaluation	Data collection and analysis	Ongoing data collection and analysis is used to evaluate growth toward goals and objectives.

Superintendent Verification of Mentored Experience

Instructions

This form is only to be used for candidates who are submitting an application for a PROFESSIONAL teaching certificate. It is to be completed by the superintendent of schools or, if the mentored experience was completed while the candidate was employed by a non-public school, the principal or person in equivalent position with the school.

The candidate named below is seeking Professional certification. Candidates for Professional certification are required, in accordance with Part 80-3.4 of Commissioner's Regulations, to complete a **mentored teaching experience** in their first year of teaching with a New York State **Initial** classroom teaching certificate. Please complete the shaded areas verifying that the candidate received a mentored experience in his/her first year teaching while employed by the district/BOCES/nonpublic school or was exempted from this requirement.

First Name _____ Last Name _____ Middle Initial _____

Street Address _____ City _____ State _____ Zip Code _____

Maiden Name (if applicable) _____ Date of Birth _____ Social Security Number _____

Certificate Title Employed Under _____

Mentored Teaching Experience
(Check and Complete ***one*** of the shaded boxes *only* **and** the Attestation)

☐ The candidate named above served as a classroom teacher and received mentoring in fulfillment of teacher certification requirements (CR Part 80-3.4) for the Professional teaching certificate during the _____ school year. Such mentoring was in accordance with CR Part 100.2 (dd) (iv).

☐ The candidate named above was determined to have met conditions for a waiver to the requirement for completion of the mentored experience in accordance with CR Part 80-3.4. The candidate had at least 2 years of teaching experience at _____ _____ school/school district prior to being employed in this school district under an Initial certificate.

Attestation of Chief School Officer

I confirm that the above information is correct and documentation to support this information is retained at the district for examination by the Commissioner of Education or his/her representative.

Signature of Superintendent/Nonpublic Chief School Officer _____ Date _____

Print Name _____

Superintendent's/Nonpublic Chief School Officer's Phone # _____

Superintendent's/Nonpublic Chief School Officer's E-mail _____

District/Nonpublic School Name _____

District/Nonpublic School Address _____

_____

Agency/Nonpublic School Code (if applicable) _____

Superintendent Verification of Mentored Experience, January 2007

PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION

School District: _____ BEDS Code: _____

The superintendent certifies to the Commissioner that:

(1) The planning, implementation and evaluation of the plan were conducted by a professional development team that included a majority of teachers and one or more administrator(s), curriculum specialist(s), parent(s), higher education representative(s), and others identified in the plan.

(2) The requirements of CR 100.2 (dd) to have a professional development plan for the succeeding school year have been meet.

(3) The school district or BOCES has complied with the professional development plan applicable to the current school year.

(4) The plan focuses on improving student performance and teacher practice as identified through data analysis;

(5) 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.

(6) The plan describes how the effectiveness of the professional development will be evaluated, and indicates how activities will be adjusted in response to that evaluation.

(7) The plan complies with CR 100.2(dd) to:
- describe and implement a mentoring program for new teachers;
- provide teachers holding a professional certificate with opportunities for completing 175 hours of professional development every five years;
- ensure that level III teaching assistants and long-term substitute teachers participate in professional development activities,
- state the average number of hours each teacher is expected to participate in professional in the school year(s) covered by the plan;
- describe how all teachers will be provided professional development opportunities directly related to student learning needs as identified in the school report card and other sources;
- provide staff with training in school violence prevention and intervention; and
- provide professional development to all professional and supplementary school staff who work with students with disabilities.

(8) The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd). The latest version of CR 100.2 (dd) can be found at: http://www.emsc.nysed.gov/part100/pages/1002h.html.

(9) The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

_____
Print Name of Superintendent of Schools

_____
Original Signature of Superintendent of Schools

_____
Date

Updated 8/18//06

Scientifically-Based Research

Group 1 and Big Four: Only submit this page if significant changes in program(s) have occurred.

Group 2 LEAs in Good Standing: Only submit this page if significant changes in program(s) have occurred.

The requirement to use scientifically-based research in the development of programs and activities is woven throughout "No Child Left Behind." It requires LEAs to use proven programs, practices and methods after assessing scientific research. Title IX defines Scientifically-Based Research as follows: "This means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs." For Title III A, this must include a description of scientifically-based research for high Quality Instructional Programs and High Quality Professional Development. Use additional pages as necessary. (See http://www.ed.gov/nclb/methods/whatworks/edpicks.jhtml?src=ln)

This page should reflect program changes made as a result of school improvement.

Priority Needs Identified During Evaluation and Assessment Process	Provide a brief description of how the selected programs, instructional strategies, practices, and effective methods, are based on scientifically-based research designed to meet identified needs.	Check to indicate the funding for each activity					
		Title I	Title II A	Title III A	Title IV	Title V	REAP
		☐	☐	☐	☐	☐	☐

CONSULTATION/COLLABORATION DOCUMENTATION FORM 2015-2016
Must be Completed by All LEAs

LEA Name: Otego-Unadilla Central School District

BEDS Code: 471601040000

Copy and use additional pages as necessary

SUBMIT THIS FORM TO SED

The "No Child Left Behind Act" (NCLB) contains several provisions requiring LEAs to consult and/or collaborate with various groups in the development of the LEA's application/program with respect to each Title. For the specific requirements related to each Title listed below, refer to the State Education Department's NCLB website at www.emsc.nysed.gov/deputy/nclb/nclbhome.htm ("Legal and Regulatory Requirements" and the "Consultation/Collaboration Requirements in Consolidated Application/DCEP Addendum Development"). The required constituency groups the LEA must consult and/or collaborate with pursuant to NCLB are summarized at the bottom of this page. NCLB, however, is not restrictive in this regard, and LEAs are encouraged to consult and/or collaborate with other groups as well. LEAs **MUST** include representatives of collective bargaining units and recognized parent groups in the consultation/collaboration for applicable Title programs. Methods of consultation include face to face meetings, e-mail, fax, telephone calls, letters and video conferencing. (Note: Private School consultation must be documented on the Private School Participation Form)

This form must be completed and submitted to SED by each LEA applying for funds under NCLB in order to document that appropriate consultation/collaboration has occurred or was attempted with required constituency groups as follows:

1. Representatives of required constituency groups who sign the form under their name in column 1 are effectively affirming that appropriate consultation has occurred. (The signature does not indicate agreement.) Supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA, and information must be entered in columns 1–8 (check (X) in columns 3-8).
2. For representatives of required constituency groups who have consulted with the LEA but whose signatures are unobtainable, information must be entered in columns 1–9 (check (X) in columns 3-8); supporting documentation (e.g., meeting agendas, minutes and rosters) must be maintained by the LEA and a summary of such documentation must be submitted to SED with the Consolidated Application.
3. For representatives of required constituency groups with whom the LEA attempted to consult/collaborate, but refused or were unavailable to do so, such information must be entered in columns 1–9 (check (X) in columns 3-8), and a check (X) must be entered in column 10 to indicate that the consultation did not occur. Appropriate documentation/explanation must be submitted to SED with the Consolidated Application.

1	2 (Print or Type)	3	4	5	6	7	8	9 (Required if no signature)	10
Individual's Name (Print/Type) Signature	Individual's Title and Constituency Group Represented	**Title I,** Part A	Title II, Part A	Title II, Part D	Title III, Part A	Title IV, Part A	Title V, Part A	Dates/Types of Consultation/Collaboration	Attempted Consultation

Before proceeding check, to ensure that the following constituent groups are included, if applicable: (Note: Each constituent group indicates the Title(s) where consultation is required.)

Title I A	Title II A	Title II D	Title III A	Title IV A	Title V A
Teachers Other School Staff Principals and/or Administrators Private Schools (use Private School Participation Form) 4 Parents 5	Teachers 1 Other School Staff Principals and/or Administrators Private Schools (use Private School Participation Form) 3,4 Parents Paraprofessional	Private Schools (use Private School Participation Form) 4	Teachers Principals and/or Administrators Private Schools (use Private School Participation Form) 4 Parents Community-Based Organizations2 Researchers Institutions of Higher Education2 Non Profit Organizations2	Teachers Other School Staff Principals and/or Administrators Private Schools (use Private School Participation Form) 4 Parents Other 6 Community-Based Organizations Students State & Local Gov. Reps.	Teachers Other School Staff Principals and/or Administrators Private Schools (use Private School Participation Form) 4 Parents

[1] For Title IIA, must include teachers from Title I Schools.
[2] If Appropriate.
[3] Only to the extent that funds are used for professional development.
[4] Private School Consultation/Collaboration is not required by Charter School LEAs.
[5] For Title I A, must include parents of children in Title I schools.
[6] Others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

MEMORANDUM OF UNDERSTANDING

BETWEEN

UNATEGO NON-TEACHING ASSOCIATION AND

UNATEGO CENTRAL SCHOOL DISTRICT

The Unatego Central School District (hereinafter referred to as the "District"), the Unatego Non-Teaching Association (hereinafter referred to as the "UNTA"), and Ronald Decker (hereinafter referred to as the "Employee") (collectively referred to as the "Parties") recognize:

1. That the Employee, a member of the UNTA, serves in the title "Head Bus Driver";

2. The Employee's position has evolved to include additional job duties and responsibilities

3. The Parties wish to recognize the Employee's hard-work, dedication and extra leadership role given to him as a Head Bus Driver within the District.

4. The Parties wish to resolve this matter amicably and in the best interest of both the Association and the District.

Therefore, the District and UNTA agree as follows:

1. The Employee will be titled a "Head Bus Driver.

2. In addition to driving his normal bus run and any other runs as determined by the Director of Transportation, the Employee will perform additional duties in the morning as assigned including, but not limited to:

   a. Maintain a 19-a certification and become a 19-a examiner;

   b. Assist the Director of Transportation in other NYS mandated training programs (i.e. bus safety) for new and current bus drivers;

   c. Assist the Director of Transportation with scheduling extra trips;

   d. Assist the Director of Transportation with office duties, such as answering phone calls;

   e. Assist the Director of Transportation in creating bus policies and procedures, including but not limited to bus routing; and

   f. Any other duties assigned to him by the Director of Transportation and/or building administrator that go above and beyond driving a bus.

3. In light of the Employee's added duties and responsibilities, the District shall pay the Employee a stipend of an additional $1.50/hour only when he is performing the duties listed in paragraph 2 above. The Employee will receive his normal wage when he is driving a bus.

4. The District shall annually evaluate the additional duties and responsibilities of the Head Bus Driver position to determine whether or not the employee will be eligible in the subsequent school year for the stipend.

5. By their signature below, the parties acknowledge the above understanding is being made based on the particular circumstances involved and that this agreement shall not serve as a precedent in any future application or interpretation of the collectively bargained agreement between the parties, except as stated therein.

For the UNTA

President	10/1/15 Date
Ronald Decker	10/1/2015 Date

For the District

Superintendent	10/2/15 Date

To: Dr. Richards, Superintendent

From: Julie Lambiaso, HS Principal

Date: October 1, 2015

Re: Advisor

I am recommending John Collins as the advisor for the Class of 2019.

To: Dr. Richards, Superintendent

From: Julie Lambiaso

Date: September 30, 2015

RE: Theater Appointments

I am recommending the following appointments:

Scott Holdredge – Technical Director

Scott Holdredge – Scenic Artist

Cameron Kinnear – Orchestrator Musical

Sandra Bonczkowski – Musical Director