

**UNATEGO CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION AGENDA
TENTATIVE
MONDAY, AUGUST 1, 2016
EXECUTIVE SESSION
TO DISCUSS CSE RECOMMENDATIONS
6:30 P.M.
BOARD OF EDUCATION MEETING
CALLED TO ORDER
7:00 P.M.
UNATEGO MS/SR HIGH SCHOOL
ROOM #93**

1. ROUTINE MATTERS

- 1.1 Call to order**
- 1.2 Roll Call**
- 1.3 Pledge**
- 1.4 Approve organizational meeting minutes of July 11, 2016**
- 1.5 Approve regular board meeting minutes of July 11, 2016**
- 1.6 Adopt Agenda**

2. PUBLIC COMMENT

3. PRESENTATIONS

- 3.1 Administrator's Report**
- 3.2 Superintendent's Report, –Facilities Study, Chapter 8 – Presentation of Recommended Reserves - Dr. David S. Richards**

4. ADMINISTRATIVE ACTION

- 4.1 Approve CSE recommendations (8.1.16 G1)**
- 4.2 Approve Budget Transfers (8.1.16 G2)**
- 4.3 Approve closure of inactive student accounts (8.1.16 G3)**
- 4.4 Approve Professional Development Plan (8.1.16 G4)**
- 4.5 Approve returning non-teaching substitutes for the 2016-17 school year (8.1.16 UC1)**
- 4.6 Approve returning substitute teachers for the 2016-2017 school year (8.1.16 C1)**
- 4.7 Approve After School Care Program Workers for the 2016-17 school year (8.1.16 UC2)**
- 4.8 Approve Dignity Act Coordinators at building levels for the 2016-17 school year (8.1.16 C2)**
- 4.9 Approve Attendance Officers (8.1.16 UC3)**
- 4.10 Approve Matt Hafele's stipend for Athletic Director for the 2016-17 school year (8.1.16 UC4)**
- 4.11 Approve coaches for the 2016-17 sports season (8.1.16 UC5)**
- 4.12 Appoint Christal Wright Keyboard Specialist (8.1.16 UC6)**
- 4.13 Appoint Zachary Nages substitute cleaner (8.1.16 UC7)**
- 4.14 Accept Donald Gunther's resignation as bus driver (8.1.16 UC8)**

Board Agenda 8.1.16
PG: 2

5. PUBLIC COMMENT
6. ROUND TABLE DISCUSSION/QUESTIONS
7. EXECUTIVE SESSION (IF NECESSARY)
8. ADJOURN

Board Agenda 8.1.16

PG: 3

4.1

8.1.16 G1

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the CSE recommendations as presented.

4.2

8.1.16 G2

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the Budget Transfers as presented.

4.3

8.1.16 G3

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve the closures of inactive student accounts as presented.

4.4

8.1.16 G4

RESOLVED: Upon the recommendations of the Superintendent of Schools that this Board does hereby approve the Professional Development Plan as presented.

4.5

8.1.16 UC1

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve returning non-teaching substitutes for the 2016-2017 school year as presented.

4.6

8.1.16 C1

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve returning substitute teachers for the 2016-2017 school year as presented.

4.7

8.1.16 UC2

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve After School Program workers for the 2016-2017 school year as presented.

4.8

8.1.16 C2

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve Dignity Act Coordinators at building levels for the 2016-2017 school year (Julie Lambiaso, HS Principal, Patti Hoyt, Middle School Principal, Pat Scott, Otego Elementary Interim Principal and Katherine Mazourek, Unadilla Elementary Principal).

4.9

8.1.16 UC3

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve Attendance Officers, Michelle Havens, Tracy Simmons and Matt Hafele, \$100 as part of their annual salary.

Board Agenda 8.1.16

PG: 4

4.10

8.1.16 UC4

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve Matt Hafele's stipend increase of 3.5% for Athletic Director for the 2016-2017 school year.

4.11

8.1.16 UC5

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby approve coaches for the 2016-17 sports season as presented.

4.12

8.1.16 UC6

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Christal Wright, Keyboard Specialist to a 52-week probationary appointment, at a rate of \$12.30 per/hr. effective August 8, 2016 (replaces, Heather Coleman).

4.13

8.1.16 UC7

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby appoint Zachary Nages substitute cleaner for the 2016-2017 school year.

4.14

8.1.16 UC8

RESOLVED: Upon the recommendation of the Superintendent of Schools that this Board does hereby accept the resignation of Donald Gunther as bus driver, effective September 1, 2016 as presented.

June 27, 2016

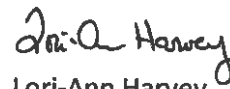
Dear Unatego Board of Education members:

After careful review of each account, it is my recommendation that the Board of Education close the following accounts as soon as it can be approved:

1. Class of 2013 Balance: \$0
2. Class of 2014 Balance: \$0
3. Class of 2015 Balance: \$0

Thank you for your consideration.

Sincerely,



Lori-Ann Harvey
Student Accounts Advisor

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

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 met.
- (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 aligned with New York State Professional Development Standards at: <http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>
 - 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 by multiple sources of data, including but not limited to school report cards;
 - 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.p12.nysed.gov/part100/pages/1002.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

Adopted by the Board of Education on Date: _____
_____ Original Signature of President, Board of Education

**PROFESSIONAL DEVELOPMENT PLAN
STATEMENT OF CERTIFICATION
Part 100 Regulations of the New York State Commissioner of Education**

The signed Professional Development Plan Statement of Certification is due on/before September 1 of each year and should be sent in hard copy to:

New York State Education Department
Title I School & Community Services
Room 364 EBA
89 Washington Avenue
Albany, NY 12234

Otego-Unadilla Central School District

District Professional Development Plan

2015-2018

The Planning Team:

Cathy Nardi	Parent Member
Mike Carson	Parent Member
Dick Downey	Community Member
Kim Trask	Teacher
Jeanne Butler	Teacher
Laura Butcher	Teacher
Darlene Wong	Teacher
Phyllis Blincoe	Teacher
Anne Nelson	Teacher
Tracey Robinson	Teacher
Marcy Anderson	Teacher
David S. Richards	Superintendent
Katherine Mazourek	Otego Elementary Principal
Patti Hoyt	Unadilla Elementary Principal
Julie Lambiaso	MS Principal
	HS Principal

Otego-Unadilla Central School District (also known as Unatego CSD)

DISTRICT PROFESSIONAL DEVELOPMENT PLAN

09/2015-06/2018

1.0 Goal/Purpose:

The purpose of the District Professional Development Plan is to provide the professional staff with high quality professional development opportunities that will lead to renewed enthusiasm towards teaching, improved instruction and improved student learning. Professional development may be initiated by individual teachers, mentors and administrators. Needs may be identified by district goals, objectives, teacher requests and test results.

1.1 The Professional Development Mission of the Otego-Unadilla Central District:

The Otego-Unadilla Central School District's mission is to provide opportunities for students to achieve their personal best, become responsible and productive citizens, and embrace lifelong learning in a safe and positive environment. We believe all children can learn and excel with developmentally appropriate materials, practices, and strategies. We believe all children deserve a quality education in which individual needs are met, exceeded, and supported. School is not just about children: it encompasses families, parents, community, stakeholders, society, the environment and beyond.

Education for the students of the Otego-Unadilla Central School District has been of a consistently high caliber, delivered in light of the requirements of New York State, the beliefs and goals of the district, and the expectations of the community. Unatego's success as an educational entity has been due in no small part to the commitment of its staff to their own professional growth. The connection between student success and skilled instruction has been a hallmark of education in this district.

By fulfilling the New York State mandate that each of its school districts publish a Professional Development Plan, Unatego Central has created a tool which enables the district to deal equitably with all its stakeholders. The work outlined in the PDP, indeed all work done in the district, is directed toward assuring that all Unatego graduates are college and career ready.

By offering high-quality, integrated staff development to teachers and other staff members, the district provides these practitioners the tools they need to bring our students to the graduation stage and to aid their transition to the world beyond. The opportunities offered for professional growth are supportive of the district goals set by the Board of Education, the needs of students as indicated on assessments and other measures, and the professional skills sought by teachers as outlined in the annual needs assessment survey and the Annual Professional Performance Review documents.

2.0 Needs Assessment:

The committee has determined that there are two driving forces for professional development in the Unatego Central School District. The first is, and has been, improving student achievement. The second is the continued implementation of the new requirements imposed by the State of New York in the Race to the Top (RTTT) legislation. The components of RTTT are also focused on improving student achievement and helping to ensure college and career readiness.

2.1 Improving Student Achievement

- Professional development activities to improve instruction, intervention, and other forms of support to ensure that students are meeting standards of proficiency in all content areas at all grade levels.
- Professional development activities that support academic intervention services to improve student achievement in all content areas at all grade levels.
- Professional development in instructional practices and strategies aligned with district Annual Professional Performance Review (APPR) plan.
- Professional development activities aligned with teacher, building and district goals.

2.2 Implementation of Race to the Top Requirements

- Professional development for instructional staff using data to drive instruction (DDI).
- Professional development for administrative staff in Evidence Based Observation.
- Professional development for all staff in alignment of Common Core Standards to existing District curriculum.
- Training for all instructional staff on the Common Core shifts in Math and ELA.
- Professional development for all instructional and administrative staff in the new Annual Professional Performance Review rubrics.
- Professional development for instructional and administrative personnel in the development, implementation, and use of Student Learning Objectives (SLO's).

3.0 The Objectives of UCSD Staff Development for the 15-18 School Years:

- 3.1** Identify and implement instructional strategies to improve the success of ALL students as measured by NYS and local assessments.
- 3.2** Provide staff with training in the use of instructional and assistive technology to improve student achievement.
- 3.3** Focus on completing PK-12 curriculum and establishing new benchmarks, which are aligned with the Common Core Standards.
- 3.4** Create data teams to identify the types and uses of data that will be necessary to drive instruction. Offer professional development as required.

- 3.5 Provide ongoing Professional Development support for K-12 staff members as we continue to refine the inclusionary/consultant teacher model used in the instructional delivery for our special education student population.
- 3.6 Maintain a mentoring program for newly hired instructional staff members in accordance with the regulations outlined by the Commissioner of Education and as identified in District Plan.
- 3.7 Continue to address and support the professional development needs for staff pertaining to issues of school safety, school violence, intervention, bullying and harassment, on an ongoing basis.

4.0 Provide a Variety of Professional Development Activities and Strategies Through Many Sources:

- 4.1 In-service programs/courses offered at UCSD during the school day
- 4.2 In-service programs/courses offered at UCSD after the regular school day and summer
- 4.3 Superintendent's Conference Days
- 4.4 Serving on district-wide & building level school sponsored committees.
- 4.5 Programs offered through the Teacher Center.
- 4.6 Programs offered by the DCMO BOCES.
- 4.7 Programs offered through NYSUT/AFT, CSEA, SAANYS, NYSSBA. Videotaped programs, workshops, and conferences available through BOCES, SED and other professional organizations such as National Association for Secondary School Principals (NASSP) and the Association for Supervision in Curriculum Development (ASCD)
- 4.8 Action research
- 4.9 Developing & implementing a new course or unit of study
- 4.10 Studying a problem and recommending a solution
- 4.11 Programs offered over via Internet (webinars, video conferences)
- 4.12 Programs offered through other media
- 4.13 Department and grade level meetings
- 4.14 Visitations
- 4.15 Faculty meetings
- 4.16 Approved graduate level courses
- 4.17 Professional Development Focus for the 2015-2016 school year: Literacy and Close Text Reading; David Liben Workshop (K-5); In-house collaboration on identifying writing

gaps/weaknesses; PD with DCMO BOCES on fluency and word power; Scorer Training for 3-8 state assessments; Item Analysis workshops for select state assessments; Training on STAR 360 Math and ELA assessment software; Training on use of Powerschool for Standards-based Report Cards;

5.0 Foster In-House Trainers and Support These Initiatives for the Improvement of Instruction:

- 5.1 Encourage staff to attend train-the-trainer programs to build and in-house pool of experts.
- 5.2 The use of peer collaboration
- 5.3 The use of mentoring
- 5.4 Provide meeting times for grade levels and departments.

6.0 Newly Hired Instructional Staff and Teacher Mentoring Program:

- 6.1 Continue to provide all new teachers an administrative induction program developed by the Superintendent, Building Principals, and the Mentor committee.
- 6.2 Provide the new teacher with a teacher mentor. Mentoring will include planned meetings with the administration and mentors with support from the departmental/grade level instructional staff. New teachers will be offered periodic training seminars based upon need and availability.
- 6.3 Thirty-five hours of professional development training will be the minimal standard to maintain annually during the probationary period. Upon conference of the professional certificate, the standard of 175 hours over a five year time period will become the mandate for certificate renewal. (Note: applies to new certificates issued after February 2004).
- 6.4 The mentoring program will provide support for teachers in the classroom to ease their transition to the new setting. Factors to be considered may include prior experience, position in the district and individual needs.
- 6.5 All probationary teachers will be considered to be part of the mentoring program as outlined within this section of the professional development plan. In certain situations, experienced teachers may be included in the mentor program.
- 6.6 The role of the teacher mentor/coach is to provide guidance and support to the new teacher.
- 6.7 Information obtained by a mentor/teacher coach while engaged in the mentoring activities of the program is confidential and shall not be used for evaluating or disciplining the new teacher unless withholding such information poses a danger to the life, health or safety of an individual. This may include but is not limited to students and staff of the school, or unless such information indicates the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.
- 6.8 The district will utilize a variety of mentoring/teacher coaching formats, which will include:

- a. In-service seminars assigned by the Superintendent, Director of Special Education, or Building Principals.
- b. Administrative Staff.
- c. Instructional Staff-Assigned specifically to mentor a teacher, subject to the collective bargaining agreement. Such teacher would be appointed through an application process.

6.9 Mentoring activities will include but not limited to: modeling instruction for the new teacher, observing instruction, instructional planning, peer coaching, team teaching, classroom management, student discipline, parent contacts, and orienting the new teacher to the school culture.

6.10 Days will be made available to the new teacher during the school year to observe other teachers either within or outside the district and to attend programs designed to assist new teachers in developing successful instructional practices.

7.0 Tenured Staff:

7.1 The standard of 35 hours will serve as the minimal number of professional development hours that tenured staff must devote annually toward approved professional development activities.

8.0 Evaluation of Newly Hired Staff, Tenured Staff and Accountability:

8.1 The administration will collect data from each staff member holding professional certification pertaining to their annual accumulation of professional development hours. This annual data collection will serve as the basis for the individual teacher's transcript of professional development activities. A copy will be provided to the teacher and principal, with a copy to the teacher's personnel file on an annual basis.

8.2 The building principal may identify specific areas of staff development needed in the annual evaluation of a teacher that will take precedent over district and building level staff development needs.

8.3 The Professional Development Committee will review/revise the District Development Plan every three years or on an as needed basis.

8.4 The cumulative effect of the Professional Development Plan will be assessed by reviewing the achievement growth of students, the attainment of the annual objectives, and the success of the professional development strategies implemented.

UNATEGO CENTRAL SCHOOL
2641 State Highway 7
PO Box 483
Otego, New York 13825-9795
www.unatego.org

Dr. David S. Richards
Superintendent of Schools
(607) 988-5038

Amber Birdsall
District Treasurer
(607) 988-5020

Approve the following returning non-teaching substitutes for the 2016-17 school year:

Judy L. Bernhardt (aide)
Megan Blinco (aide, cafeteria)
Debra Bruno (nurse, aide, LTA)
Becci Cutting (aide)
Nancy Livingston (aide)
Sue Miller (aide)
Michele Sherwood (aide)

Approve the following returning substitute teachers for the 2016-2017 school year:

Katherine Becker
Mary Bernardez
William Brandege
Virginia Brandt
Cynthia Carpentier
Ryan Carson
Dawn Condit
Brian Cutting
Brynn Davie
Harold Hacker
Denise Marshall
Irma Ouimet
Vicki Salisbury-Hoyle
Ellen Schmitt
Mary Sloan
Patricia M. Taylor
Cierra Thomsen
Dennis Walrath

*newly added

July 25, 2016

To: Board of Education

Re: School Year Workers

I would like to recommend the following people to work full time for the After School Care Program during the 2016-17 school year:

Otego Aide in Charge: Deborah Ritchey

Otego Aides: Angela Flavell, Kristen Sousa, Barb Clark, Terry LaPointe

Unadilla Aide in Charge: Rena Barkman

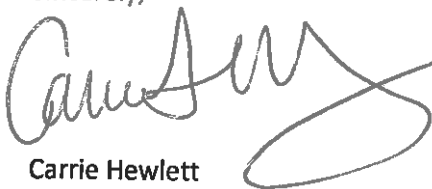
Unadilla Aides: Mari Ruff

I would like to recommend the following people to work on a substitute basis for the After School Care Program during the 2016-17 school year:

Tara Nichols, Monica Birdsall, Charlene Baker, Carolvivan Smith, Lisa Hall, Dian Jungermann, Nancy Dalton, Brenda Birdsall, Robinette Youngs, and Monica Terrell

Thank you for your time and consideration on this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Carrie Hewlett', with a long, sweeping horizontal line extending to the right.

Carrie Hewlett

Unatego ASCP Director

July 23, 2016

Dr. David Richards
Unatego Central School
2641 St. Hwy 7
Otego, NY 13825

Dear Dr. Richards,

I would like to recommend the following people as coaches for the following sports seasons.

Bob Zeh-Varsity Girls Basketball

Amy Packard-Varsity Volleyball

Christina Butcher-Varsity Softball

Thank you,

Matthew J. Hafele

**UNATEGO CENTRAL SCHOOL
NEW EMPLOYEE APPOINTMENT FORM**

NAME: Christal Wright

POSITION: Keyboard Specialist

REPLACES: Heather Coleman (Sue Miller)

EFFECTIVE DATE: 8/8/16

EDUCATION LEVEL: Some college (86 credits)

YEARS OF EXPERIENCE: 0

SALARY: STEP **LEVEL** \$12.30/hr

CERTIFICATION: non-applicable

COLLEGE: Buffalo State College

REFERENCES CONTACTED:

1. Sgt. James Szenher

2. Janine O'Hara

COMMENTS: hard worker, looks for ways to improve self and culture, constant communicator, meticulous, precise, superb computer skills, great sense of humor, handles situations well, doesn't hesitate to ask for help if needed.


ADMINISTRATOR SIGNATURE

7/25/16
DATE

July 11, 2016



To the Unatego School Board of Education;

This is to inform you that I will be resigning my position as bus driver effective September 1, 2016 as I will be relocating from this area. I have enjoyed working with the transportation dept. for the last five years and have made new friends with good memories.

A handwritten signature in black ink, appearing to read "Donald R. Gunther", written over a horizontal line.

Donald R. Gunther