

CORTLAND ENLARGED CITY SCHOOL DISTRICT
Board of Education Meeting – Tuesday, September 24, 2013 at 7:00 p.m.
Kaufman Center, 1 Valley View Drive, Cortland NY

- 1. CALL TO ORDER and PLEDGE OF ALLEGIANCE**
- 2. COMMUNICATIONS and RECOGNITION:**
 - a. Kudos Korner
 - b. Audience Participation – on items related to the Agenda (speakers are asked to limit their comments to two minutes).
 - c. Board Member Reports:
 - 1) BOE Audit Committee Report – September 18, 2013 Meeting
 - 2) BOE Facilities Committee – Set 2013-14 Meeting Dates
 - 3) BOE Policy Committee – Set 2013-14 Meeting Dates
 - d. NYSSBA 2013 Annual Business Meeting - Discussion of Resolutions
- 3. PRESENTATIONS: None**
- 4. CONSENT ITEMS:**
 - a. Minutes of September 10, 2013 Regular Meeting
 - b. CSE/CPSE (Committee on Special Education/Committee on Pre-school Special Education) Recommendations
- 5. OLD BUSINESS:**
 - a. 2nd Reading/Final Approval Erie I BOCES Policy Revisions to Section 7000 Students – Policy 7212 Response to Intervention (RtI) Process
- 6. NEW BUSINESS:**
 - a. Approval of Field Placement Agreement between Cortland Enlarged City School District and Tompkins Cortland Community College, TC3, through June 30, 2014
- 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 Operations
 - b. Assistant Superintendent for Pupil and Personnel Services
 - c. Director of Curriculum and Instruction
- 9. AUDIENCE PARTICIPATION: (Individuals are requested to keep their comments to two-minutes per speaker).**
- 10. NEXT MEETING AGENDA REVIEW**
- 11. ADJOURNMENT**

A Regular Meeting of the Board of Education was held on Tuesday, September 10, 2013 at the Kaufman Center, 1 Valley View Drive, Cortland, New York.

Present: Mr. Donald Colongeli (*departed at 8:25 p.m.*), Ms. Melissa Davis-Howard, Ms. Janet Griffin, Ms. Judith Murphy, Mr. John Natoli, Mr. Daniel Sidebottom and Ms. Alane Van Donsel

Also Present: Mr. Michael Hoose, Superintendent of Schools; Ms. Judi Riley, Assistant Superintendent for Pupil and Personnel Services; Ms. Kristie Bliss, Director of Curriculum and Instruction; Cortland Standard Representative; School and Community Representatives; and Ms. Margaret Baccaro, Clerk

Ms. Van Donsel called for a moment of silence to recognize the passing of Mr. Michael Smith, husband of teacher Mrs. Gail Renniger-Smith, who passed away as a result of a tragic automobile accident.

1. **CALL TO ORDER and PLEDGE OF ALLEGIANCE:** Ms. Van Donsel called the meeting to order at 7:03 p.m., and the Pledge of Allegiance was recited.

2. **COMMUNICATIONS and RECOGNITION:**
 - a. Kudos Korner
 - 1) 2013 Varsity Baseball Team – 2013 OHSL American League Champions and Section III Class Champions
Members of the 2013 Varsity Baseball Team were recognized and presented with certificates of extraordinary achievement. The team had an outstanding 2013 season that culminated in the school's first OHSL American Division League Championship and Section III Class Championship. The District is very proud of these young men not only for their athletic achievement but also for their impressive ambassadorship on and off the field of play.
 - b. Audience Participation – on items related to the Agenda (speakers are asked to limit their comments to two minutes). There were no requests to address the Board.
 - c. Board Member Reports
 - 1) Proposed Resolutions and *Voting Delegate's Guide* for NYSSBA 2013 Annual Business Meeting
Members were provided with print copies of the NYSSBA Annual Business Meeting resolutions, and asked to review 1 – 10 of the nineteen resolutions prior to the September 24 Board meeting. It was agreed that each full resolution will not be read at the meeting, rather members will come prepared to discuss and vote. Ms. Van Donsel, the Board's voting delegate, will record the positions taken by our Board and vote accordingly at the NYSSBA Annual Business Meeting.

3. **PRESENTATIONS:**
 - a. STAR Registration
Mr. Jeff Bartholomew, Regional Manager of the Syracuse Office of Real Property Tax Services, presented information on the new STAR registration program. He shared that new legislation requires all homeowners receiving the Basic STAR exemption to register with the Tax Department in order to receive the exemption in 2014 and beyond. The purpose of the new legislation is to eliminate intentional and unintentional fraud. All homeowners currently receiving the Basic STAR have or will receive a letter outlining the procedure to register. Online registration is available through the DTF website www.tax.ny.gov. It was emphasized that senior citizens receiving the Enhanced STAR exemption are **not** impacted and do not need to register.
 - b. 2013 Staff of Excellence Award Recipients
The Board recognized and congratulated the 2013 Staff of Excellence Award Recipients Ms. Jodi Fahey, Teaching Assistant at the Jr.-Sr. High School, and Ms. Theresa Quail, 3rd Grade teacher at Barry Elementary.
 - c. 2013 Tenure Recipients
Ms. Van Donsel named and congratulated the 2013 tenure recipients, and presented each with a certificate as a token of this significant accomplishment. Recipients were: Mr. Jesse Bender, art Cortland Jr.-Sr. High School; Ms. Sharon Phetteplace, music, Virgil and Cortland Jr.-Sr. High School; Mr. Cory Giroux, social studies Cortland Jr.-Sr. High School; and Ms. Sara Coye, 2nd grade Parker School.

At 7:21 p.m. the Board recessed to hold a brief reception in recognition of our Staff of Excellence and Tenure recipients. The Board reconvened at 7:37 p.m.

4. CONSENT ITEMS:

- a. Minutes of August 20, 2013 Regular Meeting
- b. Minutes of August 29, 2013 Special Meeting
- c. CSE/CPSE (Committee on Special Education/Committee on Pre-school Special Education)

Recommendations

607001015, 610364514, 607001056, 607000393, 607000957, 607000846, 607001004, 610286815, 610385234, 607001016, 607001019, 607001017, 607001037, 610273493, 610334329, 610293500, 607000991, 610357783

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

Moved by Ms. Davis-Howard, seconded by Ms. Griffin.

Final Vote: Yes – 6, No – 0, Abstain – 1 (Colongeli). Motion Carried.

5. OLD BUSINESS: None**6. NEW BUSINESS:**

- a. Approval of Contract for Superintendent

RESOLVED, to approve the Contract Agreement between Cortland Enlarged City School District and Superintendent Mr. Michael J. Hoose, as presented.

Moved by Ms. Davis-Howard, seconded by Mr. Natoli.

Mr. Colongeli motioned to table. There was no second to the motion. No further discussion.

Final Vote: Yes – 6, No – 1 (Colongeli), Abstain - 0. Motion Carried.

- b. 1st Reading Erie I BOCES Policy Revisions to Section 5000 Non-Instructional/Business Operations – Policies 5540, 5550, 5560, 5570, 5571, 5572, 5573, 5574, 5610, 5620.

RESOLVED, upon the recommendation of the Superintendent of Schools, to accept the 1st Reading of proposed changes to Section 5000 By-Laws for the following policies, as recommended by Erie I BOCES, and the Board of Education Policy Committee:

5.4	Publication of District's Annual Financial Statement	5540
5.5	Maintenance of Fiscal Effort (Title I Programs).....	5550
5.6	Use of Federal Funds for Political Expenditures	5560
5.7	Financial Accountability	5570
5.7.1	Allegations of Fraud	5571
5.7.2	Audit Committee.....	5572
5.7.3	Internal Audit Function	5573
5.7.4	Medicaid Compliance Program Policy	5574
6.1	Insurance	5610
6.2	Inventories and Accounting of Fixed Assets.....	5620

Moved by Ms. Griffin, seconded by Ms. Murphy. Under discussion members discussed the process to approve policies, and moved to *table* this group pending further discussion by the Policy Committee.

Final Vote: Yes – 6, No – 1 (Colongeli), Abstain – 0. Motion Carried.

- c. 1st Reading Erie I BOCES Policy Revisions to Section 7000 Students – Policy 7212 Response to Intervention (RtI) Process

RESOLVED, upon the recommendation of the Superintendent of Schools, to accept the 1st Reading of proposed changes to Section 7000 Students for the following policies, as recommended by Erie I BOCES, and the Board of Education Policy Committee:

STUDENT PROGRESS

Response to Intervention (RtI) Process..... 7212

Moved by Ms. Griffin, seconded by Mr. Natoli. Under discussion it was noted that Ms. Lisa Kaup had presented the RtI Plan to the Board at the June 11, 2013 meeting.

Final Vote: Yes – 6, No – 0, Abstain – 1 (Colongeli). Motion Carried.

- d. Acceptance of \$200 Scholarship Donation from The Perry and Nancy Browning Charitable Foundation
- RESOLVED, upon the recommendation of the Superintendent of Schools, to accept a scholarship donation in the amount of \$200 from the Perry and Nancy Browning Charitable Foundation for purpose of student scholarship to be paid out in accordance with the Harvey Kaufman Scholarship.**

Moved by Ms. Davis-Howard, seconded by Mr. Sidebottom. Discussion: none.

Final Vote: Yes – 7, No – 0, Abstain – 0. Motion Carried.

- e. Approval of 2011/12 and 2012/13 Corrections to Tax Roll
RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education for the Cortland Enlarged City School District hereby corrects the 2011/2012 and 2012/13 taxable assessed value for the below parcels owned by Rhodian Heights Condominium as listed:

Tax Roll Number	From	To
#127.00-09-10.000-2	90,000.00	66,000.00
#127.00-09-10.000-3	123,700.00	90,700.00
#127.00-09-10.000-4	85,000.00	62,700.00
#127.00-09-10.000-5	101,200.00	74,200.00
#127.00-09-10.000-6	85,000.00	62,700.00
#127.00-09-10.000-7	101,200.00	74,200.00
#127.00-09-10.000-8	85,000.00	62,700.00
#127.00-09-10.000-9	101,200.00	74,200.00
#127.00-09-10.000-10	85,000.00	62,700.00
#127.00-09-10.000-11	101,200.00	74,200.00
#127.00-09-10.000-12	90,000.00	66,000.00
#127.00-09-10.000-13	123,700.00	90,700.00

Moved by Ms. Davis-Howard, seconded by Ms. Griffin. Discussion: none.

Final Vote: Yes – 7, No – 0, Abstain – 0. Motion Carried.

- f. Approval of 2012/13 Correction to Tax Roll – Parcel #86.63-01-14.0000
RESOLVED, upon the recommendation of the Superintendent of Schools, that the Board of Education for the Cortland Enlarged City School District hereby corrects the 2012/13 STAR exemption for Parcel #86.63-01014.0000, owned by Janet L. Hanna and Sharyn L. Madison, from \$1,208.54 to \$1,028.00.
 Moved by Mr. Colongeli, seconded by Ms. Murphy. Discussion: none.
 Final Vote: Yes – 7, No – 0, Abstain – 0. Motion Carried.

7. PERSONNEL ACTION:

- a. Approval of Personnel Resignations and Leaves
RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the Resignations and Leaves as presented on Resignations and Leaves Schedule 11.18.
 Moved by Ms. Griffin, seconded by Mr. Sidebottom. Discussion: None.
 Final Vote: Yes – 7, No – 0, Abstain – 0. Motion Carried.
- b. Approval of Non-Instructional Personnel Appointments
RESOLVED, upon the recommendation of the Superintendent, to approve the appointments for Non-Instructional Personnel as presented on Schedules of Appointment 1095 and 1096.
 Moved by Ms. Murphy, seconded by Ms. Davis-Howard. Discussion: None.
 Final Vote: Yes – 6, No – 1 (Mr. Colongeli), Abstain – 0. Motion Carried.
- c. Approval of Instructional Personnel Appointments
RESOLVED, upon the recommendation of the Superintendent of Schools, to approve the appointments for Instructional Personnel as presented on Schedules of Appointment 2256, 2257, 2258, and 2259.
 Moved by Ms. Griffin, seconded by Mr. Natoli. Discussion: None.
 Final Vote: Yes – 6, No – 1 (Mr. Colongeli), Abstain – 0. Motion Carried.
- d. Approval of Revised Substitute Rates for Nurses for 2013/14
RESOLVED, upon the recommendation of the Superintendent, to approve the Revised Substitute Rates for Nurses for 2013/14 as presented.
 Moved by Ms. Murphy, seconded by Ms. Davis-Howard. Discussion: None.
 Final Vote: Yes – 7, No – 0, Abstain – 0. Motion Carried.
- e. Approval of Amendment to Employment Agreement for Assistant Superintendent for Pupil and Personnel Services - *Tabled*

8. LEADERSHIP REPORTS:

- a. Director of Business Operations – Ms. Bridenbecker was not in attendance.
 b. Assistant Superintendent for Pupil and Personnel Services - None

c. Director of Curriculum and Instruction

1) 4th Quarter Academic Report

Ms. Bliss provided a detailed 4th Quarter Academic Report presenting quarterly comparison charts for ELA, math, social studies and science and health. The charts reflected the percent of students passing, passing with mastery, failing or receiving an incomplete in each core subject. In addition charts reflecting attendance trends were presented as attending school regularly is a key benchmark in determining academic success. Ms. Bliss shared that her philosophy is that all data is a talking point.

Ms. Bliss began with elementary report card and attendance data. A member questioned whether or not the district had data indicating who had attended a preschool program, and if that had an impact on achievement. Ms. Bliss responded that we do have preschool information, and she will look at incorporating this into future reports.

Next, Ms. Bliss provided academic reports for grades 7 and 8 that indicated the percentage of students that reached mastery in core subject areas (85% or higher). Data from the 4th quarter of the last five years was included for reference. In addition, she presented charts reflecting a five-year history of the percent of students failing one, two and three or more courses.

Mr. Colongeli departed at 8:25 pm.

Lastly, Ms. Bliss provided data from grades 9-12 core academic courses, and overall passing levels on courses by grade level. She pointed out that the percentages could be misleading as the number of students actually enrolled in the courses varied greatly. Members requested enrollment numbers be included in future reports. Also included were charts reflecting a five-year history of the percent of students failing one, two and three or more courses, and a five-year high school drop-out comparison.

Ms. Bliss shared that this data will be used to target students that are at-risk. Guidance, parents, students and teachers will be working together to develop academic action plans for those students. In addition, the restructuring of the high school administrative team, with a focus on 9th grade, will add support where needed as reflected in the spike in failures at the 9th grade level.

d. Superintendent

- 1) Change Order Summary - Mr. Hoose reviewed change orders GC-054 \$1,703, GC-055 \$890, GC-056 \$4,847 credit, and GC-0547 \$2,848 credit.
- 2) Opening Day - Mr. Hoose reported that opening day, with the exception of a few late buses, was quiet. He complimented the Jr.-Sr. High School guidance department and administrators for being prepared and promptly handling students with schedule conflicts. A plan is in place to remedy master schedule issues next year.
- 3) Survey Results on Board Retreat - Mr. Hoose reviewed the results of the survey used to collect feedback on the August 15 Board retreat. He shared that five of the seven board members completed the survey. The results will be used for future planning.

9. **AUDIENCE PARTICIPATION:** (Individuals are requested to keep their comments to two-minutes per speaker). There were no requests to address the Board.

10. **NEXT MEETING AGENDA REVIEW:** Members agreed to work on draft goals before the next meeting, and come prepared to share and discuss them on September 24. The goals should tie back to the district mission statement.

11. EXECUTIVE SESSION

In accordance with Public Officer's Law Section 96, Subdivision 1, Ms. Van Donsel called for an Executive Session at 8:43 p.m. to discuss the medical, financial, credit, or employment history of a particular person.

Moved by Ms. Griffin, seconded by Mr. Natoli.

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

The Executive Session adjourned at 9:45 p.m.

Moved by Ms. Murphy, seconded by Ms. Davis-Howard.

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

12. ADJOURNMENT

Returned to tabled item 7e:

7 e. Approval of Amendment to Employment Agreement for Assistant Superintendent for Pupil and Personnel Services

RESOLVED, upon the recommendation of the Superintendent, to approve the Amendment to Employment Agreement for Assistant Superintendent for Pupil and Personnel Services for 2013-14 as presented.

Moved by Mr. Natoli, seconded by Ms. Griffin

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

As there was no further business to discuss, Ms. Van Donsel asked for a motion to adjourn the Regular meeting at 9:50 p.m.

Moved by Ms. Griffin, seconded by Ms. Davis-Howard.

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

Ms. Margaret Baccaro, Clerk

BOE 9/10/13 6C 1st read
BOE 9/24/13 5A 2nd read
approval

2013

7212
1 of 5

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

Overview

The Cortland Enlarged City School District Response to Intervention (RtI) Plan is developed to meet the requirements of Section 117.3 of the Regulations of the Commissioner of Education to ensure student progress toward meeting state standards. RtI is the practice of providing high quality, research supported instruction and interventions that are matched to student needs. Learning rates over time and levels of performance are used to make important educational decisions about individual students and the instruction they receive (NASDSE, 2006). RtI represents a systematic, research driven educational approach to work towards closing achievement gaps for all students, including students at risk, students with disabilities, and English Language Learners, by providing early intervention and preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to provide information to support accurate identification of students over time. It also informs decisions regarding appropriate interventions for students with varying levels of need. Educators make important decisions on a daily basis regarding students' educational programs, such as determining the need for changes in the nature of a child's current instruction or intervention program or the need for additional support through other support systems. The decision as to whether a student needs an intervention change or additional support must be based on extensive and accurate information that is supported by multiple sources of data. Intervention services are aimed at helping students meet or exceed the New York State Learning Standards in English Language Arts and mathematics, as measured by New York State Assessments. RtI services are available to students with disabilities on the same basis as non-disabled students.

Cortland Enlarged City School District's RtI Plan is designed to help students achieve the learning standards in English Language Arts (ELA) and mathematics in grades K-8. Appropriate instruction in reading means explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, oral reading fluency and reading comprehension strategies [8NYCRR 100.2(ii) and 200.4(c)(2)(i)]. Appropriate instruction in mathematics means explicit and systematic instruction in early numeracy, math computation, math concepts, and math problem solving and application. For high-quality early literacy instruction, the core reading program will minimally be scheduled for an **uninterrupted 90 minute literacy instructional period** in grades K-6. In grades 7-8, ELA is scheduled for an **uninterrupted 40 minutes daily**. It is noted that Cortland Enlarged City School District Response to Intervention (RtI) Plan is developing and will continue to be built upon over time.

RtI Assessment Plan

All students in grades K-8 will be given a universal screening which is an assessment procedure characterized by brief, efficient, repeatable testing of age-appropriate academic skills (i.e. identifying letters of the alphabet or reading a grade level passage).

Valid and reliable universal screenings are conducted three times per year for the purposes of identifying students who are struggling to meet academic benchmarks and for closer monitoring of their progress. Literacy skills assessed may include Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), Reading – Curriculum Based Measures (R-CBM), and MAZE (Comprehension Measure). Math skills may

(Continued)

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

include Oral Counting (OCM), Number Identification (NIM), Quantity Discrimination (QDM), Missing Number (MNM), Mathematics Computation (M-COMP), and Mathematics Concepts and Applications (M-CAP). Having these screening measures in place will ensure compliance with Section 117.3 of the Regulations of the Commissioner of Education, which requires that students with low screening scores be monitored periodically through screenings and on-going assessments of the students' reading and mathematics abilities and skills. CECSO's assessment system uses multiple measures to determine areas of academic need in order to guide appropriate academic interventions.

Screening results will be used to identify students who are in need of additional and/or more intensive interventions. Students will be progress monitored to ensure that they are making progress with the intervention that they are receiving, and that the intervention is necessary to meet the student's needs. Typically, schools that employ a progress monitoring model will also differentiate instruction for those students identified as at-risk during core instruction while additional progress monitoring data are obtained (Jenkins, J. & Johnson, E., 2008). We have developed progress monitoring rules (Appendix A). Each building Data Team will support these rules by frequently referring to them while meeting on a student.

Our school district's process to determine if a student responds to scientific, research-based instruction shall include the following: (a) instruction matched to student need with increasingly intensive levels of targeted intervention within the classroom setting and, (b) intervention for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards. We have a variety of research based intervention materials that are academically appropriate for students receiving Tier 1, Tier 2, or Tier 3 intervention services (Appendix D).

RtI Tiered System

The RtI model is a multi-tiered approach to providing supports and interventions to students at increasing levels of intensity based on progress monitoring and data analysis. These interventions start in the classroom and are part of the everyday curriculum. Each student's rate of progress over time is used to make important educational decisions. Intervention fidelity is critical to the integrity of an RtI model. Intervention fidelity refers to delivering instruction the way it is designed to be delivered. These interventions should be carefully chosen and based on each student's needs. If a student is not making expected progress after participating in an intervention that is carefully chosen and implemented with fidelity, the intervention may be customized by adding research-based practices and must be approved by the school's Data Team or Curriculum Specialist. Although the instruction and interventions encompassing the RtI model may involve many different levels of intensity and individualization, they are usually considered to fall within the following three broad, fluid tiers:

Tier 1- Core Instruction

This primary tier involves all students. Cortland Enlarged City School District's Tier 1 K-6 model generally includes a 90 minute uninterrupted literacy block with supplemental practice and classroom-based instruction with interventions provided to students in need of additional help. Currently, the 7-8

(Continued)

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

model includes a 40 minute ELA lesson every day using classroom-based instruction and supplemental practice. Teachers may vary instructional routines or groupings to accommodate the needs of students who are not meeting grade level expectations. Students who are struggling to meet grade level benchmarks while receiving Tier 1 support may be progress monitored weekly or biweekly as determined by the classroom teacher and Data Team in order to further assess their response to classroom instruction and to guide further decision making.

Tier 2- Strategic Interventions

In Tier 2, more intensive forms of strategic interventions are provided for those students who have not made adequate progress within the Tier 1 curriculum. These interventions are typically discussed within the building Data Team and grade level teams. Interventions are designed to be implemented regularly and are intended to be short term. However, the duration of intervention will vary based on student response. There is no specific time limitation for a student to be in Tier 2. Students may remain in their assigned intervention group as long as data indicates a strong rate of progress and need for continued practice.

Tier 2 intervention will typically be small groups of supplemental instruction. These supplemental instructional interventions will be provided in addition to Tier 1 instruction. Tier 2 interventions will focus on the areas of student need that are identified in the universal screening and discussed by the teacher and Data Team. Students will be grouped according to instructional level and need. Tier 2 interventions must be supported by research, and will vary by curriculum focus, group size, frequency, and duration. Individual student needs affect the determination of these variables. Selection criteria will be monitored by the district Data Team. Students who respond to Tier 2 supplementary instruction may move back to Tier 1 if no other instructional goals are needed. Students who do not respond to Tier 2 supplementary instruction may move to Tier 3 for more intensive intervention. Please see the Progress Monitoring rules section for further information on the process (Appendix A-1).

Tier 3- Intensive Interventions

This level is characterized by intensive intervention that is increased in frequency, intensity, or duration based on targeted assessment results. Tier 3 interventions are supplemental to Tier 1 instruction. Students receiving this level of instruction will be progress monitored at least once a week. If the student makes progress, the student can move back to Tier 2. If the student does not make progress with a specifically chosen, research based and intensive intervention at this level, the Data Team and grade level team should carefully assess the student's needs to determine different interventions (Appendix A-2).

Parent Notification

In accordance with Section 100.2 (ii) of the Regulations of the Commissioner of Education, when a student requires intervention services beyond what is provided to all students and begins receiving Tier 2 intervention services, parents must be notified in writing (Appendix E). Parents will receive

(Continued)

Students

SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS (Cont'd.)

quarterly data-based documentation of student progress. This is consistent with section 200.4 (j) of the Regulations of the Commissioner of Education.

Professional Development

Effective implementation of a data-based decision making process like RtI requires specific sets of skills and knowledge that are central to the different roles and responsibilities of teachers and other school personnel involved in the process. This requires high-quality professional development for all instructional staff in the implementation of RtI, knowledge of specific research-based interventions that can be used in implementing RtI, as well as knowledge in how to interpret gathered data. Professional development formats include but are not limited to: multi-day trainings, short workshops during professional development days, information presented at faculty meetings, professional book clubs, and discussion at monthly department meetings.

In addition to district leaders, highly knowledgeable outside consultants may be utilized to provide ongoing, high-quality professional development in specific technical and/or procedural aspects of RtI. This may include training and support with universal screening and progress monitoring software.

Data Team members have a broad understanding of interventions and are skilled in data analysis, problem solving, and decision making in support of improving instructional programs for students referred to the team.

Data Driven Instruction

District and building level Data Teams will receive selection criteria and specific tier information immediately following fall, winter, and spring universal screenings. This information will be utilized to determine appropriate instruction and intervention. The purpose of progress monitoring is to organize and conduct frequent, direct, and continuous measurement of students' skill improvement. These skills are assessed using research-based general outcome measures which are very sensitive to student growth over a relatively short period of time. Please see Appendix A for the Progress Monitoring Rules, Appendix B for the Intervention Planning Checklist (individual students), and Appendix C for the Grade Level Progress Monitoring Data-Based Decision Form (class planning form).

Conclusion

It is important for all stakeholders to remember that Response to Intervention is an instructional concept/framework as opposed to an additional instructional method. Data analysis and parent communication are driving factors for the successful implementation of the RtI plan. Proper and appropriate selection and the fidelity of implementation of interventions (considering the frequency, duration, and intensity) are critical components of the RtI process. CECSO's RtI policy is a multi-faceted approach that will, over time, increase the provision of early intervention opportunities and increase student academic success.



FIELD PLACEMENT AGREEMENT

Agreement effective as of September ____, 2013 by and between Tompkins Cortland Community College, TC3, an educational institution with a principal place of business at 170 North St, Dryden, NY 13053 ("The Institution"), and the Cortland Enlarged City School District, ("The District") with a principal place of business located at 1 Valley View Drive, Cortland, NY 13045.

RECITALS:

- A. The Institution is in the business of preparing students for professional careers in education and, as part of that preparation, arranges field instruction/practical training/student teaching experiences for its students.
- B. The District employs people in the professions for which the Institution seeks field placements.
- C. The Institution desires to place its students in field placements within the District.
- D. The District is willing to provide field placements for the Institution students under certain terms and conditions.

Therefore, based on their mutual promises and other valuable consideration, the parties agree as follows.

TERMS:

- 1. The District shall have sole discretion to offer as many, as few, or no field placements as it may determine annually.
- 2. The Institution represents that any students it seeks to place with the District will be adequately trained and knowledgeable for the field experience sought.



FIELD PLACEMENT AGREEMENT

3. Each of the Institution's students placed with the District shall be of good character. The Institution shall provide proof of criminal background checks and fingerprint clearance through the State Education Department procedures prior to the start of any field placement with the District.
4. The District reserves the right to reject any student proposed by the Institution for a field placement experience or to terminate any student placed in a field placement for valid non-discriminatory reasons; and the Institution shall remove any employee or student of the Institution from the field placement experience at the District upon written notice that such person is no longer acceptable to the District.
5. The Institution will provide any accommodations or supports required under State or Federal disability laws by the students in order to perform in the field placement.
6. The parties acknowledge that the student participants are not employees of the District or the Institution during their field placements but rather students of the Institution satisfying requirements of their degree programs. As a result, the students shall not be eligible for, nor receive pay or other compensations or benefits of any kind.
7. Students shall be subject to and shall abide by all applicable policies, rules and regulations of the District, as well as Federal, State and Local law regulation.
8. The Institution shall identify and provide appropriate personnel to coordinate the Institution's student field placements at the District. The Institution will not be responsible for on-site supervision. The District shall identify and provide appropriate personnel to supervise the Institution's students in their field placement assignments.
9. The District and the Institution shall agree, prior to placement of students, upon the duration of the field placement as well as the number of days and hours per week expected of the student in the field placement experience.



FIELD PLACEMENT AGREEMENT

10. In accordance with State law and decisions there under, the Institution shall be responsible for any liability, claim, loss, damage, suit or judgment (and if assessed by a court of competent jurisdiction, any costs, expenses and reasonable attorney's fees) arising directly from the negligent acts or omissions of the Institution or its officers or employees in connection with or account of the activities carried out under this agreement.

11. As consideration for the District providing field placement experiences for the Institution's students, the Institution shall provide the following, if appropriate:

a. 3 credit tuition voucher

12. The agreement shall terminate on June 30, 2014. Either party may terminate this Agreement earlier, with or without cause, upon two weeks written notice to other party personally delivered or sent by registered mail, return receipt requested.

If to the District to:

Superintendent of Schools
1 Valley View Drive
Cortland, NY 13045

If to the Institution to:

Nursing Department Chair
Tompkins Cortland Community College
170 North St.
Dryden NY 13053



FIELD PLACEMENT AGREEMENT

and shall be deemed given upon the earlier of receipt or three days after mailing.

13. The relationship between the parties is that of independent contractors. Nothing in this Agreement shall be construed so as to make the parties joint venturers, partners, or agents of the other. Neither party shall have nor hold itself out as having any power of authority to bind, create liability for, or otherwise act on behalf of the other.

14. This Agreement constitutes the entire understanding of the parties and may only be amended by written consent of the parties.

15. Any disputes arising from the Agreement shall be resolved in a court of competent jurisdiction within Cortland County, New York, and the parties consent to jurisdiction of any such court. The Agreement shall be governed by and construed in accordance with New York State Law.

The parties' consent to this Agreement is indicated by their signatures below.

Cortland Enlarged City School District

By: _____ Date: _____

Title: Superintendent of Schools

By: Kathleen Shaug MS, RN Date: 9/13/13

Title: Department Chair for Nursing

Institution: Lampkin Cortland Community College

79-c

SCHEDULE OF APPOINTMENTS

Non-Instructional Personnel
To Fix Salaries and Schedule Conditions for the School Year 2013-14

Schedule Number: 1097
Board Meeting Date: September 24, 2013
Color: White

NAME	JOB TITLE	SERVICE AREA	EFFECTIVE DATE	APPOINTMENT TYPE	REMARKS	SALARY/ HOURLY RATE
Alm, Shannon	Teacher Aide	Cortland Christian Academy	09/20/2013	Probationary	Shannon will fill the Teacher Aide position due to resignation.	\$9.60
DeGouff, Cassandra	Teacher Aide	St. Mary's	09/20/2013	Probationary	Cassandra will fill the Teacher Aide position due to resignation.	\$9.60
Barber, Arlene	Teacher	St. Mary's	09/19/2013	Probationary	Arlene will fill the Teacher Aide position due to resignation.	\$9.60
Hill, Loretta	School Monitor	Transportation	09/16/2013	Probationary	Loretta will fill the School Monitor vacancy due to resignation.	\$9.60
Potter, Scott	School Monitor	JSHS	09/19/2013	Probationary	Scott will fill the School Monitor position.	\$9.60
Law, Diane	Bus Driver	Transportation	09/25/2013	Probationary	Diane will fill the Bus Driver vacancy due to resignation.	\$16.10

*Revised effective date in italics

SCHEDULE OF APPOINTMENTS

Non-Instructional Substitute Personnel

To Fix Salaries and Schedule Conditions for the School Year 2013-14

Schedule Number: **1098**
Board Meeting Date: **September 24, 2013**
Color: **White**

The following individuals are appointed conditionally (pending fingerprint clearance) to the substitute list for non-instructional personnel. The Superintendent is authorized to make assignments from the list.

Last Name	First Name	Title	Rate
Avery	Heidi	Teacher Aide	\$8.95
Aylesworth	Renee	Nurse	\$16.50
Blanden	Shawn	Cleaner	\$8.80
Ferro	Regina	Nurse	\$16.50
Neville	Mary	Teacher Aide	\$8.75

SCHEDULE OF APPOINTMENTS

ADMINISTRATORS AND INSTRUCTIONAL STAFF

To Fix Salaries and Schedule Conditions for the School Year 2013-14

Schedule Number: 2260

Board Meeting Date: September 24, 2013

Color: White

NAME	POSITION/ LOCATION	TYPE OF APP'T	DATE EFFECTIVE	PROB ENDS	TENURE AREA	CERT/DEGREE	REMARKS	SALARY
Balfour, Elizabeth	English/JSHS	Part-Time	09/20/2013	N/A	N/A	English Language Arts 7-12/Initial	Elizabeth will fill the .5 FTE English position retroactive to 09/20/2013.	Step Grad Hrs Master's AI \$39,005
TOTAL								\$19,502.50*

*To be pro-rated

SCHEDULE OF APPOINTMENTS

ELEMENTARY & SECONDARY SUBSTITUTE TEACHERS/TUTORS 2013-14

Schedule Number: 2261

Board Meeting Date: September 24, 2013

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
Aspinwall, Breck	Substitute Teacher	A	\$87.00
Dumas, Marti	Substitute Teacher	A	\$87.00
Hand, Danielle	Substitute Teacher	A	\$87.00
O'Mara, Marisa	Substitute Teacher	A	\$97.00
Pflug, Mark	Substitute Teacher	A	\$97.00
Tymofy, Justine	Substitute Teacher	A	\$87.00
Williams, Phyllis	Substitute Teacher	A	\$87.00
Yaman, Molly	Substitute Teacher	A	\$87.00

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