

NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
 BOARD OF EDUCATION REGULAR MEETING
 AUGUST 24, 2021 6:00 PM AUDITORIUM OF THE HIGH SCHOOL

AGENDA

1. Call to Order/Pledge of Allegiance

Approval of Agenda

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of August 24, 2021.

Motion for approval by _____, seconded by _____, all in favor ___-___.

2. Presentations:

- New Course Proposal – Scott Bradley
- Overview of 2021 Summer Programs – Megan Paliotti

3. Public Access to the Board:

This time is provided for residents of the District to address the Board of Education. Persons wishing to speak in person must complete the sign in sheet and be recognized by the President. If you would like to speak via zoom please email the District Clerk. The speaker will be allowed five minutes to address the Board of Education.

4. Consent Agenda:

A motion for approval of items as listed under the CONSENT AGENDA ITEMS is made by _____, and seconded by _____ any discussion- All in favor ___-___.

a) Board of Education Meeting Minutes

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Meeting Minutes of August 10, 2021.

b) Recommendations from CSE and CPSE

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the recommendations for the Committee on Special Education dated August 3 and 17, 2021; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

14503	14550					
IEP Amendments:						
14578						

c) Substitute Teachers and Substitute Service Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the individuals named on the substitute lists, which are on file with the District Clerk.

d) Transfer of Funds – Workers’ Compensation Reserve

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and

pursuant to General Municipal Law Section 6-j, approves the transfer of \$25,530.88 from the Workers' Compensation Reserve to unreserved/unassigned fund balance, in accordance with the District's Funding and Use of Reserves Policy.

e) Approve District-Wide School Safety Plan and Building-Level Emergency Response Plans

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the comprehensive School Safety Plan and Building Level School Emergency Response Plans for the 2021-22 school year.

f) Approval of Professional Development Plan

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 2021-2022 Professional Development Plan.

g) Approval of High School Course in 2021-2022

Scott Bradley presented a request for new high school course to the Leadership Council for review. After discussion, the Assistant Superintendent for Instruction and School Improvement forwarded the recommendation for acceptance to the Superintendent.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following new high school credit course which will be included in schedules starting in September 2021:

Title: Global History and Geography II Honors

Grade Level: 10

Credit: 1

h) Personnel Items:

1. Letter of Resignation – Dustin Williams

Dustin Williams, Maintenance Mechanic has submitted a letter of resignation.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation of Dustin Williams as a Maintenance Mechanic, effective August 31, 2021.

2. Letter of Resignation – Alice Cona

Alice Cona, English as a Second Language Teacher has submitted a letter of resignation.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation of Alice Cona as an English as a Second Language Teacher effective September 10, 2021.

3. Letter of Resignation – Christina Marriott

Christina Marriott, Cook, has submitted a letter for resignation to accept another position within the District.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation, contingent upon her appointment as Food Service

Supervisor, from Christina Marriott effective with the close of business August 31, 2021.

4. Appoint Food Service Supervisor – Christina Marriott
Rita Lopez recommends Christina Marriott to fill the Food Service Supervisor position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the 52 week probationary appointment of Christina Marriott as Food Service Supervisor conditional upon a criminal history record check according to commissioners Regulation §801.11 and Part 87 as follows:

Probationary Period: September 1, 2021-August 31, 2022
Salary: \$19.00/hr.

5. Appoint Cleaner – Kyla Maloney
William Bonville recommends Kyla Maloney to fill a Cleaner position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the 52 week probationary appointment of Kyla Maloney as a Cleaner conditional upon a criminal history record check according to commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: August 25, 2021-August 24, 2022
Salary: \$15.00/hr.

6. Appoint Clerk/Typist – Sarah Munger
Scott Bradley recommends Sarah Munger to fill a Clerk/Typist position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 52 week probationary appointment of Sarah Munger as a Clerk/Typist, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: September 1, 2021-August 31, 2022
Salary: \$15.00/hour

7. Provisionally Appoint Clerk/Typist – Shannon Thomas
Jeremy Barnes recommends Shannon Thomas to fill a Clerk/Typist position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the provisional appointment of Shannon Thomas as a Clerk/Typist, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 at a rate of \$15.50/hour effective September 1, 2021.

8. Appoint Teacher Aide – Lisa Putman
Megan Paliotti recommends Lisa Putman to fill a Teacher Aide position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the 52 week probationary appointment of Lisa Putman as a

Teacher Aide, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: September 1, 2021-August 31, 2022
Salary: \$15.73/hour

9. Recall Teacher Aide – Stephanie Kerr

Megan Paliotti is recommending that Stephanie Kerr be recalled from the preferred eligibility list as a Teacher Aide to fill a vacancy.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves to recall Stephanie Kerr from the established Preferred Eligibility List as a Teacher Aide, with no loss of seniority, personal or sick time, effective September 1, 2021.

Probationary Period: September 1, 2021-August 31, 2021
Salary: \$15.53/hour

10. Appoint Teacher – Renee Swetman

Scott Bradley recommends Renee Swetman to fill a Science Teacher position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the three year probationary appointment of Renee Swetman as a Science Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Biology 7-12, Professional
Tenure Area: Science
Probationary Period: August 31, 2021-August 30, 2024
Salary: Step T \$66,117

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

11. Appoint Teacher – Kristy Rigby

Christie Graves recommends Kristy Rigby to fill an Elementary Teacher position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Kristy Rigby as an Elementary Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Early Childhood Education (Birth-2)
Tenure Area: Elementary
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step B \$49,160

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

12. Appoint School Counselor – Melanie Cerra

Scott Bradley recommends Melanie Cerra to fill a School Counselor position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Melanie Cerra as a School Counselor conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: School Counselor, Professional
Tenure Area: School Counselor
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step E \$50,503

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

13. Appoint Teacher – Michele McEneaney

Christie Graves recommends Michele McEneaney to fill an Elementary Teacher position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Michele McEneaney as an Elementary Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Nursery, Kindergarten & Grades 1-6
Tenure Area: Elementary
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step A \$48,014

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

14. Appoint Teacher –Ryan Tuggle-Haskins

Scott Bradley recommends Ryan Tuggle-Haskins to fill a Special Education Teacher position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Ryan Tuggle-Haskins as a Special Education Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: SWD Grades 7-12 – Professional
Tenure Area: Special Education - General
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step D - \$50,038

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

15. Appoint Teacher –Morgan Parkison

Christie Graves recommends Morgan Parkison to fill a Special Education Teacher position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Morgan Parkison as a Special Education Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: SWD Grades 1-6 – Professional
Tenure Area: Special Education - General
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step J- \$52,569

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

16. Appoint TESOL Teacher – Erica Kortepeter-Ragan

Scott Bradley recommends Erica Kortepeter-Ragan to fill an English as a Second Language position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Erica Kortepeter-Ragan as an English as a Second Language teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: English to Speakers of Other Languages - Professional
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step W - \$70,889

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

17. Summer Curriculum Writing/Professional Development

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individuals to participate in curriculum writing workshops in July-August 2021 at \$32.50/hr.:

Renee Swetman	Melanie Cerra	Kristy Rigby	Michele McEneaney
Ryan Tuggle-Haskins	Morgan Parkison	Erica Kortepeter-Ragan	

18. Permanent Appointment – Richard Lewis

Rita Lopez recommends Richard Lewis to a permanent appointment as a Food Service Helper.

RESOLUTION

Be it resolved, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the permanent appointment of Richard Lewis as a Food Service Helper effective September 2, 2021.

19. Permanent Appointment – Yolanda DuBois

Rita Lopez recommends Yolanda DuBois to a permanent appointment as a Cook.

RESOLUTION

Be it resolved, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the permanent appointment of Yolanda DuBois as a Cook effective September 9, 2021.

20. Permanent Appointment – Amber Smith

Rita Lopez recommends Amber Smith to a permanent appointment as a Food Service Helper.

RESOLUTION

Be it resolved, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the permanent appointment of Amber Smith as a Food Service

Helper effective September 2, 2021.

21. Correction from 7/6/21 - Appoint Occupational Therapist – Brittany Penczek
Megan Paliotti recommends Brittany Penczek to fill a ~~an~~ Occupational Therapist position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the 52 week probationary appointment of Brittany Penczek as a ~~an~~ Occupational Therapist conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: ~~August 31, 2021-August 30, 2022~~ September 1, 2021-August 31, 2022
Salary: Step G \$36,210

22. Correction from 8/10/21 - Appoint Reading Teacher – Matt Savino
Scott Bradley recommends Matt Savino to fill a Reading Teacher position.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Matt Savino as a Reading Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Reading, Permanent
Tenure Area: Reading
Probationary Period: ~~August 31, 2021-August 30, 2025~~ September 1, 2021-August 31, 2025
Salary: Step Y \$74,071

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

5. Items requiring a roll call vote:

A motion for approval of the following items as listed under roll call is made by _____, and seconded by _____ any discussion-

1. Appoint Social Work Intern Task Supervisor – Task Buddy – Sara Boogaard

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of Sara Boogaard as Social Work Intern Task Buddy at a rate of pay of \$1,000.00 for the 2021-2022 school year.

Good News:

Superintendent Update

Other: (Time Permitting)

- **Board Committee Appointments**

Motion for Adjournment:

There being no further business or discussion, a motion is requested adjourn the regular meeting.

Motion for approval by _____, seconded by _____, with motion approved ____-____. Time adjourned: __:__ p.m.

NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT
ORGANIZATION AND BOARD OF EDUCATION REGULAR MEETING
August 10, 2021 6:00 PM AUDITORIUM OF THE HIGH SCHOOL

PRESENT:

BOE Members: Lucinda Collier, Linda Eygnor, Tina Reed, Jasen Sloan, John Boogaard, Paul Statskey, Izetta Younglove

Superintendent: Michael Pullen

District Clerk: Tina St. John

Assistant Superintendent for Business and Operations: Robert Magin

Absent: Assistant Superintendent for Instruction and School Improvement: Megan Paliotti

Approximately 12 students, staff and guests in person and via Zoom

1. Call to Order/Pledge of Allegiance

President, Lucinda Collier called the meeting to order at 6:04 PM.

Approval of Agenda:

Motion for approval was made by Paul Statskey and seconded by Linda Eygnor with the motion approved 7-0.

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the agenda of August 10, 2021.

2. Presentations:

- SWBR & Campus Construction - Kevin Donaghue from Campus Construction and Steve Rebholz, from SWBR provided a status update and answered questions regarding the Capital Project.
- Community School Update – Bridgette Barr presented on the Community Schools and answered questions.
- Parent Square – Lisa Brower provided a tutorial on Parent Square, which will be the District’s new main communication platform.

3. Public Access to the Board:

- Jeannie Brockmyre, president of the Wolcott Rotary Club, thanked the district on behalf of the Rotary for its efforts to support children and the community. She spoke about Rotary’s partnership with the high school technology and art departments to build and decorate five “little libraries” that will be placed around the community.

4. Creation of Positions:

A motion for approval of the following items as listed under Creations of Positions is made by Tina Reed and seconded by Jasen Sloan with the motion approved 7-0.

1. Creation of Instructional Positions

RESOLUTION

Be it resolved, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the creation of the teaching positions in the following tenure area:

2- 1.0 FTE Reading Teachers

2. Creation of Non-Instructional Positions

RESOLUTION

Whereas, the North Rose-Wolcott Central School District has determined that it is necessary establish

other positions according to Wayne County Civil Service Rules, and therefore;
 Be it resolved, that the Board of Education hereby establishes the following classified civil service positions effective August 11, 2021:

<u>Position</u>	<u>Classification</u>
1 – 1.0 Food Service Supervisor	non-competitive
1 – 1.0 Senior Maintenance Mechanic	non-competitive
1 – 1.0 Senior Computer Services Assistant	competitive

5. Consent Agenda:

A motion for approval of the following items as listed under the CONSENT AGENDA is made by Tina Reed and seconded by Izetta Younglove with the motion approved 7-0.

a) Board of Education Meeting Minutes

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the Meeting Minutes of July 6, 2021.

b) Recommendations from CSE and CPSE

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the recommendations for the Committee on Special Education dated May 11, June 1, 2, 4, 8, 9, 11, 16, 23, July 2, and 13, 2021; and instructs the Superintendent to implement the recommendations on behalf of the following individuals identified by student number:

14292	13836	11734	12924	14366	11779	13856
14546	13798	14060	11179	13965	11879	13691
14368	13229	14340	14532	14403	13495	14031
12062	14133	14359	13292	13864	14069	13842
13717						
IEP Amendments:						
14331						

c) Substitute Teachers and Substitute Service Personnel

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the individuals named on the substitute lists, which are on file with the District Clerk.

d) Revised 2021-2022 Board of Education Meeting Calendar

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law adopts the revised 2021-2022 Board of Education Meeting Calendar.

e) 2021 School Tax Warrant

RESOLUTION

Whereas the Board of Education has been authorized by the voters of North Rose - Wolcott CSD to collect School Taxes at a sum not to exceed \$10,117,584 (General Fund) and \$188,100 (Wolcott Public Library and Rose Free Library).

Be it Resolved that the tax warrant of the Board, duly signed, shall be affixed to the tax rolls authorizing the collection of said taxes to begin September 1, 2021 and end November 1, 2021, giving the tax warrant an effective period of 62 days, at the expiration of which time the tax collector shall make an accounting, in

writing, to the Board of Education.

Be it Further Resolved that the delinquent tax penalties shall be fixed as follows: September 1, 2021– October 1, 2021 - No Penalty; October 2, 2021 – November 1, 2021 - 2% Penalty; After November 1, 2021 unpaid taxes turned over to the County will incur additional penalties to be retained by the County.

f) Approve Change Order #GT-014

RESOLUTION

BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE NORTH ROSE-WOLCOTT CENTRAL SCHOOL DISTRICT that it hereby authorizes and approves Change Order No. GT-014 and the Change Proposals submitted by Fahs Construction in the amount of \$195,000.00.

g) Personnel Items:

1. Letter of Resignation – Michaela Sontheim

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation of Michaela Sontheim as an Elementary Teacher, effective August 28, 2021.

2. Letter of Resignation – Becky Cincebox

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation of Becky Cincebox as an Elementary Teacher, effective July 29, 2021.

3. Letter of Resignation – Hannah Pettengill

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation of Hannah Pettengill as an Elementary Teacher, effective August 30, 2021.

4. Letter of Resignation – Kristin McMorris

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation as ESY Teacher Aide, effective the close of business July 8, 2021.

5. Letter of Resignation – Erin Moses

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law accepts the resignation of Erin Moses as a Special Education Teacher, effective August 4, 2021.

6. Leave of Absence – Betsy Hayden

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the unpaid leave of absence for Betsy Hayden for the 2021-2022 school year.

7. Appoint Food Service Helper – Heather Pollock

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools

And pursuant to Education Law approves the 52 week probationary appointment of Heather Pollock as a Food Service Helper conditional upon a criminal history record check according to commissioners Regulation §80 1.11 and Part 87 as follows:

Probationary Period: September 1, 2021-August 31, 2022
Salary: \$16.00

8. Appoint Long-Term Substitute Teacher–Karen Larkin

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of Karen Larkin as as Long Term Substitute Teacher, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Chemistry 7-12, Initial
Appointment Dates: Approximately August 31, 2021-November 29, 2021
Salary: \$240.07/day

9. Appoint Teacher – Karen Deans

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the three year probationary appointment of Karen Deans as a Science Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Earth Science 7-12, Professional
Biology 7-12, Professional
General Science 7-12, Extension Professional
Tenure Area: Science
Probationary Period: August 31, 2021-August 30, 2024
Salary: Step M \$54,980

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

10. Appoint Teacher – Anthony Gill

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Anthony Gill as a Math Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Mathematics 7-12, Emergency COVID-19
Tenure Area: Mathematics
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step A \$48,014

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

11. Appoint Reading Teacher – Matt Savino

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Matt Savino as a Reading Teacher conditional upon a criminal history record check according to Commissioners

Regulation §80 1.11 and Part 87 as follows:

Certification: Reading, Permanent
Tenure Area: Reading
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step Y \$74,071

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

12. Appoint Teacher – Lindsey Roberts

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Lindsey Roberts as an Elementary Teacher conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: Childhood Education Grades 1-6 – Emergency COVID-19
Tenure Area: Elementary
Probationary Period: August 31, 2021-August 30, 2025
Salary: Step A \$48,014

The expiration date is tentative and conditional only. In order to be eligible for and considered for tenure, the teacher must meet all requirements of the educational law and corresponding regulations.

13. Summer Curriculum Writing/Professional Development

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the following individuals to participate in curriculum writing workshops in July-August 2021 at \$32.50/hr.:

Karen Deans
Lindsey Roberts

Anthony Gill

Matt Savino

14. Appoint Director of Special Education and Pupil Personnel Services – Sara McLean

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the four year probationary appointment of Sara McLean as the Director of Special Education and Pupil Personnel Services, conditional upon a criminal history record check according to Commissioners Regulation §80 1.11 and Part 87 as follows:

Certification: School District Leader, Professional
Tenure Area: Director of Special Education and Pupil Personnel Services
Probationary Period: August 23, 2021-August 22, 2025
Salary: \$80,000

15. Appoint .5 Wellness Coordinator – Amy Bromley

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of Amy Bromley as the .5 Wellness Coordinator for the 2021-2022 school year at the stipend of \$750.00.

16. Appoint .5 Wellness Coordinator – George Wetherell

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of George Wetherell as the .5 Wellness Coordinator for the 2021-2022 school year at the stipend of \$750.00.

17. Coaching and Athletic Department Appointment

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following coaching appointments for the 2021-22 school year, conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87, and successful completion of all required First Aid/CPR and Child Abuse courses.

Position		Name	Step	Years	Salary
Girls' Swim	Varsity	Brian Cole	3	8	\$7,622
Volunteer Assistant Girls' Swim	Varsity	Kelly Cole			Volunteer
Girls' Swim	Modified	Kelly Cole	2	6	\$3,715
Boys' Swim	Varsity	Brian Cole	4	15	\$8,384
Volunteer Assistant Boys' Swim	Varsity	Kelly Cole			Volunteer
Boys' Swim	Modified	Kelly Cole	2	6	\$3,715
Bowling	Varsity	Cathy LaValley	4	24	\$4,670
Boys' Soccer	Varsity	Michael Virts	2	6	\$4,571
Boys' Soccer	JV	Paul Petersen	2	6	\$3,193
Boys' Soccer	Modified	Ethan Durocher	1	2	\$1,834
Volunteer Assistant Boys' Soccer	Varsity	William Murray			Volunteer
Girls' Soccer	Varsity	Jamie Carr	4	15	\$5,587
Girls' Soccer	Modified	Amy Bromley	4	18	\$3,026
Volunteer Assistant Girls' Soccer	Varsity	Keith Cuykendall			Volunteer
Boys' Track	Varsity	Michael Flaherty	2	4	\$4,571
Boys' Track	Modified	Alex Richwalder	3	7	\$3,437
Golf	Varsity	Adam Hawley	3	7	\$4,245
Boys' Basketball	Varsity	Brian Hoyt	4	20	\$8,384
Boys' Basketball	JV	Michael Kanaley	2	4	\$4,787
Boys' Basketball	Modified	Ethan Durocher	1	1	\$2,291
Girls' Basketball	Modified	Ethan Durocher	1	2	\$2,523
Cross Country	Varsity	Gregory Matkosky	2	4	\$3,821
Cross Country	Modified	Michael Flaherty	2	4	\$2,476
Boys' Volleyball	Varsity	David Hahn	1	2	\$3,386
Boys' Volleyball	Modified	Cody Lapp	1	3	\$1,834
Girls' Volleyball	Varsity	Alex Richwalder	4	10	\$5,587
Girls' Volleyball	JV	Victoria Converse	1	3	\$2,365
Girls' Volleyball	Modified	Allison Denk	1	2	\$1,834
Girls' Tennis	Varsity	Michael Grasso	4	18	\$4,670
Girls' Tennis	Modified	Zachary Norris	1	1	\$2,365
Softball	Varsity	Rob Yarrow	4	14	\$5,587
Baseball	Varsity	Brandon Kacinski	2	4	\$4,571

18. Appoint Extended School Year (ESY) Summer School Staff

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, appoints the following individual to fill a position for Special Education

Summer School, from July 9, 2021 through August 13, 2021.

Name	Position	Salary
Kristin McMorris	ESY Teaching Assistant	\$16.00/hour

19. Permanent Appointment – Kelly Furman

RESOLUTION

Be it resolved, that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law approves the permanent appointment of Kelly Furman as a Bus Driver effective September 2, 2021.

20. Appoint Mental Health Intern Supervisor – Social Worker – Catherine Grasso

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the appointment of Catherine Grasso as Mental Health Internship Supervisor – Social Worker at a rate of pay of \$3,500.00 for the 2021-2022 school year.

21. Certify Lead Evaluators

WHEREAS, the following administrators have completed trainings which meet the requirements of 8 NYCRR 30-2.9 and the North Rose-Wolcott Annual Professional performance Review Plan (APPR) for certification as a Lead Evaluator of teachers:

- a) Christie Graves, Principal
- b) Mark Mathews, Principal
- c) Scott Bradley, Principal
- d) Sara McLean, Director of Special Education
- e) Brady Farnand, Assistant Principal
- f) Jason Shetler, Assistant Principal
- g) Marc Blankenberg, Athletic Director
- h) Matthew DiGiambattista, Administrative Intern
- i) Bridgette Barr, Community Schools Administrator

WHEREAS, the following administrators have completed trainings which meet the requirements of 8 NYCRR 30-2.9 and the North Rose-Wolcott Annual Professional Performance Review Plan (APPR) for certification as a Lead Evaluator of principals:

- A.) Michael Pullen, Superintendent of Schools
- B.) Megan Paliotti, Assistant Superintendent for Instruction and School Improvement
- C.) Robert Magin, Assistant Superintendent for Business and Operations

BE IT RESOLVED, that, upon recommendation of the District Superintendent, that the above listed

administrators (a- i) be certified as a Lead Evaluators of teachers and that the above listed administrators (A -C) be certified as Lead Evaluators of principals.

6. Board Appointments and Other Designations:

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, appoints the following individual to serve in the stated position with stipend as stated for the 2021-2022 school year, effective July 1, 2021.

A motion for approval of the following items as listed under Corrections is made by Linda Eynor and seconded by John Boogaard with the motion approved 7-0.

a) The following will be appointed annually:

Position	2020-2021	2021-2022
Central Treasurer , Extra Classroom Activities Account:		
<ul style="list-style-type: none"> North Rose Elementary 	Andrew DiBlasi	Kelly Cole, Stipend \$300

7. Corrections:

A motion for approval of the following items as listed under Corrections is made by John Boogaard and seconded by Paul Statskey with the motion approved 7-0.

1. Correction Appoint Extended School Year (ESY) Summer School Staff

Megan Paliotti is recommending the following individuals to staff the Special Education Summer School Program.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, appoints the following individuals to fill positions for Special Education Summer School, from July 6, 2021 through August 13, 2021.

Name	Position	Salary
Carol Hull	ESY Teacher Aide	\$16.53/hr. \$19.12
Chere' Poole	ESY Teacher Aide	\$14.68/hr. \$17.27
Melissa Stevens	ESY Teacher Aide	\$16.53/hr. \$19.12
Kim Youngman	ESY Substitute Teacher Aide	\$16.53/hr. \$19.12

2. Correction Program Appointments

The following individuals are being recommended to work in enrichment programs that are funded by grants.

RESOLUTION

Be it resolved that the Board of Education, upon recommendation of the Superintendent of Schools and pursuant to Education Law, approves the following individuals to work various enrichment programs during the 2021-2022 school year conditional upon a criminal history record check according to Commissioners Regulation §80-1.11 and Part 87.

Staff	Position	\$/Hr.
Sundra Besaw	Grant Program Aide	\$13.70/hr. \$16.29/hr.
Tracy Frazer	Grant Program Aide	\$13.14/hr. \$15.73/hr.

Christy Grimsley	Grant Program Aide	\$13.28/hr. \$15.87/hr.
Darcy Guerra	Grant Program Aide	\$13.39/hr. \$15.98/hr.
Jennifer McKown	Grant Program Aide	\$14.38/hr. \$16.97/hr.
Bobby Jo Mendenhall	Grant Program Aide	\$13.28/hr. \$15.87/hr.
Cindy O'Dell	Grant Program Aide	\$13.70/hr. \$16.29/hr.
Tammie Reynolds	Grant Program Aide	\$13.04/hr. \$15.63/hr.

Good News:

- Various Newspaper Articles

Superintendent Update:

- Mr. Pullen discussed the unveiling of the renovated Leavenworth Middle School.

Other: (Time Permitting)

- Mrs. Collier appointed the Board of Education Committees
 - Audit Committee – Izetta Younglove, Chairperson, Paul Statskey, John Boogaard
 - Policy Committee – Paul Statskey, Chairperson, Linda Eygnor, John Boogaard
 - Buildings & Grounds – Jasen Sloan, Chairperson, Tina Reed, Lucinda Collier
 - Negotiations – Tina Reed, Chairperson, Jasen Sloan, Lucinda Collier
 - Building Liaisons:
 - Elementary – Izetta Younglove
 - Middle School – John Boogaard
 - High School – Linda Eygnor
 - Representatives:
 - District Safety Team – John Boogaard
 - Four County School Board – Board of Directors – Linda Eygnor
 - Four County School Board – Legislative Committee – Linda Eygnor
 - AD Hoc Committees: A motion was made by Izetta Younglove and seconded by Tina Reed to form an Ad Hoc Board Handbook Committee with the motion approved 7-0. The committee members are Lucinda Collier, Chairperson, Tina Reed and Paul Statskey.

Adjournment:

A motion was requested to adjourn the regular meeting.

Motion for approval was made by Jasen Sloan and seconded by Linda Eygnor with motion approved 7-0.

Time adjourned: 7:09p.m.

Tina St. John, Clerk of the Board of Education

NORTH ROSE WOLCOTT CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SAFETY PLAN

North Rose-Wolcott Central School District

District-Wide

School Safety Plan

(S.A.V.E. Legislation)

2021-2022

Table of Contents

Introduction.....	4
Section I-Planning.....	5
1. Purpose.....	5
2. Identification of School Teams.....	5-6
3. Operations.....	7
4. Plan Review.....	7
Section II-Risk Prevention and Intervention.....	8
1. Strategies.....	8
2. Early Detection of Potentially Violent Behaviors.....	8
3. Suspicious Individual Protocol.....	8
4. Hazard Identification.....	8
Section III-Response.....	10
1. Notification and Activation.....	10
2. Situational Responses.....	10
Section IV-Recovery.....	11
1. District Support for Buildings.....	11
2. Disaster Mental Health Services.....	11
Building-Level Emergency Response Plan Elements.....	11
A-Concept of Operations.....	11
B-Organization and Assignment of Responsibilities.....	11-12
C-Direction, Control, and Coordination.....	12-13
D-Information Collection, Analysis, and Dissemination.....	13-14
E-Training and Exercise.....	14-15

F-Administration, Finance, and Logistics.....	15
G-Authorities and References.....	16
H-Crime Scene Management.....	16
I-Communications.....	16-17
J-Medical and Mental Health Emergency.....	17
K-Accounting for all Persons.....	17
L-Reunification.....	17
M-Continuity of Operations Plan.....	17-18
Pandemic Planning.....	18
A-Prevention/Mitigation.....	18
B-Preparedness.....	18-19
C-Response.....	19-20
D-Recovery.....	20

Introduction

In an emergency situation, the North Rose – Wolcott Central School District’s priorities are first the protection of life, then preservation of property, and restoration to normal activities.

The District-Wide School Safety Plan has been developed to give direction in these situations and is in compliance with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). The Board of Education appointed a District-Wide School Safety Team, comprised of representatives of the administrators, faculty, staff, parents, and school safety personnel to develop the plan. It is a general overview of the Building-Level Emergency Response Plan (ERP) which is in place to guide staff and students of the North Rose-Wolcott Central School District when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures.

Building-Level ERPs have been developed in compliance with Project Save to establish specific emergency response plans for each school building. These Building-Level ERPs provide detailed response procedures for each school building within the North Rose-Wolcott Central School District. In contrast to this plan, which is accessible to the public, the Building-Level ERPs are confidential and not subject to disclosure under Article 6 of the Public Officers Law, the Freedom of Information Act, or any other provision of law, in accordance with Education Law, Section 2801-a. Therefore, the Building-Level ERPs provide a confidential means to outline sensitive emergency procedures not included herein. Such plans comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods, and may present highly dangerous situations or mere inconveniences. As stated earlier, in an emergency situation, NRWCS D priorities are first the protection of life, then preservation of property, and restoration to normal activities. This plan and the Building-Level ERPs describe procedures for a variety of emergencies. No plan can cover all possible emergencies. Therefore, District Officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this plan and the applicable school Building-Level ERP in a manner that will minimize loss of life, personal injury and property damage.

The Assistant Superintendent for Business and Operations is the individual in charge (Chief Emergency Officer). In their absence, the responsibility will go to the Superintendent. When the individual in charge has been notified that an emergency exists, they will serve as “Incident Commander”, activate the appropriate procedures, direct the emergency response actions and serve as part of a unified command system with emergency responders, as applicable. The Building Principal or Assistant Principal will assume this role until the Assistant Superintendent for Business and Operations or the Superintendent is notified and arrives on the scene.

Section I-Planning

1. Purpose

As stated in the introduction, the North Rose-Wolcott District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the North Rose-Wolcott School District Board of Education, the Superintendent of North Rose-Wolcott School District charged the Board Appointed District-Wide School Safety Team with the development and maintenance of the District-Wide School Safety Plan.

2. Identification of the District-Wide School Safety Team

The North Rose-Wolcott School District's Board of Education has appointed a District-Wide School Safety Team consisting of, but not limited to teachers, administrators, parents, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are included in the chart on the following page:

District Safety Team

Name	Affiliation	Contact Information
Robert Mansell	School Resource Officer	315-594-2104
Marc Blankenberg	Director of Health, Physical Education & Athletics	315-594-8051
Jason Shetler	HS Assistant Principal	315-594-4415
Kathryn Nash	NRWE Staff Member	315-594-3100 ext 1111
William Bonville	Buildings and Grounds	315-594-3131
Jeremy Barnes	Transportation	315-587-2905
Christie Graves	ES Principal	315-594-3141
Mark Williams	MS & HS Staff Member	315-594-3130 ext 2317 pm only 315-594-3100 ext 4230 am only
Marcie Stiner	BOCES-Health & Safety	mstiner@gvboces.org
Ken VanFleet	Parent	kvanfleet@marshallbio.com
Brady Farmand	MS Assistant Principal	315-594-3130
Luann Romanelli	Senior Risk Management Representative, Utica National Insurance Group	Luann.Romanelli@uticanational.com 716-799-5013 315-235-6885
Rebecca Kandt	HS Staff Member	315-594-3100 ext 4432
Rita Lopez	School Lunch Manager	315-594-3100
Rob Anderson	Insurance Agent	randerson@andersonvanhorne.com
Lisa Brower	Coordinator of Network and Technology Services	LBrower@nrwcs.org
John Boogaard	Board of Education Member	jboogaard@nrwcs.org
Christina Denniston	School Resource Officer	315-594-1138

TBD	School Resource Officer	
Matt DiGiambattista	ES Assistant Principal	315-594-3141

3. Operations

The District-Wide School Safety Plan is directly linked to the individual Building-Level ERPs for each school building. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of individual Building-Level ERPs.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building-Level Emergency Response Team, and what processes are in place to notify the district.

Upon activation of the Building-Level Emergency Response Team, the Superintendent of Schools or his designee will be notified and, where appropriate, local emergency officials will also be notified. County and State resources could supplement the districts efforts through existing protocols.

4. Plan Review

Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The District-Wide School Safety Plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-Wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available in the District Office.

Section II-Risk Prevention and Intervention

1. Strategies

The North Rose-Wolcott School District has policies and procedures in place for reducing and responding to implied or direct threats and acts of violence including threats by students against themselves (suicide). This applies to violence by students, teachers, or other school personnel and visitors. There is a zero tolerance policy for school violence. The district has implemented programs and activities for prevention of violence and training and drills (response to) in the event of a violent incident or other school emergency.

The policies are outlined in the North Rose-Wolcott School District Policy Manual.

The programs and activities the school district has in place include but are not not limited to Peer-Mentor Programming, Conflict Resoultion Peer Groups, School Forum, and Reporting System for Harassment and Bullying (DASA). Family counseling services are available outside of school hours.

Live drills (training) are executed within each building and include: Go-home-early, Lockdown, Lockout, Shelter-in-Place, Hold-in-Place, and Evacuation.

State and local law enforcement officials are involved in drills throughout the year. School Resource Officers are officers from the Wayne County Sheriff's Office and provide training and consultation for all distirct staff.

2. Early Detection of Potentially Violent Behaviors

Dissemination of informative materials regarding early detection of potentially violent behaviors will be shared as part of the building reponse to both District-Level and Building-Level Multi-tiered System of Support (MTSS) meetings. The District will provide programs and staff training in identifying early warning signs, intervention/prevention strategies and development of violence prevention instruction in an on-going manner.

3. Suspicious Individual Protocol

It shall be the policy of the district that the reporting of any and all activities or individuals which raise suspicion shall be encouraged and sought after. The District will provide readily available processes for reporting such behaviors including but not limited to ease of access to the School Resource Officer, a reporting form, and open lines of communication to Building and District Administrators.

4. Hazard Identification

Potential sites of emergency within the District have been identified as; High School building and grounds and/or adjacent properties to, Middle School building and grounds (including Building and Grounds physical structure) and/or adjacent properties to, and Elementary School building and grounds (including Transportation building) and/or adjacent properties to, inclusive of the building grounds would be athletic fields, playgrounds, parking lots etc.

Section III-Response

1. Notification and Activation

The appropriate emergency response agency will be contacted in the event of a violent incident/emergency. Local law enforcement and emergency agencies and contact information are listed in each Building-Level ERP. The School Incident Command System is in place to provide effective direction, control and coordination during an incident.

Notification of district personnel in the event of a violent incident/emergency could take place in any of the following forms of communication: Telephone, Email, Intercom or alternate as appropriate.

Notification of district students will be situational and will take place via Intercom.

Notification of parents will be via an automated notification system.

2. Situational Responses

The Building-Level ERP is created to best prepare each building for any potential violent incident/emergency. The district uses five emergency response procedures in responding to various situations. The five procedures are; Lockdown, Lockout, Shelter-In-Place, Hold-In-Place, and Evacuation. These procedures are outlined in the Building-Level ERP and could be used in any of the following situations: Threats of Violence, Intruder, Hostage, Bomb Threat, Weather Related, Hazardous Material, Biological, Gas Leak, Epidemic.

Using the Incident Command System, the Incident Commander would make a decision on which of the district emergency procedure(s) would be used in any given situation. The steps of each procedure are also listed in the Building-Level ERP.

Emergency assistance from the Local Government is a critical part of the Building-Level ERP. Emergency contacts are listed in the Building-Level ERP.

Section IV-Recovery

1. District Support for Buildings

The District will use its resources to support the Building-Level Emergency Response Teams and the Post-Incident Response Teams in the affected school(s). Access to community resources will also be relied upon in the recovery phase.

2. Disaster Mental Health Services

The District will assist in the coordination of disaster mental health resources, in support of the Post-Incident Response Teams, in the affected school(s). This would include securing services for both the victim(s) and those responsible for an incident.

The District will evaluate the current plan as a result of post-incident (or drilling) debriefs. Development of additional strategies, such as school safety team training in crisis management and development of post-crisis procedures to restore safe school environments will be continuous.

Building-Level Emergency Response Plan Elements

A-Concept of Operations

Included in the Building-Level ERP is a Concept of Operations section which makes clear the overall strategy of a Building-Level ERP is to: Execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

B-Organization and Assignment of Responsibilities

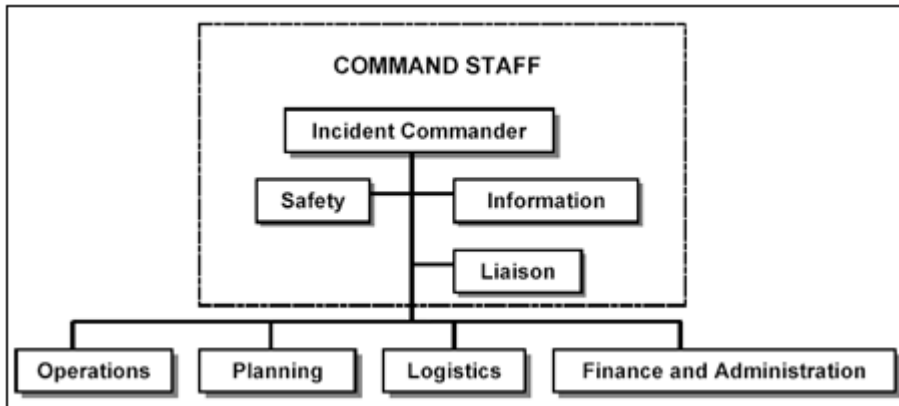
Included in the Building-Level ERP is an Organization and Assignment of Responsibilities section which describes how the Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles are pre-assigned based on training and qualifications. Each

staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

C-Direction, Control, and Coordination

Included in the Building-Level ERP is a Direction, Control and Coordination section which provides for effective direction, control and coordination during an incident, and where the Building-Level Emergency Response Plan will be activated through the implementation of the Incident Command System (ICS).

Staff members are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:



The External Incident Commander manages the incident from the district level while an Internal Incident Commander may manage the incident at the building level.

Roles of each position:

The **Incident Commander** (IC) is responsible for all aspects of the response, including developing incident objectives and managing all incident operations.

The IC is faced with many responsibilities when he/she arrives on scene. Unless specifically assigned to another member of the Command or General Staffs, these responsibilities remain with the IC. Some of the more complex responsibilities include:

- Establish immediate priorities especially the safety of responders, other emergency workers, bystanders, and people involved in the incident.
- Stabilize the incident by ensuring life safety and managing resources efficiently and cost effectively.
- Determine incident objectives and strategy to achieve the objectives.
- Establish and monitor incident organization.

- Approve the implementation of the written or oral Incident Action Plan.
- Ensure adequate health and safety measures are in place.

The Command Staff is responsible for public affairs, health and safety, and liaison activities within the incident command structure. The IC remains responsible for these activities or may assign individuals to carry out these responsibilities and report directly to the IC/UC.

- The **Information Officer's** role is to develop and release information about the incident to the news media, incident personnel, and other appropriate agencies and organizations.
- The **Liaison Officer's** role is to serve as the point of contact for assisting and coordinating activities between the IC and various agencies and groups. This may include local government officials, and criminal investigating organizations and investigators arriving on the scene.
- The **Safety Officer's** role is to develop and recommend measures to the IC for assuring personnel health and safety and to assess and/or anticipate hazardous and unsafe situations. The Safety Officer also develops the Site Safety Plan, reviews the Incident Action Plan for safety implications, and provides timely, complete, specific, and accurate assessment of hazards and required controls.

The **General Staff** includes Operations, Planning, Logistics, and Finance/Administrative responsibilities. These responsibilities remain with the IC until they are assigned to another individual. When the Operations, Planning, Logistics or Finance/Administrative responsibilities are established as separate functions under the IC, they are managed by a section chief and can be supported by other functional units.

- The **Operations** Staff is responsible for all operations directly applicable to the primary mission of the response.
- The **Planning** Staff is responsible for collecting, evaluating, and disseminating the tactical information related to the incident, and for preparing and documenting Incident Action Plans (IAP's).
- The **Logistics** Staff is responsible for providing facilities, services, and materials for the incident response.
- The **Finance and Administrative** Staff is responsible for all financial, administrative, and cost analysis aspects of the incident.

D-Information Collection, Analysis, and Dissemination

Included in the Building-Level ERP is an Information, Analysis, and Dissemination section which outlines how the school will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school may assign administrative staff to monitor the incident and collect information to pass along to emergency personnel. This information will be analyzed and shared with the Incident Commander as well.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

E-Training and Exercise

Included in the Building-Level ERP is a Trainings and Exercise section which outlines the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the Building-Level ERP, the following training and exercise actions should occur;

Trainings

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – delivered at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov, or by contacting the local emergency management agency.
- Annual training
 - Review Building-Level ERPs with staff.
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the Building-Level ERPs.
 - Conduct student briefings on roles they perform during an emergency.

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction shall be in the form of drills or rapid dismissals. The District shall conduct a minimum of 12 drills each school year, 4 of which must be lockdown drills.
- [8 NYCRR Section 155.17 \(e\)\(3\)](#) - each Building-Level ERP shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

F-Administration, Finance, and Logistics

Included in the Building-Level ERP is an Administration, Finance and Logistics section which if school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials.

Documentation

The Incident Commander will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations
- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be maintained and protected.

G-Authorities and References

Included in the Building-Level ERP is an Authorities and References section which outlines State and Federal authorizations upon which this Building-Level ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS).
- New York State Executive Order 26.1 (2006) established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

H- Crime Scene Management

Included in the Building-Level ERP is a Crime Scene Management section which outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

RESPOND steps in the management of a crime scene are Respond, Evaluate, Secure, Protect, Observe, Notify, and Document.

I-Communications

Included in the Building-Level ERP is a Communications section which discusses communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before

an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (8 NYCRR Section 155.17 (e)(2)(i)).

The Building-Level ERP includes procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, are developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by Superintendent and located in the District Office (unless the incident occurs in the HS building and this building is not available) then the statements would be made in another building as deemed appropriate by the Superintendent.

J- Medical and Mental Health Emergency

Included in the Building-Level ERP is a Medical and Health Emergency section which describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools will coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished is documented in the Building-Level ERP.

K-Accounting for all Persons

Included in the Building-Level ERP is an Accounting for all Persons section, which focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

L-Reunification

Included in the Building-Level ERP is the Reunification section, which details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

M-Continuity of Operations Plan

Included in the Building-Level ERP is a Continuity of Operations section, which describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external),

computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Pandemic Planning

The District-Wide School Safety Plan is based on addressing the four phases of emergency management (Prevention/Mitigation; Preparedness; Response; Recovery). This Pandemic Plan is built upon the components already existing in the District-Wide School Safety Plan that also incorporates the Building-Level Emergency Response Plans. It is a flexible plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

A - Prevention/Mitigation

- The District will work closely with the Wayne County Department of Health to determine the need for activation of our plan.
- The Wayne County Department of Health will monitor County-wide cases of influenza and inform school districts as to appropriate actions.
- The school nurses will help coordinate our pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district nurses, Director of Technology, Human Resources, and Director of Facilities will be integral to the pandemic response. Other non-traditional individuals may also be required to be part of the Team.
- The District will emphasize hand washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- The District will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. The District will utilize its website, postings and direct mailings for this purpose.

B - Preparedness

- Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Their Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.
- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: school postings; general mailings; e-mails; special presentations; phones and cell phones, reverse 911 systems, and the public media. The District-Wide School Safety Team will also retain responsibility for establishing and maintaining contact with accepted media partners.

The District-Wide School Safety Team will work closely with the Coordinator of Network and Technology Services to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. Human Resources will help develop the plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period.
- Assistant Superintendent for Business and Operations will work with the Director of Facilities to ensure the availability and proper storage of appropriate PPE and disinfection supplies
- Building nurses will ensure that patient screening tools are available and functioning and that an isolation room and procedures have been identified and established.

C - Response

- The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Wayne County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the plan has been activated.
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan's activation and review responsibilities and communication procedures.
- The Information Officer will work closely with the Coordinator of Network and Technology Services to re-test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the Information Officer will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.

- The Assistant Superintendent for Business and Operations will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent for Business and Operations will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Director of Facilities will meet with staff and monitor ability to maintain essential function. The Director of Facilities will review essential building function procedures with administrators. Sanitizing procedures will be reviewed with teachers.
- Based on recommendations from Local and State Authorities, schools may be closed. The District's plan for continuity of instruction will be implemented as previously described.

D - Recovery

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The District will work toward a smooth transition from the existing learning methods to our normal process. The District will use all described communication methods and its Information Officer to keep the school community aware of the transition process.
- The District will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- The District will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the Information Officer, Business Office, Human Resources, Director of Facilities, will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

New Course Proposal

North Rose-Wolcott Central School

Department/ Grade Level: History / 10th grade

Course Title: Global History and Geography II Honors

Length: Full Year

Credit: 1

Prerequisite: Global History and Geography I

Enrollment: TBD (likely one section)

Staff needed (special qualifications if applicable): No special qualifications are needed

Course Description: Global History and Geography II Honors is a more rigorous version of Global History and Geography II that meets the same requirements as the Regents course but will increase the level of difficulty and provide deeper instruction on certain topics. Students will improve their overall critical reading, writing, and speaking skills using social science strategies such as:

- Creating fact based arguments and supporting the arguments with textual evidence;
- The creation of and defense of thesis statements;
- Analysis and synthesis of historical events;
- Analysis of multiple points of view.

The Honors course is designed for students who wish to challenge themselves with intellectual initiative and the desire to pursue academic achievement beyond the level of standard course work. Its purpose is to provide these students the opportunity to broaden and deepen their knowledge of Global History.

Materials or Special Equipment Needed: No special materials or equipment needed. Teachers will pull texts from a variety of sources.

Summary of Alignment to the NYS Learning Standards: This course will follow the NY state common core social studies framework for 10th grade Global History and Geography II. Social Studies Practices Grades 9-12, Reading Standards for Literacy in History/Social Studies, Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects, and Speaking and Listening Standards.

Course Justification (new course or modification of existing course): This course will provide advanced students an opportunity to receive challenging and rigorous instruction in preparation for college and career that is academically appropriate for their age.

Proposed Start Date: September 2021

Submitting Teacher: Michele Bartholomew

Submission Date: 2/22/2021

Please submit to Building Administrator by November 19th for review.

Next steps:

- Building Administrator submits proposal to the Director of Curriculum and Instruction by November 25th.
- CSDC reviews proposal presentation by staff at December CSDC meeting.
- Superintendent recommends new course to BOE at December BOE meeting. Submitting teacher will be present at that meeting to give additional information as requested.
- Upon BOE approval, teacher will submit course outline/syllabus, including anticipated assessments used, by May 1st.
- Counseling Office will include the new course description in the Student Course Catalog.

This proposal (will / will not) be recommended for approval.

If not recommended for approval, reason:

Teacher may resubmit amended proposal.

Scott Ely
(Signature of building administrator)

Date: 2/22/21

North Rose-Wolcott Professional Development Plan 2021-2022

North Rose-Wolcott
Organizational Professional Development Plan
2021-2022

North Rose-Wolcott Professional Development Plan 2021-2022

TABLE OF CONTENTS

1. Vision and Introduction.....pg 3
2. Current Data.....pg 4-6
3. Membership.....pg 7-8
4. NYSED Regulations and Requirements.....pg 9
5. Philosophy.....pg 10-11
6. Organization-wide Goals.....pg 13
7. Action Plan.....pg 14-18
8. Provisions for Mentoring.....pg 19
9. Provisions for
 School Violence Prevention.....pg 20-21
10. Provisions for Teachers Certified in
 Bilingual and ELL Education.....pg 21-22
11. Statement of Certification.....pg 23

North Rose-Wolcott Professional Development Plan 2021-2022

It is our **MISSION** that each student will leave the North Rose-Wolcott family with pride and preparedness for their future path.

through our **VISION** that North Rose-Wolcott is a community committed to fostering connections and developing experiences where individuals can engage in learning that cultivates individualized potential.

The **COUGAR VALUES** of the North Rose-Wolcott Central District are: Courageous, Optimistic, Understanding, Grateful, Adaptable, Respectful, Perseverance, Relationships, Inquiry, Diversity, Engagement

Introduction

This plan addresses needs based on student achievement data and ESSA subgroup measures of "1". It supports the community promises of the District Strategic Action Plan. These are as follows:

Partnerships- We will foster collaboration and communication that connects students, families and the community by creating positive relationships.

Equity- We will create a safe, honest, and welcoming environment that appreciates diverse backgrounds, experiences, perspectives, and the unique qualities of our school community where all voices are heard.

Social Emotional- We will cultivate authenticity and vulnerability through awareness of the social and emotional needs of ourselves and others.

Academic- We will provide personal and professional learning opportunities for staff and students to focus on quality academic programming to measure individualized success

Financial- We will hold ourselves accountable for responsible management of funds that align to our priorities, as well as transparent communication about the usage of those funds.

North Rose-Wolcott Professional Development Plan 2021-2022

NRW Student Achievement Data for 2020-2021:

Grade	Proficiency Rate ELA '20-21 <i>Early Literacy/Literacy Fall 2020</i>	Proficiency Rate ELA '20-21 <i>Early Literacy/Literacy Spring 2021</i>	Proficiency Rate ELA '21-22 <i>Early Literacy/Literacy Fall 2021</i>	Desired Results ELA '20-21 Proficiency Rate
K	36%	48%		90%
1	14%	42%		90%
2	32%	40%		90%
3	48%	58%		90%
4	65%	78%		90%
Grade	Proficiency Rate Math '20-21 <i>Early Numeracy/Math Fall 2020</i>	Proficiency Rate Math '20-21 <i>Early Numeracy/Math Spring 2021</i>	Proficiency Rate Math '21-22 <i>Early Numeracy/Math Fall 2021</i>	Desired Results MATH '20-21 Proficiency Rate
K	48%	64%		90%
1	40%	63%		90%
2	49%	59%		90%
3	44%	63%		90%
4	58%	75%		90%

North Rose-Wolcott Professional Development Plan 2021-2022

Grade	Proficiency Rate Aimsweb Reading '20-21 <u>Fall 2020</u>	Proficiency Rate Aimsweb Reading '20-21 <u>Spring 2021</u>	Proficiency Rate Aimsweb Reading '21-22 <u>Fall 2021</u>	Desired Results Aimsweb Reading '20-21 Proficiency Rate
5	61%	58%		90%
6	72%	69%		90%
7	85%	63%		90%
8	76%	60%		90%
Grade	Proficiency Rate Aimsweb Math '20-21 <u>Fall 2020</u>	Proficiency Rate Aimsweb Math '20-21 <u>Spring 2021</u>	Proficiency Rate Aimsweb Math '21-22 <u>Fall 2021</u>	Desired Results Aimsweb MATH '20-21 Proficiency Rate
5	57%	54%		90%
6	68%	62%		90%
7	65%	65%		90%
8	78%	58%		90%

North Rose-Wolcott Professional Development Plan 2021-2022

NYS Regents Exam Data for June 2021

	June 2021	
Exam	% Passing	% Mastery
Algebra I	41%	3%
Geometry Common Core	Not Offered	Not Offered
Algebra 2 Common Core	Not Offered	Not Offered
Global History & Geography	Not Offered	Not Offered
U.S. History & Government	Not Offered	Not Offered
English	83%	33%
Living Environment	62%	2%
Earth Science	41%	4%
Chemistry	Not Offered	Not Offered
Physics	Not Offered	Not Offered

NRW High School 2020-2021 Data		
Content Area	Proficiency	Mastery
Social Studies	84%	29%
English	85%	28%
Science	94%	32%
Math	85%	33%

North Rose-Wolcott Professional Development Plan 2021-2022

Professional Development Committee Membership

Name	Title
Megan Paliotti	Assistant Superintendent for Instruction and School Improvement
Mark Mathews	Middle School Principal
Brady Farnand	Middle School Assistant Principal
Scott Bradley	High School Principal
Jason Shetler	High School Assistant Principal
Christie Graves	Elementary School Assistant Principal
Bridgette Barr	Community Schools Administrator
Laurie Elliott	Technology Integration Coordinator
Marc Blankenberg	Athletic Director
Cary Merritt	Teacher/Leadership Council Member/NRWTA President
Lucia Copeland	Teacher/Leadership Council Member
Dawn McIntyre	Teacher/Leadership Council Member
Adam Bishop	Teacher/Leadership Council Member
Meagan Pentycufe	Teacher/Leadership Council Member
Ashleigh Gerstner	Teacher/Leadership Council Member

North Rose-Wolcott Professional Development Plan 2021-2022

Ben Stopka	Teacher/Leadership Council Member
Jill Ricci	Teacher/Leadership Council Member
Caitlin Wasielewski	Teacher/Leadership Council Member
Kelly Cole	Teacher/Leadership Council Member
Nick Wojciek	Teacher/Leadership Council Member
Amy Wiktorowicz	Teacher/Leadership Council Member
Adam Hawley	Teacher/Leadership Council Member

North Rose-Wolcott Professional Development Plan 2021-2022

New York State Department Regulations and Requirements

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

North Rose-Wolcott Central School District, Wayne-Finger Lakes (W-FL) BOCES, and other approved professional development providers will provide Professional Certificate holders with certificates, physical or electronic, acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, title of the program attended, date and location of program, number of hours completed, and providing sponsor's name.

The content of the North Rose-Wolcott's professional development plan is being supported in part by BOCES, RBERN, RSE-TASC, Teacher Centers, Regional Information Centers and other approved school districts and vendors.

Professional Development will focus on NYS Next Generation Standards, Curriculum Writing and Alignment, Assessment of Learning, Social emotional learning, Implicit Bias, Cultural Responsiveness. These priorities were determined based on student data regarding achievement and suspension data, current education needs due to COVID-19, current equality concerns.

North Rose-Wolcott Professional Development Plan 2021-2022

Philosophy

The purpose of the plan shall be to improve the quality of teaching and learning by ensuring that all administrators, teachers, teaching assistants, and other instructional staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. We are committed to high-quality professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided to staff is tailored to the needs of the individual, district, and building. It progresses across grade levels (PreK-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.

North Rose-Wolcott Professional Development Plan 2021-2022

5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family, and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. **Data-Informed Professional Practice:** Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

North Rose-Wolcott Professional Development Plan 2021-2022

PD Standards

- A. Professional Growth and Collaboration.** Professional learning fosters a foundation of continuous professional growth characterized by collaborative relationships, reflection, respect, and commitment to student and educator learning.
- B. Expanding Professional Capacity.** Professional learning builds individual and collective capacity for deepening and expanding educator expertise and improving outcomes for all students.
- C. Leadership.** Professional learning develops and fosters skillful leaders who cultivate vision, capacity, advocacy, communication, and support systems.
- D. Professional Learning Approaches.** Professional learning integrates theories, research, and models of adult learning to achieve intended outcomes.
- E. Utilizing Data.** Professional learning incorporates a variety of sources and types of student, educator, and system data to monitor student progress, sustain professional growth, and inform, plan, assess, and evaluate professional learning. .
- F. Cultural Responsiveness.** Professional learning responds to a culturally and linguistically diverse population of learners and promotes academic and social-emotional growth by emphasizing and building upon their cultural strengths, knowledge, and skills.
- G. Engagement Among Diverse Communities.** Professional learning builds capacity for educators, families, community members, and other stakeholders for shared ownership of student and community success.

North Rose-Wolcott Professional Development Plan 2021-2022

Organizational Professional Development Goals

Curriculum maps will be updated and aligned vertically in a continuous cycle.

Teachers will receive professional development in order for them to best meet their students' academic needs, no matter the format of instruction, whether in person, hybrid or virtual.

Social emotional learning will be a component in all formats of learning.

Teachers will improve their understanding of implicit bias and culturally responsive instruction, incorporating them into their practices.

North Rose-Wolcott Professional Development Plan 2021-2022

Action Plans

Goal 1: New Staff Induction

- *Mentoring - Required Elements*
 - *Procedure for selection*
 - *Role of*
 - *Preparation*
 - *Mentoring activities*
 - *Time allotted to work with mentees*
- *New Teacher Orientation*

Objective:

All new teachers at North Rose-Wolcott will complete a mentored teaching experience within their first year of employment as a teacher in the district. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers. Year 2 and 3 teachers will be provided mentorship in a step down approach to allow them to become more independent each year.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

Activities and Strategies:

The role of the mentor is: to provide instructional and personal support for the new teacher; facilitate the growth and development of the new teacher; and share ideas, problem-solve, promote reflective practice, and model collegiality.

Mentors will meet with the building administrator and ASI to assign caseloads. Mentors will attend New Teacher Orientation to introduce themselves. Mentors will meet at least 3 times annually with ASI.

Mentoring activities include, but will not be limited to: developing instructional plans; peer observations; role-playing of parent conferences; peer coaching; assisting with administrative requirements; examining student work together; and

North Rose-Wolcott Professional Development Plan 2021-2022

engaging the new teacher in reflective conversations.			
Inputs	Evidence	Responsibility	Timeline
Assigning mentorships	Each mentee will be assigned a mentor for their first through third year of employment at NR-W	Assistant Superintendent for Instruction/Building Administrator	Prior to New Teacher Orientation
Preparation of mentors	Attendance at a mentor training	Assistant Superintendent to inform mentors of when training is offered	Prior to mentoring teachers
Identify planned mentoring activities	Meetings, phone calls, emails	Mentor	Throughout the school year
Determine how the mentoring program has been effective	Teacher retention Mentoring log	Mentor and Assistant Superintendent for Instruction/Building administrator	June of 2022

North Rose-Wolcott Professional Development Plan 2021-2022

Goal 2: (ELL - Required - waiver available but goal required)

**Applying for exemption due to low enrollment*

Objective: *Provide culturally responsive education for English Language Learners, LGBTQ+ students, diversity in race, students with disabilities, etc.*

Objective: *North Rose Wolcott CSD will build staff capacity in order to provide instruction that is culturally responsive, accounts for individual student needs (differentiation), and increases parent engagement for parents.*

Activities and Strategies:

- *The District will provide professional development to all instructional staff around cultural responsiveness, differentiation, alternative assessment methods, and parent engagement.*
- *ESL teachers will receive PD through RBERN, WFL BOCES, Monroe 1 and Monroe 2 BOCES that focus specifically on ELL students.*

Goal 3: *School Violence Prevention and Intervention*

- *Required Drills (Lockdown and Evacuation)*
- *Promoting mental health and wellness*
- *Addressing warning signs*
 - *Effective classroom management*
 - *Integration of social and problem solving for students*

**GCN & Utica National, Right to Know Stuff, DASA, Character Education,*

Objective: *For all staff to understand how to keep themselves and students safe.*

North Rose-Wolcott Professional Development Plan 2021-2022

Activities and Strategies:

- *A district-wide safety team representing all stakeholders meets quarterly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plan*
- *Schedule, communicate, and execute required Drills (Lockdown and Evacuation) as outlined in the District Safety Plan*
- *Provide required staff development regarding the Right to Know, DASA, violence prevention, and mental health through the Safe Schools platform*
- *Provide intervention through MTSS system that addresses student mental health and wellness*
- *Develop and Implement a Suicide Prevention Plan*
- *Train staff and students in Teen Mental Health First Aid*
- *Utilize School Resource Officer as a preventative measure whereby positive relationships are established between SRO, students, and staff*
- *Utilize SRO to provide instruction for students around the Student Code of Conduct and appropriate internet use.*
- *Increase teacher capacity in the areas of:*
 - *Effective classroom management*
 - *Integration of social and problem solving for students*

Inputs	Evidence	Responsibility	Timeline
Right to Know/Bloodborne Pathogens		Superintendent's Office-Safe Schools Platform	Opening Day Professional Development
Dignity for All Student Act Training		Superintendent's Office-Safe Schools Platform	Opening Day Professional Development
Fire/Lockdown/Lockout/Evacuation Drill Training		Director of Facilities	Opening Day Professional Development

North Rose-Wolcott Professional Development Plan 2021-2022

Wellness Committee		Athletic Director	Throughout the year
School Resource Officer Program		Assistant Superintendent for Business and Facilities	Throughout the year
Restorative Practices		Assistant Superintendent for Instruction and Curriculum	Throughout the year
School Violence Prevention		SRO	Throughout the year
Child Abuse Recognition	Trauma Informed Care practices	Director of Special Education & PPS	Throughout the year
Addressing the needs of children with autism		Director of Special Education & PPS	Throughout the year

North Rose-Wolcott Professional Development Plan 2021-2022

Provisions for Mentoring Program

The North Rose Wolcott Mentoring Program is defined by Board of Education policy, as outlined below:

All new teachers at North Rose Wolcott CSD holding an initial certificate will complete a mentored teaching experience within their first year of employment as a teacher. The purpose of the mentoring program is to provide support for new teachers, retention of teachers, and to increase the skills of new teachers.

The mentoring program shall be developed and implemented consistent with any collective bargaining obligation required by Article 14 of the Civil Service Law (i.e., the Taylor Law); however, Commissioner's Regulation does not impose a collective bargaining obligation that is not required by the Taylor Law.

In accordance with Commissioner's Regulations, the elements of the mentoring program include:

Procedure for Selecting Mentors	Tenured teachers can apply to be mentors. The principal and ASI will assign a mentor to each new teacher.
Role of the Mentors	Mentors will provide confidential guidance and support to the new teacher in all areas of their professional life.
Preparation of Mentors	Mentors will attend a mentor training that has historically been hosted by the Teacher Center. Mentors will attend in-district mentor meetings. Mentor books will be provided to staff to guide them in conversations and supporting the new teacher.
Types of Mentoring Activities	Meetings, workbook activities, phone calls, emails.
Time Allotted for Mentoring	Mentors are paid for any time they do this outside of their regular work day.

North Rose-Wolcott Professional Development Plan 2021-2022

Estimated Average Number of Hours each teacher/leader is expected to participate in Professional Learning

Positions	Hours	CTLE hours / choice topics
Teachers	at least 20 hours per year to stay on track for 100 hours	Conference days, staff meetings, BOCES offerings, R-BERN offerings
Teaching Assistants		Conference days, staff meetings, BOCES offerings
Administrators		BOCES Offerings, R-BERN offerings, Other
Support Staff		Conference days, Departmental training, Wayne County trainings

Our professional learning is continuous and sustained.

We have teachers and administrators who teach and present at Higher Ed Institutions.

Our focus on Personalized Learning has been a multi-year focus and continues as we work to create individualized instruction for remote learning.

Our Professional Learning is based on what is needed for students, but also what teachers need. We survey teachers regarding their needs and offer multiple levels of PD to meet each teacher where they are at. At the end of each PD, we ask what the next steps are that we can provide for them to feel supported or to take their learning to the next level.

Provisions for School Violence Prevention and Intervention Training

North Rose Wolcott is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

North Rose-Wolcott Professional Development Plan 2021-2022

Upon request or determination of necessity, North Rose-Wolcott will provide refreshers on school violence prevention and intervention.

In instructional settings, North Rose- Wolcott will also utilize the interpersonal violence prevention education package provided by the State Education Department. These materials will be incorporated as part of the health or other related curricula or programs for students in grades K through 12.

Objective: 100% of staff will meet the State requirement for school violence and intervention training.

Strategies:

- 1. A district-wide safety team representing all stakeholders meets quarterly to review and revise the following district documents: student code of conduct, district attendance policy administration procedures, district-wide safety plan, and building level safety plans.*
- 2. At least annually the School District Resource Officer meets with each school's Building Emergency Response Team to review a menu of crisis situations, "drill each scenario, and update and revise the Emergency Plans as needed. The school's team and administration will train the school's staff on each of the various situations and scenarios.*
- 3. Each building principal ensures that annual updates are presented to students, parents and staff regarding behavioral expectations.*

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education (and ELL PD Requirements for other certificate holders)

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title will be provided with a minimum of 50 Percent of Professional Learning clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

Districts will also provide other CTLE certificate holder's, Professional and Level III Teaching Assistants, a minimum of 15 percent of the required Professional Learning clock hours dedicated to the needs of English Language Learners including a focus on best practices for

North Rose-Wolcott Professional Development Plan 2021-2022

co-teaching strategies, and integrating language and content instruction for English language learners *unless the District meets exemption.*

North Rose Wolcott teachers may utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network or other approved sponsors to fulfill these requirements.

North Rose-Wolcott meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the North Rose-Wolcott total student population as of such date as established by the commissioner.*

Recommended PD Provider:

Svetlana Stowell

Lordes Roa

North Rose-Wolcott Professional Development Plan 2021-2022

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 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 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 100 hours of professional development (CTLE) 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 _____