

MOUNT PLEASANT CENTRAL SCHOOL DISTRICT
BOARD OF EDUCATION MEETING – SEPTEMBER 29, 2010

**BOARD OF EDUCATION
MEETING MINUTES
SEPTEMBER 29, 2010**

PRESENT:

Francine Aloï, President
Theresa Fowler, Vice President
Vincent D'Ambroso
Laurie Donato
James Grieco
Carol Ann O'Connor
Christopher Pinchiaroli

ALSO PRESENT:

Dr. S. Guiney, Superintendent of Schools
M. B. Mancuso, District Clerk
L. Sanfilippo, Business Manager*
N. Schimpf, Director of Special Education and
Student Services**
Dr. M. E. Murray Wilson, Director of Curriculum
and Instructional Services***
C.A. Tondo, Representative from Ingerman
Smith****
Resident

*present from approximately 7:36 pm – 10:08 pm

**present from approximately 8:46 pm – 10:35 pm

***present from approximately 8:46 pm – 10:08 pm

****present from approximately 7:36 pm – 8:45 pm

Mrs. Aloï, President, opened the September 29, 2010 Board of Education meeting at approximately 7:36 pm in the District Office. At approximately 7:37 pm, motion made by Mr. D'Ambroso, seconded by Mr. Grieco and unanimously adopted by the Board to enter into executive session to discuss a contract with legal counsel. At approximately 8:45 pm, motion made by Ms. Donato, seconded by Mr. D'Ambroso, and unanimously adopted by the Board to close executive session and return to the work session. At approximately 10:08 pm, motion made by Mr. D'Ambroso, seconded by Ms. Fowler and unanimously adopted by the Board to enter into executive session to discuss a specific special education matter. At approximately 10:35 pm, motion made by Mr. D'Ambroso, seconded by Ms. Fowler and unanimously adopted by the Board to close executive session and return to the work session. At approximately 10:36 pm, motion made by Ms. Fowler, seconded by Ms. O'Connor and unanimously adopted by the Board to enter into executive session to discuss specific personnel issues. At approximately 11:30 pm, motion made by Mr. Grieco, seconded by Mrs. O'Connor and unanimously adopted by the Board to close executive session and return to the work session. At approximately 11:40 pm, motion made by Ms. Fowler, seconded by Ms. Donato and unanimously adopted by the Board to adjourn the September 29, 2010 work session.

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At approximately 9:43 pm, the Board acted on the following resolutions.

A) ACCEPTANCE-RESIGNATION (RETIREMENT)

Motion made by Ms. O'Connor, seconded by Mr. Pinchiaroli as follows:

BE IT RESOLVED: That the Mount Pleasant Central School District Board of Education hereby accepts the resignation for purposes of retirement of:

Craig Kimball
Effective: September 22, 2010

The Board extends sincere appreciation to Mr. Kimball for 36 years of service to the Mount Pleasant Central School District and wishes him a happy and healthy retirement.

VOTE: 7-0

B) APPROVAL-EXTRA CURRICULAR APPOINTMENTS 2010-2011 SCHOOL YEAR

Motion made by Mr. Grieco, seconded by Mr. Pinchiaroli as follows:

BE IT RESOLVED: That in accordance with the recommendation of the Superintendent of Schools, the Mount Pleasant Central School District Board of Education hereby approves the following Extra Curricular Appointments for the 2010-2011 school year:

<u>Name</u>	<u>Position</u>	<u>Stipend</u>
Lauren Morris/Michelle Darcy	HS Yearbook	\$3,964 (\$1,982 each)
Carolyn Frawley	HS Art Club	\$1,543
Jon Bonci	Wildcat T.V.	\$2,083
Jenny McCray	MS Theatre Asst.	\$1,802

VOTE: 7 – 0

C) APPROVAL-CURRICULUM LEADER APPOINTMENT, 2010/2011 SCHOOL YEAR

Motion made by Ms. Donato, seconded by Ms. O'Connor as follows:

BE IT RESOLVED: That in accordance with the recommendation of the Director of Curriculum and Instructional Services and the Superintendent of Schools, the Board of Education hereby approves the following Curriculum Leader appointment for the 2010/2011 school year:

<u>Name</u>	<u>Position</u>	<u>Stipend</u>
Kerri Decrenza	K-2 Science	\$2,304

VOTE: 7 – 0

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D) APPROVAL – CHANGE ORDERS

Motion made by Mr. Pinchiaroli, seconded by Ms. O'Connor as follows:

BE IT RESOLVED: That upon the recommendation of the Superintendent of Schools, the Board of Education hereby approves the following change orders for Tank Specialists Plus, LLC in connection with the Hawthorne Oil Tank Removal project:

	<u>Amount</u>	<u>Description</u>
Change Order #1	\$(36,296)	Items not used in removal
Change Order #2	\$11,665	Additional supplies and labor incurred due to field conditions

AND BE IT FURTHER RESOLVED: That the Board President is authorized to sign the change orders on its behalf.

VOTE: 7 – 0

E) APPROVAL SPECIAL EDUCATION OUT OF DISTRICT PLACEMENT CONTRACT, 2010/2011

Motion made by Ms. Fowler, seconded by Ms. O'Connor as follows:

BE IT RESOLVED: That in accordance with the recommendation of the Director of Special Education and Student Services, the Board of Education hereby approves the following Special Education Out of District Placement Contract for the 2010-2011 school year:

Green Chimneys Children's Services, 1 student @ \$45,498 (estimated annual tuition based New York State rate).

VOTE: 7 – 0

F) APPROVAL - CONSENT AGENDA

Motion made by Mr. D'Ambroso, seconded by Ms. Fowler as follows:

BE IT RESOLVED: That the attached Consent Agenda 10/11, P-6, Professional Personnel Appointments are hereby approved. All appointments are contingent on fingerprint clearance through the New York State Education Department.

AND

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BE IT RESOLVED: That the attached Consent Agenda 10/11, C-4, Civil Service personnel is hereby approved. All appointments are contingent on fingerprint clearance through the New York State Education Department.

VOTE: 7 - 0

G) APPROVAL – PROFESSIONAL DEVELOPMENT PLAN

Motion made by Ms. Fowler, seconded by Ms. Donato as follows:

BE IT RESOLVED: That the Board of Education hereby adopts the Professional Development Plan dated September 29, 2010 as attached.

VOTE: 7 – 0

Mary Beth Mancuso
District Clerk

PENDING BOARD APPROVAL

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SCHEDULE 10/11, P-6 PROFESSIONAL PERSONNEL APPOINTMENTS

PROBATIONARY APPOINTMENTS

MARY DENGLER, Special Education
Assigned To: Westlake High School
Certification: Professional Certification – Students with Disabilities (Grades 7-12)
Biology
Effective: September 1, 2010 – August 31, 2013
Salary Placement: M.A.+60, Step 4: \$85,931

LONG TERM SUBSTITUTE

DOROTHY DOUGHERTY, English
Assigned To: Westlake High School
Certification: Permanent Certification in English 7-12
Effective: September 22, 2010 – October 22, 2010
Salary Placement: M.A. Step 1: \$292.44 Daily Rate

MODIFICATION OF APPOINTMENT FROM TEACHING ASSISTANT TO LONG TERM SUBSTITUTE

GLORIA DIBETTA, Special Education
Assigned To: Columbus Elementary School
Certification: Permanent Certification in Nursery, Kindergarten and Grades 1-6
Pursuing Initial Certification in Students with Disabilities (Grades 1-6)
Effective: September 1, 2010 – October 1, 2010
Salary Placement: M.A. Step 1: \$292.44 Daily Rate

MODIFICATION OF APPOINTMENT FROM PER-DIEM SUBSTITUTE TO LONG TERM SUBSTITUTE

ERICA SILVESTRI, Special Education
Assigned To: Westlake Middle School
Certification: Pursuing Initial Certification in Students with Disabilities (Grades 5-9),
Generalist
Effective: September 7, 2010 – November 1, 2010
Salary Placement: M.A. Step 1: \$292.44 Daily Rate

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**MODIFICATION OF APPOINTMENT FROM PERMANENT SUBSTITUTE TO
TEACHING ASSISTANT 2009/2010**

TIMOTHEA WRIGHT, Teaching Assistant
Assigned To: Hawthorne Elementary School
Certification: Permanent Certification in Pre-K, Kindergarten and Grades 1-6
Effective: March 8, 2010 – May 6, 2010 and May 26, 2010 – June 25, 2010
Salary Placement: T.A. Step 1: \$8,640.40 (pro-rated)

**SUBSTITUTE FOR DETENTION CENTER – WESTLAKE HIGH SCHOOL, 2010/2011
SEMESTER 1**

Jennifer Avella

Hours: Not to exceed a total of 5 for Semester 1

Salary: \$65/hour per the agreement with the Mount Pleasant Central School District
Teachers Association.

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SCHEDULE 10/11, C-4 CIVIL SERVICE APPOINTMENTS

CSEA CUSTODIAL - MODIFICATION OF APPOINTMENT FROM .5 TO .7

JOE DE CRENZA, .7 Custodial Worker

Assigned To: Westlake High School

Effective: November 1, 2010 - June 30, 2011

Salary Placement: Column B, Step 7: \$23,877.48 (pro-rated)

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Mt. Pleasant Central School District
PROFESSIONAL DEVELOPMENT PLAN
September 2010

DISTRICT NAME: Mt. Pleasant Central School District
BEDS Code: 66080106, District 34
SUPERINTENDENT: Dr. Susan Guiney, Ed.D.
E-mail: sguiney@mtplcsd.org
ADDRESS: 825 West Lake Drive, Thornwood, NY 10594
PHONE: 914 769 5500 FAX: 914 769 3733

Composition of Professional Development Team
(Majority of team members must be teachers.)

District Team (Required)

4 Administrators
12 Teachers
1 Parent
1 Superintendent
1 Director of Curriculum
3 MPTA Officers

School Team(s) (Recommended)

Professional Development/Mentoring
Sub-Committee/Curriculum Leaders/
Secondary School Redesign/APPR

Number of school buildings in district: 4

Number of school-based professional development teams: 4

Indicate how school teams will be represented on district team:

Representatives from the Professional Development Committee will be included on the building level Professional Development/Mentoring Sub-Committee; Members from each of the building level teams (Curriculum Leaders; Secondary School Redesign) will be included on the district-wide team.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

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

Representatives from every school were included on the committee. Additionally, communication occurred across the district's schools as representatives from the district-wide committee sit on several school-based committees. As committee members, one of their charges was to relay information from the district to the school and from the school to the district-wide committee. These individuals were allocated time to speak at building level meetings to apprise their colleagues of meeting content and to seek their input to inform the district-wide committee.

- 2. Each teacher will participate in the staff development programs and opportunities that satisfy the District and teacher's needs.**

Through data collection K-12, a series of specialized professional learning opportunities were identified in response to the identified and differentiated needs of faculty with an eye toward preparing faculty to meet new mandates such as RtI (Response to Intervention). Professional learning opportunities are aligned to the district's goals. In addition to these opportunities, teachers may seek other learning experiences, depending on their professional goals informed through self assessment and guidance from their supervising administrator.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

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

The goal of every professional learning opportunity is to enhance staff competencies that will, in turn, increase student achievement. While the schools of the Mt Pleasant Central School District are congruent with NYS standards, we aspire to assist our students to reach beyond NYSED proficiency levels. The NYSED standards serve as a foundation rather than as a goal as the district offers 18 AP courses, Regents level opportunities to eighth graders at the middle school level and numerous electives at the high school level. Many of our students achieve an Advanced Regents Diploma. In order to meet this goal, all students must be able to read, write, listen and speak well. In addition, students must be able to think critical and problem solve. Staff development training content integrates these skills into science, math and technology. Critical thinking and problem solving are also integrated into every content area. Local and standardized formative and summative student achievement measures the district employs also focus on these skills.

Student needs were determined via analysis of student achievement data (item analysis and regional benchmark reports), curriculum gap analysis (the taught curricula was compared with the intended curricula (NYSED core curricula). Student needs were further informed through student shadowing activities where faculty partnered with students and observed them across learning contexts.

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These foci have been the subject of grade level team meetings, content area department meetings, and K-12 committees to facilitate articulation. We will continue to use and refine these organizational structures to forward this work.

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

We have developed a template to describe the various levels of staff expertise and to address multi-year needs. This template can be applied to a wide variety of content areas and instructional skills. See attachments.

Consequently, the content and instructional strategies may be revised annually according to the data analysis of student achievement and teacher needs.

The district subscribes to My Learning Plan, a leader in professional development management and evaluation. This electronic data provides central and building administrators with detailed and customized reports about the recent attendance of faculty at professional learning events. Access to his information provides administrators with access to each faculty member's past participation in professional learning opportunities. This data informs future professional learning for the individual as well as the full faculty.

3) Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

Student achievement data includes standardized testing results such as Language Analysis, DRA, Gates McGinnitie Reading Comprehension Tests, AIMS Web progress monitoring, Advanced Placement Exams, SAT II exams and all New York State assessments. Local assessments include anchor assessments, running records, performance based assessment and ongoing progress monitoring under RtI supported by AIMS web. Instructional delivery models found in co-taught classrooms include One Teach: One Drift and One Teach: One Observe permit teachers to collect observational data in situ. Teachers will continue to analyze the data through professional development activities and modify teaching accordingly. In addition, test samplers, teacher observation, and daily products provide the qualitative data to inform instruction and staff development needs. [Furthermore, program evaluations provide data on effectiveness of particular types of instruction, which, in turn, informs staff development.]

Professional Development Mission Statement

Effective teaching incorporates a creative process that depends on continual learning on the part of the entire staff. Therefore it is imperative that teachers be provided opportunities to

- **Reflect on current practice**
- **Develop new content knowledge**
- **Develop new and refine current instructional methods**
- **Work collaboratively with colleagues**

Attachment I: Needs Assessment Sources Used

The following sources were used to identify the basis of the needs analysis.

- a) School student report card data
- b) BEDS data
- c) State School Report Card
- d) Student attendance rates
- e) Graduation and drop-out rates
- f) Student performance results disaggregated by gender and special needs
- g) State benchmarks for student performance
- h) Number of highly qualified teachers
- i) NCTM
- j) NCTE
- k) Post graduate plans
- l) NYSESLAT
- m) Local and standardized test scores
- n) Observation

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Mt. Pleasant Central School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing

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

Student Performance Need	Teacher Content/ Practice Needs	District Goal/Objective Number
<p>To increase student achievement in mathematics</p>	<ul style="list-style-type: none"> • Higher order problem solving techniques. • Eliminate redundancies in curriculum. • Increase enrollment in advanced math courses the high school. 	<ul style="list-style-type: none"> • Provide teachers with the content and instructional methodologies in mathematics. • Refine curriculum and assessments. • Align curriculum and instruction between buildings. • Provide effective instruction to meet the student performance goal. • Promote consistency and efficacy across grade levels. • Provide opportunities for teacher to meet for curriculum work and to share best practice between buildings and grade levels. • Review, edit and publish consensus maps with benchmark assessments and aligned to standards.
<p>To increase student achievement in writing</p>	<ul style="list-style-type: none"> • Common rubrics grades K-12 • Establish benchmark assignments • Establish consistent writing folders • Analyze work to inform instruction • Continue to identify and learn effective practices and methods • Assess teachers prior professional learning in 	<ul style="list-style-type: none"> • Provide teachers with the content and instructional methodologies in writing through our affiliation with the Teachers College Reading and Writing Project (TCRWP). • Refine curriculum and assessments. • Provide effective instruction to meet the student performance

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	<p>the writing process</p> <ul style="list-style-type: none"> • Articulate a research-informed philosophical approach to K-12 writing 	<p>goal.</p> <ul style="list-style-type: none"> • Align the writing process across the district. • Provide effective instruction to meet the student performance goal. • Improve efficacy and consistency of implementation across grade levels. • Provide opportunities for teachers to meet for curriculum work and to share best practices between buildings and grade levels. • Review, edit and publish consensus maps with benchmark assessments and aligned to standards.
<p>To increase student achievement in reading comprehension</p>	<ul style="list-style-type: none"> • Analyze student performance • Identify and learn effective reading comprehension methods, strategies • Increase vocabulary through effective methods • Continue to identify and learn effective practices and methods • Assess teachers prior professional learning in the teaching of reading • Articulate a research-informed philosophical approach to K-12 writing 	<ul style="list-style-type: none"> • Provide teachers with the content and instructional methodologies in reading comprehension. • Refine curriculum and assessments. • Provide effective instruction to meet the student performance goal. • Align approaches to the teaching of reading across buildings. • Provide effective instruction to meet the student performance goal. • Maximize consistency across grade levels. • Provide opportunities for teacher to meet for curriculum work and to share best practice between buildings and grade levels.

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		<ul style="list-style-type: none"> Review, edit and publish consensus maps with benchmark assessments and aligned to standards.
To increase student achievement in social studies	<ul style="list-style-type: none"> Identify and learn Social Studies content and concepts Analyze student performance Identify and learn effective reading comprehension methods, strategies Increase vocabulary through effective methods Maximize our partnership with PNWBOES' Integrated ELA/SS web based curriculum Address identified gap analysis in the teaching of intermediate level topics pertaining to Latin America and Canada. 	<ul style="list-style-type: none"> Align social studies curriculum across buildings. Provide effective instruction to meet the student performance goal. Improve efficacy of curriculum implementation across grade levels. Continue to provide opportunities for teachers to meet for curriculum work and to share best practice between buildings and grade levels. Review, edit and publish consensus maps with benchmark assessments and aligned to standards.
To increase student achievement in science	<ul style="list-style-type: none"> Identify and learn Science content and concepts. Analyze student performance. Identify and learn effective reading comprehension methods, strategies. Increase vocabulary through effective. Utilize science lab teacher more effectively. Integrate lab based science learning into classroom based 	<ul style="list-style-type: none"> Align science curriculum between buildings. Provide effective instruction to meet the student performance goal. Implement curriculum consistently across grade levels. Provide opportunities for teacher to meet for curriculum work and to share best practice between buildings and grade levels. Review, edit and

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	<p>instruction.</p> <ul style="list-style-type: none">• Maximize effective use of inquiry based science kits.	<p>publish consensus maps with benchmark assessments and aligned to standards.</p> <ul style="list-style-type: none">• Eliminate curriculum redundancies in the teaching of science concepts (specifically plants, K-5).
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Mt. Pleasant Central School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing

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

Student Performance Need – In preparation for State assessments	Teacher Content/ Practice Needs	District Goal/Objective Number
To increase student participation and achievement in grades 3-8 English/Language Arts and Mathematics assessment and Regents Examinations	<ul style="list-style-type: none">• Analyze new assessment• Implement English and Math units• Integrate ELA and Social Studies• Integrate Math, Science, and Technology with writing.	<ul style="list-style-type: none">• Provide teachers with the content and instructional methodologies.• Refine curriculum and assessments.• Provide effective instruction to meet the student performance goal.

**Mt. Pleasant Central School District Professional Development Plan
Implementation Plan – See CDEP and Curriculum Leader Action Plans**

Attachment III: District Resources

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

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

District Budget will support required professional development to include but not limited to conferences, course work, summer work and consultants.

Fiscal resources:

- | | |
|-------------------------------------|---------------------|
| <input checked="" type="checkbox"/> | Title Grants |
| <input checked="" type="checkbox"/> | Other Grant Sources |
| <input checked="" type="checkbox"/> | Contributions |

Staff resources:

- | | |
|-------------------------------------|-------------------------------|
| <input checked="" type="checkbox"/> | Curriculum Leaders/Developers |
| <input checked="" type="checkbox"/> | Content Specialists |
| <input checked="" type="checkbox"/> | Exemplary Teachers |

Providers:

- | | |
|-------------------------------------|----------------------------------|
| <input checked="" type="checkbox"/> | Institutions of Higher Education |
| <input checked="" type="checkbox"/> | Teacher Resource Centers |
| <input checked="" type="checkbox"/> | BOCES (e.g. SCDN, SETRC) |

Community:

- | | |
|-------------------------------------|-------------------------------|
| <input checked="" type="checkbox"/> | Major Employers |
| <input checked="" type="checkbox"/> | Community-based Organizations |
| <input checked="" type="checkbox"/> | Parents |
| <input checked="" type="checkbox"/> | Education Foundation |

Attachment V: Evaluation Plan

Student performances will meet or exceed the target goals in the CDEP. Data sources are listed in this document.