

Oneida City School District



Professional Learning Plan

July 1, 2022- June 30, 2023

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Professional Development Team

Position/Constituency Represented	Name
Superintendent of Schools	Matthew Carpenter
Assistant Superintendent for Curriculum, Instruction and Assessment	Stacey Tice
Oneida Teachers' Association	David Wright
Administrator for Technology and Special Programs Technology Integration Specialist	Genevieve Brauner Kristen Spinella
Otto Shortell Middle School	Margie Hawthorne Lisa Billington Tom Collins Deb Becker
North Broad Elementary School	Colleen Jones
Durhamville Elementary School	Katie Nestler Megan Rose
Seneca Street Elementary School	Jill Rodegher
Willard Prior Elementary School	Ellen Lefort
Director of Special Education	Danielle Mullen
Parent Representative	
Oneida High School	Erin Belanger Mindy Niles

Oneida City School District Mission Statement

To educate, inspire, and empower students

Purpose

The purpose of the Professional Development Planning Team is to create a plan that would “...improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students.” (SED). The professional development plan ensures articulation of professional development across grade levels, continuous and sustained practices, and effective methods and approaches for delivering instruction.

Initiatives

Ongoing professional development is the mark of a true professional. Educators committed to remaining at the top of their profession invest time and energy into seeking best practices and research-based methodologies. Oneida City School District has identified the following goals to build the professional development plan:

District Goals

- Closing Learning Gaps has been a priority selected due to evidence noted through COVID-19 as a result of hybrid and fully virtual learning and other factors that have impacted families. Curriculum alignments, extended learning supports and wrap around services will be provided and monitored through building based teams.
- Focusing on attendance data as it impacts performance data and the need to address root causes and identification of solutions will be important to encourage full time, regular attendance by collaborating with families and community agencies, and empowering students. Increase communication through a variety of modalities on attendance policies and practices we will bridge the gap for students.
- Enacting K-12 SEL systems to support our students, staff and families.



SED Requirements:

The Oneida City School District's Professional Development Plan will comply with CR 100.2 (dd) as evidenced by:

SED DESCRIPTOR	REFERENCE
All new teachers will participate in a mentoring program.	District Professional Development and Mentoring Plans
All teachers will be provided with opportunities for completing 175 hours of professional development every five years. Commencing with the 2016-17 school year, holders of professional certificates must complete 20 hours of Continuing Teacher and Leadership Education (CTLE) each year, and/or 100 hours for each five-year registration period.	District Professional Learning Plan (PDP)
Teaching assistants and long-term substitutes participate in professional development activities	District Professional Learning Plan (PDP)
Teachers will be expected to participate in at least 20 hours of professional development activities in each school year(s) addressed by the plan	District Professional Learning Plan (PDP)
Teachers will be provided professional development opportunities directly related to student learning needs as identified in the District Comprehensive Improvement Plan	District Professional Learning Plan (PDP)
<p>All staff will be provided with training in the following:</p> <ul style="list-style-type: none"> ● Violence Prevention and Intervention ● Right-to-Know ● Bloodborne Pathogens ● Sexual Harassment ● Other job-specific, health and safety-related issues, as mandated by S.A.V.E. legislation and the New York State Education Department 	District Project SAVE Plan
All professional and supplementary school staff who work with students with disabilities will be provided with professional development directly related to their teaching responsibilities	District Professional Learning Plan (PLP); District Special Education Plan

Professional Development Opportunities and Requirements

The Oneida City School District provides all teachers substantial professional development opportunities directly related to student learning needs as determined by the district.

Commencing with the 2016-17 school year, holders of professional certificates must complete 20 hours of Continuing Teacher and Leadership Education (CTLE) each year, and/or 100 hours for each five-year registration period. Teachers will be responsible for recording, accumulating, and demonstrating in *Frontline (MyLearning Plan)* and discussing with administrators at year-end consultations. Professional development opportunities are aligned with the Next Generation Learning Standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities. The District strives to ensure that professional development is articulated across all grade levels, continuous, sustained and that the methods and approaches for delivering professional development are effective. The details of the plan include *Evidence of Progress* to measure the impact of professional development on student achievement and teacher practice.

Whereas Oneida City School District has less than 5% ELL students enrolled, the district is exempt from the requirement to complete CTLE in language acquisition.

The hours that may be included as evidence of participation are as follows:

Professional Development	Hours
Superintendent's Conference Days (4)	24
Grade Level ½ Days, K-5 (3)	9
BOCES New Teacher and Oneida New Teacher Sessions (Year 1 Teachers) required	30
Oneida Mentoring Sessions (Year 2 Teachers) required	18
Faculty Meetings (with PD included)	5

Other:	
◆ Undergraduate courses	3-40
◆ Graduate courses	
◆ Teacher center courses	
◆ In-service courses	
◆ Building Plan meetings	
◆ Conferences/workshops	
◆ Mentor/mentee meetings	
◆ Student Assistance Teams	

Professional Development Guidelines

Credit-bearing Courses (Courses approved for salary credit are also approved for the professional development credit.)

Courses must be approved by District Office. You must pass the course. Count 15 clock hours per credit hour.

- Courses and other learning opportunities delivered by providers such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.
- Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirements for extension to certification.

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities.

Clock hours must be formally documented

- Groups of teachers collaborating to examine case studies of student work
Pre-approved by building principal, Clock hours must be formally documented
- Participation in regional scoring of State assessments; assessing student portfolios
- Mentoring programs (as mentor or mentee)
- Participation in formal programs of peer coaching or participation in peer review
- Curriculum planning and development *Scheduled by District (lesson planning is considered part of routine employment activities)*
- National Board certification activity (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies) *Maximum 40 clock hours/week*
- Participation in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes *Scheduled by District or Principal*
- Developing or collaborating on the development of new programs and instructional methods

Teacher Leadership

Clock hours must be formally documented

- NYSTCE "assessor" or test development committee member
- Delivering professional development (e.g. conducting workshops), developing and presenting a workshop at a district, state or national conference *Document hours; count up to two hours of preparation per hour of presentation*
- Development of Statewide curriculum or assessments
- Service as a cooperating teacher for a student teacher *Up to 20 hours per week during the student teaching experience*
- Service on the State Professional Standards and Practices
- Attendance at Professional Organization Meetings and Conferences

Other Educational Service

Clock hours must be formally documented

- Providing advisement to students in approved student clubs and activities *Non-paid activities; outside of normal school hours;*
- Serving on district or building' level shared-decision-making committees
- Serving on district or building level planning committees
- Educationally oriented community service
- Superintendent's Conference Day 6 hours per day
- District Design Professional Learning Days Training 6 hours per day
- Grade Level Day 3 hours per day

Oneida CSD Mentoring Program Purpose and Overview

Teacher mentoring and induction is the systematic training and supporting new teachers beginning before the first day of school and continuing throughout the first two or three years of practice. Thirty three percent of qualified teachers leave teaching within the first three years; fifty percent leave within the first seven years (Schlechty and Vance, 1983). Ninety five percent of beginning teachers who experience support during their initial years remain in teaching after three years (Colbert and Wolff, 1992). Evidence suggests that the most academically talented new teachers leave in the greatest numbers (Huling-Austin, 1986). Mentoring is critical to the success of our teaching staff. The purpose of the mentoring program is to provide support for new teachers in order to ease the transition from teacher preparation programs to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards. The program also provides support to experienced teachers who are new to Oneida CSD. The program promotes opportunities for collaboration within the district, addresses the concerns and challenges common to teachers, and assists new teachers in adapting to the culture of the school and community.

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual, including but not

limited to students and staff of the school; or unless such information indicates that a new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.

Mentoring Program Guidelines

All new teachers to the District will participate in the mentoring program to meet the teaching experience requirement for the professional certificate, as prescribed in Section 80-3.4 of the Commissioner's Regulations. The program shall be a component of the district's professional development plan. A Mentor Committee consisting of teachers and administrators shall provide oversight of the program; evaluate the program annually and problem-solve any difficulties arising in the selection and/or implementation process.—There will be a formal publicized mentor selection process and mentors will be expected to complete a preparation program. The program shall build upon the strength of the District including: middle and-high school departments; experienced teachers; building planning; curriculum and content mapping initiatives; effective instruction training and summer new teacher orientation.

Mentor Program Responsibilities and Roles

Role of the Mentor

- € Provide guidance and support for new teacher by meeting at least **four (4)** times per year
- € Support new teachers with effective teaching practices
- € Serve as a resource and conduit of information
- € Direct the new teacher to others if additional training is needed (not to be a trainer or staff developer)
- € Maintain strict confidentiality
- € Support the mentee's acquisition of:
 - o District cultural knowledge
 - o Student knowledge
 - o Content knowledge
 - o Organizational knowledge
 - o Pedagogical knowledge
 - o Emotional support
- € Complete and submit mentor/mentee log and payroll voucher for up to 15 hours of financial reimbursement

- € Meet quarterly with the Administrator for Curriculum, Instruction and Assessment and other mentors to address issues and/or concerns

Role of the Mentee

- € Communicate regularly with mentor by meeting at least **four (4)** times per year
- € Maintain strict confidentiality
- € Actively engage in mentor/mentee activities
- € Implement suggestions for improvement
- € Complete and submit mentor/mentee log and payroll voucher for up to 15 hours of financial reimbursement
- € Meet quarterly with Administrator for Curriculum, Instruction and other mentees to address issues and/or concerns

Role of the Building Administrator

- € Respect the confidential relationship between mentor and mentee
- € Conduct teacher evaluation and provide feedback in a timely manner
- € Facilitate schedules, planning time and/or conferencing time for mentors/mentees
- € Participate in evaluation of Mentor Program

Role of OTA President

- € Share with the faculty the qualifications and responsibilities of a mentor

Role of the Superintendent and Board of Education

- € Actively support the mentor program
- € Review the mentor program annually
- € Provide resources necessary for any program to operate effectively

Roles and Responsibilities of the-Mentor Committee

The mentor committee will be comprised of teachers and administrators as outlined in the mentor selection process. Teachers are to constitute a majority of the committee membership based on state regulations.

The Mentor Committee will meet two (2) times per year (January and June) to work through the following points, specifically. The committee will:

- € Monitor, adjust and promote the district's mentoring program
- € Suggest training topics throughout the year
- € Participate in evaluation of the mentor program

Roles and Responsibilities of Administrator of Curriculum, Instruction and Assessment

Mentoring Committee Chairperson

- € Facilitate mentor selection process
 - o Distribute mentor interest form to building administrators for distribution to instructional staff; return to District Office by **June 15th**;
 - o Collaborate with OTA President and building administrators on mentor/mentee pairings, with submissions made by September 1st.
- € Serve as a resource for mentors and mentees
- € Schedule and facilitate meetings for both mentors and mentees
- € Facilitate yearly review and revision of District Mentoring Plan with the Mentoring Committee
- € Meet two (2) times per year with Mentoring Committee
 - o Research, present, and arrange training options to Mentor Committee
- € Update Board of Education annually

Mentor Qualifications

- Tenure is required
- Participation is voluntary
- Commitment to participate for one (1) year with option to renew
- Recommendations by principal in consultation with department chair and building representative based upon:
 - o Content knowledge/compatibility whenever possible
 - o Grade level correspondence whenever possible
 - o Interpersonal skills
 - o Positive attitude towards profession

- Mentors must protect/respect the integrity of the mentoring program by maintaining and securing a trusting relationship;

Mentor Training

Training and preparation of the mentor is vital to the implementation of the mentor program. The mentor will participate in training sessions which focus on adult learning theory, teacher development theory, the elements of a mentoring relationship, peer coaching techniques, time management methodology as well as the ability to consult, collaborate, and coach. Training expectations will include:

- Review district mentoring program using *Mentor/Mentee Assistance Program (MAP)* as a guide
- Use mentor map throughout the year to support mentee
- Attend district trainings
- Meet quarterly with Administrator for Curriculum, Instruction and Assessment and other mentors to address issues and/or concerns (outside of school hours)

Mentor Selection Process

The mentor selection process is as important as the screening and selection of new teachers. The mentor will be the most important colleague in the new teacher's life. Department Chairs and Directors are ineligible to serve as mentors.

The mentoring committee was formed in June 2006. Members will be comprised of the mentors from the previous year. The Oneida Administrators Association will choose one (1) elementary administrator and one (1) secondary administrator. The Administrator Curriculum, Instruction and Assessment will be a permanent member of the committee.

The Administrator for Curriculum, Instruction and Assessment will identify the number of mentors needed, including the level and area of instruction, in late May or when needed during the year. Building principals, in collaboration with building representatives, will recommend, in writing, potential mentors to the Administrator for Curriculum, Instruction and Assessment. The Administrator for Curriculum, Instruction and Assessment and the OTA President will review the selections and submit their recommendations for mentors. Mentors will serve on a rotational basis (see Appendix).

Mentor/Mentee Teams

Should the mentor/mentee relationship not meet the needs of the new teacher, either the mentor, the mentee, or both shall meet with the Administrator for Curriculum, Instruction and Assessment. The Administrator for Curriculum, Instruction and Assessment will determine whether the relationship can be improved and become a positive mentorship for the mentee or if it is irretrievably broken. If it can be improved, the Administrator for Curriculum, Instruction and Assessment will suggest resources or strategies to correct the situation. If it is irretrievable, the Administrator for Curriculum, Instruction and Assessment will assign an alternate mentor to complete the mentorship.

Exemption From Language Acquisition Training

Whereas there are fewer than 30 English Language Learners (ELL) enrolled and ELLs make up less than five percent of the district's total student population, the District is exempt from the training required of all professional certificate holders on meeting the needs of English Language Learners.

Additional Mentor Program Information

Additional information regarding the Mentor Program may be found on the District's Mentor/Mentee Plan.

Such information includes:

- Sharing Expertise Checklist
- Mentee Self-Assessment Inventory
- Feedback Rubrics
- Mentor Map and Suggested Activities
- Administrator Feedback Survey
- Mentor/Mentee Log

- Payroll Voucher
- Mentor Recommendation Form
- Mentor Interest Form
- Mentor Program Evaluation Form

Needs Assessment Sources

NYS: School Report Card

District Comprehensive Improvement Plan

BEDS data

Oneida City School District Technology Plan

Oneida City School District Mentoring Plan

Oneida City School Schoolwide Plans

District Goals: Standards/Curriculum Prioritization Alignment, Decrease Student Absenteeism, Increase Student Engagement, Increase social emotional awareness and instruction, Increase Parent Engagement

Time Frame: July 2021- June 2024 Long term plan

Strategies	Activities	Resources	Who	Evidence of Progress What will we look for?
Provide training on research-based reading instruction for all PK-12 teachers	<ul style="list-style-type: none"> Implement research-based reading instruction Determine what training is needed on Superkids, Journeys and Writing 	<ul style="list-style-type: none"> Reading League (<i>YouTube</i> videos, Reading League events) Professional development days Regional Reading PLC Regional reading initiative from Curriculum council Attend SPAC and EPAC 	<ul style="list-style-type: none"> PK-12 Teachers Principals Asst. Supt. for Instruction J. Maine 	<ul style="list-style-type: none"> Assessment data Professional development surveys Frontline registrations
Implement 2022 Oneida City School District AIS/RTI Plan	<ul style="list-style-type: none"> Provide workshops on how to use the MTSS/AIS/RTI plan Provide training on RTI Edge Provide training on Response to Intervention Provide professional development on how AIS should “look” instructionally Provide training on <i>STAR or other assessment systems</i> 	<ul style="list-style-type: none"> Substitute Coverage Superintendents’ Conference Days BOCES trainers Faculty Meetings Data Analyst 	<ul style="list-style-type: none"> PK-12 Teachers Principals Administrator for Technology Administrator for Curriculum, Instruction and Assessment BOCES Trainers 	<ul style="list-style-type: none"> Assessment data Professional development surveys Teacher observations
Provide training for teachers in grades PK-12 to	<ul style="list-style-type: none"> Teachers in grades PreK-12 will be provided with ongoing professional development throughout 	<ul style="list-style-type: none"> BOCES/Oneida PLC’s 	<ul style="list-style-type: none"> PK-12 Teachers Principals Administrator for Curriculum, Instruction and Assessment 	<ul style="list-style-type: none"> Teacher Observations Workshop Sign-In Sheets Student surveys Assessment data

Strategies	Activities	Resources	Who	Evidence of Progress What will we look for?
support technology integration into instruction to include engagement strategies	2022-2023 to support technology <ul style="list-style-type: none"> ● integration into instruction. ● Develop staff skill set related to Hybrid and Virtual Instruction ● Teachers will be provided with professional development on student engagement strategies ● Keyboarding without tears ● Build Capacity to Implement the Computer Science and Digital Literacy Standards 		<ul style="list-style-type: none"> ● Administrator for Technology and Special Programs ● Instructional Technology Specialist 	
Increase awareness of resources within the community and brainstorm strategies within the	<ul style="list-style-type: none"> ● Provide pupil personnel staff with opportunities to participate in presentations given by local agencies and to visit local agencies 	<ul style="list-style-type: none"> ● Community Agencies ● Local conferences ● Release Time ● Data analyst and new Data Verification person along with new SIRS flowchart tracking process ● Regular Meetings with School Services Program Coordinator Marcie Soule DSS ● Partnership with DSS 	<ul style="list-style-type: none"> ● PK-12 pupil personnel staff ● Community Agencies ● Administrators ● Administrator for Curriculum, Instruction and Assessment 	<ul style="list-style-type: none"> ● Attendance Data

Strategies	Activities	Resources	Who	Evidence of Progress What will we look for?
district to assist families whose children are chronically late or absent		<ul style="list-style-type: none"> ● Insert information in each parent newsletter from buildings encouraging attendance- add something visual and easy to read ● https://www.attendanceworks.org/resources/toolkits/for-principals-leading-attendance/cultivate-a-school-wide-culture-of-attendance/ 	<ul style="list-style-type: none"> ● School Psychologists 	
Expose staff to social issues and societal effects of poverty, trauma, mental illness, and cultures (in order to make connections with students)	<ul style="list-style-type: none"> ● Implement poverty simulation training ● Provide training on the impacts of trauma, mental illness, and substance abuse ● Provide training on the examination and analyzation of student data (attendance, discipline, etc.) 	<ul style="list-style-type: none"> ● Professional development days ● BOCES trainers ● Community agencies ● Data Analyst 	<ul style="list-style-type: none"> ● PK-12 teachers ● Principals ● Counselors ● Speech Therapists ● Nurses ● Administrators ● Administrator for Curriculum, Instruction and Assessment ● School Psychologists 	<ul style="list-style-type: none"> ● Attendance Data ● Workshop Sign-In Sheets

Strategies	Activities	Resources	Who	Evidence of Progress What will we look for?
Develop District wide SEL plan integrated into other curricular areas	<ul style="list-style-type: none"> ● Implement the tenets of CASEL SEL for Staff and students 	<ul style="list-style-type: none"> ● Positivity Project ● High Five Program ● Staff and student surveys 	<ul style="list-style-type: none"> ● SEL committee ● Administrators and teachers 	<ul style="list-style-type: none"> ● Improved survey results ● Increased attendance ● Decrease in mental health referrals
Provide training for staff to prioritize standards, align curriculum and assessments to ELA and Math Next Generation Learning Standards	<ul style="list-style-type: none"> ● Provide staff training in framework of prioritization and time to engage in the process ● Provide training to staff on curriculum mapping ● Provide opportunities for staff to train on inter-rater reliability of assessments, particularly ELA, PreK-2 	<ul style="list-style-type: none"> ● Develop a curriculum cycle with support of MOBOCES ● Determine plan for summer curriculum work ● Continue Atlas Mapping ● Review DCIP and SCEP plans ● K-12 Curriculum Task Force: 5-yr review cycle for all disciplines. Complete ELA and Math (December 2022) and begin social studies and science (January 2023) 	<ul style="list-style-type: none"> ● Principals ● Administrator for Curriculum, Instruction and Assessment ● PK-12 teachers across all content areas ● Jody Popple, BOCES Instructional Support ● Maria Papa, BOCES Instructional Support ● Data Analyst 	<ul style="list-style-type: none"> ● Prioritization documents ● Curriculum maps ● Student engagement ● NYS/Regents Assessments

CONSULTANTS (need updated section from BOCES)

The content of the Oneida City School District professional development plan is being supported and provided in part by Madison-Oneida BOCES, MORIC, RSE-TASC, Teacher Center, and approved vetted consultants.

COMPANY	CONSULTANT(S)	TOPIC(S)
DataWorks	John Hollingsworth	Leadership, Special Ed., EDI, Literacy
New Teacher Training	Ed Rinaldo, Rebecca Copp, Jody Popple	Teaching Methodologies
Robin Fogarty Associates	Brian Pete	Literacy, Leadership
Staff Development Workshops	Maria Papal	K-12 Literacy, Writing
FPI Attention Disorder clinic	Dr. Charles Monastra	ADHD, Special Education
Understanding by Design	Elizabeth Rossini	Pedagogy
AASA: Learning 2025	Bill Daggett and Jay McTigh	Pedagogy
Greenwood Publishing, Heinemann	Dr. Kylene Beers and Bob Probst	Literacy
EduTron Corporation	Dr. Andrew Chen	Math
Common Core – Great Minds	Robin Ramos/Susan Midlarsky	Math
Learning Thru Movement, Inc.	Suzu Koontz	Math
Inclusive Schooling	Dr. Julie Causton	
Parrett Associates	Dr. Kathleen Budge	Poverty
Staff Development for Educators (SDE)	Dr. Jean Feldman Jody Polleck Melissa Dickson Katharine McKnight Johanna Siebert Fred Wolff Kim Adsit Anni Stipek Rolfe Christensen Laureen Reynolds Jim Grant	Literacy, Math, Leadership, Assessment
COMPANY	CONSULTANT(S)	TOPIC(S)
Learner Centered Initiatives (LCI)	Jonelle Rocke Joanne Picone-Zocchia	Leadership, Assessment
Premiere Speaker Bureau	Mawi Asgedom	Poverty, Pedagogy
Woodcock Johnson	John Garruto	Special Education
Discipline Associates	Brian Mendler	Behavior Management
Jensen Learning Corporation	Dr. Eric Jensen	Poverty, Brain Research
Appelstein Training Resources, LLC	Charles Appelstein	Behavior Management
Write On Inc	Tanya Schnabel	Writing

Corporate Strategies by Skill Path		
Buck Institute	Juanita Davies Malachi Pancoast Yong Zhao Otis Jennings Donna Riter Seth Aldrich	Project-Based Learning Professional Learning Communities Pedagogy Leadership Behavior Management RTI
Math Solutions	Baruti Kafele Cindy Riedl Ellen Arnold Taylor Mali Dr. David Hicks Dr. John Lee Dr. Thomas Guskey Dr. Lee Ann Jung Kate Gerson Steven Hauprich	Math Literacy Literacy Literacy Social Studies Social Studies Standards-Based Grading Standards-Based Grading Literacy Social Studies Leadership
Public Education & Business Coalition		
Reading and Writing Network		Literacy

OTHER PROVIDERS OF CTLE

Mid-State Teacher Center

NYSUT

NYSSCOS

RBERN

NYS Institutes of Higher Education (IHEs)

NYS BOCES

Albany-Schoharie-Schenectady-Saratoga Counties and BOCES (Capitol Region)

Broome-Delaware-Tioga Counties and BOCES

Cattaraugus-Allegany-Erie-Wyoming Counties and BOCES

Cayuga-Onondaga Counties and BOCES

Clinton-Essex-Warren-Washington Counties and BOCES (Champlain Valley)

Delaware-Chenango-Madison-Otsego Counties and BOCES

Dutchess County and BOCES

Erie County and BOCES (Erie One)

Erie-Chautauqua-Cattaraugus Counties and BOCES (Erie Two)

Franklin-Essex-Hamilton Counties and BOCES

Genesee-Livingston-Steuben-Wyoming Counties and BOCES (Genesee Valley)

Hamilton-Fulton-Montgomery Counties and BOCES

Jefferson-Lewis-Hamilton-Herkimer-Oneida Counties and BOCES

Monroe County BOCES (Monroe One)

Monroe-Orleans Counties and BOCES (Monroe Two)

Nassau County and BOCES

Oneida-Herkimer-Madison Counties and BOCES
Onondaga-Cortland-Madison Counties and BOCES
Ontario-Seneca-Yates-Cayuga-Wayne Counties and BOCES (Wayne-Finger Lakes)
Orange-Ulster Counties and BOCES
Orleans-Niagara Counties and BOCES
Oswego County and BOCES
Otsego Northern Catskills BOCES
Putnam-Westchester Counties and BOCES (Putnam-Northern Westchester)
Rensselaer-Columbia-Greene Counties and BOCES (Questar III)
Rockland County and BOCES
St. Lawrence-Lewis Counties and BOCES
Schuyler-Steuben-Chemung-Tioga-Allegany Counties and BOCES (Greater Southern Tier)

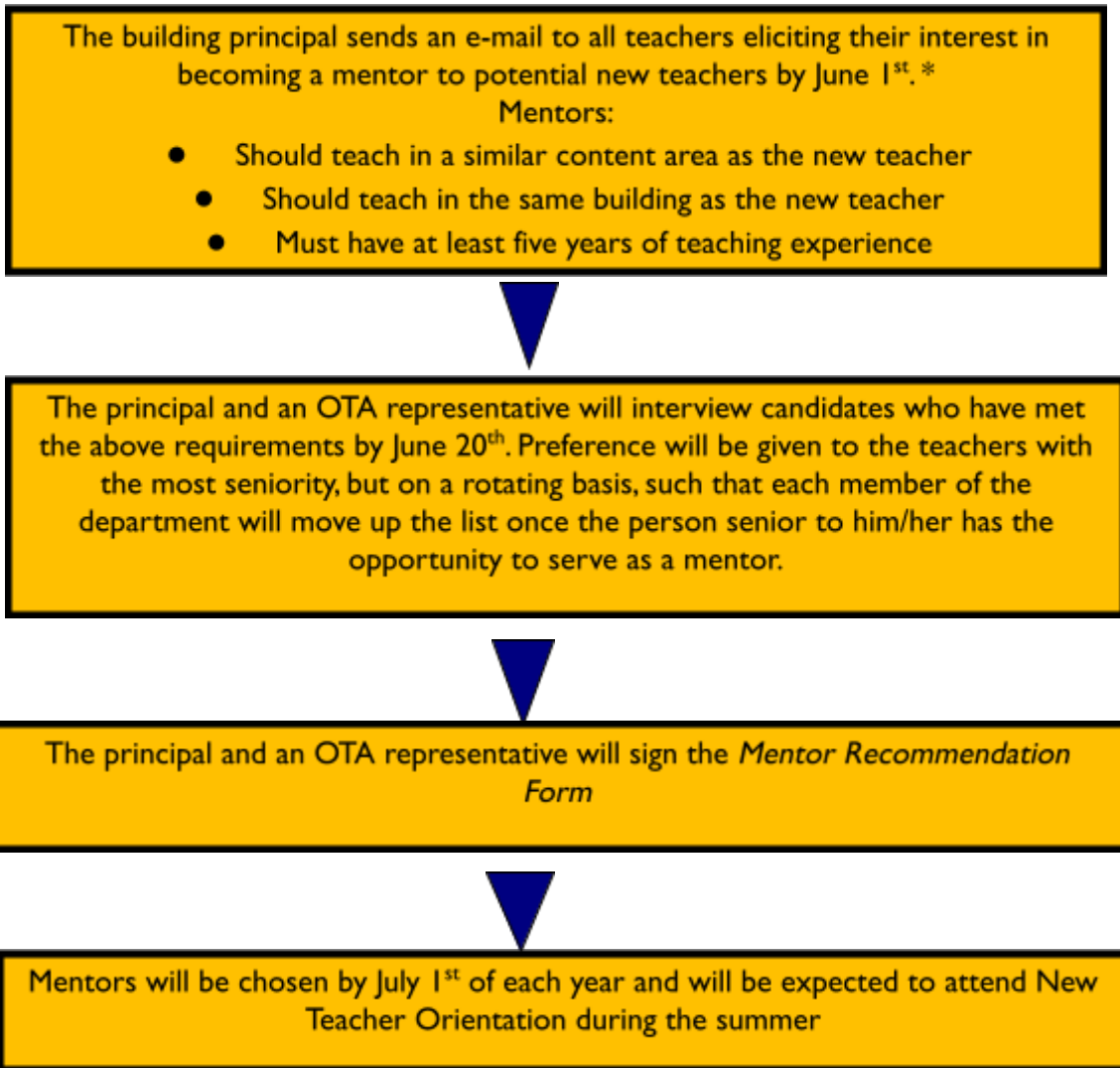
NYS BOCES Continued

Suffolk County and BOCES (Eastern Suffolk)
Suffolk County and BOCES (Western Suffolk)
Sullivan County and BOCES
Tompkins-Seneca-Tioga Counties and BOCES
Ulster County and BOCES
Washington-Saratoga-Warren-Hamilton-Essex Counties and BOCES
Westchester County and BOCES (Southern Westchester)

NYS REGIONAL INFORMATION CENTERS (RIC)

Central New York RIC
Edu-Tech
Greater-Southern Tier RIC
Lower Hudson RIC
Mid-Hudson RIC
Mohawk RIC
Monroe RIC
Nassau RIC
Northeastern RIC
South Central RIC
Suffolk RIC
Western New York RIC

Oneida City School District Mentor Program Selection Process



*This process may commence prior to June 1st, depending on when the new teacher is appointed.