



**BOARD OF EDUCATION MEETING
TUESDAY, JANUARY 5, 2016
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

1. Meeting Call to Order

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Teacher/Leader Report – New Staff
- 1.4 StuCo Report – Jordyn Keeck-Beach, Shawn Essafi, and Ms. Viel
- 1.5 Capital Outlay Project – C. Snowburg

2. Communications

- 2.1 From the Floor
- 2.2 President's Messages
 - a. Committee Report(s)
 1. Facilities Health & Safety Committee - D. Ross
 2. Policy Committee – J. Wroblecki
 3. Transportation Committee – R. Surprenant
 4. Survey Committee – T. Welch
 5. Finance Committee – T. Welch
 - b. Board Calendar
 - c. BOCES Representative Report

3. Consent Agenda

- 3.1 Board of Education Minutes for December 1, 2015
- 3.2 Business Office Reports for Month ending 2015
- 3.3 CSE Reports
 - a.

4. Old Business

- 4.1 2nd reading of Policy #6100, Job Descriptions; Regulation #6100.2, Job Description: Athletic Director; #6100.3, Job Description – Guidance Counselor; #6100.5, Resource Room/Consultant Teacher; 6100.6, Special Education Teacher 12:1:1; and #6100.7, Job Description: Library Media Specialist

5. New Business

- 5.1 Personnel Report – Action

- 5.2 Ice Control Agreement between the Town of New Hartford and the New York Mills Union Free School District – Action
- 5.3 Affiliation Agreement between New York Mills Schools and State University of New York Polytechnic Institute - Action
- 5.4 1st reading of Regulation #6100.4, Job Description: Library Media Specialist; 6100.07, Class Advisor Grade 6; 6100.08, Class Advisor Grades 7, 8, 9; 6100.09, Class Advisor Grade 10; Class Advisor Grade 11; 6100.11 Class Advisor Grade 12; and 6100.12, School Yearbook Advisor
- 5.6 Pre-Season Concussion Testing
- 5.5 Building Use and Memorandum of Understanding between 3-142 AHB, New York Army National Guard (NYARNG) - Action

6. Building Reports

- 6.1 Elementary Building Report
 - a. School Report Card
- 6.2 Secondary Building Report
 - a. School Report Card

7. Superintendent's Report

- 7.1 District Report Card
- 7.2 APPR Update
- 7.3 Common Core Task Force Final Report Recommendations
- 7.4 Budget Development
- 7.5 Pre-K Sustainability
- 7.6 Capital Project
 - a. Approval Status
 - b. Capital Outlay Projects
 - c. Smart Schools Bond Act Investment Plan

(Pre Season concussion testing if we do not get an agreement document)

- 7.7 Use of District Newsletter requesting information on the Kimberly Simons Case

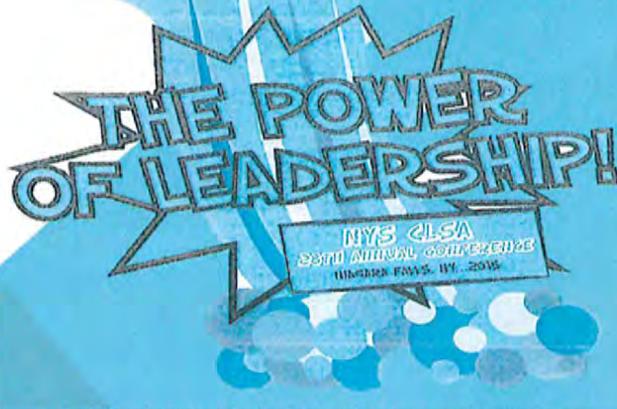
8. Board Discussion

9. Visitors Comments

10. Executive Session – CSEA and Individual Agreements with Labor Relations Attorney

11. Adjournment

NYM STUDENT COUNCIL EXPERIENCED... ¹⁴



ON THE BUS WITH POLAND AND WATERVILLE



Attendees:

Andrew Albert
Shawn Essafi
Jordyn Keeck-Beach
Dalton Henry

Marissa Kulesa
Katelyn DiViccaro
Madison Cudhea
Megan Crist

Shaun Crist
Anthony Cudhea
Cassidy Albright
Adriana Perretta

THE CONFERENCE CENTER – SHERATON AT THE FALLS



500+ students in attendance!
12 Districts and 26 different schools

NYS REPRESENTATIVE JKB AS THE FAKE SUPER HERO/LEADER – PLUNGER GIRL!



Jordyn helped plan the entire student led state conference! Here, she is seen with Bobby Kirkland from Lindenhurst High School. Bobby was Tin Foil Man. They shared how we can all be super leaders.

CONFERENCE SPEAKERS JESSIE FUNK, STU SAUNDERS, AND HUSTON CRAFT!



ROUNDTABLE ACTIVITIES



LEARNING THE SUPER POWERS OF LEADERSHIP!



NYM LEADERS IN ACTION...



THE WHOLE GROUP VISITS THE FALLS



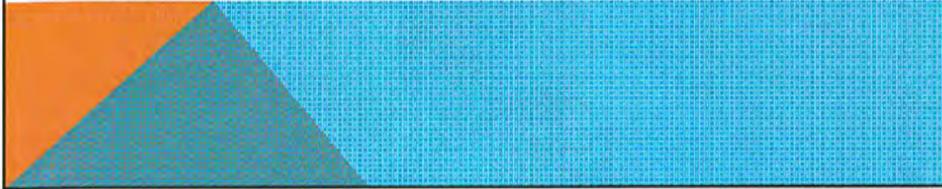
NEW YORK STATE COUNCIL ON
LEADERSHIP AND STUDENT ACTIVITIES

SENIOR LEADERS



From left to right: AP, Cassidy, Meg, Shawn, JKB, Andrew, and Dalton

A VIEW FROM OUR HIKE AROUND THE FALLS



SUPERHERO LEADERSHIP CAPE CONTEST



JORDYN AND SHAWN SPEAK TO COMMON CORE REPRESENTATIVES IN ALBANY AND SHARE CONCERNS...



FORMAL LEADERSHIP DINNER





**MORE PHOTOS OF THE CONFERENCE CAN BE
SEEN AT**

[HTTP://DYNAMX.SMUGMUG.COM/NYSCLSA](http://dynamx.smugmug.com/nysclsa)

PASSWORD: LEADER

CLICK ON THE FIRST GALLERY



IMG_5174.mp4



Click on the link to the left
to see a ten second clip of
the closing events...



NEXT YEAR IN 2016...

**NYS CLSA 29TH ANNUAL
CONFERENCE WILL BE HELD IN
HONOR'S HAVEN RESORT AND SPA
IN ELLENVILLE, NY**



“The Path to Leadership”



"Keeping Your Life in Balance"

Equili·BRAIN·ium is a concussion management program primarily focused on making appropriate clinical decisions for when it is safe for athletes and individuals to return to the field of play or everyday activities. The **Equili·BRAIN·ium** program is composed of five main components:

B – Baseline assessment

R – Reassess post-concussion/injury

A– Action plan and awareness

I – Intervention

N - Normalizing



Dr. James V. Wallace, PT is the director of clinical rehabilitation services at Sitrin. He currently has more than 7 years in the field of physical therapy and 3 years in concussion management.

What is a concussion?

A concussion is a type of **traumatic brain injury** that changes the way the brain normally works and can have long-term implications if they are not treated properly.

A concussion is caused by a bump, blow, or jolt to the head or body, that causes the head and brain to move quickly back and forth. Concussions can cause a number of effects, including memory disturbance, vomiting, headache and dizziness.

Tackle Concussions Head-On

Baseline Assessment: \$20

Baseline Assessment for Teams: FREE

Baseline Fall Risk Assessment: \$30

Call (315) 737-2412 for more information.

Sitrin's concussion management staff complies with CDC (Center for Disease Control and Prevention) recommendations for baseline testing. Visit the CDC website for more information about baseline tests.



"Keeping Your Life in Balance"

The Equilibrate System

Sitrin's Equili·BRAIN·ium program uses a highly specialized tool, the Equilibrate System, to assess the stability of the whole body and determine when it is safe for an athlete to return to play. Using a specially designed vest and static force plates, the machine can identify shifts in the body's stability.

Baseline Concussion Assessment

A baseline concussion assessment is a snapshot of a person's balance and cognitive thinking that can be analyzed with post-concussion results after a head injury to recover more effectively and efficiently. Using a force plate system, trained concussion management specialists run several balance evaluations and ask specific questions regarding the person's thought process during the assessment.

Fall Risk Assessments

According to the Centers for Disease Control and Prevention (CDC), injuries, both fatal and nonfatal, among older adults are caused by falls and each year, one in three older adults fall.

A fall risk assessment is an evaluation of a person's current level of physical function and risk of falling. Results from the assessment allow professionals to design a personal intervention program to reduce the person's fall risk, or help return them to normal physical function after a fall or injury. The fall risk assessment can be referred to in order to improve health and prevent injury in the future.

Team Assessments

Baseline concussion assessments for local sports teams are conducted at no charge through Sitrin's Equili·BRAIN·ium program. Concussion management specialists can test groups of athletes rapidly. Sitrin has collaborated with Herkimer County Community College's physical therapists assistant program to equip them to administer baseline concussion assessments to local teams at no cost.

Tackle Concussions Head-On

- Baseline Assessment: \$20
- Baseline Assessment for Teams: FREE
- Baseline Fall Risk Assessment: \$30

Call (315) 737-2246 for more information.

Sitrin's concussion management staff complies with CDC (Center for Disease Control and Prevention) recommendations for baseline testing. Visit the CDC website for more information about baseline tests.

Learn More.

Request Information

or

**Call us today at
(315) 737-2412**

**New York Mills U.F.S.D.
2015-2016**

- All Board members are expected to attend.
- * All Board members are encouraged to attend.
- Designated Board member(s) or alternate will attend.
- R Register in advance.

January 2016

S	M	Tu	W	Th	F	S
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Jan 1 – New Year’s Holiday for Staff

Jan 18 – Martin Luther King, Jr. Holiday for Staff

- Jan. 5 ■ NYM Board of Education Meeting, H.S. Library 6:30 p.m.

- Jan. 11 R Oneida-Madison-Herkimer School Boards Institute –
“Successful Board of Education Communication Initiatives with
your School Community,” 6:00 p.m. Check in and Light dinner,
at Oneida BOCES

- Jan. 13 Regular meeting of the Cooperative Board,
The Overlook Room, Career and Technical Education Building,
4:30 p.m.

- Jan. 27 PTSO Meeting, H.S. Library, 6:30 p.m.
Joint Board Retreat with Holland Patent Central School at Bella
Cuccina 5:15 p.m.

- Jan. 28 R Oneida-Madison-Herkimer School Boards Institute General
Membership Meeting, “Legislative Forum – Assembly & Senate
Educational Forum”, Registration, Coffee and Dessert Reception
at 6:00 p.m. and Program at 6:30 p.m. at Oneida BOCES (Note:
February 4th – snow date)

- Jan. 29 Elementary Science Fair, H.S. Gym, 6 p.m.

February 2016

S	M	Tu	W	Th	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

February 15-19 – Mid-Winter Recess for Students

February 17 – Presidents' Day Holiday for Staff

- Feb. 2 ■ NYM Board of Education Meeting, H.S. Library 6:30 p.m.
- Feb. 8 MAD Boosters Meeting, H.S. Library, 6:30 p.m.
- Feb. 10 Regular meeting of the Cooperative Board,
The Learning Center, Career and Technical Education Building,
4:30 p.m.
- Feb. 24 PTSO Meeting, H.S. Library, 6:30 p.m.
- Feb. 25 School District Foundation Meeting, H.S. Library, 6:30 p.m.

Jacqueline Edwards
President

Richard Ross
Vice President



3.1

Janet Wroblecki

**BOARD OF EDUCATION MEETING
TUESDAY, DECEMBER 1, 2015
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

PRESENT: Ms. Jacqueline Edwards, Mr. Richard Ross, Mr. Jonathan Fiore, Mr. Steve King, Mr. Rick Surprenant, Mrs. Traci Welch, and Mrs. Janet Wroblecki

ALSO PRESENT: Ms. Kathy Houghton, Mr. Michael Spost, Dr. René Wilson, Mrs. Lisa Stamboly, Mr. Bill Lachut, Mrs. Debbie Price, Mrs. Paula Ann May and 6 visitors and guests

1. Meeting Call to Order

Ms. Edwards called the meeting to order at 6:30 p.m.

1.1 Pledge to the Flag

Mr. Ross led the Pledge of Allegiance.

1.2 Acceptance of Agenda

Mr. King made the motion to accept the Agenda seconded by Mr. Fiore.

Yes 7 No 0
Motion carried.

(The following two items were reversed due to presenter's late arrival)

1.4 Teacher/Leader Report OHM BOCES PBIS Specialist/Trainer, Mark Zalocha

Mark Zalocha introduced himself to the Board of Education and gave a brief description of his background and work in education for the past 25 years. Currently he is a PBIS (Positive Behavioral Interventions and Support) Specialist/Trainer. Since September he has trained our staff in DASA (Dignity For All Students Act) awareness. Mr. Zalocha trained students in responsible use of social media, contributed to three newsletter articles for the Elementary and Middle/High Schools, conducted weekly meetings with the DAC's (Dignity Act Coordinator) and SRO (School Resource Officer), communicates with auxiliary staff in the cafeteria to discuss any issues, and has an active role in PBIS in the elementary School. He said he will be doing a presentation tomorrow with high school students about critical thinking and problem solving. He said it is important that students understand and practice those skills in order to create a positive culture and climate in a school.

1.3 Pre-Season Concussion Testing, Ryan Monaco, PT, DPT, ATC, SPI Fitness
Kim Strong and Ryan Monaco spoke to the Board about pre-season baseline assessments for concussion. The New York State Public High Schools recently came together to create a concussion protocol. The purpose of baseline testing is to measure and develop a clinical history to aide in the assistance of return to play or identify possible red flags.

2. Communications

2.1 From the Floor

2.2 President's Messages

Ms. Edwards said the date for the winter retreat with Holland Patent Central School is January 27th at 5:45 p.m.

Eric Wilson from the Ferrara Firm will be here on December 9th at 6 p.m. to discuss NYMTA negotiations with the Board.

a. Committee Report(s)

1. Facilities Health & Safety Committee

Mr. Ross reported that the whole committee has not met. The Capital Project Sub-committee met yesterday and discussed the timing of doing a Capital Outlay Project. This year there are some issues to work through. Capital Outlay Project will appear in the budget as a separate line item. We have learned that we are eligible this year, but there are limitations for quick approvals. We may be able to include student lockers, science lab tables and science fixtures. The total may be a little bit more than the allowable amount, but Mrs. Stamboly said that this would not be problematic. We are looking to go forward with your direction. Mr. Ross asked if the Board was comfortable with the scope of work. All Board members were in favor of doing this.

2. Policy Committee

Mrs. Wroblecki said the committee met on November 16th and another meeting is planned for December 8th. The Policy Committee will be continuing their work with the 1600s. We hope to have them ready in January.

3. Transportation Committee

Mr. Surprenant said that the Matthews Transportation Service is impeccable and the product and prices are comparable. We will follow suit with what we already have in district and purchase our buses from Matthews Transportation this year.

4. Audit Committee

Mrs. Welch said the Audit Committee met on November 23rd. Mrs. Stamboly joined them. The Credit Card Policy seems to be working well. Purchase orders were reviewed and some instances of sales tax being paid were discussed. We also need to make sure we get quotes for signification purchases. We are looking for the best price along with quality purchasing. Everyone needs to be more aware of items available through the bids. The committee did not see issues with the financial statements. The

committee would like to be more involved in the budget. They are not looking to take away opinions or decisions, but they are trying to talk with administrators and supervisors about their building or department budget.

Ms. Edwards said she appreciates the Committee process, but she doesn't want to limit the input from the rest of the Board. The other problem is the budget should be discussed in the public. This is a great idea, though. It would be fast, efficient, and effective.

The committee said they don't want to step on anyone's toes.

The Superintendent commended the committee on their audit work but she is afraid the budget work is very time-consuming and we would be asking a lot from these three members of the Board to do both auditing and budget review at one committee meeting per month.

Mrs. Welch said the committee would still be reviewing the financials, but it would be more a review on their own and they would correspond through email.

The Board members present were fine with this plan.

Mr. Fiore said the committee would be going a step deeper and lighten the load of the Board.

Mrs. Wroblecki was afraid of what the public may think with the Committee doing this work..

It was mentioned that all Committee Meetings are posted both in the Utica OD and on the website so the meetings are open to the public.

Mrs. Wroblecki made the motion to rename the Audit Committee the Finance Committee seconded by Mr. Surprenant.

The Committee will schedule meetings with the two principals, as well as transportation and maintenance after the holidays.

Yes 7 No 0
Motion carried.

5. Survey Committee

Mrs. Welch said a meeting is scheduled for December 9th at 5:30 p.m.

- b. Board Calendar
- c. BOCES Representative Report – will be in your update.

3. Consent Agenda

Mr. King made the motion to approve the following Consent Agenda seconded by Mrs. Welch:

- 3.1 November 3, 2015 Board of Education Minutes

- 3.2 Business Office Reports for Month ending October 2015
- 3.3 CSE Reports
 - a. Minutes of meeting held 10/28/15
 - b. Minutes of meeting held 10/29/15
 - c. Minutes of meeting held 11/2/15
 - d. Minutes of meeting held 11/9/15
 - e. Minutes of meeting held 11/12/15
 - f. Minutes of meeting held 11/13/15

Yes 7 No 0
Motion carried.

4. Old Business

- 4.1 2nd reading of Policy #6001, Certificated Personnel: Recruitment, Selection and Assignment; #6002, Certification and Tenure; #6003, Staff Inservice Programs and Credit; #6005, Stipend Payment of Coaches; #6006, Professional Non-Classroom Teachers Performance Evaluation; Regulation #6006.1, New York Mills Union Free School District Classroom Evaluation Form; #6006.2, Supplemental Evaluation Form; #6006.3, Professional Performance Improvement Plans; #6006.4, New York Mills Union Free School District Professional Performance Improvement Plan; #6100.1, Job Description: School Nurse; and Policy #6204, Appointment of Athletic Coaches

Mr. King made the motion to approve the second reading of the above stated policies seconded by Mr. Fiore.

Yes 7 No 0
Motion carried.

5. New Business

- 5.1 Personnel Report – Action

Mr. King made the motion to approve the following Personnel Report except for Roman Numeral V seconded by Mr. Surprenant.

NYM Board of Education Minutes
December 1, 2015
Page 5 of 12

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/ RATE OF PAY	EMPLOYEE REPLACING	EFFECTIVE DATE	ANTICIPATED TENURE DATE
I. Resignation							
1 Staine, Eleanor	Bus Driver					11/20/15	
II. Substitute Salary Correction							
1 Costa, Cecilia	Office Specialist I			\$10.50/hour	hourly rate listed incorrectly on November report	11/4/2015	
III. Unpaid Medical Leave							
1 Borek, Steve		Building Maintenance Worker	Civil Service			11/9/15 - Pending Medical Release	
2 West, Kelly		School Monitor	Civil Service			11/23/15 - 12/4/15	
IV. Long-term Substitute							
1 Fattata, Neil	Cleaner	8 hours per day Monday - Friday	Civil Service	\$12.68/hour	Steve Borek	11/9/15 - Until Employee Returns	
VI. Coaching Appointments							
1 Auffrey, Gregory		7th Grade Girls Basketball	TCL	\$1,530.00	Alexandria Jennings	:015-16 School Year	
VII. Administrative Intern							
1 Kelly, Kristin		Under the Supervision of the Superintendent of Schools assigned to District Office, Jr. - Sr. High School, and Elementary School as needed	School District Leader and School Building Leader Internship Certificates and Music, Permanent Certificate	Unpaid	N/A	1/11-5/20/16	
VIII. Substitute Appointments							
1 Smith, Gerald	Substitute Teacher		Nursery, Kindergarten & Grades 1-6 & Social Studies 7-12	\$80		12/2/2015	
2 Spaziani, J'Nai	Substitute Teacher		Working towards certification	\$60		12/2/2015	
3 Murphy, Daniel	Substitute Teacher		English 7-12	\$80		12/2/2015	
4 Janus, Jeanie	Substitute Teacher		N/A	\$60		12/2/2015	
5 Hennett, Samantha	Substitute School Monitor		N/A	\$8.75/hour		12/2/2015	
IX. Medical Leave							
1 Furmanski, Thomas	Bus Driver					11/10 - 02/1/2016	

Confidential

12/9/2015

Page 1

Yes 7 No 0
Motion carried.

5.2 Appoint Dominick Stewart, BOCES Social Worker, District McKinney-Vento Liaison

Mrs. Wroblecki made the motion to appoint Dominick Stewart as the District's McKinney-Vento Liaison seconded by Mrs. Welch.

Yes 7 No 0
Motion carried.

5.3 Resolution to Correct Taxes

Mrs. Welch made the motion to approve the following Resolution to Correct Taxes seconded by Mr. Fiore:

WHEREAS, Harold & Jennifer Tine under section 550(7)a of the Real Property Tax Law against New Hartford (the “Town”) have been given a correction of taxes due to Enhanced STAR for the 2015-16 assessments on real property owned located in the Town and commonly known as Tax Map Number 317.011-3-2 and

WHEREAS, John Jadowski under section 550(7)a of the Real Property Tax Law against Whitestown (the “Town”) was given a correction of taxes due to Veterans’ Exemption for the 2015-16 assessments on real property owned located in the Town and commonly known as Tax Map Number 317.010-4-31 and

WHEREAS, Maryanne and Linda Dape under section 550(7)a of the Real Property Tax Law against Whitestown (the “Town”) was given a correction of taxes due to Enhanced STAR for the 2015-16 assessments on real property owned located in the Town and commonly known as Tax Map Number 317.010-1-39

WHEREAS, Joseph Szlosek under section 550(7)a of the Real Property Tax Law against New Hartford (the “Town”) was given a correction of taxes because of death for the 2015-16 assessments on real property owned located in the Town and commonly known as Tax Map Number 317.015-2-34.1

WHEREAS, the net lost revenue to the School District for the 2015-16 School Year is \$1,543.30.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of the New York Mills Union Free District, as follows:

1. The above-described settlement proposal is approved.
2. The resolution shall take effect immediately,

Mrs. Wroblecki asked what the individual amounts are.

Mrs. Stamboly said she could get them for her, but did not include each one separately.

Yes 7 No 0
Motion carried.

5.4 1st reading of Policy #6100, Job Descriptions; Regulation #6100.2, Job Description: Athletic Director; #6100.3, Job Description – Guidance Counselor; #6100.5, Resource Room/Consultant Teacher; 6100.6, Special Education Teacher 12:1:1; and #6100.7, Job Description: Library Media Specialist

5.5 Accept Donation

Mr. King made the motion to approve the following Resolution to Accept a Donation seconded by Mrs. Wroblecki:

BE IT RESOLVED that the New York Mills School District Board of Education accept a donation of a 55" TLC ROKU LED Flat screen television at the retail cost of \$348 from the New York Mills PTSO. This television will be mounted in the Jr. – Sr. High School Library and will be available for K-12 teachers to use with their students for instructional purposes.

Yes 7 No 0
Motion carried.

6. Building Reports

6.1 Elementary Building Report **a. Grade 4 Veterans' Day Community Services**

Dr. Wilson said that under the direction of Mrs. Sroka and Mrs. Schmidt the fourth grade took flags off of the graves of veterans in order to keep them safe over the winter, and will replace them in the spring. This is a lesson for Veteran's Day as well as community service, and follows our focus on living like a champion and working on carrying out random acts of kindness or paying it forward.

b. Elementary Musical

Dr. Wilson said the Elementary Musical "Into the Woods Jr." was amazing! Mrs. Goodfriend took approximately sixty plus students and turned them into Broadway stars. Mandy Bara, Teacher Assistant, student teacher Melissa Landstrom, and Judi Russell BOCES art teacher were instrumental in helping the musical come to fruition. Beyond the talent aspect which was entertaining, more importantly it took some of our at risk youth and gave them a productive outlet for their energy. Students who sometimes are otherwise marginalized were included into this activity, and some with both physical or cognitive disabilities were integral parts of the production. This exemplifies not only how important the arts are to our district, but how wonderfully positive and inclusive our programs are.

6.2 Secondary Building Report **a. StuCo Breakfast with Santa**

Mr. Spost said that on 12/12/14 the Student Council will be hosting a Breakfast with Santa Event from 9am-11am. Children will be able to write letters to Santa, do some coloring, and also complete puzzles. At 10:00 am Santa will arrive and will be available for pictures. Parents are welcome to bring their own cameras. Children under twelve are \$5.00 and adult tickets are \$9.00. All funds raised will be used to support our student activities.

b. Student Achievement/Dual Credit Possibilities

Mr. Spost said for the first quarter of the 2015-2016 school year, 54% of NYM students in grades 7-12 were able to achieve recognition as either Honorable Mention, Honor Roll, or High Honor Roll Students. That means that 54% of our students had an academic average of 84% or higher. Fifty-four represents a culture of excellence. There is no better predictor of success in college than High School GPA. We currently have 22 students attending a Career Tech program. Thirteen of them achieved

Honorable Mention, Honor Roll, or High Honor roll. That is 59%. I can think of no better predictor of success in a future trade than current performance in the program you are training for. I would like to thank our teachers and BOE (Board of Education) for providing great opportunities for our students to achieve excellence! That is what can and does happen when control remains local.

Mr. Spost said he met with several teachers on our High School Staff in regard to dual credit opportunities throughout the last academic school year. After reviewing with all staff we have identified six potential courses with six different instructors that could possibly be dual credit courses. The six teachers and Mr. Spost met with dual credit director Shane McGovern of MVCC on 11/18 to start the process to seek approval of these courses for the spring of 2017. The process will involve the respective Deans at MVCC reviewing the instructor qualifications and credentials for each of the proposed courses. Simultaneously our teachers will be reviewing course outlines and syllabuses to make sure the content of their courses aligns or can be aligned to meet the criteria. He is hopeful that we will be able to offer additional dual credit opportunities for students at our school and would see the addition of even one as being a success. We do need to keep in mind that there are a variety of different learners and must also provide options for students that might have a different pathway than college. Additionally, we are still a HS and must provide all the necessary courses to achieve a HS diploma through the various pathways.

7. Superintendent's Report

7.1 District Events

Ms. Houghton shared with the Board and public our upcoming holiday concert performances from elementary and secondary musical groups:

Saturday, December 12, 9:00 a.m. – Student Council Breakfast with Santa, Cafeteria

Sunday, December 13, 5:30 p.m. - Holiday on Main Street Chorus performance,
6:15 p.m. - Jr.-Sr. HS Jazz Band performance

Tuesday, December 15, 7:00 p.m. - Elementary Band/ Chorus Holiday Concert, Aud.

Thursday, December 17, 7:30 p.m. - Jr.-Sr. HS Band & Chorus Holiday Concert, Aud.

Monday, December 21, 7:00 p.m. – K-3 Holiday Concert, Auditorium

7.2 Status of Music, Art, and Drama Boosters

A letter from the Board of Directors of MAD Boosters was read aloud by Ms. Houghton.

“Music, Art, & Drama (MAD) Boosters was an organization of volunteers dedicated to supporting and encouraging education and involvement in the arts for students in grades K-12. MAD Boosters has been comprised of volunteers who have a passion for the arts in our school and community. The Arts Fests, Special Person’s Day, cast parties, pop-o-grams, and family movie nights are just a few programs MAD Boosters has been responsible for. Sadly we have seen a decline in participation, for reasons unknown, which has made it difficult for this organization to thrive.

In order for us to continue to maintain our dedication to the arts, MAD Boosters will no longer be its own organization and will be joining the PTSO effective today, December

1, 2015. MAD Boosters and PTSO have been working closely towards a smooth transition and to ensure the arts will still be a top priority. Working together, we can pool our resources, volunteers, and passions to ensure the students and community have continued support in all areas. MAD Boosters can be proud of what it has accomplished over the years and we are excited to see what the future holds. Thank you to all who have been part of this amazing organization and all it has accomplished.

*Sincerely,
Music, Arts, & Drama Boosters Board of Directors”*

Ms. Houghton then thanked the organization for their dedication to the arts throughout their existence and also thanked the PTSO for their willingness to continue to support music, art and drama through their continuing work. MAD Boosters members that are not already PTSO members were encouraged to join and assist with future activities and events.

7.3 Annual Professional Performance Review Update

Ms. Houghton provided the Board of Education with a copy of FAQs regarding APPR Hardship Waivers from NYSED. She reminded them that, although we have been successful in attaining Hardship Waiver #1, the waiver is only in effect through March 15, 2016. During this time, we must “demonstrate that we continue to engage in efforts to collectively bargain in good faith and to train relevant staff...on the new evaluation system consistent withEducation Law 3012 (d)....” Ms. Houghton said that she would most likely need to apply for Hardship Waiver #2 in February as neither the NYMTA nor the NYMAA are currently willing to “sign off” on any APPR plan that includes the use of NYS/standardized tests as part of a teacher or principal’s evaluation. In the meantime, the PEC (Professional Education Committee) has been working on the formal application to NYSED of our district-developed assessments for ELA, Math, Science, Social Studies, the Arts, and LOTE (Languages Other than English) for use with SLOs (Student Learning Objectives) as part of our district’s APPR plan. Ms. Houghton shared that there are complications to this application because NYSED requires the use of 3012 (d)-compliant HEDI (Highly Effective – Effective – Developing – Ineffective) scoring bands, but we are currently working under a 3012 (c)-compliant APPR plan.

7.4 Budget Development Status Report

Mrs. Stamboly and Ms. Houghton have been conducting meetings with our principals and supervisors to discuss the use of bid lists for purchasing and to reinforce the need to have three quotes when making larger purchases. Requisitions for purchases for the 2016-17 school year are due from teachers before the winter break, with budgets from principals and supervisors due to the district office at the end of January. During the month of February, the district office will construct the first budget draft, which will be presented at our first budget workshop on March 1st.

7.5 NYSED Commissioner’s Common Core Survey

Ms. Houghton shared with the Board a copy of a PowerPoint presentation from EngageNY, a NYSED website regarding the Common Core Task Force and their three workgroups: standards, curriculum and assessments.

7.6 Use of Available Funds for District Improvement

- a. Capital Outlay Projects
- b. Bus Purchases
- c. Pre-K

Mrs. Welch said we should reinforce what we already have. Taking money away from programs we already have comes down to sustainability.

Mr. Fiore said where would we hold this Pre-K?

Mr. Ross said sustainability is the big thing, He is not interested in lottery. He would want Pre-K for all of them. He would like to see what it looks like to fund 10 years from now and then make the decision. Let's look at long range funding of the program.

Mr. Surprenant needs more information, but agrees with Mrs. Welch. He does not want to take away from our already running programs.

Ms. Edwards agreed that sustainability is the problem.

8. Board Discussion

Mr. King said volunteers are needed at the Craft Fair. If you can donate a couple of hours, the PTSO gives well over \$15,000 back to the kids in the District each year. He also said that the National School Boards Association has replaced "No Child Left Behind" with ESEA and urged everyone to look into it. Also today is Giving Tuesday and he wanted to commend fellow Board of Education members for giving of their time to serve the school district.

9. Visitors Comments

Mr. Spost mentioned the Common Core Survey from NYSED and said when he went to a task force in Herkimer, not one parent or teacher testified in favor of it so he does not think the report is accurate.

Ms. Linaker said the concussion presenter shared an excellent idea. She suggested that we look into the colleges that have physical therapy or chiropractor programs. They may do this for close to free even though \$20 per student is a pretty good price.

10. Executive Session

Mr. King made the motion to go into Executive Session at 8:05 p.m. to discuss Roman Numeral V of the Personnel Report seconded by Mrs. Wroblecki

Yes 7 No 0
Motion Carried.

Ms. Edwards appointed Ms. Houghton the Clerk Pro-Tem.

NYM Board of Education Minutes

December 1, 2015

Page 11 of 12

Respectfully submitted,



**Paul Ann May
District Clerk**

Ms. Edwards called the meeting back into regular session at 8:37 p.m.

Mrs. Welch made the motion to approve Roman Numeral V of the Personnel Report which included seconded by Mr. Fiore:

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/ RATE OF PAY	EMPLOYEE REPLACING	EFFECTIVE DATE	ANTICIPATED TENURE DATE
V. Non-Instructional Probationary Appointments (Names with daily hours will be provided)							
1 Ducato, Joseph	School Monitor	3.5 hrs per day Monday - Friday for a total of 17.50 hrs weekly	Civil Service	\$12.68/hour	New P/T Position	12/7/2015	
2 St. James Cynthia	School Monitor	3.5 hrs per day Monday - Friday for a total of 17.50 hrs weekly	Civil Service	\$12.68/hour	New P/T Position	12/7/2015	
3 Sroka, Mary	School Monitor	3.5 hrs per day Monday - Friday for a total of 17.50 hrs weekly	Civil Service	\$12.68/hour	New P/T Position	12/7/2015	
4 Diamond, Delana	School Monitor	2.25 hrs per day Monday - Friday for a total of 11.25 hrs weekly	Civil Service	\$12.68/hour	New P/T Position	12/7/2015	
5 Edwards, Bernice	School Monitor	3.25 hrs per day Monday - Friday for a total of 16.25 hrs weekly	Civil Service	\$12.68/hour	New P/T Position	12/7/2015	
6 Abel, Steven	Bus Driver	1.25 hrs A.M. - 1.75 P.M. Monday - Friday for a total of 15 hrs weekly	Civil Service	\$17.69/hour	Eleanor Staine	12/2/2015	

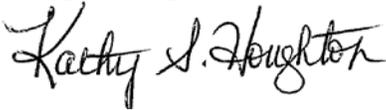
**Yes 7 No 0
Motion carried.**

11. Adjournment

Mr. King made the motion to adjourn at 8:38 p.m. seconded by Mr. Ross.

Yes 7 No 0
Meeting adjourned.

Respectfully submitted,



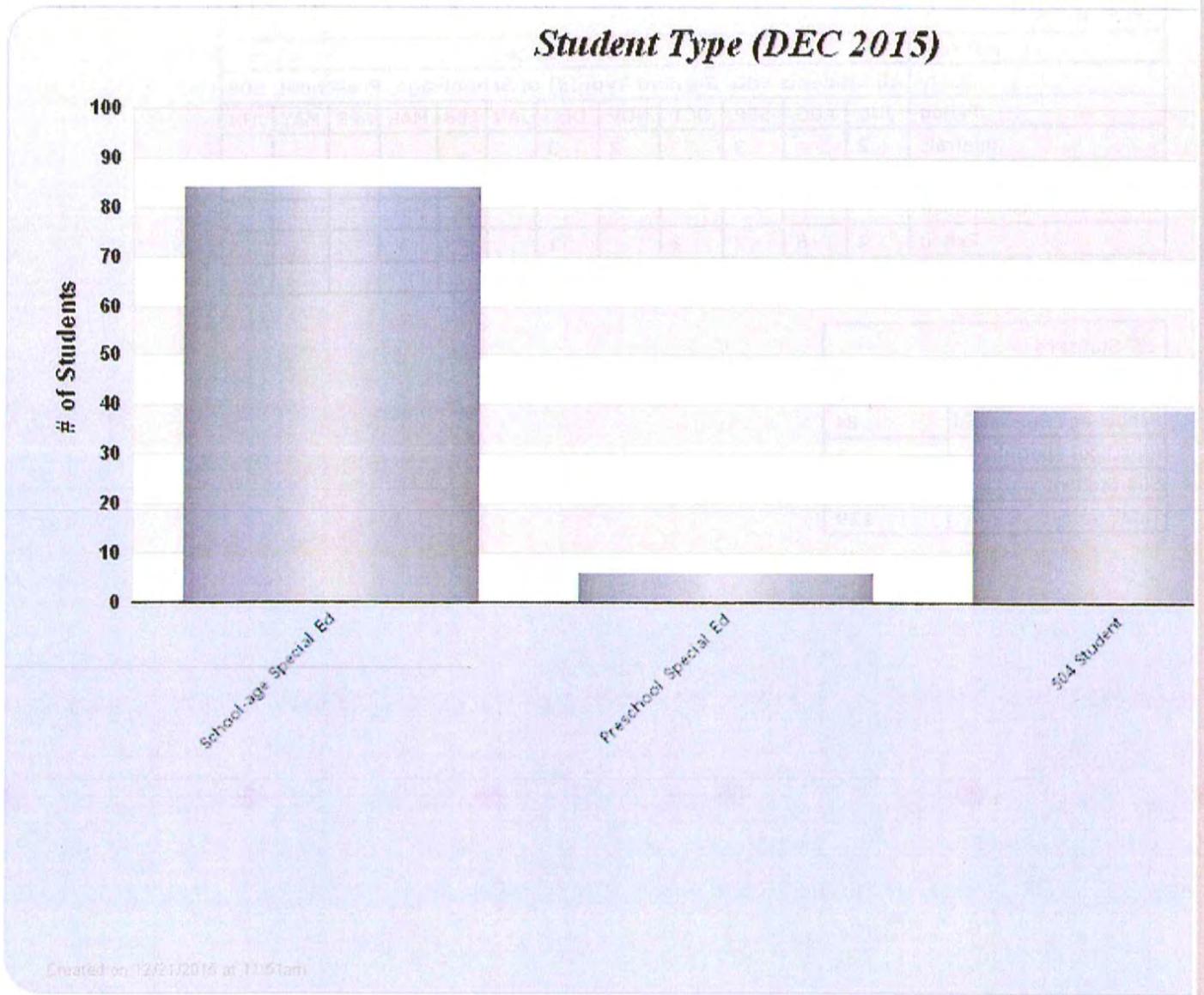
Kathy Houghton
Clerk Pro-tem

DRAFT

Statistics												
School Year	2015 - 2016											
Query	All Students with Student Type(s) of School-Age, Preschool, 504											
Period	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Referrals	2		3		2	3						
Transfers/Re-entries	2	2	4	1	1	1						
Declassified/Discontinued												
Exited	2	8	2	2		1						
Ended with	122	117	123	122	126	129						

Statistics	
Student Type 	# Students
School-age Special Ed	84
Preschool Special Ed	6
504 Student	39
Total	129

All Students with Student Type(s) of School-Age, Preschool, 504 (Created 12/21/2015 @ 11:51am)
Data ▶



Regulation

PERSONNEL

Draft 12/15/2015
6100.7 4

JOB DESCRIPTION: LIBRARY MEDIA SPECIALIST

The Library Media Specialist serves under the leadership of the Building Principals. The Library Media Specialist shall work with the administrative, supervisory, and teaching staff members, and with the citizens of the community when appropriate, to ensure that all of the above are effective users of ideas and information. The Library Media Specialist shall also serve as a teacher, consultant, and a resource person who supports the mission, goals, objectives and continuous improvement of the school.

The Library Media Specialist shall:

1. Maintain a well-organized and well balanced media collection in each school for which he/she is responsible and establish an easily administered system for loaning materials to students and teachers;
2. Become thoroughly familiar with the curriculum and be acquainted with what is being taught in each grade level;
3. Keep abreast of new knowledge, including trends in education, necessary to maintain up-to-date libraries, through familiarizing him/herself with professional literature, book reviews, books, periodicals, and reviewing book catalogs and lists;
4. Select, evaluate and order new instructional and non-instructional materials within budgetary limits and discard worn or outdated materials with approval or consent of the building principal;
5. Establish each library as a resource center to include relevant materials both print and non-print (i.e. electronic resources), which adhere to the district selection policy;
6. Supervise Library Aide. (see respective job descriptions);
7. Keep staff members informed of all new library books and materials available to them and provide library orientation for new teachers and student teachers;
8. Gather materials, books and bibliographies for teachers upon request;
9. Request suggestions from teachers in regard to the purchase of instructional materials;
10. Conduct lessons for classes and offer other services as approved by in the Board of Education and included in the New York State Standards including, but not limited to, computer related internet search techniques and databases;

REGULATION

Draft 12/15/2015
6100.74

PERSONNEL

JOB DESCRIPTION: LIBRARY MEDIA SPECIALIST

11. Work closely with building principals to further the aims and purposes of the school and school library.
12. Work with ~~the~~ administrators and the Board of Education in establishing cooperative library policies on a district-wide basis for the continual improvement of the total instruction media program.
13. Maintain effective relationships with the libraries in the community at-large.
14. Perform other related duties as assigned by the Building Principal(s).
15. ~~He/she will~~ Aadhereing to and enforceing all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 02/08/77

Revised: 08/09/83, 08/08/89, 07/10/12, _____

ICE CONTROL AGREEMENT

THIS AGREEMENT, made this _____ day of _____, 2015
between the **TOWN OF NEW HARTFORD**, a municipal corporation organized
under the laws of the State of New York, party of the first part, and the **New York
Mills Union Free School District**, a district organized under the laws of the
State of New York, party of the second part.

WHEREAS, the party of the first part does purchase and store
pure salt for application of ice control on the street within the Town of New
Hartford; and

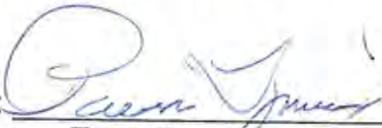
Whereas, the party of the second part does have need for such ice control
pure salt and desires to purchase said ice control from the party of the
first part; the parties hereto agree as follows:

That the party of the first part will provide ice control mix and/or pure salt on
an as needed basis to the party of the second part for its utilization on school
district property and that the party of the second part does hereby agree to make
payment on a monthly basis for said ice control utilized the month preceding that
monthly billing. The agreed compensation for the purchase of said Pure Salt by
the party of the second part, shall be fifty three dollars and twenty one cents
(\$53.21) per ton, as provided and as delivered to a stockpile location within the
district limits of the party of the second part.

This Agreement shall be for a period commencing on the 1st day of November 2015, and terminated on the last day to of October 2016, unless sooner terminated for cause, and if cause shall be the reason for termination, such cause shall be advised to the party of the second part by ten (10) days notice in writing.

Both party of the first part and party of the second part have hereby been authorized to enter this Agreement by appropriate Resolutions or authority of its respective boards.

TOWN OF NEW HARTFORD

By: 
Town Supervisor

NEW YORK MILLS UNION
FREE SCHOOL DISTRICT

By: _____
Signature

Name (Print)

Title

AFFILIATION AGREEMENT BETWEEN
NEW YORK MILLS SCHOOLS AND
STATE UNIVERSITY OF NEW YORK
POLYTECHNIC INSTITUTE

This Agreement is made by and between New York Mills Schools, a corporation organized and existing under the laws of the State of New York, with its principal office located at 1 Marauder Boulevard New York Mills NY 13417 (hereinafter referred to as "Affiliate") and the State University of New York, an educational corporation organized and existing under the laws of the State of New York, and having its principal place of business located at University Plaza, Albany, New York 12246, for and on behalf of the SUNY Polytechnic Institute located at 100 Seymour Road, Utica, NY 13502 (hereinafter referred to as "University").

WHEREAS, University has undertaken an educational program in the discipline of Nursing; and

WHEREAS, University and Affiliate desire to have an association for the purpose of carrying out said educational program.

NOW, THEREFORE, it is agreed that:

1. The University shall assume full responsibility for planning and executing its educational program in the discipline of Nursing including programming, administration, curriculum content, faculty appointments, faculty administration and the requirements for matriculation, promotion and graduation, and shall bear all costs and expenses in connection therewith. The University further agrees to coordinate the program with Affiliate's designee.
2. The University shall be responsible for assigning students to the Affiliate for practical experience. University shall notify the Affiliate one (1) month in advance of the planned schedule of student assignments to practical duties including the dates, number of students and instructors. The schedule shall be subject to written approval by the Affiliate.
3. The University, at its sole cost and expense, shall provide faculty as may be required for the teaching and supervision of students assigned to the Affiliate for practical experience.
4. The University agrees that at all times students and faculty members are subject to the supervision of the Affiliate and are considered part of the Affiliate's workforce only for purposes of access to and disclosure of protected health information ("PHI"). as defined by 45 CFR 164.501

only. University shall inform students and faculty that they must comply with all rules applicable to both students and faculty while at the Affiliate's facility, and that failure to comply shall constitute a cause for terminating such student's assignment to or such faculty member's relationship with the Affiliate. The Affiliate will provide copies of all policies and procedures to the students and faculty members. The University and Affiliate agree to cooperate with one another's operational, regulatory, licensure and accreditation requirements including but not limited to related surveys, audits and other reviews.

5. Students and faculty members shall respect the confidential nature of all information that they have access to in accordance with the policies and procedures of the University and the Affiliate. The University and Affiliate acknowledge that students and faculty may use patients' personal health information for educational purposes at the Affiliate and as permitted by HIPAA. Information removed from the Affiliate for educational use must be appropriately de-identified as that term is defined in 164.514. Information removed for other purposes as permitted by HIPAA must be removed in a manner approved in writing by the Affiliate prior to removal. Identifiable information removed as permitted by HIPAA may not be used beyond the original purpose unless appropriately de-identified as that term is defined in 45 CFR 164.514. Identifiable information as removed by HIPAA must be destroyed or rendered de-identifiable as soon as practicable once the original purpose for the removal has been satisfied.

6. The University shall advise each student and faculty member that the Affiliate may require, and shall be provided upon its request, the following health information: (a) a physician's statement that the student or faculty member is free from any health impairment which may pose a risk of illness or injury to Affiliate patients or interfere with the performance of his/her assigned duties; (b) PPD (Mantoux) skin test for tuberculosis performed within one year, and a chest x-ray if positive; (c) Td (Tetanus-diphtheria) booster within ten years; and (d) proof of immunity against measles (Rubella) and German measles (Rubeola); such proof is documentation of adequate immunization or serologic confirmation.

7. The Affiliate may terminate any student's or faculty member's assignment from the Affiliate when a student or faculty member is unacceptable to the Affiliate for reasons of health, performance, or for other reasons which, in the Affiliate's reasonable judgment and to the extent allowed by law,

cause the continued presence of such student or faculty member at the Affiliate not to be in the best interest of the Affiliate. Any such action will be reported by the Affiliate to the University orally and in writing.

8. The Affiliate, as it deems necessary and proper, shall make available for student experience classrooms and other facilities, including equipment and supplies, libraries, and cafeteria facilities, consistent with its current policies in regard to availability. The Affiliate shall also provide orientation for the College faculty and students.

9. The Affiliate shall have no responsibility for the transportation of faculty or students.

10. Except as set forth in Paragraph 4 of this Agreement, students and faculty members shall not be deemed to be employees, servants or agents of the Affiliate, but shall be considered invitees. Neither party shall pay the other any compensation or benefits pursuant to this Agreement. The parties acknowledge that the Affiliate is not providing any insurance, professional or otherwise, covering any students or faculty members.

11. The University agrees that it shall secure Workers' Compensation Insurance for the benefit of all faculty and other University employees required to be insured by Workers' Compensation Law, and shall maintain such coverage throughout the duration of this Agreement. For the purposes of Workers' Compensation Law, no student or faculty member is to be considered an employee, servant or agent of the Affiliate.

12. Subject to the availability of lawful appropriations and consistent with the New York State Court of Claims Act, University shall hold the Affiliate harmless from and indemnify it for any final judgment of a court of competent jurisdiction for the University's failure to perform its obligations hereunder or to the extent attributable to the negligence of the University or of its officers or employees when acting within the course and scope of this Agreement.

13. The Affiliate shall fully indemnify, defend and save the University, its officers, employees and agents harmless, without limitation, from and against any and all damages, expenses (including reasonable attorney's fees), claims, judgments, liabilities, losses, awards, and costs which may finally be assessed against the University in any action for or arising out of or related to this Agreement. The State of New York reserves the right to join in any such claim, demand or suit, at its sole expense, when it determines there is an issue involving a significant public interest.

14. University shall maintain during the term of this Agreement liability insurance, in amounts

not less than \$3,000,000 for bodily injury and property damage combined single limit; and the Affiliate is to be additionally named insured under such liability policy or policies. The persons insured under such policy or policies shall be the students of the State University of New York with respect to liability arising out of their participation in the program carried out under this Agreement. The University's faculty members are covered by the defense and indemnification provisions of section 17 of the Public Officers Law with respect to liability arising out of their participation in the clinical program carried out under this Agreement. The University agrees to notify the Affiliate in writing no less than ten (10) days prior to the cancellation, modification or non-renewal of any insurance coverage. Notwithstanding the foregoing, the Affiliate shall remain liable for direct damages resulting from its negligence.

15. It is mutually agreed that neither party shall discriminate against any student, faculty member, or employee based upon color, religion, sex, sexual orientation, national origin, age, veteran status and/or handicap.

16. The provisions of Exhibit A, State University of New York standard contract clauses, attached hereto, are hereby incorporated into this Agreement and made part hereof. The laws of the State of New York will govern this Agreement, without regard for New York's choice of law statute. This Agreement contains the entire understanding of the parties with respect to the matters contained herein. In the event of any conflict between the terms and conditions set forth in this Agreement, the following order of precedence shall apply: (1) Exhibit A; (2) this Agreement.

17. The effective date of this Agreement shall be as of date signed by both parties and shall continue in full force and effect until terminated as set forth in this paragraph. This Agreement may be terminated by either party upon ninety (90) days written notice to the other, provided, however, that no such termination shall take effect until the students already placed in the program have completed their scheduled clinical training.

18. For purposes of written notification:

To the UNIVERSITY:

SUNY POLY Nursing Program
ATTN: Clinical Coordinator
100 Seymour Road
Utica, NY 13052

To the AFFILIATE:

New York Mills Schools
1 Marauder Boulevard
New York Mills NY 13417

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the dates set forth below:

By: **AFFILIATE**

Date

By: **SUNY POLY**

Susan Head
Associate VP of Business Affairs
100 Seymour Road, Suite A226
Utica, NY 13502

Date

Regulation

PERSONNEL

Draft 12/15/2015
6100.46-07

CLASS ADVISOR GRADE 6

- I. The Class Advisor reports to the Building Principal.
- II. The Class Advisor shall perform the following duties and responsibilities:
 - A. Oversee class treasury:
 - 1. monitor all monies received and spent, and
 - 2. approve fund raising events, make sure fund raising monies and goods are accounted for.
 - B. Meet with 6th grade parent group to plan, coordinate, and chaperone extra 6th grade field trip and related fundraising activities.
 - C. Coordinate sixth grade promotional exercises:
 - 1. organize purchase of items for ceremony (certificates, pins, etc.),
 - 2. work with 6th grade parent group to plan for reception, decorations, etc.,
 - 3. develop program for promotion to be distributed at the ceremony,
 - 4. coordinate rehearsals, and
 - 5. oversee ceremony.
 - D. Keep the Building Principal informed of all class activities.
 - E. Assist with ~~Other~~ class related activities as assigned by the Building Principal or Superintendent.
 - F. ~~He/she will~~ Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

I. Stipend:

The stipend for the Class Advisor shall be set between NYMUFSD and NYMTA.

II. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Class Advisor.

New York Mills Union Free School District

Adopted: 07/19/01

Revised: 09/03/02, 07/10/12, _____

Regulation

Draft 12/15/2015
6100.08

PERSONNEL

CLASS ADVISORS GRADES 7, 8, 9

- I. The Class Advisor reports to the Building Principal.
- II. The Class Advisor shall perform the following duties and responsibilities:
 - A. Supervise election of officers.
 - B. Teach proper meeting/organizational procedure.
 - C. ~~Responsible~~ Supervise the for financial activities including fund raising in conjunction with the class officers.
 - ~~D. — Oversee and supervise fund raising.~~
 - D. Meet with officers to plan class meetings.
 - E. Supervise class meetings and ~~have~~ ensure that written minutes are taken by the class secretary or designee.
 - F. Provide direction to class officers in regard to any activities affecting the class.
 - G. Keep the Building Principal informed of all class activities.
 - H. ~~Other~~ Assist in class related activities as assigned by the Building Principal or Superintendent.
 - I. ~~He/she will~~ Adhere to and enforce all applicable provisions of the law and the policies, rules and regulations of the Board.
- III. Stipend:

The stipend for the Class Advisor shall be set between NYMUFSD and NYMTA.
- IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Class Advisor.

New York Mills Union Free School District
Adopted: 09/15/81, 08/08/89
Revised: 07/10/12, _____

Regulation

Draft 12/15/2015
6100.09

PERSONNEL

CLASS ADVISOR GRADE 10

- I. The Class Advisor reports to the Building Principal.
- II. The Class Advisor shall perform the following duties and responsibilities:
- A. Supervise election of officers.
 - B. Teach proper meeting/organizational procedure.
 - C. Responsible for Supervise the financial activities including fundraising in conjunction with the class officers.
 - ~~D. — Oversee and supervise fund raising.~~
 - E. D Meet with officers to plan class meetings.
 - ~~FE.~~ Supervise class meetings and have minutes taken.
 - ~~GF.~~ Provide direction to class officers in regard to any activities affecting the class.
 - ~~HG.~~ Keep the Building Principal informed of all class meetings.
 - ~~I — Other class related activities as assigned by the Superintendent or Building Principal.~~
 - JH. Supervise the purchase of class-rings including:
 - 1. communication to parents and students, and
 - 2. monitoring contacts between class officers and ring company salespersons, purchasing, and other related activities.
 - ~~LI.~~ Other duties as required by the Building Principal or Superintendent.
 - ~~KJ.~~ He/she will adhere to and enforce all applicable provisions of the law and the policies, rules and regulations of the Board.
- III. Stipend:
- The stipend for the Class Advisor shall be set between NYMUFSD and NYMTA.
- IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Class Advisor.

New York Mills Union Free School District
Adopted: 09/15/81
Revised: 08/08/89, 07/10/12, _____

Regulation

Draft 12/15/2015
6100.10

PERSONNEL

CLASS ADVISOR GRADE 11

- I. The Class Advisor reports to the Building Principal.
- II. The Class Advisor shall perform the following duties and responsibilities:
 - A. Supervise election of officers.
 - B. Facilitate proper meeting/organizational procedure.
 - C. Supervise the financial activities including fundraising in conjunction with the class officers.
 - D. Meet with officers to plan class meetings.
 - E. Supervise class meetings and ensure that written minutes are taken by the class secretary or designee.
 - F. Provide direction to class officers in regard to any activities affecting the class.
 - G. Keep the Building Principal informed of all class meetings.
 - H. Facilitate committee of students for year's activities:
 1. Collaborate with class officers in the designation of committee chairpersons, outline their duties, and
 2. meet with appropriate committees on a regular basis to monitor activities.
 - DI. Supervise Junior Prom activities:
 1. be present to supervise preparation of the prom site, and
 2. work with the see that students to obtain comparable costs from various vendors, bands, etc.
 - EJ. Keep the Building Principal informed of all class activities.
 - FK. Other class related activities as assigned by the Building Principal or Superintendent.
 - GL. He/she will adhere to and enforce all applicable provisions of the law and the policies, rules and regulations of the Board.
- III. Stipend:

REGULATION

Draft 12/15/2015
6100.10

PERSONNEL

CLASS ADVISOR GRADE 11

The stipend for the Class Advisor shall be set by the New York Mills UFSD and NYMTA.

- IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Class Advisor.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, 07/10/12, _____

Regulation

Draft 12/15/2015
6100.11

PERSONNEL

CLASS ADVISOR GRADE 12

- I. The Class Advisor reports to the Building Principal.
- II. The Class Advisor shall perform the following duties and responsibilities:
 - A. Supervise election of officers.
 - B. Facilitate proper meeting/organizational procedure.
 - C. Supervise the financial activities including fundraising in conjunction with the class officers.
 - D. Meet with officers to plan class meetings.
 - E. Supervise class meetings and ensure that written minutes are taken by the class secretary or designee.
 - F. Provide direction to class officers in regard to any activities affecting the class.
 - G. Keep the Building Principal informed of all class meetings.
 - AH. Set-up committee of students for year's activities:
 1. appoint chairpersons, outline their duties,
 2. meet with appropriate committees on a regular basis to monitor activities, and
 3. be present at major activities including Junior-Senior Prom and other special activities, i.e. dance, fund raiser etc.
 - EI. Supervise ~~Junior-Senior~~ Prom activities:
 1. visit possible locations with prom committee, and
 2. see that students obtain comparable costs from various restaurants, bands, etc.
 - FJ. Organize and ~~chaperone~~ coordinate the senior class trip with the class. Serve as the lead chaperone and ensure appropriate number of chaperones attend the trip.
 - B. Oversee class treasury:
 1. monitor all monies received/spent, and
 2. approve fund raising events, make sure fund raising monies and goods are accounted for.

POLICY

Draft 12/15/2015
6100.11

PERSONNEL

CLASS ADVISOR GRADE 12

CK. Coordinate graduation:

1. organize purchase of graduation items, i.e. caps, gowns, announcements, etc.,
2. ensure that see-graduation program is completed,
3. coordinate rehearsal, and
4. oversee ceremony.

~~C.~~ ~~Supervise class meetings:~~

- ~~1. meet with class president to approve agendas,~~
- ~~2. be present at meetings to assure meeting is conducted orderly, and~~
- ~~3. have written minutes.~~

FL. Keep the Building Principal informed of all class activities.

FM Other class related activities as assigned by the Building Principal or Superintendent.

G.N ~~He/she will a~~Adhere to and enforce all applicable provisions of the law and the policies, rules and regulations of the Board.

III. Stipend:

The stipend for the Class Advisor shall be set by the New York Mills UFSD and NYMTA.

IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Class Advisor.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, 07/10/12, _____

Regulation

Draft 12/15/2015
6100.12

PERSONNEL

SCHOOL YEARBOOK ADVISOR

- I. The School Yearbook Advisor reports to the Building Principal.
- II. The School Yearbook Advisor shall perform the following duties and responsibilities:
 - A. Supervise staff in gathering information, fund raising, sales and distribution of yearbooks.
 - B. Organize and schedule all school pictures.
 - C. Consult with Building Principal ~~administrator~~ for final approval of student submissions.
 - D. Communicate with vendor/printer to facilitate timely arrival of yearbooks.
 - E. Arrange for distribution of yearbooks.
 - GF. Perform other duties as required by the Building Principal or Superintendent.
 - FG. ~~He/she will~~ Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.
- III. Stipend:

The stipend for the Yearbook Advisor shall be set between NYMUFSD and NYMTA.
- IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Yearbook Advisor.

New York Mills Union Free School District
Adopted: 09/15/81
Revised: 08/08/89, 07/10/12, _____

Regulation

Draft 12/15/2015
6100.13

PERSONNEL

SCHOOL NEWSPAPER ADVISOR

- I. The School Newspaper Advisor reports to the Building Principal.
- II. The School Newspaper Advisor shall perform the following duties and responsibilities:
 - A. Supervise staff in gathering articles.
 - B. Read, approve ~~de~~ final editing, approve ~~of~~ stories.
 - C. Consult with Building ~~administrator~~ Principal for final approval of stories.
 - D. ~~Direct~~ Supervise typing, printing and distribution of papers.
 - E. ~~He/she will~~ Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.
 - F. ~~Other~~ Assist in duties as required by the Building Principal or Superintendent.
- III. Stipend:

The stipend for the Newspaper Advisor shall be set between NYMUFSD and NYMTA.
- IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Newspaper Advisor.

New York Mills Union Free School District

Adopted: 09/15/81

Revised: 08/08/89, 07/10/12, _____

Regulation

Draft 12/15/2015
6100.14

PERSONNEL

NATIONAL HONOR SOCIETY ADVISOR

- I. The National Honor Society Advisor reports to the Building Principal.
- II. The National Honor Society Advisor shall perform the following duties and responsibilities:
 - A. Meeting with faculty selection committee.
 - B. Gathering information on students who meet scholastic requirements for membership.
 - C. Help present members, prepare and present at induction ceremony.
 - D. Work with students on projects such as student tutoring program.
 - E. ~~If the group raises funds,~~ Help students plan educational trip or an induction dinner in the spring, if the group raises funds.
 - F. Fill out an end of the year report for ~~NASSP~~ National Association of Secondary School Principals.
 - G. Assist in Other related activities as assigned by the Building Principal or Superintendent.
 - H. ~~He/she will a~~Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.
- III. Stipend:

The stipend for the National Honor Society Advisor shall be set between NYMUFSD and NYMTA.
- IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of National Honor Society Advisor.

New York Mills Union Free School District
Adopted: 09/15/81
Revised: 08/08/89, 07/10/12, _____

Regulation

Draft 12/15/2015
6100.17

PERSONNEL

JOB DESCRIPTION STUDENT COUNCIL ADVISOR

- I. The Student Council Advisor reports to the Building Principal.
- II. The Student Council Advisor shall perform the following duties and responsibilities:
 - A. Supervise election of officers.
 - B. Supervise student council meetings:
 1. meet with council president to approve agendas,
 2. be present at meetings to assure meeting is conducted orderly, and
 3. have written minutes.
 - C. Set up committee of students for years activities:
 1. appoint chairpersons, outline their duties,
 2. meet with appropriate committees on a regular basis to monitor activities, and
 3. be present at major activities, i.e. homecoming dance, fund raisers, other dances, etc.
 - D. Oversee student council treasury:
 1. monitor all monies received/spent,
 2. approve fund raising events; make sure fund raising monies and goods are accounted for, and
 3. coordinate/approve all grades 7 – 12 fun raising activities.
 - E. Keep the Building Principal informed of all student council activities.
 - F. Other student council activities as assigned by the Building Principal and Superintendent.
 - G. ~~He/she will a~~Adhere to and enforce all applicable provisions of the law and the policies, rules and regulations of the Board.

III. Stipend:

The stipend for the Student Council Advisor shall be set between NYMUFSD and NYMTA.

IV. Teachers in good standing at the New York Mills Union Free School District shall be eligible for the position of Student Council Advisor.

New York Mills Union Free School District

Adopted: 09/04/01

Revised: 07/10/12, _____

This document is a memorandum of understanding between **3-142 AHB, New York Army National Guard (NYARNG)** regarding the use of the property and/or facilities of New York Mills School District. In consideration of New York Mills School District's agreement to allow the NYARNG access to its premises on March 13, 2016, the NYARNG agrees as follows:

1. The NYARNG will use reasonable care and diligence while on the premises of the School District and will provide reasonable and customary safeguards against accidents, damages or injuries to persons or property occurring in connection with such access.
2. The NYARNG will comply with all reasonable instructions and directions of the School District's managers and employees concerning the use of the District's property or access to the District's premises, and will comply with all of the District's safety rules.
3. The NYARNG hereby assume all risks in entering any or using the District's premises.
4. The NYARNG, while performing duties under Title 32 of the United States Code, are considered employees of the United States for purposes of the Federal Tort Claims Act. All claims for personal injury, death, or damage to or loss of real or personal property, arising out of the negligent acts or wrongful acts or omissions of Army National Guard personnel, acting within the scope of their employment, while engaged in training or duty under Title 32, United States Code, Section 316, 502, 503, 504, 505, or 709, are processed under the Federal Tort Claims Act (FTCA, Title 28, United States Code, Section 2671, et seq.) The United States is self-insured and all claims arising out of the negligent acts or omissions of an employee of the United States properly lie exclusively against the United States. (See 28 U.S.C. §2679).

The undersigned on behalf of himself and his employer has read, understands and agrees to this Agreement.

By: _____

By: _____

Name: _____
(Please Print)

Name: _____

Date: _____

Date: _____

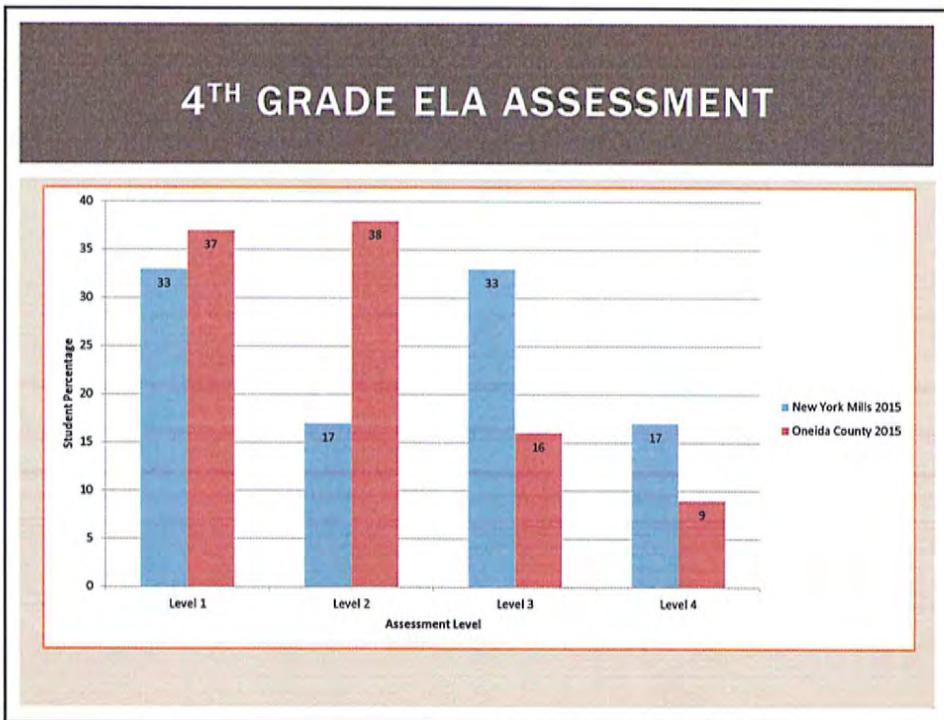
On behalf of the NYARNG

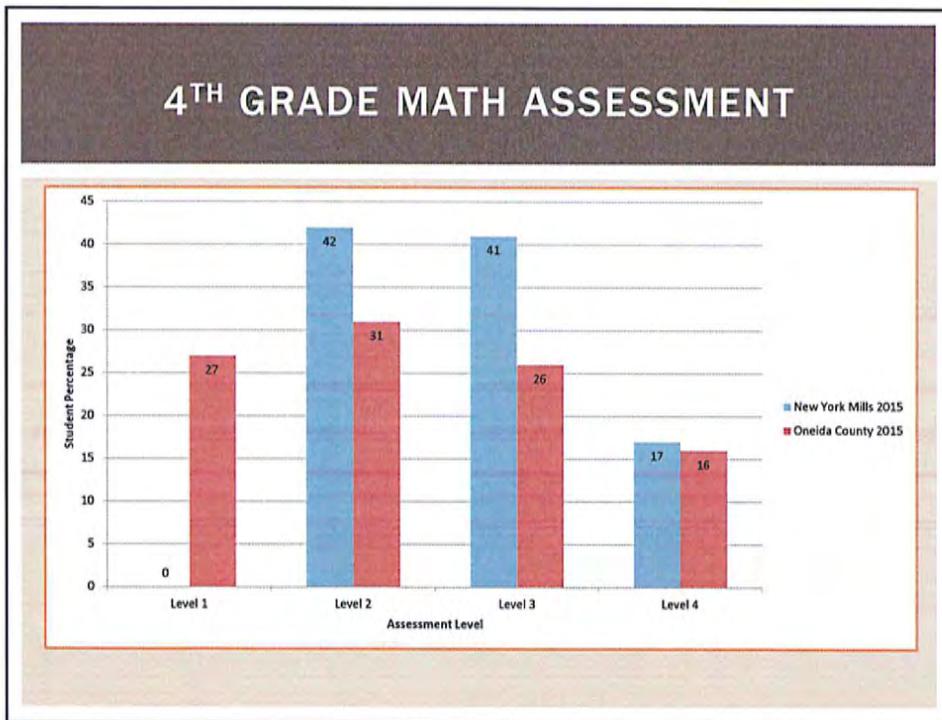
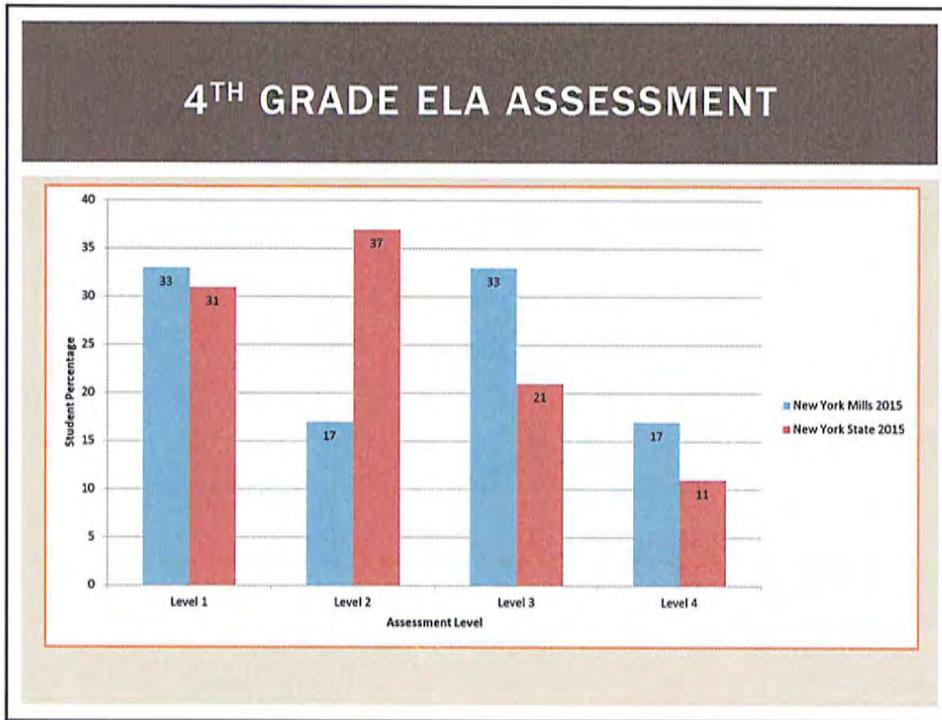
On behalf of New York Mills School District

6.1a &
6.2a

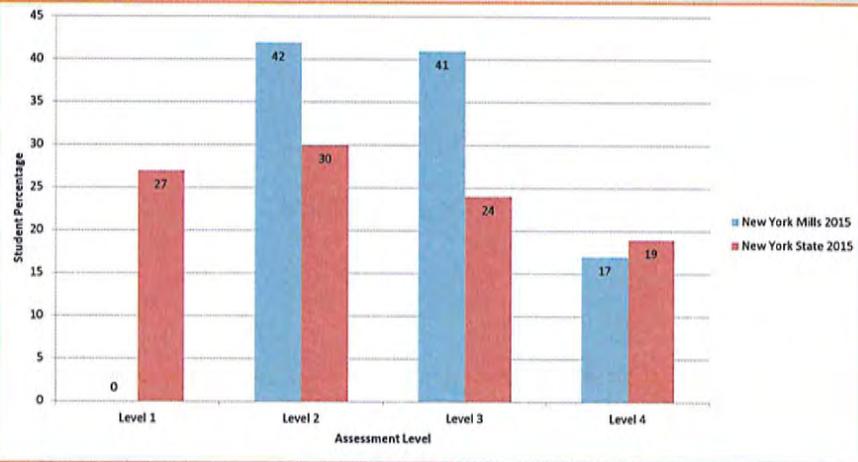
NEW YORK MILLS ASSESSMENT DATA

January 5,
2016

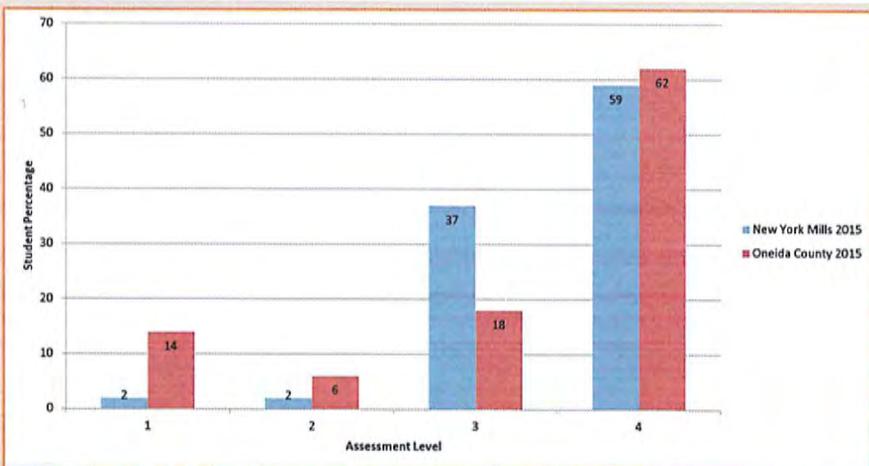


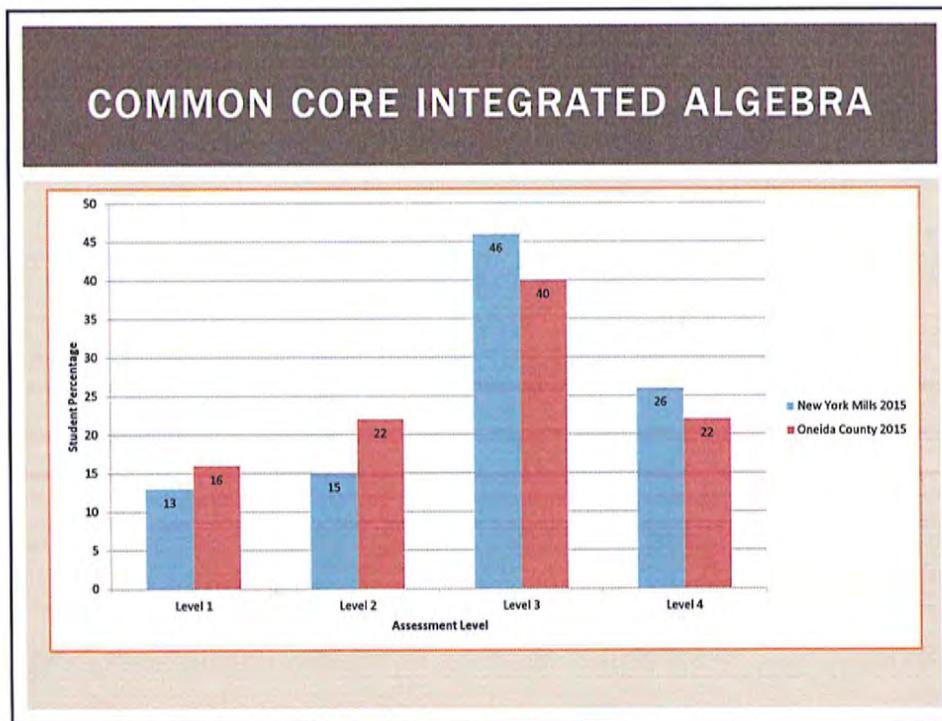
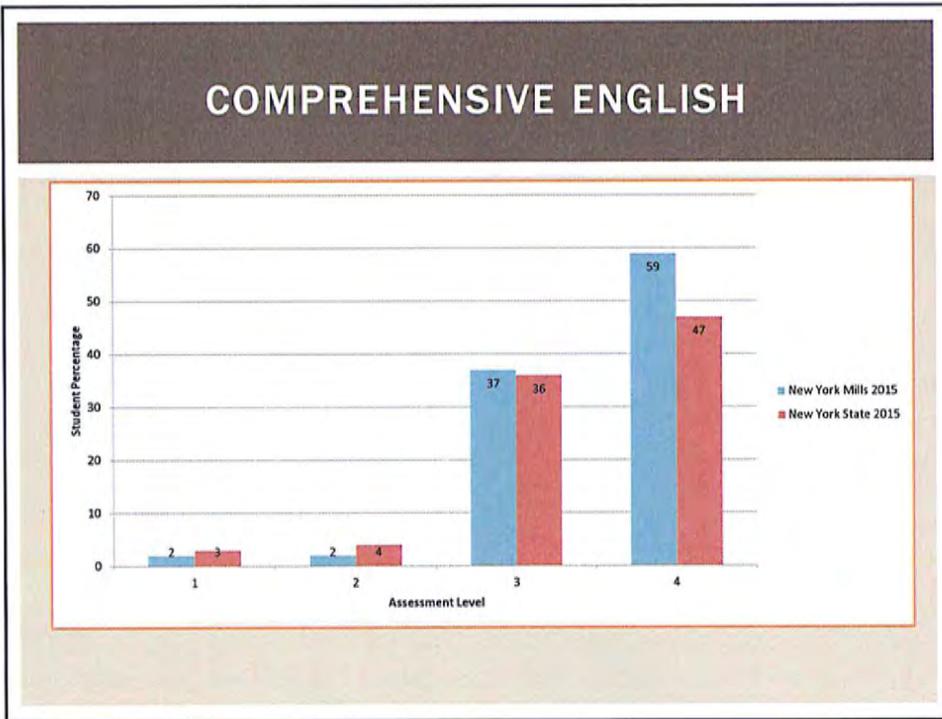


4TH GRADE MATH ASSESSMENT

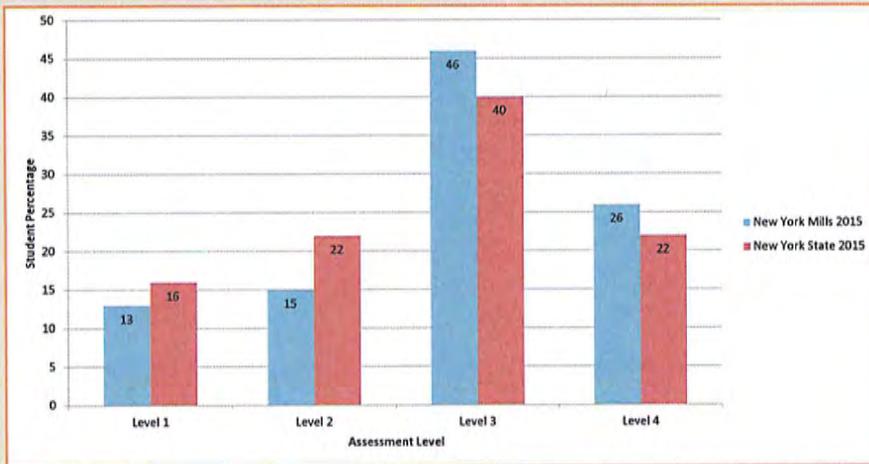


COMPREHENSIVE ENGLISH





COMMON CORE INTEGRATED ALGEBRA



7.1



The New York State School Report Card [2014 - 15]

NAME: NY MILLS UFSD

BEDS Code: 411504020000

ADDRESS: 1 MARAUDER BLVD, NEW YORK MILLS, NY 13417

PHONE: (315) 768-8127

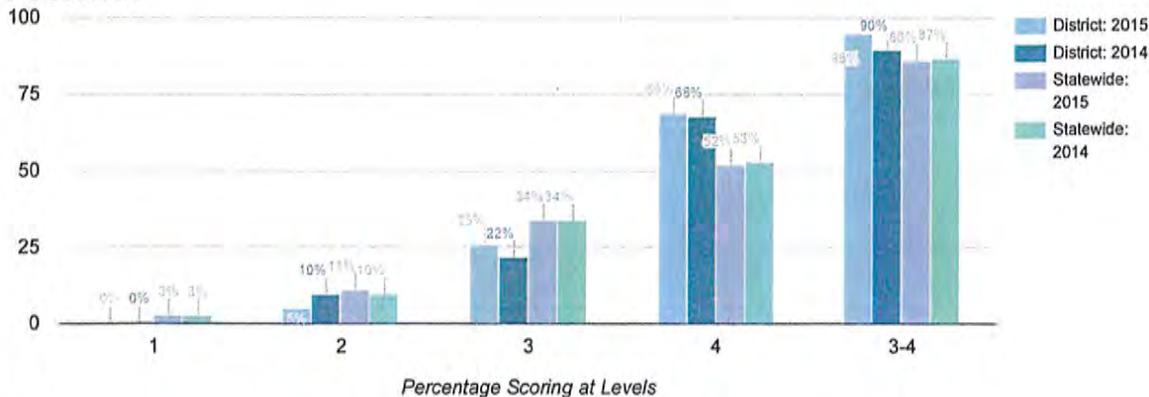
The New York State Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on school/district enrollment and staff, student performance, and other measures of school and district performance. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students.

High School Completers (2014 - 15)

Results by Student Group	Completers (Graduates + IEP Diplomas)	Graduates (Regents + Local Diplomas)	Regents Diploma		Regents with Advanced Designation	
	Number of Students	Number of Students	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates
All Students	47	47	44	94%	11	23%
General Education	42	42	42	100%	11	26%
Students with Disabilities	5	5	2	40%	0	0%

Results by Student Group	Regents with CTE Endorsement		Local Diplomas		Commencement Credentials	
	Number of Students	Percent of Graduates	Number of Students	Percent of Graduates	Number of Students	Percent of Completers
All Students	2	4%	3	6%	0	0%
General Education	1	2%	0	0%	0	0%
Students with Disabilities	1	20%	3	60%	0	0%

Grade 4 Science



Mean Score

2015

2014

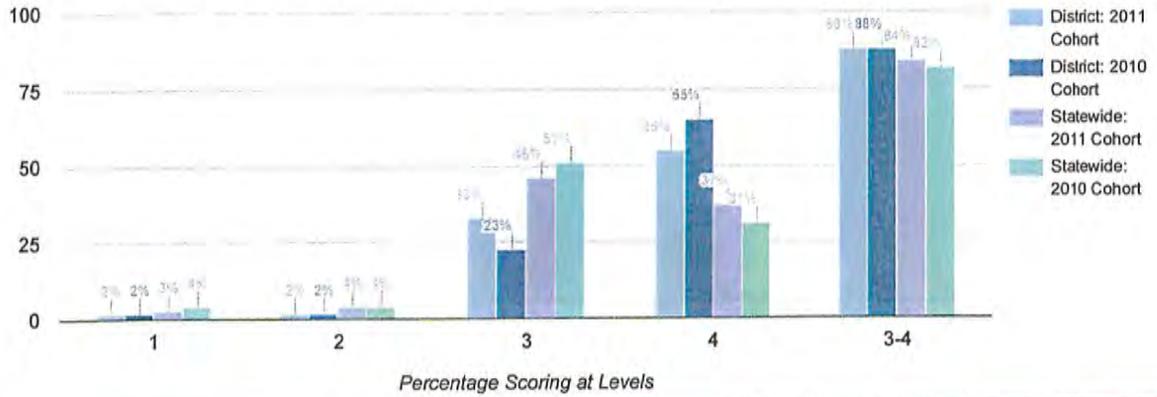
87

86

Results by Student Group	2015					2014						
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	42	0	5	26	69	95	41	0	10	22	68	90
General Education	38	-	-	-	-	-	35	0	9	14	77	91
Students with Disabilities	4	-	-	-	-	-	6	0	17	67	17	83
Asian or Native Hawaiian/Other Pacific Islander	3	-	-	-	-	-	0	0	0	0	0	0
Black or African American	2	-	-	-	-	-	0	0	0	0	0	0
Hispanic or Latino	2	-	-	-	-	-	2	-	-	-	-	-
White	33	0	3	24	73	97	37	-	-	-	-	-
Multiracial	2	-	-	-	-	-	2	-	-	-	-	-
Small Group Total	9	0	11	33	56	89	41	0	10	22	68	90
Female	19	0	11	32	58	89	19	0	16	21	63	84
Male	23	0	0	22	78	100	22	0	5	23	73	95
English Proficient	42	0	5	26	69	95	41	0	10	22	68	90
Economically Disadvantaged	15	0	13	27	60	87	20	0	10	20	70	90
Not Economically Disadvantaged	27	0	0	26	74	100	21	0	10	24	67	90
Not Migrant	42	0	5	26	69	95	41	0	10	22	68	90

Total Cohort Results in Secondary-Level English Language Arts after Four Years of Instruction

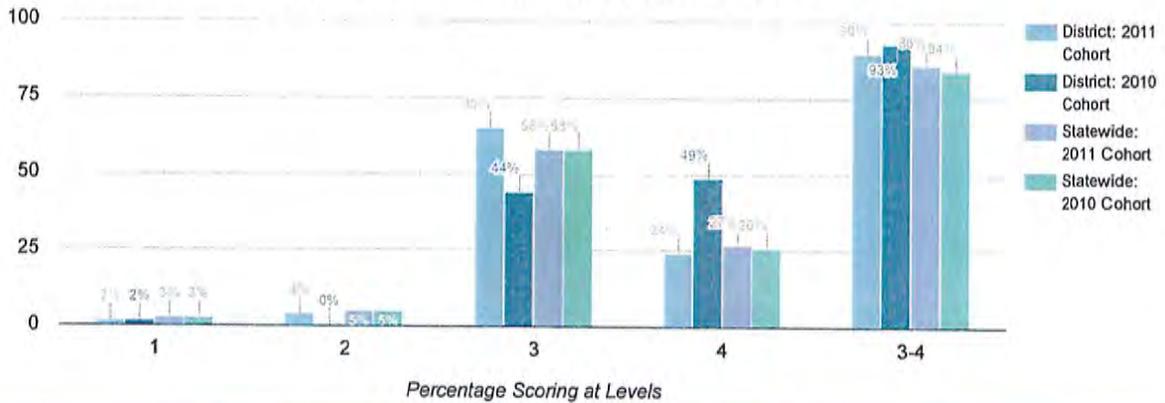
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2011 Cohort						2010 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)
		1	2	3	4 & above			1	2	3	4 & above	
All Students	49	2	2	33	55	88	43	2	2	23	65	88
General Education	44	0	0	32	61	93	38	0	0	24	68	92
Students with Disabilities	5	20	20	40	0	40	5	20	20	20	40	60
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	-	-	-	-	-
Black or African American	1	-	-	-	-	-	2	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	0	0	0	0	0	0
White	46	-	-	-	-	-	38	3	3	21	68	89
Small Group Total	49	2	2	33	55	88	5	0	0	40	40	80
Female	18	0	0	17	72	89	19	0	5	26	58	84
Male	31	3	3	42	45	87	24	4	0	21	71	92
English Proficient	49	2	2	33	55	88	43	2	2	23	65	88
Economically Disadvantaged	13	0	8	38	46	85	6	0	0	33	50	83
Not Economically Disadvantaged	36	3	0	31	58	89	37	3	3	22	68	89
Not Migrant	49	2	2	33	55	88	43	2	2	23	65	88

Total Cohort Results in Secondary-Level Mathematics after Four Years of Instruction

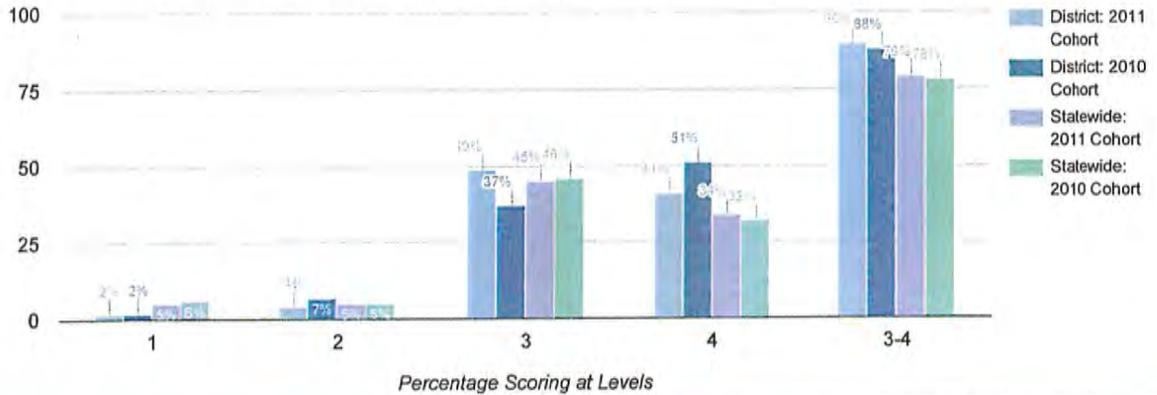
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2011 Cohort						2010 Cohort					
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 & above)
		1	2	3	4 & above			1	2	3	4 & above	
All Students	49	2	4	65	24	90	43	2	0	44	49	93
General Education	44	0	0	70	27	98	38	0	0	45	55	100
Students with Disabilities	5	20	40	20	0	20	5	20	0	40	0	40
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	-	-	-	-	-
Black or African American	1	-	-	-	-	-	2	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	0	0	0	0	0	0
White	46	-	-	-	-	-	38	3	0	45	47	92
Small Group Total	49	2	4	65	24	90	5	0	0	40	60	100
Female	18	0	0	61	33	94	19	5	0	63	32	95
Male	31	3	6	68	19	87	24	0	0	29	63	92
English Proficient	49	2	4	65	24	90	43	2	0	44	49	93
Economically Disadvantaged	13	0	15	62	15	77	6	0	0	33	50	83
Not Economically Disadvantaged	36	3	0	67	28	94	37	3	0	46	49	95
Not Migrant	49	2	4	65	24	90	43	2	0	44	49	93

Total Cohort Results in Secondary-Level Global History and Geography after Four Years of Instruction

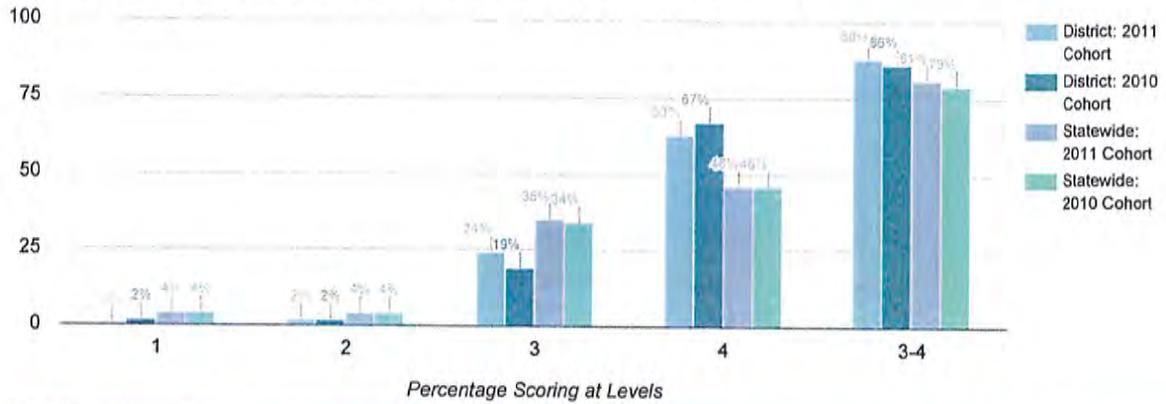
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2011 Cohort					2010 Cohort						
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4		1	2	3	4		
All Students	49	2	4	49	41	90	43	2	7	37	51	88
General Education	44	0	2	50	45	95	38	0	3	39	55	95
Students with Disabilities	5	20	20	40	0	40	5	20	40	20	20	40
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	-	-	-	-	-
Black or African American	1	-	-	-	-	-	2	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	0	0	0	0	0	0
White	46	-	-	-	-	-	38	3	5	39	50	89
Small Group Total	49	2	4	49	41	90	5	0	20	20	60	80
Female	18	0	0	50	44	94	19	0	16	53	32	84
Male	31	3	6	48	39	87	24	4	0	25	67	92
English Proficient	49	2	4	49	41	90	43	2	7	37	51	88
Economically Disadvantaged	13	0	8	54	31	85	6	0	0	50	50	100
Not Economically Disadvantaged	36	3	3	47	44	92	37	3	8	35	51	86
Not Migrant	49	2	4	49	41	90	43	2	7	37	51	88

Total Cohort Results in Secondary-Level U.S. History and Government after Four Years of Instruction

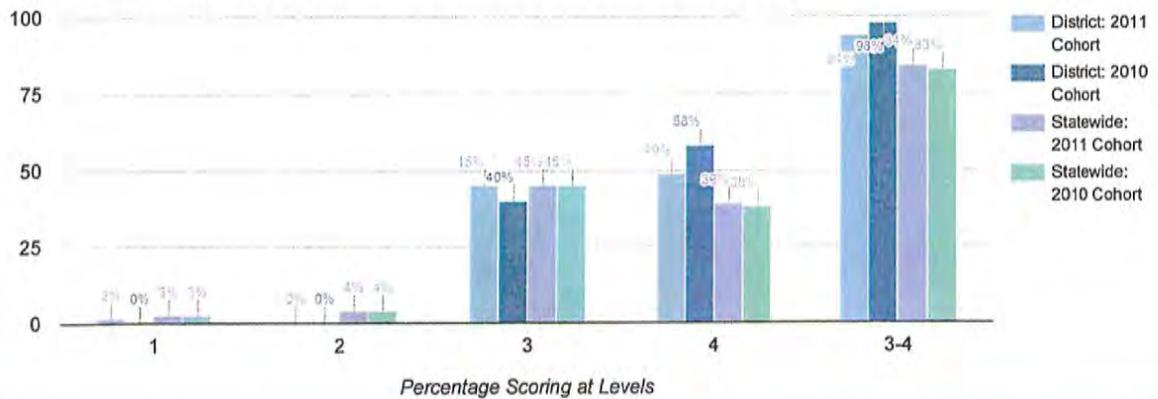
Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2011 Cohort					2010 Cohort						
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	49	0	2	24	63	88	43	2	2	19	67	86
General Education	44	0	0	23	70	93	38	0	3	16	74	89
Students with Disabilities	5	0	20	40	0	40	5	20	0	40	20	60
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	-	-	-	-	-
Black or African American	1	-	-	-	-	-	2	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	0	0	0	0	0	0
White	46	-	-	-	-	-	38	3	3	21	66	87
Small Group Total	49	0	2	24	63	88	5	0	0	0	80	80
Female	18	0	0	17	72	89	19	0	5	32	53	84
Male	31	0	3	29	58	87	24	4	0	8	79	88
English Proficient	49	0	2	24	63	88	43	2	2	19	67	86
Economically Disadvantaged	13	0	8	23	62	85	6	0	0	0	67	67
Not Economically Disadvantaged	36	0	0	25	64	89	37	3	3	22	68	89
Not Migrant	49	0	2	24	63	88	43	2	2	19	67	86

Total Cohort Results in Secondary-Level Science after Four Years of Instruction

Total cohort results are those for New York State Regents and alternatives to Regents examinations only.



Results by Student Group	2011 Cohort					2010 Cohort						
	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Number of Students	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	49	2	0	45	49	94	43	0	0	40	58	98
General Education	44	2	0	43	52	95	38	0	0	37	63	100
Students with Disabilities	5	0	0	60	20	80	5	0	0	60	20	80
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	-	-	-	-	-
Black or African American	1	-	-	-	-	-	2	-	-	-	-	-
Hispanic or Latino	2	-	-	-	-	-	0	0	0	0	0	0
White	46	-	-	-	-	-	38	0	0	39	58	97
Small Group Total	49	2	0	45	49	94	5	0	0	40	60	100
Female	18	0	0	39	56	94	19	0	0	53	47	100
Male	31	3	0	48	45	94	24	0	0	29	67	96
English Proficient	49	2	0	45	49	94	43	0	0	40	58	98
Economically Disadvantaged	13	0	0	54	38	92	6	0	0	33	67	100
Not Economically Disadvantaged	36	3	0	42	53	94	37	0	0	41	57	97
Not Migrant	49	2	0	45	49	94	43	0	0	40	58	98

Regents Examination Results (2014 - 15)

Results by Student Group	Comprehensive English			Integrated Algebra				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	46	98	96	59	15	93	40	0
General Education	39	100	100	69	10	90	40	0
Students with Disabilities	7	86	71	0	5	100	40	0
American Indian or Alaska Native	0	0	0	0	1	-	-	-
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	0	0	0	0
Black or African American	1	-	-	-	0	0	0	0
Hispanic or Latino	1	-	-	-	3	-	-	-
White	43	-	-	-	11	-	-	-
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	46	98	96	59	15	93	40	0
Female	21	100	100	76	7	86	29	0
Male	25	96	92	44	8	100	50	0
English Proficient	46	98	96	59	15	93	40	0
Economically Disadvantaged	19	100	95	63	9	100	33	0
Not Economically Disadvantaged	27	96	96	56	6	83	50	0
Not Migrant	46	98	96	59	15	93	40	0

Regents Examination Results (2014 - 15)

Results by Student Group	Geometry			Algebra 2/Trigonometry				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	38	95	82	24	34	74	41	15
General Education	35	—	—	—	34	74	41	15
Students with Disabilities	3	—	—	—	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	—	—	—
Black or African American	0	0	0	0	2	—	—	—
Hispanic or Latino	2	—	—	—	1	—	—	—
White	35	—	—	—	30	—	—	—
Multiracial	1	—	—	—	0	0	0	0
Small Group Total	38	95	82	24	34	74	41	15
Female	20	95	80	25	19	74	42	16
Male	18	94	83	22	15	73	40	13
English Proficient	38	95	82	24	34	74	41	15
Economically Disadvantaged	13	100	77	8	10	70	30	10
Not Economically Disadvantaged	25	92	84	32	24	75	46	17
Not Migrant	38	95	82	24	34	74	41	15

Regents Examination Results (2014 - 15)

Results by Student Group	Algebra I (Common Core)						Geometry (Common Core)					
	Total Tested	Percent of students scoring at					Total Tested	Percent of students scoring at				
		Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
All Students	40	13	15	45	20	8	35	63	26	11	0	0
General Education	33	12	6	52	24	6	32	--	--	--	--	--
Students with Disabilities	7	14	57	14	0	14	3	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	--	--	--	--	--	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic or Latino	3	--	--	--	--	--	2	--	--	--	--	--
White	36	--	--	--	--	--	32	--	--	--	--	--
Multiracial	0	0	0	0	0	0	1	--	--	--	--	--
Small Group Total	40	13	15	45	20	8	35	63	26	11	0	0
Female	21	14	10	43	33	0	19	58	32	11	0	0
Male	19	11	21	47	5	16	16	69	19	13	0	0
English Proficient	40	13	15	45	20	8	35	63	26	11	0	0
Economically Disadvantaged	17	24	18	47	12	0	12	83	8	8	0	0
Not Economically Disadvantaged	23	4	13	43	26	13	23	52	35	13	0	0
Not Migrant	40	13	15	45	20	8	35	63	26	11	0	0

Regents Examination Results (2014 - 15)

Results by Student Group	Global History and Geography			U.S. History & Government				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	53	92	77	25	44	100	100	73
General Education	43	98	84	30	40	–	–	–
Students with Disabilities	10	70	50	0	4	–	–	–
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	1	–	–	–
Black or African American	0	0	0	0	1	–	–	–
Hispanic or Latino	3	–	–	–	1	–	–	–
White	50	–	–	–	41	–	–	–
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	53	92	77	25	44	100	100	73
Female	29	93	83	24	22	100	100	68
Male	24	92	71	25	22	100	100	77
English Proficient	53	92	77	25	44	100	100	73
Economically Disadvantaged	21	86	71	10	17	100	100	76
Not Economically Disadvantaged	32	97	81	34	27	100	100	70
Not Migrant	53	92	77	25	44	100	100	73

Regents Examination Results (2014 - 15)

Results by Student Group	Living Environment			Physical Setting/Earth Science				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	51	98	96	33	41	90	76	27
General Education	44	100	98	36	35	91	77	31
Students with Disabilities	7	86	86	14	6	83	67	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	0	0
Black or African American	0	0	0	0	0	0	0	0
Hispanic or Latino	3	–	–	–	4	–	–	–
White	48	–	–	–	36	92	75	28
Multiracial	0	0	0	0	1	–	–	–
Small Group Total	51	98	96	33	5	80	80	20
Female	27	96	93	41	21	86	76	24
Male	24	100	100	25	20	95	75	30
English Proficient	51	98	96	33	41	90	76	27
Economically Disadvantaged	19	95	95	37	17	76	71	18
Not Economically Disadvantaged	32	100	97	31	24	100	79	33
Not Migrant	51	98	96	33	41	90	76	27

Regents Examination Results (2014 - 15)

Results by Student Group	Physical Setting/Chemistry			Physical Setting/Physics				
	Total Tested	Percent of students scoring at or above			Total Tested	Percent of students scoring at or above		
		55	65	85		55	65	85
All Students	31	90	74	6	18	78	67	33
General Education	31	90	74	6	18	78	67	33
Students with Disabilities	0	0	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0	0	0
Asian or Native Hawaiian/Other Pacific Islander	1	-	-	-	0	0	0	0
Black or African American	1	-	-	-	1	-	-	-
Hispanic or Latino	0	0	0	0	1	-	-	-
White	29	-	-	-	16	-	-	-
Multiracial	0	0	0	0	0	0	0	0
Small Group Total	31	90	74	6	18	78	67	33
Female	17	94	76	6	6	83	83	33
Male	14	86	71	7	12	75	58	33
English Proficient	31	90	74	6	18	78	67	33
Economically Disadvantaged	12	92	75	0	3	-	-	-
Not Economically Disadvantaged	19	89	74	11	15	-	-	-
Not Migrant	31	90	74	6	18	78	67	33

Regents Competency Test Results (2014 - 15)

Results by Student Group	Reading		Writing		Math	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
	All Students	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
White	0	0	0	0	0	0
Small Group Total	0	0	0	0	0	0
Male	0	0	0	0	0	0
English Proficient	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	0	0	0
Not Migrant	0	0	0	0	0	0

Regents Competency Test Results (2014 - 15)

Results by Student Group	Global Studies		U.S. History & Government		Science	
	Total Tested	Percent Passing	Total Tested	Percent Passing	Total Tested	Percent Passing
	All Students	1	-	0	0	0
Students with Disabilities	1	-	0	0	0	0
White	1	-	0	0	0	0
Small Group Total	1	-	0	0	0	0
Male	1	-	0	0	0	0
English Proficient	1	-	0	0	0	0
Not Economically Disadvantaged	1	-	0	0	0	0
Not Migrant	1	-	0	0	0	0

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New York State 3-8 Assessments [2014 - 15]

NAME: NY MILLS UFSD

BEDS Code: 411504020000

ADDRESS: 1 MARAUDER BLVD, NEW YORK MILLS, NY 13417

PHONE: (315) 768-8127

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on data.nysed.gov are based on those reported by schools and districts to the State as of July 6, 2015 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view

<http://www.p12.nysed.gov/irs/pressRelease/2015800/home.html>

NY MILLS UFSD 3-8 ELA Assessments (2014 - 15)

ELA Assessment Results for Students in GRADES 3-8 for the 2014 and 2015 School Year

Results by Student Group	2014 GRADES 3-8						2015 GRADES 3-8					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	237	33	46	19	3	22	74	35	34	20	11	31
Female	115	26	46	23	4	28	33	30	36	21	12	33
Male	122	39	45	14	2	16	41	39	32	20	10	29
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	11	36	55	9	0	9	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—
White	209	33	46	18	3	21	62	31	35	23	11	34
Multiracial	9	22	44	33	0	33	5	40	20	20	20	40
General-Education Students	207	24	51	21	3	25	61	25	38	25	13	38
Students with Disabilities	30	93	7	0	0	0	13	85	15	0	0	0
English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	135	28	45	21	5	27	39	31	26	28	15	44
Economically Disadvantaged	102	39	46	15	0	15	35	40	43	11	6	17
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—



New York State 3-8 Assessments [2014 - 15]

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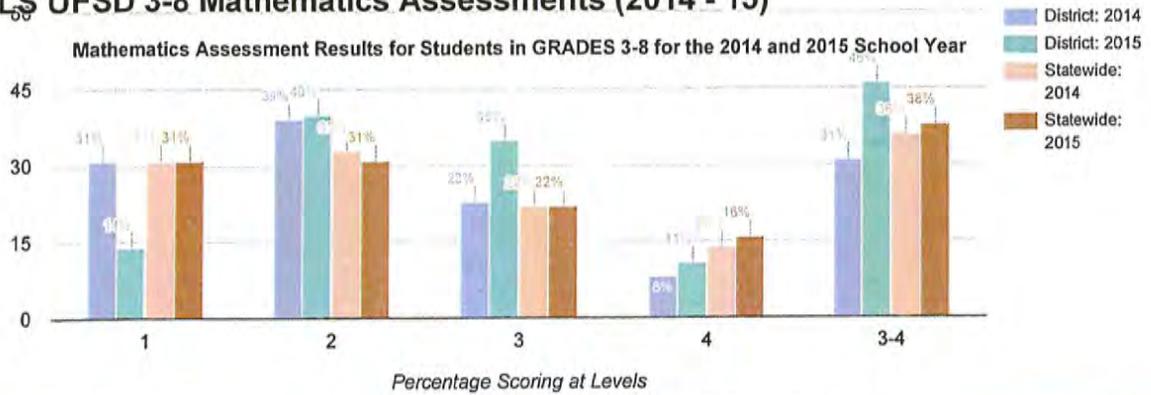
PHONE: (315) 768-8127

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data are available statewide and at the county, district, and school level.

Data available on data.nysed.gov are based on those reported by schools and districts to the State as of July 6, 2015 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

For more information and additional files, please view
<http://www.p12.nysed.gov/irs/pressRelease/2015800/home.html>

NY MILLS UFSD 3-8 Mathematics Assessments (2014 - 15)



Results by Student Group	2014 GRADES 3-8						2015 GRADES 3-8					
	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)	Total Tested	Percent Scoring at Level(s)				% Proficient (Levels 3 and 4)
		1	2	3	4			1	2	3	4	
All Students	199	31	39	23	8	31	65	14	40	35	11	46
Female	95	27	40	25	7	33	31	16	48	29	6	35
Male	104	34	38	21	8	29	34	12	32	41	15	56
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Black or African American	—	—	—	—	—	—	5	40	40	20	0	20
Hispanic or Latino	9	33	33	33	0	33	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	—	—	—	—	—	—	—	—	—	—	—	—
White	175	30	39	22	8	30	53	13	36	40	11	51
Multiracial	8	25	38	38	0	38	—	—	—	—	—	—
General-Education Students	173	23	42	27	9	35	58	12	36	40	12	52
Students with Disabilities	26	85	15	0	0	0	7	29	71	0	0	0
English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Limited English Proficient	—	—	—	—	—	—	—	—	—	—	—	—
Not Economically Disadvantaged	113	26	42	22	10	32	32	3	44	34	19	53
Economically Disadvantaged	86	37	34	24	5	29	33	24	36	36	3	39
Not Migrant	—	—	—	—	—	—	—	—	—	—	—	—
Migrant	—	—	—	—	—	—	—	—	—	—	—	—

Glossary of Terms - Report Cards Data

2-YEAR	A postsecondary institution that offers programs of at least 2 but less than 4 years duration. This includes occupational and vocational schools with programs of at least 1800 hours and academic institutions with programs of less than 4 years. This does not include bachelor's degree-granting institutions where the baccalaureate program can be completed in 3 years.
4-YEAR/GRAD	A postsecondary institution that offers programs of at least 4 years duration or one that offers programs at or above the baccalaureate level. This includes schools that offer post baccalaureate certificates only or those that offer graduate programs only. This also includes free-standing medical, law or other first-professional schools.
Alternative High School Equivalency Preparation Program (AHSEPP)	A program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education. The number of enrolled students used as the denominator for determining the percentage of students who entered an AHSEPP is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Attendance Rate	Annual Attendance Rate is determined by dividing the school's (or district's) total actual attendance by the total possible attendance for a school year. A school's (or district's) actual attendance is the sum of the number of students in attendance on each day the school (or district's schools) was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school (or schools) was open during the school year. The state's Annual Attendance Rate is a weighted average of all district-level attendance rates. Attendance data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Average Class Size	Average Class Size is the total registration in specified classes divided by the number of those classes with registration. Common Branch refers to self-contained classes in Grades 1-6.
CUNY	City University of New York
Completers	Completers are students with a local diploma with or without Regents endorsement or with an Individualized Education Diploma (IEP).
Core Classes	Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages.
Disability Status	Students with disabilities are those who have been identified as such by the Committee on Special Education and are receiving services under the Individuals with Disabilities Education Act (IDEA). Students with disabilities include those having an intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan.
Dropouts	Dropouts are students in grades 7-12 and ungraded secondary students whose last enrollment record indicated they dropped out of school. The number of enrolled students used as the denominator for determining the percentage of students who dropped out is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.
Economically Disadvantaged	Economically disadvantaged students are those who participate in, or whose family participates in, economic assistance programs, such as the free or reduced-price lunch programs, Social Security Insurance (SSI), Food Stamps, Foster Care, Refugee Assistance (cash or medical assistance), Earned Income Tax Credit (EITC), Home Energy Assistance Program (HEAP), Safety Net Assistance (SNA),

Bureau of Indian Affairs (BIA), or Family Assistance: Temporary Assistance for Needy Families (TANF). If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.

FTE

Full-Time Equivalent is calculated as follows:

- Undergraduates: Full-Time + 1/3 Part-Time
- Graduates and First Professionals: Full-Time +.4* Part-Time

First-Professional

A student enrolled in any of the following degree programs: Chiropractic (D.C. or D.C.M.), Dentistry (D.D.S. or D.M.D.), Law (L.L.B., J.D.), Medicine (M.D.), Optometry (O.D.), Osteopathic Medicine (D.O.), Pharmacy (Pharm.D.), Podiatry (D.P.M., D.P., or Pod.D.), Theology (M.Div., M.H.L., B.D., or Ordination), Veterinary Medicine (D.V.M.), Audiology, (Au.D.), Nursing Practice (D.N.P.), and Physical Therapy (D.P.N.)

First-Time

An entering freshman who has never attended any college (or other postsecondary institution), aside from college credits earned in high school. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school).

Free and Reduced-Price Lunch (FRPL)

Eligible for Free Lunch and Eligible for Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12.

Full-Time

Undergraduate: A student enrolled for 12 or more semester credits, 12 or more quarter credits, or 24 or more contact hours a week each term. Graduate: A student enrolled for 9 or more semester credits, 9 or more quarter credits, or a student involved in thesis or dissertation preparation that is considered full-time by the institution. First-Professional: As defined by the institution.

Gender

Gender of the student being reported, as identified by the parent/guardian.

Grade Level

Instructional level for the student, as determined by the school district. Pre-Kindergarten counts include half- and full-day students. Students classified by districts as "pre-first" are included in first grade counts. Ungraded students are those assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of 'Ungraded' does not include out-of-school youth, preschoolers, or children who are not yet school age. Ungraded Elementary includes ungraded students who are age equivalent to students in Kindergarten through 6th grade. Ungraded Secondary includes ungraded students who are age equivalent to students in 7th through 12th grade.

Graduate Student

A student who holds a bachelor's, first-professional degree, or equivalent, and is taking courses at the post baccalaureate level. These students may or may not be enrolled in graduate programs (not to include students in first-professional programs).

Graduates

Graduates include students who received a local diploma or a local diploma with Regents endorsement (Regents diploma). All students who received a Regents diploma (with or without Advanced Designation or CTE Endorsement) are included in the number of students with Regents diploma.

High School Completers

High school completers are Graduates plus students who received an Individualized Education Diploma (IEP).

Highly Qualified Teachers

To be Highly Qualified, a teacher must have at least a Bachelor's degree, be certified to teach in the subject area or otherwise in accordance with State standards, and show subject matter competency.

In public schools, a teacher who taught one class outside of the certification area(s) is counted as Highly Qualified provided that 1) the teacher had been determined by the school or district through the HOUSE process or other state-accepted methods to have demonstrated acceptable subject knowledge and teaching skills and 2) the class in question was not the sole assignment reported. Credit for incidental teaching does not extend beyond a single assignment. Independent of Highly Qualified Teacher status, any assignment for which a teacher did not hold a valid certificate still registers as teaching out of certification.

In charter schools, a teacher is counted as Highly Qualified if the teacher has at least a Bachelor's degree, is certified to teach, and shows subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria.

High-poverty and low-poverty schools used for highly qualified teacher categorization are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Independent

Is a private-not-for-profit institution.

Limited English Proficiency

Limited English proficient students are those who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

National Assessment of Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. The NAEP assessment is administered to a sampling of schools across New York State. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States. As part of a federal requirement, NYSED is publishing these statewide results on NAEP. There are no consequences for schools, teachers, or students based on NAEP results. For more information about NAEP, see the National Center for Education Statistics web site at <http://nces.ed.gov/nationsreportcard/>.

New York State Alternate Assessment (NYSAA)

The New York State Alternate Assessments are administered in English language arts (ELA) and mathematics to ungraded students with severe cognitive disabilities whose ages are equivalent to graded students in grades 3 through 8 and secondary level. They are administered in science to students with disabilities age equivalent to graded students in grades 4, 8, and secondary level. And they are administered in social studies at the secondary level only. Students identified by their district's Committee on Special Education as eligible to take the New York State Alternate Assessment (NYSAA) may use this assessment to fulfill the participation and performance criteria for elementary/middle- and secondary-level English language arts and mathematics and elementary/middle-level science for accountability.

New York State English as a Second Language Achievement Test (NYSESLAT)

The New York State English as a Second Language Achievement Tests are administered in grades K through 12 to limited English proficient students.

New York State Testing Program (NYSTP)

The New York State Testing Program (NYSTP) assessments are administered annually in English language arts (ELA) and mathematics in grades 3 through 8.

Non-completers

Non-completers is the sum of dropouts and students who entered an Alternative High School Equivalency Preparation Program (AHSEPP). The number of enrolled students used as the denominator for determining the percentage of noncompleters is the number of students in grades 9-12 and ungraded secondary-level students age 14 or older.

Out of Certification	<p>The Percent with No Valid Teaching Certificate is the percent of teachers without a valid teaching certificate.</p> <p>The Percent Teaching Out of Certification is the percent teaching out of certification on more than an incidental basis (more than one assignment).</p> <p>The Percent Taught by Teachers Without Appropriate Certification is the percent of all teachers teaching one or more assignments outside of certification.</p>
Part-Time	<p>Undergraduate: A student enrolled for either less than 12 semester or quarter credits, or less than 24 contact hours a week each term. Graduate: A student enrolled for less than 9 semester or quarter credits. First-Professional: As defined by the institution.</p>
Performance Levels	<p>Descriptors of performance levels for the Grades 3-8 New York State Testing Program Assessments in English language arts (ELA) and Mathematics are available at http://www.p12.nysed.gov/rs/ela-math in the "Scale Score to Performance Level Conversion Charts" section.</p> <p>Descriptors of performance levels for Grades 4 and 8 Science Tests are available in the Rating Guides at http://www.p12.nysed.gov/assessment/science/science-el.html.</p>
Post-secondary Plans of Completers	<p>Percent of students with Regents or local diplomas who reported their post-graduation plans to be attending college, entering the military, entering into employment, entering adult services, or other known or unknown.</p>
Private	<p>An educational institution controlled by a private individual(s) or by a nongovernmental agency, usually supported primarily by other than public funds, and operated by other than publicly elected or appointed officials. These institutions may be either for-profit or not-for-profit.</p>
Proprietary	<p>Is a private-for-profit institution.</p>
Race/Ethnicity	<p>Race or races with which the student primarily identifies as indicated by the student or the parent/guardian.</p> <ul style="list-style-type: none"> • American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition. • Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. • Black or African American: A person having origins in any of the black racial groups of Africa. • Hispanic or Latino: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race. • Native Hawaiian/Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. • White: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.
Recently Arrived LEP Students	<p>Recently arrived LEP students are limited English proficient (LEP) students (including those from Puerto Rico) who on April 1 of the reporting year will have been attending school in the United States for less than one year. These students may use the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the 3-8 New York State Testing Program (NYSTP) in English language arts (ELA) to meet the participation requirement for making Adequate Yearly Progress in elementary/middle-level ELA for institutional accountability purposes.</p>

Tests	reporting year. If a student takes the same RCT multiple times during the reporting year, only the highest score is included in the annual results.
Regents Examinations	Annual Regents examination results include those from August, January, and June of the reporting year. If a student takes the same Regents examination multiple times during the reporting year, only the highest score is included in the annual results.
SUNY	State University of New York
Staff Counts	Principals and assistant principals include full- and part-time. Other professional staff include administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Paraprofessionals include full- and part-time supplementary school personnel.
Suspensions	Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Suspension data are lagged a year because data for the reporting year are reported in October following the close of that reporting year.
Teacher Turnover Rate	Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage. Teachers who in year one were reported as providing instruction in one building, but in year two were reported under the district code or another building within the same district are included in the turnover rate.
Total Cohort	A secondary-level total cohort consists of all students who first enter grade 9 anywhere or, in the case of ungraded students with disabilities, reach their seventeenth birthday in a particular school year (July 1 - June 30). The "year" used to identify the cohort is the year in which the July 1 - December 31 dates fall. For more detailed information on cohort definitions, see the SIRS Manual .

NEW YORK COMMON CORE TASK FORCE FINAL REPORT RECOMMENDATIONS

DECEMBER 10, 2015

ISSUE ONE: ESTABLISH NEW HIGH QUALITY NEW YORK STANDARDS

Recommendation 1: Adopt high quality New York education standards with input from local districts, educators, and parents through an open and transparent process.

Recommendation 2: Modify early grade standards so they are age-appropriate.

Recommendation 3: Ensure that standards accommodate flexibility that allows educators to meet the needs of unique student populations, including Students with Disabilities and English Language Learners.

Recommendation 4: Ensure standards do not lead to the narrowing of curriculum or diminish the love of reading and joy of learning.

Recommendation 5: Establish a transparent and open process by which New York standards are periodically reviewed by educators and content area experts.

ISSUE TWO: DEVELOP BETTER CURRICULUM GUIDANCE AND RESOURCES

Recommendation 6: Ensure educators and local school districts have the flexibility to develop and tailor curriculum to the new standards.

Recommendation 7: Release updated and improved sample curriculum resources.

Recommendation 8: Launch a digital platform that enables teachers, including pre-service teachers and teacher educators, to share resources with other teachers across the state.

Recommendation 9: Create ongoing professional development opportunities for teachers, teacher educators, and administrators on the revised State standards.

ISSUE THREE: SIGNIFICANTLY REDUCE TESTING TIME AND PREPARATION AND ENSURE TESTS FIT CURRICULUM AND STANDARDS

Recommendation 10: Involve educators, parents, and other education stakeholders in the creation and periodic review of all State standards-aligned exams and other State assessments.

Recommendation 11: Gather student feedback on the quality of the new tests.

Recommendation 12: Provide ongoing transparency to parents, educators, and local districts on the quality and content of all tests, including but not limited to publishing the test questions.

Recommendation 13: Reduce the number of days and shorten the duration for standards aligned State standardized tests.

Recommendation 14: Provide teachers with the flexibility and support to use authentic formative assessments to measure student learning.

Recommendation 15: Undertake a formal review to determine whether to transition to untimed tests for existing and new State standardized tests aligned to the standards.

Recommendation 16: Provide flexibility for assessments of Students with Disabilities.

Recommendation 17: Protect and enforce testing accommodations for Students with Disabilities.

Recommendation 18: Explore alternative options to assess the most severely disabled students.

Recommendation 19: Prevent students from being mandated into Academic Intervention Services based on a single test.

Recommendation 20: Eliminate double testing for English Language Learners.

ISSUE FOUR: ENSURE A SUCCESSFUL TRANSITION TO A NEW SYSTEM

Recommendation 21: Until the new system is fully phased in, the results from assessments aligned to the current Common Core Standards, as well as the updated standards, shall only be advisory and not be used to evaluate the performance of individual teachers or students.

PRE-K SUSTAINABILITY

\$1,314,850 Debt Service Available Funds
-250,000 Pre-K Start Up Cost
 \$1,064,850 Remaining

BALANCE

\$1,064,850

TAX IMPACT	FUNDING	YEARS OF STAINABILITY AFTER START-UP
0%	Fully Funded at current cost	4.25 years
.66%	\$200,000 per year	5.32 years
1.33%	\$150,000 per year	7 years
2.00%	\$100,000 per year	10.54 years
2.6%	\$50,000 per year	21.29 years

.....

Additional \$100,000 of Fund Balance from the General Fund

0%	Fully funded: \$150,000 per year from the Reserve and \$100,000 per year from General Fund	7 years
.66%	\$100,000 per year from the Reserve and \$100,000 per year from General Fund	10.65 years
1.33%	\$50,000 per year from the Reserve and \$100,000 from per year General Fund	21.29 years

Note: Years of sustainability are contingent upon all current conditions remaining stable.

Smart Schools Bond Act Implementation Guidelines

Overview

The SMART SCHOOLS BOND ACT OF 2014 was passed in the 2014-15 Enacted State Budget and approved by the voters in a statewide referendum held during the 2014 General Election on Tuesday, November 4, 2014. The Smart Schools Bond Act authorized the issuance of \$2 billion of general obligation bonds to finance improved educational technology and infrastructure to improve learning and opportunity for students throughout the State. New York Mills' allocation is \$379,261.

I have compiled the key information below from the *Smart Schools Bond Act Implementation Guidelines* and information obtained at a presentation and Q&A with Charles Szuberla, Assistant Commissioner at NYSED.

Key Information about the SMART SCHOOLS BOND ACT

Funding

- Funds do not expire
- All funds will be distributed on a reimbursement basis (forms will be made available on the NYSED website)
- Required Smart Schools Investment Plans (SSIPs) to be approved quarterly
- Once approved purchase is made and reimbursement request approved, funds to be paid to districts w/in 90 days "in most cases"
- Capital projects must have a building permit prior to any payments being made
- Funds may not be used for capital project costs that have already been funded by local bonds
- Reimbursement can occur on an ongoing basis as funds are expended
- Districts should consider leveraging available E-Rate Category 2 funds for ongoing operating costs
- Purchases made through a BOCES will not be eligible for BOCES aid

Funds may be used for

- Capital construction and equipment costs related to wired and wireless connectivity projects in school buildings
- Learning technology equipment or facilities
- Community connectivity projects
- High-tech security features (door hardening, entrance security features similar to Safe Schools act)
- Construction/enhancement of educational facilities to accommodate prekindergarten programs and to provide instructional space to replace classroom trailers

Funds may not be used for

- Professional development
- Technical support
- Ongoing operating costs
- Expenses incurred prior to approval of a district's Smart Schools Investment Plan
- Leased equipment
- Software and subscription services

• District Technology Plan (DTP) Items

- Include linkages between the district's long-term educational planning and technology investments
- Provide learning opportunities beyond the classroom through the use of technology
- Address the educational needs of all students, including students with disabilities, English language learners and those who have not succeeded in traditional classroom settings

- A strategic approach to understanding and meeting the needs of its students
- That a 100 Mbps per 1,000 students minimum standard currently exists in the buildings where new devices will be deployed, or is a planned use of a portion of Smart Schools Bond Act funds, or is under development through another funding source
- A long-term plan to maintain investments – capacity to support recurring costs of maintenance and replacement after Smart Bond funds are expended (*refresh cycle*)
- That nonpublic schools in the district will have the opportunity to participate in technology loans

- Districts must loan, upon request, any classroom technology purchased by the district with Smart Schools Bond Act funding to students attending nonpublic schools within the same school district
- Lending school district would retain ownership of the devices and responsibility for maintenance and repair
- No school district may loan Smart Schools Bond Act classroom technology in an aggregate amount greater than two hundred and fifty dollars (\$250) multiplied by the nonpublic school enrollment

- Contact the SUNY teacher preparation program that supplies the largest number of their new teachers to request advice on professional development
- Consult w/ nonpublic schools in the district
- District Technology Plan (DTP) is required to be on file prior to submittal/approval of SSIP
- Preliminary SSIP must be posted to the district website for 30 days with an address to which written comments on the plan should be sent
- Board must conduct a hearing for stakeholders (*may be part of a normal Board meeting*) – adequate notice must be provided through local media and the district website for two weeks prior to the meeting
- Board of Education must adopt SSIP
- Post final plan to website prior to review

- Connectivity infrastructure improvements involving wiring require a capital project
- Capital projects using Smart Schools Bond funding will first need to undergo a preliminary review through the Office of Facilities Planning before submitting SSIP for approval
- Capital project number will be required on SSIP submission to receive full project review

1. Please enter the name of the person to contact regarding this submission.

1a. Please enter their phone number for follow up questions.

1b. Please enter their e-mail address for follow up contact.

2. Please indicate below whether this is the first submission, a new submission or an amended submission of a Smart Schools Investment Plan.

- First submission
- Supplemental submission
- Amended submission

3. All New York State public school districts are required to complete and submit a District Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations. Districts that include investments in high-speed broadband or wireless connectivity and/or learning technology equipment or facilities as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

By checking this box, you certify that the school district has an approved District Instructional Technology Plan survey on file with the New York State Education Department.

District Educational Technology Plan Submitted to SED and Approved

4. Pursuant to the requirements of the Smart Schools Bond Act, the planning process must include consultation with parents, teachers, students, community members, other stakeholders and any nonpublic schools located in the district.

By checking the boxes below, you are certifying that you have engaged with those required stakeholders. Each box must be checked prior to submitting your Smart Schools Investment Plan.

- Parents
- Teachers
- Students
- Community members

4a. If your district contains non-public schools, have you provided a timely opportunity for consultation with these stakeholders?

- Yes
- No

5. Certify that the following required steps have taken place by checking the boxes below: Each box must be checked prior to submitting your Smart Schools Investment Plan.

- The district developed and the school board approved a preliminary Smart Schools Investment Plan.
- The preliminary plan was posted on the district website for at least 30 days. The district included an address to which any written comments on the plan should be sent.
- The school board conducted a hearing that enabled stakeholders to respond to the preliminary plan. This hearing may have occurred as part of a normal Board meeting, but adequate notice of the event must have been provided through local media and the district website for at least two weeks prior to the meeting.
- The district prepared a final plan for school board approval and such plan has been approved by the school board.
- The final proposed plan that has been submitted has been posted on the district's website.

5a. Please upload the proposed Smart Schools Investment Plan (SSIP) that was posted on the district's website. Note that this should be different than your recently submitted Educational Technology Survey.

6. Please enter an estimate of the total number of students and staff that will benefit from this Smart Schools Investment Plan based on the cumulative projects submitted to date.

7. An LEA/School District may partner with one or more other LEA/School Districts to form a consortium to pool Smart Schools Bond Act funds for a project that meets all other Smart School Bond Act requirements. Each school district participating in the consortium will need to file an approved Smart Schools Investment Plan for the project and submit a signed Memorandum of Understanding that sets forth the details of the consortium including the roles of each respective district.

The district plans to participate in a consortium to partner with other school district(s) to implement a Smart Schools project.

8. Please enter the name and 6-digit SED Code for each LEA/School District participating in the Consortium.

Partner LEA/District	SED BEDS Code

9. Please upload a signed Memorandum of Understanding with all of the participating Consortium partners.

10. Your district's Smart Schools Bond Act Allocation is:

11. Enter the budget sub-allocations by category that you are submitting for approval at this time. If you are not budgeting SSBA funds for a category, please enter 0 (zero.) If the value entered is \$0, you will not be required to complete that survey question.

	Sub-Allocations
School Connectivity	
Connectivity Projects for Communities	
Classroom Technology	
Pre-Kindergarten Classrooms	
Replace Transportable Classrooms	
High-Tech Security Features	
Totals:	

1. Briefly describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in school buildings.
2. Briefly describe the linkage between the district's District Instructional Technology Plan and the proposed projects. (There should be a link between your response to this question and your response to Question 1 in Part E. Curriculum and Instruction "What are the district's plans to use digital connectivity and technology to improve teaching and learning?")
3. To ensure that districts maximize the return on their investment in education technology and devices, Smart Schools Bond Act funds used for technology infrastructure investments must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students.

Please describe how you will use SSBA funds to meet this standard.

- 3a. If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.

By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

4. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.

Please describe how you have quantified this demand and how you plan to meet this demand.

5. As indicated on Page 5 of the guidance, the Office of Facilities Planning will have to conduct a preliminary review of all capital projects, including connectivity projects.

Project Number

6. Certain high-tech security and connectivity infrastructure projects may be eligible for an expedited review process as determined by the Office of Facilities Planning.

Was your project deemed eligible for streamlined review?

- Yes
- No

- 6a. Districts that choose the Streamlined Review Process will be required to certify that they have reviewed all installations with their licensed architect or engineer of record and provide that person's name and license number.
The licensed professional must review the products and proposed method of installation prior to implementation and review the work during and after completion in order to affirm that the work was code-compliant, if requested.

I certify that I have reviewed all installations with a licensed architect or engineer of record.

7. Include the name and license number of the architect or engineer of record.

Name	License Number
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8. If you are submitting an allocation for School Connectivity complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

NY MILLS UFSD

Smart Schools Investment Plan -

School Connectivity

Status Date: 08/14/2015 00:51 PM

	Sub- Allocation
Network/Access Costs	
Outside Plant Costs	
School Internal Connections and Components	
Professional Services	
Testing	
Other Upfront Costs	
Other Costs	
Totals:	

9. Please specify what is included under Other Costs above.

NY MILLS UFSD

Smart Schools Investment Plan -

Community Connectivity (Broadband and Wireless)

Status Date: 08/14/2015 00:51 PM

1. Briefly describe how you intend to use Smart Schools Bond Act funds for high-speed broadband and/or wireless connectivity projects in the community.
2. Please describe how the proposed project(s) will promote student achievement and increase student and/or staff access to the Internet in a manner that enhances student learning and/or instruction outside of the school day and/or school building.
3. Community connectivity projects must comply with all the necessary local building codes and regulations (building and related permits are not required prior to plan submission).

I certify that we will comply with all the necessary local building codes and regulations.

4. Please describe the physical location of the proposed investment.
5. Please provide the initial list of partners participating in the Community Connectivity Broadband Project, along with their Federal Tax Identification (Employer Identification) number.

Project Partners	Federal ID #
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6. If you are submitting an allocation for Community Connectivity, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Network/Access Costs	
Outside Plant Costs	
Tower Costs	
Customer Premises Equipment	
Professional Services	
Testing	
Other Upfront Costs	
Other Costs	
Totals:	

7. Please specify what is included under Other Costs above.

1. As a precondition to any purchase of devices using a Smart Schools allocation, a district must increase the number of school buildings that meet or exceed the Federal Communications Commission minimum speed standard of 100 Mbps per 1,000 students.

Please describe how your district already meets or is planning to meet this standard within 12 months of plan submission.

- 1a. If a district believes that it will be impossible to meet this standard within 12 months, it may apply for a waiver of this requirement, as described on the Smart Schools website. The waiver must be filed and approved by SED prior to submitting this survey.

By checking this box, you are certifying that the school district has an approved waiver of this requirement on file with the New York State Education Department.

2. If the district wishes to have students and staff access the Internet from wireless devices within the school building, or in close proximity to it, it must first ensure that it has a robust Wi-Fi network in place that has sufficient bandwidth to meet user demand.

Please describe how you have quantified this demand and how you plan to meet this demand.

3. All New York State public school districts are required to complete and submit an Instructional Technology Plan survey to the New York State Education Department in compliance with Section 753 of the Education Law and per Part 100.12 of the Commissioner's Regulations.

Districts that include educational technology purchases as part of their Smart Schools Investment Plan must have a submitted and approved Instructional Technology Plan survey on file with the New York State Education Department.

By checking this box, you are certifying that the school district has an approved Instructional Technology Plan survey on file with the New York State Education Department.

4. Describe the devices you intend to purchase and their compatibility with existing or planned platforms or systems.

5. Describe how the proposed technology purchases will:

- > enhance differentiated instruction;
- > expand student learning inside and outside the classroom;
- > benefit students with disabilities and English language learners; and
- > contribute to the reduction of other learning gaps that have been identified within the district.

The expectation is that districts will place a priority on addressing the needs of students who struggle to succeed in a rigorous curriculum. Responses in this section should specifically address this concern and align with the district's Instructional Technology Plan (in particular Question 2 of E. Curriculum and Instruction: "Does the district's instructional technology plan address the needs of students with disabilities to ensure equitable access to instruction, materials and assessments?" and Question 3 of the same section: "Does the district's instructional technology plan address the provision of assistive technology specifically for students with disabilities to ensure access to and participation in the general curriculum?")

6. Where appropriate, briefly describe how the proposed technology purchases will enhance ongoing communication with parents and other stakeholders and help the district facilitate technology-based regional partnerships, including distance learning and other efforts.

- 7. Describe the district's plan to provide professional development to ensure that administrators, teachers and staff can employ the technology purchased to enhance instruction successfully.

Note: This response should be aligned and expanded upon in accordance with your district's response to Question 1 of F. Professional Development of your Instructional Technology Plan: "Please provide a summary of professional development offered to teachers and staff, for the time period covered by this plan, to support technology to enhance teaching and learning. Please include topics, audience and method of delivery within your summary."

- 8. Districts must contact the SUNY/CUNY teacher preparation program that supplies the largest number of the district's new teachers to request advice on innovative uses and best practices at the intersection of pedagogy and educational technology.

By checking this box, you certify that you have contacted the SUNY/CUNY teacher preparation program that supplies the largest number of your new teachers to request advice on these issues.

- 9. The Smart Schools Bond Act provides that any district hardware purchases made using Smart Schools funds shall be lent, upon request, to nonpublic schools in the district. However, no school district shall be required to loan technology in amounts greater than the total obtained and spent on technology pursuant to the Smart Schools Bond Act and the value of such loan may not exceed the total of \$250 multiplied by the nonpublic school enrollment in the base year at the time of enactment. Accordingly, a district Smart Schools Investment Plan that proposes the purchase of technology devices and other hardware must account for nonpublic schools in the district.

Are there nonpublic schools within your school district?

- Yes
- No

- 9a. All students attending nonpublic schools in your District are eligible to receive loans of classroom technology equal on a per pupil basis to the per pupil amounts spent on classroom technology for public school students (up to \$250/pupil.)

See:

http://www.p12.nysed.gov/mgtserv/smart_schools/docs/Smart_Schools_Bond_Act_Guidance_04.27.15_Final.pdf.

Describe your plan to loan purchased hardware to nonpublic schools within your district. The plan should use your district's budget for classroom devices to calculate the nonpublic student loan amount, within the framework of the guidance.

- 9b. A final Smart Schools Investment Plan cannot be approved until school authorities have adopted regulations specifying the date by which requests from nonpublic schools for the purchase and loan of Smart Schools Bond Act classroom technology must be received by the district.

By checking this box, you certify that you have such a plan and associated regulations in place that have been made public.

- 10. To ensure the sustainability of technology purchases made with Smart Schools funds, districts must demonstrate a long-term plan to maintain and replace technology purchases supported by Smart Schools Bond Act funds. This sustainability plan shall demonstrate a district's capacity to support recurring costs of use that are ineligible for Smart Schools Bond Act funding such as device maintenance, technical support, Internet and wireless fees, maintenance of hotspots, staff professional development, building maintenance and the replacement of incidental items. Further, such a sustainability plan shall include a long-term plan for the replacement of purchased devices and equipment at the end of their useful life with other funding sources.

By checking this box, you certify that the district has a sustainability plan as described above.

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Smart Schools Investment Plan -

Classroom Learning Technology

Status Date: 08/14/2015 00:51 PM

11. Districts must ensure that devices purchased with Smart Schools Bond funds will be distributed, prepared for use, maintained and supported appropriately. Districts must maintain detailed device inventories in accordance with generally accepted accounting principles.

By checking this box, you certify that the district has a distribution and inventory management plan and system in place.

12. If you are submitting an allocation for Classroom Learning Technology complete this table. Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Interactive Whiteboards	
Computer Servers	
Desktop Computers	
Laptop Computers	
Tablet Computers	
Other Costs	
Totals:	

13. Please specify what is included under Other Costs above.

1. Provide information regarding how and where the district is currently serving pre-kindergarten students and justify the need for additional space with enrollment projections over 3 years.
2. Describe the district's plan to construct, enhance or modernize education facilities to accommodate pre-kindergarten programs. Such plans must include:
 - Specific descriptions of what the district intends to do to each space;
 - An affirmation that pre-kindergarten classrooms will contain a minimum of 900 square feet per classroom;
 - The number of classrooms involved;
 - The approximate construction costs per classroom; and
 - Confirmation that the space is district-owned or has a long-term lease that exceeds the probable useful life of the improvements.
3. Smart Schools Bond Act funds may only be used for capital construction costs. Describe the type and amount of additional funds that will be required to support ineligible ongoing costs (e.g. instruction, supplies) associated with any additional pre-kindergarten classrooms that the district plans to add.
4. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Project Number

5. If you have made an allocation for Pre-Kindergarten Classrooms, complete this table.
 Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct Pre-K Classrooms	
Enhance/Modernize Educational Facilities	
Other Costs	
Totals:	

6. Please specify what is included under Other Costs above.

NY MILLS UFSD

Smart Schools Investment Plan -

Replace Transportable Classrooms

Status Date: 08/14/2015 00:51 PM

1. Describe the district's plan to construct, enhance or modernize education facilities to provide high-quality instructional space by replacing transportable classrooms.
2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Project Number

3. For large projects that seek to blend Smart Schools Bond Act dollars with other funds, please note that Smart Schools Bond Act funds can be allocated on a pro rata basis depending on the number of new classrooms built that directly replace transportable classroom units.

If a district seeks to blend Smart Schools Bond Act dollars with other funds describe below what other funds are being used and what portion of the money will be Smart Schools Bond Act funds.

4. If you have made an allocation for Replace Transportable Classrooms, complete this table.
Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Construct New Instructional Space	
Enhance/Modernize Existing Instructional Space	
Other Costs	
Totals:	

5. Please specify what is included under Other Costs above.

1. Describe how you intend to use Smart Schools Bond Act funds to install high-tech security features in school buildings and on school campuses.
2. All plans and specifications for the erection, repair, enlargement or remodeling of school buildings in any public school district in the State must be reviewed and approved by the Commissioner. Districts that plan capital projects using their Smart Schools Bond Act funds will undergo a Preliminary Review Process by the Office of Facilities Planning.

Project Number

3. Was your project deemed eligible for streamlined Review?

Yes
No

- 3a. Districts with streamlined projects must certify that they have reviewed all installations with their licensed architect or engineer of record, and provide that person's name and license number. The licensed professional must review the products and proposed method of installation prior to implementation and review the work during and after completion in order to affirm that the work was code-compliant, if requested.

By checking this box, you certify that the district has reviewed all installations with a licensed architect or engineer of record.

4. Include the name and license number of the architect or engineer of record.

Name	License Number
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5. If you have made an allocation for High-Tech Security Features, complete this table.

Note that the calculated Total at the bottom of the table must equal the Total allocation for this category that you entered in the SSIP Overview overall budget.

	Sub-Allocation
Capital-Intensive Security Project (Standard Review)	
Main Entrance Electronic Security System (Streamlined Review)	
Main Entrance Entry Control System (Streamlined Review)	
Approved Door Hardening Project (Streamlined Review)	
Other Costs	
Totals:	

6. Please specify what is included under Other Costs above.

