

Jacqueline Edwards  
President

Richard Ross  
Vice President



Jonathan Fiore  
Steve King  
Rick Surprenant  
Traci Welch  
Janet Wroblecki

**BOARD OF EDUCATION MEETING  
TUESDAY, DECEMBER 1, 2015  
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 Pre-Season Concussion Testing, Ryan Monaco, PT, DPT, ATC, SPI Fitness
- 1.4 Teacher/Leader Report OHM BOCES PBIS Specialist/Trainer, Mark Zalocha

**2. Communications**

- 2.1 From the Floor
- 2.2 President's Messages
  - a. Committee Report(s)
    - 1. Facilities Health & Safety Committee
    - 2. Policy Committee
    - 3. Transportation Committee
    - 4. Audit Committee
    - 5. Survey Committee
  - b. Board Calendar
  - c. BOCES Representative Report -

**3. Consent Agenda**

- 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

**4. Old Business**

- 4.1 2<sup>nd</sup> 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

**5. New Business**

- 5.1 Personnel Report – Action
- 5.2 Appoint Dominick Stewart, BOCES Social Worker, District McKinney-Vento Liaison
- 5.3 Resolution to Correct Taxes
- 5.4 1<sup>st</sup> 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

**6. Building Reports**

- 6.1 Elementary Building Report
  - a. Grade 4 Veterans' Day Community Services
  - b. Elementary Musical
- 6.2 Secondary Building Report
  - a. StuCo Breakfast with Santa
  - b. Student Achievement/Dual Credit Possibilities

**7. Superintendent's Report**

- 7.1 District Events
- 7.2 Status of Music, Art, and Drama Boosters
- 7.3 Annual Professional Performance Review Update
- 7.4 Budget Development Status Report
- 7.5 NYSED Commissioner's Common Core Survey
- 7.6 Use of Available Funds for District Improvement
  - a. Capital Outlay Projects
  - b. Bus Purchases
  - c. Pre-K
  - d. Capital Reserve

**8. Board Discussion**

**9. Visitors Comments**

**10. Executive Session**

**11. Adjournment**



Mark Zak Zalocha  
PBIS Specialist/Trainer  
mzalocha@oneida-boces.org  
T: 315-793-8578  
C: 315-620-8216  
F: 315-793-8691

November 23, 2015

Board Members of the New York Mills Union Free School District,

Having worked in the New York Mills district since September 2015, the following accomplishments have been recorded:

- Trained staff in awareness in DASA to include:
  - Discouraging acts of harassment, bullying and discrimination;
  - Effects of harassment, bullying and discrimination on students;
  - Sensitivity to students who may be susceptible to harassment, bullying or discrimination.
  - Microaggression: the definition, effects and negative impact on the culture and climate of the school.
- Trained students in Responsible Use of Social Media concentrating on protecting your online health and the effects of cyberbullying on the culture and climate of the school.
- Contributed to 3 newsletter articles for the Elementary and Middle/High Schools.
- Weekly meetings with district DAC's and SRO.
- Communication with auxiliary staff in the cafeteria to discuss any issues.
- Active role in PBIS in the Elementary School.

Future plans for the 2015-2016 school year include:

- Continue trainings with staff and students.
- Follow up training with students on Responsible Use of Social Media.
- Network with Elementary School social worker to provide leadership groups in the Elementary School during lunch.
- Encourage an open line of communication with students, staff and administration regarding DASA.

Jacqueline Edwards  
President

Richard Ross  
Vice President



3.1

Traci Welch  
Janet Wroblicki

**BOARD OF EDUCATION MINUTES  
TUESDAY, NOVEMBER 3, 2015  
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

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

**ALSO PRESENT:** Ms. Kathy Houghton, Mr. Michael Spost, Dr. René Wilson, Mrs. Lisa Stamboly, Mr. William Lachut, Mrs. Debbie Price, Mrs. Paula Ann May and 7 visitors and guests

**1. Meeting Call to Order**

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

**1. Meeting Call to Order**

**1.1 Pledge to the Flag**

Mr. Ross led the Pledge of Allegiance.

**1.2 Acceptance of Agenda**

Mr. Fiore made the motion to accept the Agenda seconded by Mrs. Welch.

Yes 7 No 0  
Motion carried.

Ms. Edwards said that we nominated Sandy Pearsall and Dr. Gary Porcelli to be honored by the Genesis Group on November 19<sup>th</sup>. Ms. Edwards read a brief note from Ms. Pearsall thanking everyone for the nomination. Dr. Porcelli also thanked the Board for the nomination.

**1.3 BOCES Report – Mr. Howard Mettelman, District Superintendent & Dr. Gary Porcelli, BOCES Board President**

Dr. Porcelli introduced Mr. Howard Mettelman, BOCES District Superintendent.

Mr. Mettelman gave the BOCES Update Report which gave a program overview of Alignment OHM, Pathways to Graduation which includes STEM Hub and P-Tech (Pathways in Technology Early College High School), and Next Generation collaboration.

**2. Communications**

2.1 From the Floor  
N/A

2.2 President's Messages  
a. Joint Winter Evening Retreat with Holland Patent Central School

The Board Members were able to give Ms. Houghton 3 possible dates: Wednesday, January 13, 20, or 27 to possibly get together with Holland Patent Central for a joint winter retreat.

Ms. Houghton will check with Holland Patent and get back to the Board.

b. School Boards Institute Membership Meeting

Ms. Edwards reminded the Board that there is a School Boards Institute Meeting on Thursday, November 12<sup>th</sup>. Please let Paula know if you are interested in attending.

c. New York State School Boards Association Convention Workshops

Ms. Edwards said that five Board Members traveled to New York City for the New York State School Boards Convention. Mr. King attended several sessions as well as being the voting delegate for the school district, Mrs. Wroblecki attended the sessions on student achievement, Mr. Ross attended sessions that dealt with health and safety of facilities. Ms. Edwards said she went to a little bit of everything and participated in a Board President Roundtable. Mr. Fiore attended the Law Conference.

d. Committee Report(s)

1. Facilities Health & Safety Committee - D. Ross

Mr. Ross reported that the committee met on October 8<sup>th</sup>. Mr. Cleveland gave an update regarding the Smart School Bond Act and Mr. Lachut took the committee on a safety tour of building. We anticipate the next meeting will take place after the holidays.

2. Policy Committee – J. Wroblecki

Mrs. Wroblecki said the committee met on October 13<sup>th</sup>. They reviewed the policies set forth and are continuing with 6000s. Please take a look between now and the next meeting and get back to her with any questions or changes.

3. Transportation Committee – R. Surprenant

Mr. Surprenant said the committee met last Tuesday and discussed quotes from different buses and looked at what we do need and don't need from the list of specifications provided. The bus companies will re-quote before our meeting next Tuesday.

4. Audit Committee – T. Welch

Mrs. Welch report that the committee met on October 26<sup>th</sup>. Lisa Stamboly joined the committee to help clarify the business office reports. The committee also reviewed a couple of months of purchase

orders. They now have a better understanding of the purchasing policy and the flow of duties. The next meeting is scheduled for November 23<sup>rd</sup> at 6:30 p.m.

5. Survey Committee – T. Welch

Mrs. Welch said that she does have the 2014 District Survey and discussed having a meeting sometime in November to get started with the development of our 2016 Survey.

- d. Board Calendar
- e. BOCES Representative Report

Dr. Porcelli said there was nothing to add to the report he submitted, but there is a BOCES Component Board meeting tomorrow at 4:30 p.m.

**3. Consent Agenda**

- 3.1 Board of Education Minutes – October 6, 2015
- 3.2 Business Office Reports for Month ending:
  - a. June 2015
  - b. July 2015
  - c. August 2015
  - d. September 2015
- 3.3 CSE Reports
  - a. Meeting held 10/1/2015
  - b. Meeting held 10/2//2015
  - c. Meeting held 10/5/2015
  - d. Meeting held 10/16/2015
  - e. Meeting held 10/19/2015
  - f. Meeting held 10/20/15
  - g. Meeting held 10/22/2015
  - h. Meetings held 10/26/2015

Mrs. Wroblecki made the motion to approve 3.1 and all of 3.3 seconded by Mr. King.

Yes 7 No 0  
Motion carried.

Mrs. Welch made the motion to approve 3.2 seconded Mrs. Wroblecki who then asked about the bank error that was listed on the first page of each Report dating back to 2012. Mrs. Stamboly said she needed to do a general ledger entry and it has been corrected.

Yes 7 No 0  
Motion carried.

**4. Old Business – N/A**

- 4.1 2<sup>nd</sup> Reading of Policy #0015, Equal Opportunity and Nondiscrimination; Regulation #0015.1, Report of Possible Harassment, Bullying or Discrimination; Policy #5402, School Bus Idling; #7100, Concussion Policy; and #7300, Reporting Possible Child Abuse or Maltreatment

Mr. King made the motion to approve the second reading of Policy #0015, Equal Opportunity and Nondiscrimination; Regulation #0015.1, Report of Possible Harassment, Bullying or Discrimination; Policy #5402, School Bus Idling; #7100, Concussion Policy; and #7300, Reporting Possible Child Abuse or Maltreatment 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 and resolutions seconded by Mr. Fiore:

**NYM Board of Education Minutes**  
**November 3, 2015**  
**Page 5 of 13**

New York Mills Union Free School District - Personnel Report School Yr. 2015-16  
 Board of Education Meeting:

11/3/2015

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY	EMPLOYER REPLACING	EFFECTIVE DATE	ANTICIPATED TENURE DATE
<i>The commencement dates of the appointments are *subject to the employees' obtaining all necessary clearances from the State Education Department*.</i>							
<b>I. Tenure Recommendations (also see attached Resolutions)</b>							
1 Finerty, Michael	School Media Specialist (library)	Library Media Specialist	Library Media Specialist, Professional Certificate			December 2015	
2 Bruno, Michael	Science	Physics 7-12/Algebra	Physics 7-12, Initial Certificate/Mathematics 7-12, Initial Certificate			January 2016	
<b>II. Coaching Resignation</b>							
1 Cooney, Raymond		Varsity Softball				10/21/2015	
<b>III. Advisors</b>							
1 Gates, Sarah		Shared Ski Club Advisor	Y	\$202.00	K. Zogby	2015-16 School Year	
2 Palmieri, Jacqueline		Shared Ski Club Advisor	Y	\$202.00	K. Zogby	2015-16 School Year	
3 Vied, Aileen		Shared Ski Club Advisor	Y	\$202.00	K. Zogby	2015-16 School Year	
4 Zogby, Kim		Shared Ski Club Advisor	Y	\$202.00	K. Zogby	2015-16 School Year	
4 Grogono, Melissa		6th Grade Advisor	Y	\$241.00	held position last year	2015-16 School Year	
<b>IV. Unpaid Medical Leave</b>							
1 Borek, Steve		Building Maintenance Worker	Civil Service			10/9/15-11/9/15	
<b>V. Long-term Substitute</b>							
1 Fattata, Neil	Cleaner	8 hours per day Monday - Friday	Civil Service	\$12.68/hour	Steve Borek	10/9/15-11/9/15	
<b>VI. Temporary Non-Instructional Positions</b>							
1 St. James, Cynthia		1.1 Elementary Special Education 6.25 hours per day Monday-Friday As determined by the Administration	Civil Service	\$12.68/hour	Temporary	11/6/15 - 12/4/15	
2 Sroka, Mary	School Monitor	1.1 Elementary Special Education 6 hours per day Monday-Friday As determined by Administration	Civil Service	\$12.68/hour	Temporary	11/6/15 - 12/4/15	
3 Edwards, Bernice	School Monitor	4.5 hours Special Education 1.1 (Elementary/Bus) and .75 hours Jr. - Sr. High School .525 hours per day Monday-Friday As determined by Administration	Civil Service	\$12.68/hour	Temporary	11/6/15 - 12/4/15	
<b>VII. Non-Instructional Resignation</b>							
1 Statino, Eleanor	School Monitor	6.5 hours Sunday	Civil Service			10/9/2015	

5.1



NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY	EMPLOYEE REPLACING	EFFECTIVE DATE	ANTICIPATED TENURE DATE
<b>VIII. Non-Instructional Probationary Appointment</b>							
1. Stockton, Rennell	School Monitor	6.4 hours Sunday	Civil Service		Helenne Staine	10/19/2015	
<b>IX. Substitute Appointments</b>							
1. Costa, Cecilia	School Monitor			\$8.75/hour		11/4/2015	
2. Costa, Cecilia	Office Specialist I			\$13.99/hour		11/4/2015	
3. Strichman, Samantha	Childhood Education (Grades 106) and Early Childhood Education (Birth/Grade 2)		Y	\$80		11/4/2015	

These personnel items become effective the date of this meeting unless otherwise specified. \* End of Business/\*\* Revised \*\* 80% of the total combined stipend for each sport, per Board Policy #6005  
 Teacher Key: Certification Listed or 'N' Uncertified  
 Teacher Assistant Key: 'C' Certified Teacher, 'CTA I' Certified Teaching Assistant Level I, 'CTA II' Certified Teaching Assistant Level II, 'CTA III' Certified Teaching Assistant Level III,  
 'TAP' Pre-Professional  
 Coaches: 'CPE' Certified Physical Education Teacher, 'C' Certified Teacher, 'TCL' Temporary Coaching License, 'PCL' Professional Coaching License

**RESOLVED**, that upon the recommendation of the Superintendent of Schools, Michael Finnerty is appointed on tenure in the tenure area of School Media Specialist, effective December 1, 2015, the Board having been advised that Michael Finnerty holds the certification appropriate to that appointment.

**RESOLVED**, that upon the recommendation of the Superintendent of Schools, Michael Eramo is appointed on tenure in the tenure area of Science, effective January 1, 2016, the Board having been advised that Michael Eramo holds the certification appropriate to that appointment

**Be It Resolved** that the New York Mills Union Free School District Board of Education continues with three Temporary School Monitor Positions from November 6, 2015 to December 4, 2015.

Yes 7 No 0  
 Motion carried.

Mr. Fiore made the motion to approve the following Standard Work Day and Reporting Resolution seconded by Mrs. Wroblecki:

**BE IT RESOLVED**, that the New York Mills Union Free School District hereby establishes the following as standard work days for elected and appointed officials and will report the following days worked to the New York State and Local Employees' Retirement System based on the record of activities maintained and submitted by these officials to the clerk of this body:

Yes 7 No 0  
Motion carried.

### 5.3 School Foundation Resolution

Mr. King made the motion to approve the following School Foundation Resolution seconded by Mr. Surprenant:

**Whereas** the current New York Mills Union Free School District Foundation has expressed a sincere interest in revitalizing their organization after losing the majority of their Board members, and

**Whereas**, the Board of Education has been informed of the Foundation's difficulties, and issues and wishes to assist the Foundation in its efforts to reorganize;

**Now therefore**, the Board of Education resolves that Dr. Gary Porcelli, former New York Mills Union Free School District Board of Education Member and current Oneida Herkimer Madison BOCES Component Board President, be authorized to act as the unpaid Executive Director of the Foundation in order to work in collaboration with any remaining Foundation Board members, the Board of Education liaison to the Foundation, and the Superintendent of Schools to revitalize the organization and to further:

- ❖ Complete the outstanding memorial brick fund raiser initiated by the Foundation,
- ❖ Correspond on behalf of the Foundation,
- ❖ Manage the Foundation's existing funds,
- ❖ Solicit new Foundation Board members,
- ❖ Investigate new funding sources on behalf of the Foundation, and

**The Board of Education further resolves** that Dr. Porcelli's authority as Executive Director will continue only until a viable Foundation Board of Directors is again established and the Foundation can again follow its by-laws and elect its own officers.

Yes 7 No 0  
Motion carried.

### 5.4 Building Use Form from Dancemania for June 10-11, 2016 – Action

Mr. Fiore made the motion to approve the building use request from Dancemania for June 10 – 11, 2016 seconded by Mrs. Wroblecki.

Yes 7 No 0  
Motion carried.

5.5 Budget Timeline

Mrs. Welch made the motion to approve the following Budget Timeline seconded by Mr. King:

Monday November 9th through Friday, January 22th	Administration Budget Construction
January 25th - February 8th	Central Office Budget Process
Monday, February 15th	Commissioner of Taxation and Finance shall calculate the tax base growth factor for school districts
Tuesday, March 1st	School districts must submit information necessary for the calculation of the tax levy limit to the State Comptroller and the Commissioners of Education and Taxation and Finance
Tuesday, March 1st	Public Budget Workshop
Tuesday, March 15th	Public Budget Workshop
Tuesday, April 5th	Budget should be approved by Board
Tuesday, March 29 - Saturday, April 2nd	1st Legal Notice must appear in newspaper
Monday, April 18th	Voter submitted petitions for propositions (for propositions other than those required to be included in the notice of annual meeting)
Tuesday, April 19th	Board of Education Meeting
Thursday, April 21st	Last Possible Day to approve budget
Friday, April 22nd	District must transmit Property Tax Report Card to SED or 24 hours after budget adopted
Tuesday, April 26th	Districts must complete budget detail (7 days before Public Hearing)
Tuesday, May 3rd	Public Budget Hearing
Tuesday, May 3rd	Copies of the Budget must be available to residents

Wednesday, May 11th

Deadline for mailing Budget Notice

Tuesday, May 17th

Budget Vote (Noon - 9 p.m.)

Mr. Fiore said that the Audit Committee would like to be involved in the budget construction process.

Yes 7 No 0  
Motion carried.

- 5.6 1<sup>st</sup> 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

## 6. Building Reports

### 6.1 Elementary Building Report

#### a. Arts Fest/Special Persons Day

Dr. Wilson said Arts Fest Special Persons Day is one of the most special days for us because it allows our community to be fully engaged in our school with a focus on building relationships through the arts. This year through the commitment of a small group: namely Ms. Edwards, Ms. Sprague, Mrs. St. James, Mrs. Matajas, Mrs. Porcelli, and Mr. King also known as the M.A.D. Boosters we had another successful event. Grandparents, aunts, uncles, older siblings, and mentors all had positive feedback... on how they enjoyed the day... and they enjoyed the day because children were happy and engaged.

#### b. Fit Kids Ft Future, new Physical Education Curriculum

Dr. Wilson said this is a groundbreaking physical education and health curriculum that empowers all students to take responsibility for their own health. Developed by teachers for teachers, it aligns with Health, Physical Education and Common Core Anchor Standards. At our regional principal meetings the founders and team came and demonstrated and presented about this program. She was immediately interested. The P.E. curriculum includes Step-by-step lesson plans written for grades 4 through 12 that supplement our already existing curriculum with data-driven instruction. We can quantify a student's fitness outcomes with a Fit and Ready Score on a continuum of exercise progressions where each and every student can find success. Includes a leadership development component and adventure games. And for the health component: Step-by-step lesson plans for middle/high school students that supplement our curriculum. Classes inspire students to take charge of their health through activities that focus on core values, stress management, action planning. Dr. Wilson said she asked P.E. teacher Mr. Keating to attend the summer training sessions, and he came back impressed so we purchased and implemented this curriculum. Dr. Wilson even participated in a

lesson which is all formative assessment couched in competition. Alongside students, she shot baskets, ran laps as fast as she could, jumped rope, maintained a side plank, did squats with attention to form etc. These whole body exercises focus on endurance and strength. Because we have implemented with success, and because this is innovative, and data driven, we were featured on the news and the clip from WKTV was shown.

## 6.2 Secondary Building Report

### a. Mr. Eramo's STEM Grant

Mr. Spost said that Michael Eramo was the winner of the Armed Forces Communications and Electronics Association STEM Teaching Tools grant. This program provides him with \$1,000 to spend during the 2015-2016 school year. This is his third consecutive year of receiving the award. In the previous years the money was invested in electronic kits, soldering guns, and electric components. Mr. Eramo worked with students during and after school teaching them how to solder and build simple circuits. They made electronic dice, noise generators, and games. In addition 3D printing pen and plastics were another area of inquiry. A student wrote a paper on 3d printing and expressed interest so Mr. Eramo purchased the printing pen and worked with students on designing three dimensional objects in real time using rapid prototyping. Mr. Eramo is looking forward to using these funds this year to further enhance learning opportunities for students in his class. This is his last year getting the grant so he is thinking about purchasing something that I could easily use time and time again with students. Eighth graders get really excited when he teaches them about the universe and astronomy so he was thinking about purchasing a telescope, but has not made a definitive decision.

### b. Turkey Trot

Mr. Spost said that once again a great New York Mills' tradition will be occurring on November 21. Ms. Carpenter will be leading us in the 43rd annual Turkey Trot that was started by her father and carried out by him for nearly the past four decades prior to her taking over the duties. This event is well attended by the community and we are appreciative of the New York Mills Optimist support of the event. They provide a t-shirt for the first boy and girl finisher in grades K-6 and then for different sub-categories such as grades 7 & 8, grades 9-12, alumni, and old timers. All students in attendance are eligible to win a turkey as well. Each participant that finishes at the elementary level is put in a lottery by grade level. Some lucky boy or girl will be bringing home a Thanksgiving Turkey at each grade level.

### c. Student Council Veteran's Display

Mr. Spost said in honor of Veteran's Day coming up, Student Council is asking students and staff to bring in a photo and fill out a sheet to honor those who have served our country. They will even honor those who are currently serving! To encourage participation those who do submit name(s) will be put in a drawing for free movie tickets, candy, and popcorn. All submitted Veterans' sheets will be honored in our lobby in the display case. All students in all classes are invited to participate. Stop in to see it as we think it will be a very visible display for students and members of our community to see our support for those that have served.

## 7. Superintendent's Report

### 7.1 College, Career & Citizen Readiness

Ms. Houghton commented that District Superintendent Howard Mettelman had already discussed College & Career Readiness with the Board earlier this evening, so she would send to the Board the documents she was planning to speak from this evening. These documents included the U.S. Department of Education's "College and Career-Ready Standards and Assessments," Achieve Aspen Institutes Education & Society Program's "College and Career-Ready Standards Benchmarking Implementation, and OHM BOCES' P-Tech program information and media coverage. She told the Board that our school district does a great job preparing students for college and careers with BOCES' assistance, but we excel at the citizenship readiness side with our community service requirement, our Student Council, and secondary student involvement in school service organizations. We will be discussing College & Career Readiness again as it is a "hot" educational topic on the national and state levels.

### 7.2 Alignment OHM Update

Ms. Houghton said, "Again, Mr. Mettelman covered this topic fully, but thank you to Dr. Wilson for taking on a leadership role as Co-Chairperson of the BOCES-wide Elementary Alignment Team." She included information in the Board packet regarding our six Alignment OHM Metrics: Kindergarten Readiness, School Climate, Student Attendance, Test Scores (Grades 3-8/Regents), Graduation Rate, and College, Career & Citizen Ready. Dr. Wilson and Ms. Houghton will keep the Board apprised of the teams' progress on these metrics.

### 7.3 Annual Professional Performance Review (APPR) Plan Status

Ms. Houghton was pleased to report that the district's APPR Waiver #1 was approved by the New York State Education Department (NYSED) without any changes, revisions, or even a (normally required) phone conference. She thanked the Professional Education Committee (PEC) for their collaboration and assistance with the completion of the application. This waiver provides the district with approximately four additional months to successfully negotiate an APPR Plan that is compliant with Education Law 3012 (d).

Currently, our teachers and principals are being evaluated under 3012 (c). The PEC continues to meet at least monthly to continue our negotiations regarding the new APPR plan, however Ms. Houghton reported that neither the NYMTA nor the NYMAA has expressed a willingness to sign off on a 3012 (d) compliant APPR plan under the current conditions of the law. We will need to keep this in mind as we build our budget, as our increase in state aid is tied to the approval of a new 3012 (d) compliant plan.

There are two additional waivers that we can apply for in order to provide the district with additional time for negotiations: Waiver #2 must be submitted by March 1 and approved by March 15, 2016; Waiver #3 must be submitted by July 1, 2016 and approved by July 15, 2016. However, all districts must have an "APPR plan consistent with the requirements of Educational Law 3012 (d) by September 1, 2016 in order to be eligible for their increase in State aid for the 2016-17 school year."

Additionally, there is no guarantee that we will receive approval for either of these two additional waivers.

#### 7.4 Board Appreciation

In honor of Board Appreciation Week, thank you to our New York Mills Union Free School District Board of Education for all of your efforts to research, review, discuss, and take action on so many important issues during the last year. The members of our Board spend many hours outside of our regular Board meetings. In addition to attending training and conferences through our local School Boards Institute (SBI) and the New York State School Boards Association (NYSSBA), this Board of Education has five active sub-committees: Policy, Audit, Transportation, Survey, and Facilities Health & Safety. Kudos to our Board for the extra time and effort they spend on their very important unpaid positions.

#### 8. Board Discussion

Mr. King said that the PTSO is doing a fundraiser based on the Alex and Ani bracelets and the Craft Fair is the first full weekend in December. They are always looking for volunteers.

#### 9. Visitors Comments

Dr. Porcelli thanked the Board of Education for their support for the Genesis Educator award and thank you for your support regarding the Foundation.

Mrs. Porcelli said that on behalf of the community, she wanted to thank the Board members for the work they do.

#### 10. Executive Session – Request from Mr. & Mrs. Schmelcher to discuss a student's education

Mrs. Wroblecki made the motion to go into Executive Session at 7:58 p.m. to discuss a request from Mr. Schmelcher to discuss a student's education and upcoming Collective Bargaining Negotiations seconded by Mrs. Welch

Yes 7 No 0  
Motion carried.

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

Respectfully submitted,



Paula Ann May  
District Clerk

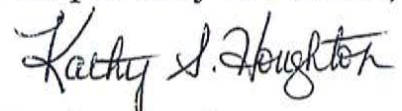
Ms. Edwards called the meeting back into regular session at 9:11 p.m.

**11. Adjournment**

Mr. Fiore made the motion to adjourn at 9:12 p.m. seconded by Mr. King.

Yes 7 No 0  
Meeting adjourned.

Respectfully submitted,



Kathy Houghton  
Clerk Pro-tem

DRAFT



PERSONNEL

APPOINTMENT OF ATHLETIC COACHES

**I. Statement of Policy**

- A. It is the Policy of the District to appoint interschool athletic coaches in conformance with Sections 135.4 and 135.5 of the Commissioner’s Regulations. This includes all head coaches and assistants for varsity, junior varsity, freshman and junior high (modified) teams.
- B. Interschool athletic coaches shall be appointed by the Board, upon recommendation of the Superintendent.
- C. All coaches approved by the Board of Education will adhere to the policies, regulations, and procedures of the New York Mills Union Free School District.
- D. This Policy governs the appointment of all interschool athletic coaches, whether serving in a paid or unpaid (volunteer) capacity.

**II. Minimum Qualifications To Be Appointed An Interschool Athletic Coach**

- A. To be considered for appointment by the Board as an athletic coach, an individual must:
  - 1. Be a certified physical education teacher with valid first aid and CPR certification, as described in Section 135.5 of the Commissioner’s Regulations, or
  - 2. Be a teacher certified in an area other than physical education who
    - a. possesses coaching qualifications and experience, and
    - b. has a valid first aid and CPR certification, as described in Section 135.5 of the Commissioner’s Regulations, and
    - c. has completed the education program for coaches described in Section 135.4(c)(7)(i)(c)(2), or has demonstrated a plan and intention to complete such a program within the time frame described there, and
    - d. on a biennial basis, completes a course of instruction relating to mild traumatic brain injuries; or
  - 3. Hold a professional coaching certificate issued by the Commissioner and, if that certificate was issued before August 7, 2014, complete two-hours of

## PERSONNEL

APPOINTMENT OF ATHLETIC COACHES

coursework or training in child abuse and maltreatment in compliance with Section 3036 of the Education Law, or

4. If no one holding the qualifications described in subsections 1 through 3 above is a candidate, hold a temporary coaching license issued by the Commissioner and, if that license was issued before August 7, 2014, complete two-hours of coursework or training in child abuse and maltreatment in compliance with Section 3036 of the Education Law, or
  5. Have been employed as a coach in New York State schools on or before September 1, 1974 in compliance with 8 Section 135.4 of the Commissioner's Regulations.
- B. When the District is unable to obtain the services of a teacher with coaching qualifications and experience, and a person with coaching qualifications and experience satisfactory to the Superintendent is available, the Superintendent is authorized to support that person's application for a temporary coaching license by submitting to the Commissioner the statement described in Section 135.4(c)(7)(i)(c)(3)(i) of the Commissioner's Regulations.
- C. Board approved coaches are required to be trained under the New York State's Dignity for All Students Act.
- D. No one shall serve as an athletic coach in the District who has not undergone fingerprinting and received clearance from the State Education Department.

**III. Evaluation of Coaches Holding A Professional Coaching Certificate**

- A. Each person who serves in the District as a coach pursuant to a professional coaching certificate shall be evaluated in writing each year. The evaluation shall be performed by the athletic director or principal who has been responsible for the supervision of the coach that year.
- B. Each evaluation of a person holding a professional coaching certificate shall include an assessment of the following components:
1. communication and interpersonal skills, including interactions with colleagues, students, parents, and the general public,
  2. supervisory capabilities,
  3. organizational capabilities,

APPOINTMENT OF ATHLETIC COACHES

4. leadership capabilities,
5. knowledge and proficiency in first aid, CPR, sexual abuse guidelines, and athlete injury-related protocols and procedures,
6. compliance with District requirements and guidelines for purchasing equipment, uniforms, and related supplies, and for storing and maintaining sports equipment.

**IV. Compliance and Recordkeeping**

- A. The Superintendent and/or his/her designee shall establish procedures to insure that all appointed coaches complete any necessary courses and maintain current first aid skill and knowledge.
- B. Permanent records of persons who serve in the District as athletic coaches shall be maintained.

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New York Mills Union Free School District

Legal Ref.: 8 NYCRR 80-1.4, 135.4 and 135.5; Ed Law 3036

Adopted: \_\_\_\_\_





**RESOLUTION TO CORRECT TAXES**

At a regular meeting of the Board of Education (the "Board of Education") of the New York Mills Union Free School District (the "School District"), held at the New York Mills Jr. – Sr. High School Cafeteria, in the Village of New York Mills, New York on the 1<sup>st</sup> day of December 2015.

**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,

The question of the adoption of the foregoing Resolution was duly put to a vote, which resulted as follows:

AYES: \_\_\_\_\_ NAYS: \_\_\_\_\_

The Resolution was thereupon declared adopted.

JOB DESCRIPTIONS

- I. The Board shall approve or revise the general purpose and function of all ~~establish~~(s) positions and delegate to the Superintendent the task of writing, or causing to be written a job description for all positions except the Superintendent.
- II. The Board directs ~~that~~ the Superintendent ~~is~~ to maintain an up-to-date, comprehensive, coordinated set of job descriptions for all such positions.
- III. Job descriptions shall be developed and maintained in compliance with applicable law and regulations, and in accordance with the collective bargaining agreements.

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New York Mills Union Free School District

Adopted: 09/03/02

Readopted: 03/05/13

Revised: \_\_\_\_\_



# Regulation

Draft 11/19/2015

6100.2

PERSONNEL

## JOB DESCRIPTION: ATHLETIC DIRECTOR

The Athletic Director is directly responsible to the Junior-Senior High School Principal for the following duties:

1. Providing for the health and safety of all participants in the interscholastic athletic programs including reviewing medical examination dates with the school nurse, accurate accident reporting and record keeping.
2. Recommending, in writing, to the building principals work needed to maintain indoor and outdoor athletic facilities and equipment.
3. Administering and ensuring adherence to the policies and rules and regulations pertaining to interscholastic athletics established by the New York State Public High School Athletic Association, Center State Conference and the Board of Education.
4. Preparing a master schedule of all athletic events.
5. Supervising or providing for supervision of home athletic contests.
6. Coordinating arrangements for officials for home athletic contests.
7. Arranging for transportation and supervision of teams to all away athletic contests.
8. Coordinating the recruitment and selection, and delineating the responsibilities of staff personnel for the interscholastic athletic program under the direction of the Jr.-Sr. High School Principal.
9. Evaluating staff members assigned to the interscholastic athletic program and making recommendations to the Jr.-Sr. High School Principal with regard to continuing employment.
10. Attending and participating in league, conference and section meetings as approved by the Jr.-Sr. High School Principal.
11. ~~He/she will a~~Adhereing to and enforceing all applicable provisions of the law and the policies rules and regulations of the Board.
12. Completing any Other duties as required by the Superintendent or Building Principal.

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New York Mills Union Free School District

Adopted: 06/01/99

Readopted: 03/19/02, \_\_\_\_\_

Revised: 07/10/12





# Regulation

Draft 11/19/2015

6100.3

PERSONNEL

## JOB DESCRIPTION - GUIDANCE COUNSELOR

The Guidance Counselor is directly responsible to the Building Principal for the following duties:

1. Coordinating, supervising and administering the provision of all pupil personnel services under the direction of the Building Principal.
2. Providing students with counseling services on a timely basis related to personal, educational, occupational and career decision-making.
3. Meeting with staff and/or parents as necessary to ascertain specific approaches in meeting the social, emotional, academic, and behavioral needs of students.
4. Providing students with timely and accurate materials and information regarding educational decision-making, e.g. course selection, college enrollment, BOCES program enrollment, job opportunities.
5. Coordinating, under direction of the Building Principal, professional staff discussions and decisions regarding the provision of instructional programs and services to individual students to allow for maximum flexibility.
6. Serving as a member of the District's Committee on Special Education as directed and coordinating Child Study Team meeting regarding individual students as needed.
7. Maintaining necessary student and student-related records and information in a manner consistent with state and federal laws and policies of the Board of Education.
8. Preparing reports as requested by the Building Principal.
9. Maintaining information and materials related to financial aid for post-secondary education and providing students and parents with appropriate and timely counseling services related thereto.
10. Conducting parent and student orientation meetings, under direction of the Building Principal, dealing with the entire spectrum of pupil personnel and instructional services.
11. Assisting the Building Principal in the development of a master schedule and testing schedules.
12. Developing individual class schedules for students.
13. Maintaining an accurate and up-to-date listing of available employment opportunities and coordinating appropriate student placements.

REGULATION

Draft 11/19/2015

6100.3

PERSONNEL

JOB DESCRIPTION - GUIDANCE COUNSELOR

14. Developing and administering a district-wide testing program.
15. Preparing and submitting guidance program budget materials to the Building Principal.
16. Keeping abreast of developments related to pupil personnel services through study and attendance at workshops, conferences, and conventions.
17. Organizing and implementing programs such as, but not limited to, Junior National Honor Society, Career Exploration Day, Colgate Seminar, and special awards ceremonies.
- ~~17. Meeting with staff and/or parents as necessary to ascertain specific approaches in meeting the social, emotional, academic, and behavioral needs of students.~~
18. Utilizing community agencies and resources to assist students with identified issues.
19. Utilizing community agencies and resources to further the understanding of student issues.
20. ~~He/she will~~ Adhereing to and enforceing all applicable provisions of the law and the policies rules and regulations of the Board.
21. Performing other related duties as may be assigned by the Building Principal or are deemed necessary to fulfill the responsibilities of the position.

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New York Mills Union Free School District

Adopted: 02/08/77

Revised: 07/10/12, \_\_\_\_\_

# Regulation

PERSONNEL

Draft 11/19/2015  
6100.5

## RESOURCE ROOM/CONSULTANT TEACHER

The Resource Room Consultant Teacher is directly responsible to the Building Principal for the following duties:

1. ~~The Resource room consultant teacher will~~ Developing appropriate individualized curriculum for all students assigned on an annual basis.
2. ~~He/she will~~ Completing academic assessments as needed.
3. ~~He/she will~~ Providing data necessary to complete Individual Education Plans for each student.
4. ~~The resource room teacher will~~ Providing an annual review of each student's progress.
5. ~~He/she will~~ Communicating and planning cooperatively with classroom teachers, related service providers and Pupil Personnel Services Team members.
6. ~~The Resource Room/Consultant Teacher will~~ Conducting conferences with parents, including ~~These~~ the annual review as well as any other conferences on an "as needed" basis during the school year.
7. ~~He/she will~~ Aadhereing to and enforceing all applicable provisions of the law and the policies rules and regulations of the Board.
8. ~~He/she will~~ Performing other duties as assigned by the Building Principal and CSE Chairperson or Superintendent.

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New York Mills Union Free School District

Adopted: 09/11/91

Revised: 07/10/12, \_\_\_\_\_



# Regulation

PERSONNEL

Draft 11/19/2015  
6100.6

## SPECIAL EDUCATION TEACHER 12:1:1

The Special Education Teacher 12:1:1 is directly responsible to the Building Principal for the following duties:

1. ~~The 12:1:1 teacher will~~ Providing a special class program consistent with the Commissioners Part 200 Regulations for all assigned students.
2. ~~The teacher will~~ Providing an approved curriculum consistent with the needs of the assigned students.
3. ~~He/she will~~ Providing an Annual Review of progress for each student.
4. ~~The 12:1:1 teacher will~~ Conferences with student's parents on an "as needed basis".
5. ~~The teacher will~~ Meeting with the District Committee on Special Education as necessary to review pending cases.
6. ~~He/she will~~ Meeting on an as needed basis with teachers of courses in which assigned students are registered.
7. ~~The 12:1:1 teacher will~~ Performing all other duties and responsibilities as assigned by the Building Principal and ~~CSE chairperson~~ Superintendent.
8. ~~He/she will~~ Aadhereing to and enforceing all applicable provisions of the law and the policies rules and regulations of the Board.
9. Other duties as required by the ~~Superintendent or Building Principal~~ or Superintendent.

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New York Mills Union Free School District

Adopted: 09/11/91

Revised: 07/10/12, \_\_\_\_\_



## 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 11/19/2015  
6100.7

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. ~~He/she will~~ Adhereing to and enforceing all applicable provisions of the law and the policies rules and regulations of the Board.
15. Perform other related duties as assigned by the Building Principal(s).

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New York Mills Union Free School District

Adopted: 02/08/77

Revised: 08/09/83, 08/08/89, 07/10/12, \_\_\_\_\_



### **RESOLUTION TO ACCEPT DONATION**

**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.



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

# Frequently Asked Questions – Hardship Waivers

## Table of Contents

**2014-15 APPR Close Out** ..... 2

    Q1: What are the requirements for closing out APPR for the 2014-15 school year? ..... 2

**General Information** ..... 2

    Q2: What is a Hardship Waiver? ..... 2

    Q3: How does my district/BOCES file a Hardship Waiver? ..... 3

    Q4: We have submitted an APPR plan pursuant to Education Law §3012-d, but we are working with SED reviewers at this time. Are we still required to apply for a Hardship Waiver? ..... 3

    Q5: Who do I contact if my district/BOCES has questions? ..... 4

**Timelines** ..... 4

    Q6: When is my district/BOCES required to apply for a Hardship Waiver? ..... 4

    Q7: When will the Hardship Waiver be available? Where will I find instructions on how to complete the Hardship Waiver? ..... 7

    Q8: How long is a Hardship Waiver valid? ..... 7

**Evidence of Hardship** ..... 8

    Q9: What evidence will my district/BOCES be required to provide when submitting its application for a Hardship Waiver? ..... 8

    Q10: My district/BOCES cannot finalize collective bargaining for an APPR plan pursuant to Education Law §3012-d due to pending State approval of student assessments through the NYSED Assessment RFQ. Does this constitute evidence of a hardship? ..... 9

**Notification of Status** ..... 9

    Q11: How will I know if my district/BOCES has been granted a Hardship Waiver? ..... 9

    Q12: If my district's/BOCES' Hardship Waiver is denied for technical reasons such as incomplete signatures or issues with attachments, etc., how do I resubmit the Hardship Waiver? What happens if my district's/BOCES' Hardship Waiver is denied on merit? ..... 9

**Renewal Process** ..... 10

    Q13: How does my district/BOCES renew its Hardship Waiver? ..... 10

**APPR Requirements during the Waiver Period** ..... 10

    Q14: Does my district/BOCES need to complete annual professional performance reviews for classroom teachers and building principals under Education Law §3012-c or §3012-d if we have received approval of a Hardship Waiver from the Department? ..... 10

## 2014-15 APPR Close Out

### ***Q1: What are the requirements for closing out APPR for the 2014-15 school year?***

A: In order to apply for a Hardship Waiver, districts/BOCES must first complete the following requirements to close out APPR for the 2014-15 school year. Please note that this is a requirement for districts in order to be eligible for an increase in State aid.

1. **2014-15 Implementation Certification Form by August 28, 2015:** The 2014-15 APPR Implementation Certification form must be submitted to the Department by this date by districts/BOCES. The form is one necessary component to demonstrate full implementation of an approved APPR plan for the 2014-15 school year. The APPR Implementation Certification form must be signed and dated by the Superintendent/District Superintendent and Board of Education President. The form is available at <http://usny.nysed.gov/rttt/teachers-leaders/docs/appr-implementation-certification-form.pdf> and must be submitted through NYSED's Application Business Portal at <http://portal.nysed.gov>. This form must be submitted to the Department by August 28, 2015.
2. **Submission of 2014-15 Staff Evaluation Rating data by October 16, 2015:** LEAs must report 2014-15 evaluation composite ratings and subcomponent scores to the Student Information Repository System (SIRS). All final and complete data, including scores for the State Growth or Other Comparable Measures subcomponent, Locally Selected Measures subcomponent, Other Comparable Measures of Effectiveness subcomponent, overall composite score, and overall rating for all applicable teachers and principals must be submitted to the Department by October 16, 2015.
3. **Statement of Confirmation of 2014-15 Staff Evaluation Ratings Verification Report by October 23, 2015:** This form certifies the accuracy of the Staff Evaluation Rating data submitted as of the October 16, 2015 deadline and is required to be signed by the LEA's certifying official who verifies the data provided in the Staff Evaluation Rating Verification Report(s) generated by L2RPT. The Certification of Verification Report(s) form will be distributed via the Information and Reporting Services Portal (IRSP) at <http://portal.nysed.gov> and must be submitted via upload to Information and Reporting Services (IRS). This form must be submitted to the Department by October 23, 2015.

## General Information

### ***Q2: What is a Hardship Waiver?***

A: A Hardship Waiver is a waiver to extend the implementation time-period set forth in Education Law §3012-d(11) and the corresponding 2015 Budget appropriation language that requires districts to have an approved APPR plan consistent with the requirements of Education Law §3012-d by November 15, 2015. Such waiver must be submitted by

all districts/BOCES on a form and in a manner prescribed by the Commissioner. For districts, failure to meet the timeframe for submitting the waiver application and/or failure to fully and accurately complete the waiver application may result in the district losing eligibility for its State aid increase.

**Please note that approval of a Hardship Waiver does not constitute a waiver from completing annual professional performance reviews.** All districts/BOCES granted a Hardship Waiver by the Commissioner must continue to implement their previously approved APPR plan, consistent with the provisions of Education Law §3012-c, until such time as the district/BOCES receives approval of an APPR plan consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Additionally, during the time period when a district/BOCES is seeking a Hardship Waiver and/or operating under a Hardship Waiver, the district/BOCES must demonstrate that it continues to engage in efforts to collectively bargain in good faith and to train relevant staff, to the extent practicable, on the new evaluation system consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

***Q3: How does my district/BOCES file a Hardship Waiver?***

A: The Hardship Waiver should be submitted to the Department for review via the SED Monitoring and Vendor Performance System, available through the NYSED Application Business Portal, available at: <http://portal.nysed.gov>. If you experience issues logging into the portal, contact [seddas@nysed.gov](mailto:seddas@nysed.gov) for assistance. Please note that technical difficulties do not constitute a valid reason for failing to submit a waiver application or renewal application within the timeframes specified above. Please also note that the Department will not accept late or incomplete submissions for Hardship Waivers (a complete submission must include the completed and signed application, including all required materials), and all districts/BOCES must submit their completed materials no later than two weeks before the filing deadline.

***Q4: We have submitted an APPR plan pursuant to Education Law §3012-d, but we are working with SED reviewers at this time. Are we still required to apply for a Hardship Waiver?***

A: Yes, while you are working on revisions with the Department, and until your new APPR plan has been approved by the Commissioner, you must continue to operate under a Hardship Waiver and as necessary, seek renewal of such waiver. This is necessary for districts to ensure eligibility for their State aid increase. Please note that your renewal application must include further evidence of the good faith efforts you have taken to reach agreement on any revisions required by the Department to your new evaluation system and to train appropriate staff, to the extent practicable, to ensure that, once approved by the Commissioner, your plan can be fully implemented.

**Q5: Who do I contact if my district/BOCES has questions?**

A: For non-technical questions regarding the Hardship Waiver or application process, please contact [hardship@nysed.gov](mailto:hardship@nysed.gov).

Technical issues related to the portal should be directed to [seddas@nysed.gov](mailto:seddas@nysed.gov).

**Timelines**

**Q6: When is my district/BOCES required to apply for a Hardship Waiver?**

A: Districts/BOCES must have their first Hardship Waiver approved by November 15, 2015. Districts/BOCES seeking a Hardship Waiver must submit the completed and signed application, including all required materials, to the Department for review between October 1, 2015 and October 30, 2015. Subsequent application cycles, for districts/BOCES who need to renew their waiver, are outlined in the table below. As stated above, all districts/BOCES must submit their completed materials no later than two weeks before the filing deadline.

Date	Implication
October 1, 2015 – October 30, 2015	Submission period for Hardship Waiver #1  Districts/BOCES seeking a Hardship Waiver must submit the completed and signed application, including all required materials, to the Department for review. All districts/BOCES must submit their completed materials to the Department by October 30, 2015 in order to have their Hardship Waiver approved by November 15, 2015.
November 15, 2015	Approval deadline for Hardship Waiver #1  Approval deadline for APPR plans consistent with Education Law §3012-d  Districts/BOCES must either be implementing an approved APPR plan consistent with Education Law §3012-d for the 2015-16 school year, or have a Hardship Waiver approved and continue to implement their previously approved APPR plan consistent with Education Law §3012-c until such time as the district/BOCES receives approval of an APPR plan consistent with the provisions

	of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
November 15, 2015 – March 15, 2016	<p>Effective dates for Hardship Waiver #1</p> <p>During the time period where a district/BOCES is operating under a Hardship Waiver, the district/BOCES must demonstrate that it continues to engage in efforts to collectively bargain in good faith and to train relevant staff, to the extent practicable, on the new evaluation system consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.</p>
March 1, 2016	<p>APPR plans consistent with Education Law §3012-d approved on or before this date must be implemented for the 2015-16 school year.<sup>1</sup></p> <p>APPR plans consistent with Education Law §3012-d approved after this date must be implemented for the 2016-17 school year. Districts/BOCES must implement their previously approved plans consistent with Education Law §3012-c during the 2015-16 school year.<sup>2</sup></p>
February 1, 2016 – March 1, 2016	<p>Submission period for Hardship Waiver #2</p> <p>Districts/BOCES seeking the renewal of a previously approved Hardship Waiver must submit a completed and signed renewal application, including all required materials, to the Department for review. All districts/BOCES must submit their completed materials by March 1, 2016 in order to have their Hardship Waiver</p>

<sup>1</sup> Districts with APPR plans approved pursuant to Education Law §3012-d by the Commissioner on or before March 1, 2016 must submit documentation to the Department by September 1, 2016 that they have implemented such plan during the 2015-16 school year in order to be eligible to receive their increase in State aid.

<sup>2</sup> Districts/BOCES with APPR plans approved pursuant to Education Law §3012-d by the Commissioner after March 1, 2016 must implement their previously approved APPR plans consistent with Education Law §3012-c. Accordingly, districts must submit documentation to the Department by September 1, 2016 that they have implemented their previously approved APPR plans during the 2015-16 school year in order to be eligible to receive their increase in State aid. Further, these districts must have an APPR plan approved pursuant to Education Law §3012-d by the Commissioner by September 1, 2016 in order to be eligible to receive their increase in State aid.



	approved by March 15, 2016.
March 15, 2016	Approval deadline for Hardship Waiver #2  APPR plans consistent with Education Law §3012-d approved after March 1, 2016 must be implemented for the 2016-17 school year and districts/BOCES will continue to implement their previously approved plans consistent with Education Law §3012-c during the remainder of the 2015-16 school year.
March 15, 2016 – July 15, 2016	Effective dates for Hardship Waiver #2  During the time period where a district/BOCES is operating under a Hardship Waiver, the district/BOCES must demonstrate that it continues to engage in efforts to collectively bargain in good faith and to train staff, to the extent practicable, on the new evaluation system consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
June 1, 2016 – July 1, 2016	Submission period for Hardship Waiver #3  Districts/BOCES seeking the renewal of a previously approved Hardship Waiver must submit a completed and signed renewal application, including all required materials, to the Department for review. All districts/BOCES must submit their completed materials by July 1, 2016 in order to have their Hardship Waiver approved by July 15, 2016.
July 1, 2016	Submission deadline for APPR approval consistent with Education Law §3012-d  Districts/BOCES without an APPR plan approved pursuant to Education Law §3012-d for the 2016-17 school year must submit their plan to the Department by July 1, 2016 in order to have the plan approved by the Department by the September 1, 2016 deadline.

	Districts are at risk for the loss of their eligibility for an increase in State aid for the 2016-17 school year if they do not receive approval of their APPR plan by the Department by September 1, 2016.
July 15, 2016	Approval deadline for Hardship Waiver #3
July 15, 2016 – August 31, 2016	Effective dates for Hardship Waiver #3
September 1, 2016	All districts/BOCES must have an APPR plan consistent with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents approved by the Commissioner by September 1, 2016. For districts, this is a requirement in order to be eligible for their increase in State aid for the 2016-17 school year.  Districts/BOCES must submit their plan to the Department by July 1, 2016 in order to have the plan approved by the September 1, 2016 deadline.

**Q7: When will the Hardship Waiver be available? Where will I find instructions on how to complete the Hardship Waiver?**

A: Instructions for how to complete the Hardship Waiver can be found within the Hardship application. Districts/BOCES must access the Hardship Waiver in the NYSED Application Business Portal. The Hardship Waiver will be available this summer for review prior to the beginning of the submission window on October 1, 2015. Technical issues related to the portal should be directed to [seddas@nysed.gov](mailto:seddas@nysed.gov). All other non-technical issues related to proper completion of the form should be directed to [hardship@nysed.gov](mailto:hardship@nysed.gov).

**Q8: How long is a Hardship Waiver valid?**

A: A Hardship Waiver is valid for four months following the timeline above, at which time, if the hardship still exists, your district/BOCES must reapply to the Department for an additional waiver. The application cycle is outlined in the table above in Question 6. Please keep in mind that all districts/BOCES operating under approved Hardship Waivers during the effective dates of Hardship Waivers #2 and/or #3 must submit their APPR plan consistent with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents to the Department by July 1, 2016 in order to have the plan approved by the Department by the September 1, 2016 deadline.

Districts are at risk for the loss of their eligibility for an increase in State aid for the 2016-17 school year if they do not receive approval of their APPR plan by the Department by September 1, 2016.

## **Evidence of Hardship**

***Q9: What evidence will my district/BOCES be required to provide when submitting its application for a Hardship Waiver?***

A: Districts/BOCES must provide evidence, as an attachment to the Hardship Waiver application, of their good faith efforts to collectively bargain an APPR system consistent with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Acceptable evidence of your district's/BOCES' good faith efforts to collectively bargain an APPR system could include, but would not be limited to: minutes of meetings between the district and its collective bargaining units; records of dates and times on which meetings were held; a signed attestation from all parties that attempts were made to meet with bargaining units to discuss a new APPR plan consistent with Education Law §3012-d, etc.

Districts/BOCES must also provide evidence, as an attachment to the Hardship Waiver application, of the steps the district/BOCES has taken to train administrators, evaluators, teachers, and other relevant staff, to the extent practicable, on the new APPR system consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents to ensure that, once a new evaluation system under Education Law §3012-d is approved, it can be implemented.

Acceptable evidence of the steps your district/BOCES has taken to train administrators, evaluators, teachers, and other relevant staff on the new APPR system consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents could include, but would not be limited to: calendar of training dates and activities; sample training activities conducted to date, etc. Evidence of training may include recertification training already conducted as a result of Education Law §3012-c, where it is training that is aligned with Education Law §3012-d (e.g., certification of new evaluators, re-certification of lead evaluators, annual SLO training and calibration sessions).

Please note that during the time period in which a district/BOCES is seeking a waiver from the Department and/or operating under a waiver approved by the Department, the district/BOCES must continue to engage in good faith efforts to collectively bargain a new evaluation system and to train appropriate staff, to the extent practicable, on the new system consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

Please also note that the NYSED Application Business Portal will not accept any submission that is incomplete and all submissions must include evidence, as an attachment to the Hardship Waiver application, of the district's/BOCES' good faith efforts to collectively bargain an APPR system consistent with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

***Q10: My district/BOCES cannot finalize collective bargaining for an APPR plan pursuant to Education Law §3012-d due to pending State approval of student assessments through the NYSED Assessment RFQ. Does this constitute evidence of a hardship?***

A: Yes. Districts/BOCES must provide evidence within the Hardship Waiver application that they have submitted a student assessment through the NYSED Assessment RFQ and are awaiting approval by the Department. Please see the Hardship Waiver application for further submission information.

## **Notification of Status**

***Q11: How will I know if my district/BOCES has been granted a Hardship Waiver?***

A: Upon submission of your Hardship Waiver application, the attachments submitted with your application will be reviewed for completeness before full review. You will be notified within 3 business days, to the extent practicable, if your application is incomplete due to blank or incorrect attachments. Please note that the portal will not allow for a submission to be made without all portions of the application completed.

A full review will be conducted once your application is complete, and the superintendent, district superintendent, or chancellor of your district/BOCES will receive a notification letter from [educatoreval@nysed.gov](mailto:educatoreval@nysed.gov) via the email address on file with the Department regarding the approval status of your Hardship Waiver. Approved Hardship Waivers will be posted online at <http://usny.nysed.gov/rttt/teachers-leaders/plans/home.html>. Reviews will be conducted on a rolling basis based on the date of application submission.

***Q12: If my district's/BOCES' Hardship Waiver is denied for technical reasons such as incomplete signatures or issues with attachments, etc., how do I resubmit the Hardship Waiver? What happens if my district's/BOCES' Hardship Waiver is denied on merit?***

A: If your Hardship Waiver application is determined to be incomplete, you will be notified via email. Your application will then be un-submitted within the portal to allow you to make changes or additions to your application. The application must then be resubmitted in the portal. Please note that the portal will not allow for a submission to be made without all portions of the application completed.

If your Hardship Waiver is denied after full review and the submission period has not expired, you may submit a revised application. Your district/BOCES may also submit an email via the [hardship@nysed.gov](mailto:hardship@nysed.gov) mailbox requesting review support. If, however, your application is denied and the approval period has expired, your district's/BOCES' Hardship Waiver may not be approved. Additionally, your district will risk losing its eligibility for an increase in State aid.

## **Renewal Process**

### ***Q13: How does my district/BOCES renew its Hardship Waiver?***

A: If your district/BOCES submits and is approved by the Commissioner for the first Hardship Waiver (November 15, 2015 deadline), but finds that it is still experiencing a hardship and requires an additional extension to the implementation time-period, your district/BOCES must submit a renewal application by March 15, 2016. If an additional extension is still required, another renewal application must be submitted by July 15, 2016 (please see Question 6 for timelines). Please note that the Department will not accept late or incomplete submissions of Hardship Waivers (a complete submission must include the completed and signed application, including all required materials) and all districts/BOCES submit their completed materials no later than two weeks before the filing deadline. The submission cycles are outlined in the table above in Question 6.

Each subsequent renewal application will require your district/BOCES to submit additional evidence regarding the continued good faith efforts you have taken to negotiate and train appropriate staff, to the extent practicable, on the new evaluation system consistent with the provisions of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. The Department will not renew waivers that fail to include updated evidence.

## **APPR Requirements during the Waiver Period**

### ***Q14: Does my district/BOCES need to complete annual professional performance reviews for classroom teachers and building principals under Education Law §3012-c or §3012-d if we have received approval of a Hardship Waiver from the Department?***

A: Yes. Until such time as the Commissioner approves a new APPR plan for your district/BOCES consistent with the requirements of Education Law §3012-d, your district/BOCES must continue to implement its currently approved APPR plan under Education Law §3012-c. Please also note that, per Education Law §3012-d(12), your district/BOCES may not make material changes to its currently approved APPR plan under Education Law §3012-c, as any collective bargaining agreements entered into and/or APPR plans submitted to the Department for approval on or after April 1, 2015 were required to be compliant with the new Education Law §3012-d.

If your district/BOCES gains approval by the Commissioner of an APPR plan compliant with Education Law §3012-d on or before March 1, 2016, that APPR plan under Education Law §3012-d must then be implemented for the 2015-16 school year. If your district/BOCES does not gain approval of an APPR plan compliant with Education Law §3012-d on or before March 1, 2016, then your district's/BOCES' currently Commissioner-approved APPR plan under Education Law §3012-c must be implemented for the entirety of the 2015-16 school year and your new APPR plan compliant with Education Law §3012-d will not take effect until the 2016-17 school year.

All districts/BOCES must have an APPR plan approved pursuant to Education Law §3012-d by the Commissioner by September 1, 2016. For districts this is necessary in order to be eligible to receive an increase in State aid.





1 Marauder Boulevard  
New York Mills, NY 13417

Kathy S. Houghton  
Superintendent of Schools

Tel: (315) 768-8127  
Fax: (315) 768-3521

E-mail: [khoughton@newyorkmills.org](mailto:khoughton@newyorkmills.org)

November 13, 2015

To Whom It May Concern;

Please see the enclosed formal application to the New York State Education Department in response to Request for qualification (RFQ) # 15-001. The New York Mills Union Free School District is requesting approval to use our district-developed assessments with teacher and principal Student Learning Objectives under the required Student Performance Subcomponent of our 3012 (d)-compliant Annual Professional Performance Review Plan. Attached are summaries of the following New York Mills UFSD Local Assessment district-developed assessments:

1. English Language Arts - Grade 7 English, Grade 9 English, Grade 10 English, Grade 11 English
2. Math – Kindergarten Math, Grade 1 Math, Grade 2 Math, Grade 7 Math, Grade 8 Math, Algebra Common Core, Geometry Common Core, Trigonometry Common Core, Statistics
3. Science – Grade 7 Life Science, Grade 8 Physical Science, Grade 9 Earth Science, Grade 10 Living Environment
4. Social Studies – Grade 7 Social Studies, Grade 8 Social Studies, Grade 9 Global History
5. Arts – Grade 7 Art, Grade 8 Art, Grade 2 General Music, Grade 3 General Music, Grade 4 General Music, Grade 5 General Music, Grade 6 General Music, Grades 7-12 Concert Band, Grades 7-12 Chorus
6. LOTE – French 3, French 5/French 201, Spanish 1B, Spanish 2, Spanish 3, Spanish 5/Spanish 301
7. Other – Grades 7-12 Physical Education, Grade 9 Introduction to Computers

Please feel free to contact me at the phone number, e-mail or fax number above if you have questions or need additional information regarding our assessments. Thank you for your consideration of our request.

Sincerely,

A handwritten signature in blue ink that reads 'Kathy S. Houghton' with a long horizontal flourish extending to the right.

Kathy S. Houghton  
Superintendent of Schools



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Our Students. Their Moment.

# College and Career Readiness

November 16, 2015

**engage** ny

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# Common Core Task Force

**In September 2015, the governor announced the creation of a “Common Core Task Force” and charged it to:**

- 1. Review and reform the Common Core State Standards;**
- 2. Review New York State’s curriculum guidance and resources;**
- 3. Develop a process to ensure tests fit curricula and standards;**
- 4. Examine the impact of the current moratorium on recording Common Core test scores on student records, and make a recommendation as to whether it should be extended;**
- 5. Examine how the State and local districts can reduce both the quantity and duration of student tests, and develop a plan whereby districts include parents in reviewing local tests being administered to analyze those tests’ purpose and usefulness; and**
- 6. Review the quality of the tests to ensure competence and professionalism from the private company creating and supplying the tests.**

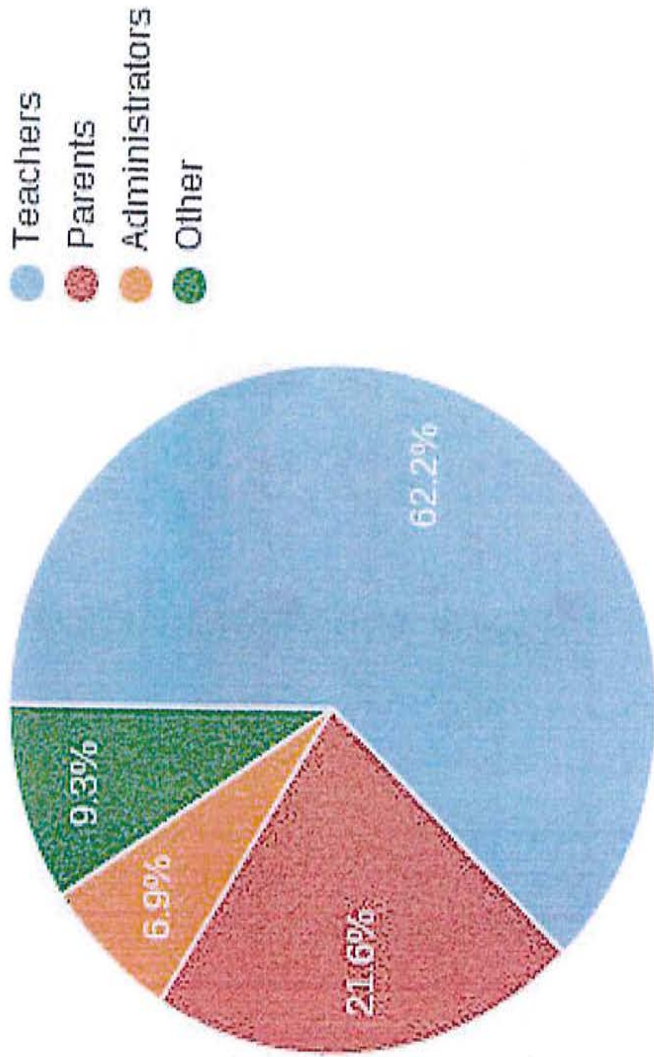
## Role in Common Core Task Force

- The Commissioner is one of 15 members appointed by the governor to the task force.
- It is anticipated that the task force will be charged with producing a report with recommendations in December, in anticipation that the contents of the report would be part of the State of the State address.
- The task force has organized into 3 work groups: Standards, Curriculum and Assessments.
  - The Commissioner is a member of all three work groups and this presentation outlines the anticipated recommendations from the Commissioner to the task force.

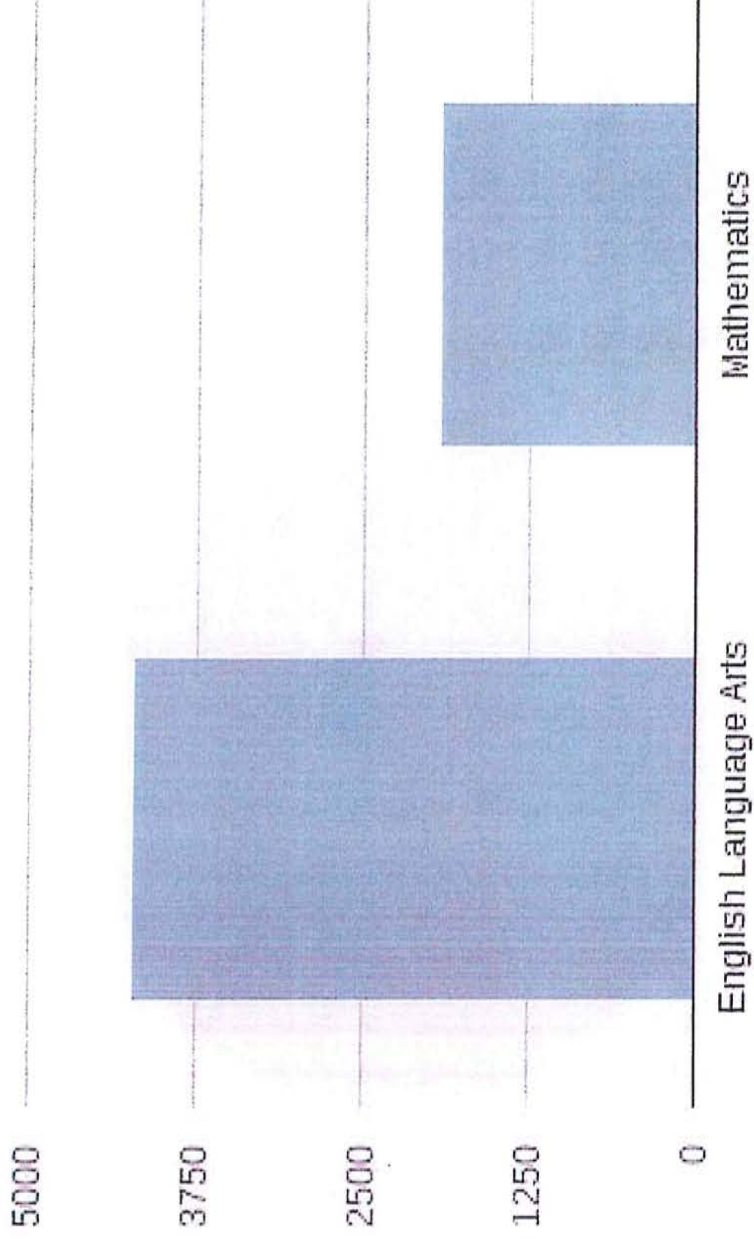
## Standards: What we've done

- In October, the Department launched a comprehensive survey of the Common Core - AIMHighNY.
- To date, the survey has been highly trafficked:
  - Over 5,500 have submitted at least one piece of feedback;
  - Teachers have provided the most feedback; and
  - Over 70 percent of the feedback has been supportive of the standards.

# Teachers have provided the most feedback



# Feedback by Subject



# Mathematics Feedback: Top 5 grades

- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4

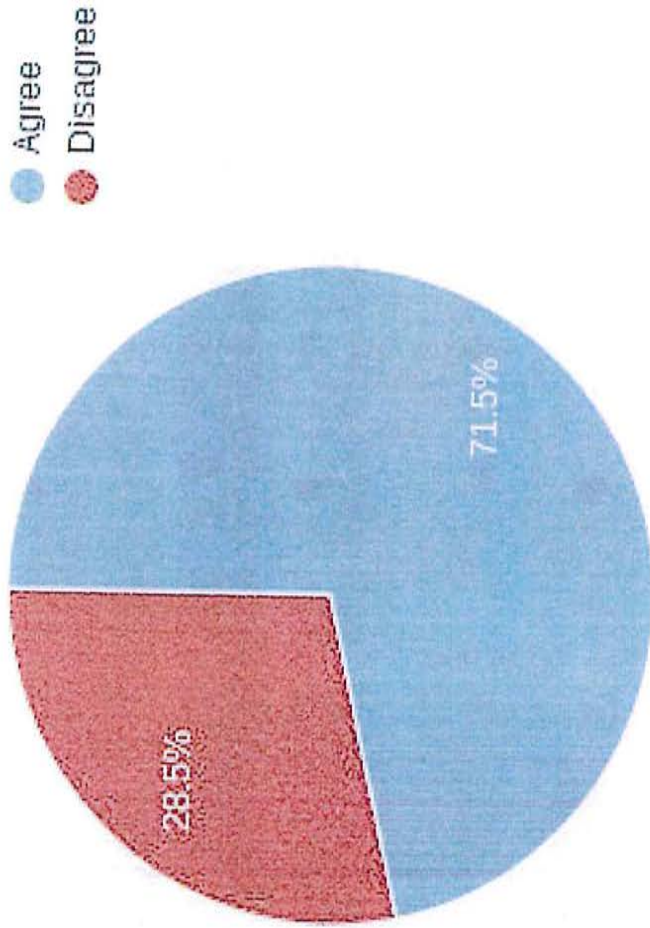
**\*Note: Standards for Mathematical Practice, which cover all grade levels, have received the most feedback.**

## English Language Arts Feedback: Top 5 grades

- Prekindergarten
- Kindergarten
- Grade 1
- Grade 2
- Grade 3



# The majority of the feedback is supportive of the standards



## Reasons for Disagreement: English Language Arts

- Across all grades, feedback is focused on the Common Core Reading Standards.
- The majority of disagreement focuses on the Reading Standards in the early elementary grades.

## Reasons for Disagreement: Mathematics

- Standard is too complex
- Standard is confusing
- Standard should be broken down into more manageable parts
- Some students have trouble understanding the vocabulary involved in word problems
- Too many mathematical strategies in the younger grades can lead to confusion

# AIMHighNY Next Steps:

- Continue outreach to encourage participation in the AIMHighNY survey which closes Monday, November 30.
- Review results of the survey with Content Advisory Panels, practitioners, parents and stakeholders.
  - From the conversations establish recommendations related to next steps.

# Standards: Our Recommendations

1. The Department should continue and finish the comprehensive review of the Common Core Learning Standards including the ALMHighNY survey, discussions with Content Advisory Panels, practitioners, stakeholders and parents to establish appropriate next steps.
2. The Department should commit to conducting comprehensive reviews of the state's learning standards every five years, including a robust public engagement strategy.

# Curriculum: What we've heard

As part of my travels around the state, this is a synopsis of what I have heard about curriculum:

- The speed of the rollout of the new standards did not allow for the development of aligned curricular materials.
- Some districts used the modules as a script and found them to be too rigid.
- The modules are not aligned for use with English language learners and students with disabilities.

## **Curriculum: What we've done**

- **Curriculum has always been subject to local control, and should continue to be, with support from the Department.**
- **The Department has clarified that the curriculum modules are optional. Districts may adapt, adopt, or ignore these resources. They are not intended to be mandatory scripts.**
- **The Department has worked to develop scaffolds to allow for adaptation of the modules to English language learners and students with disabilities.**

# Curriculum: What we've done

- [EngageNY](#) was launched to provide resources including curriculum and modules, in addition to other resources such as providing field guidance, English language learners and students with disabilities scaffolds, and videos showing exemplar teaching.
- [EngageNY](#) has had over 140 million page views and over 32 million downloads since its launch.
- Launched *Uncommon Approaches to the Common Core* conferences as a collaboration between the Office of P-12 and the Office of Cultural Education.
- Collaborated with Massachusetts and Rhode Island on the Tri-State/EQuIP Rubric to help teachers evaluate the quality, rigor, and alignment of adapted lessons.



# Curriculum: Our Recommendations

1. Create a “Teacher Portal” to provide educators from around the state an online tool to share curricular resources, including adaptations of modules.
  - NYC has developed curriculum for ELA and mathematics based on the new standards.
  - Resources have been developed under **Race to the Top**.
2. Work with the field to provide new, optional curricular resources for new generation science and social studies standards as they are adopted and implemented.

## Curriculum: Our Recommendations, cont'd

3. Invest in [EngageNY](#) to enhance resources made available to districts and teachers such as for students with disabilities and English language learners.
4. The governor and state legislature should commit to a 5 year investment of new state resources for Teacher and Principal professional development and training to expand the abilities of a talented educational workforce, as higher standards continue to be implemented.

# Assessments: What we've heard

**As part of my travels around the state, this is a synopsis of what I have heard about assessments:**

- The tests are too long.
- The testing program is not transparent because entire testing forms are not released.
- There is over-testing and teaching to the test in classrooms around the state.
- Students are anxious prior to and during test administration.
- The results are not released in a timely manner.
- Educators are not sufficiently involved in the assessment development process.

## **Assessments: What we've done**

- **Gave high school students more time to meet the new standards by extending the phase-in for Regents examinations required for graduation so that the class of 2022 is the first that is required to pass English and mathematics Regents exams at College and Career Ready levels.**
- **Eliminated high-stakes for students by reminding districts that the Department neither requires nor encourages districts to make promotion decisions using student performance on grades 3-8 tests.**

## Assessments: What we've done, cont'd

- Successfully advocated for \$8.4 million in state funding to reduce field testing.
  - As a result, the Spring 2016 will have at least 25% fewer students participate in standalone multiple choice field testing of grade 3-8 ELA and mathematics.
  - In addition, the Department will release a minimum of 60% test questions next year.
- Reduced testing times and the number of test questions on the federally-required tests by shortening the grades 3-8 English language arts (ELA) and mathematics tests.

## **Assessments: What we've done, cont'd**

- **Reduced unnecessary tests by expediting the review of evaluation plans where the changes reduce or eliminate unnecessary testing.**
- **Prohibited traditional standardized tests in grades K-2.**
- **Established a 1 percent cap on time for local tests.**
- **Eliminated “double-testing” that required some 7<sup>th</sup> and 8<sup>th</sup> graders who took the math Regents to also take the grade 8 math test.**
- **Provided flexibility to high school students by allowing students the option to take the “old” test in addition to the Common Core-aligned test.**

## **Assessments: What we've done, cont'd**

- **The Department is transitioning to a new grade 3-8 ELA and mathematics test vendor.**
- **The new testing contract requires a significantly expanded role for educators in test development.**

# Assessments: Our Recommendations

1. **Extend the current freeze on reporting grades 3-8 test results on official student transcripts on permanent records through the 2018-19 school year.**
2. **Convene a Next Generation Assessments Commissioner Advisory Council to advise and provide recommendations on computer based testing, implementation of adaptive testing and embedded performance-based tasks.**
3. **Continue guidance to the field regarding the negative effects of “test prep” practices.**



## **Assessments: Our Recommendations, cont'd**

- 4. Gather input from the field regarding whether to allow students who are meaningfully engaged in the task to continue working on the ELA and mathematics tests as long as they need beyond the standard administration window.**
- 5. Require educator candidates for certification to have embedded in their curriculum assessment literacy to ensure research-based and informed use of assessments in classrooms.**
- 6. Issue follow-up *Teach More, Test Less Reports* to districts to reduce local overtesting.**

## **Assessments: Our Recommendations, cont'd**

- 7. The governor and state legislature should fund the Board of Regents budget request to establish a Native Language Arts assessment which would provide English language learners the opportunity to test in their native language while they transition to English proficiency.**
- 8. The governor and state legislature should fund the Board of Regents budget request to improve the assessment of students with severe disabilities to allow students to more fully demonstrate their knowledge by adapting to their level of proficiency.**

# Overarching Recommendation

- In addition to addressing the specific recommendations related to standards, curriculum and assessments, we must also find better ways to communicate and reach students, their parents, families, and communities. More needs to be done to strengthen mechanisms for communication and engagement so that parents and communities are supported throughout the transition.
  - **Investments to facilitate and support active, evidence-based family and community engagement strategies needs to be at the forefront of our efforts.**

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Our Students. Their Moment.

**Thank You.**

**engage<sup>ny</sup>**



7.6a

**CAPITAL OUTLAY PROJECTS  
\$100,000 OR LESS  
FACT SHEET**

Districts may receive reimbursement for capital outlay expenses for projects that are wholly funded through capital outlay and have a total cost of no more than \$100,000. A district may receive aid for a maximum of one such project in any aid year.

A district may spend and report the capital expense for such a project over multiple years, and receive aid on the same project over multiple years; however, only one project per year can receive aid.

The appropriate building aid ratio will be applied to the reported expenses to determine aid. Capital outlay expenses for these projects are not eligible for reorganization incentive aid but are eligible for the High Needs Supplemental Building Aid Ratio (HNSBAR).

EXCEL aid can be claimed on capital outlay projects.

The Office of Facilities Planning must be contacted in writing to have a project designated by Facilities Planning staff as a project eligible for this aid.

The anticipated expenditures should be reported on Form FB (Building and Misc.) of the State Aid Management System (SAMS).

The project code and the expenses for eligible projects must be reported on the ST-3, Capital Fund Schedule G3. Expenses reported on the ST-3 will not be aided if the Office of Facilities Planning has not flagged the project as eligible.

The Board of Education should decide whether to set up as a separate proposition at the May vote or as a line item within the Budget (A9950.9 Transfer to Capital Projects Fund). Information should be included in the Budget newsletter.

The Board of Education will need to make a SEQRA determination prior to the vote.



**CAPITAL OUTLAY PROJECTS  
\$100,000 OR LESS  
FACT SHEET**

The Board of Education should decide whether to take an aggressive approach or a planned approach. Depending on the scope of the project, there may not be sufficient time to vote in Year 1 and have construction take place during that summer. (See attached timelines.)

**Aggressive Approach:**

Year 1	Vote
Year 2	Submit Plans
Year 2	SED Approval
Year 2	Spend Money
Year 3	Aid Received

**Planned Approach:**

Year 1	Vote
Year 2	Submit Plans
Year 2	SED Approval
Year 3	Spend Money
Year 4	Aid Received

**CAUTION:** If the project expenses exceed \$100,000, the State building aid will be amortized over the State PPU (15 years for reconstruction projects).

**CAUTION:** SED has been asked if capital outlay projects are exempt from the new regulations for projects approved after July 1, 2011 and if the aid flow will continue as in prior years. SED has advised that this is still being decided.



**CAPITAL OUTLAY PROJECTS  
\$100,000 OR LESS  
SEQUENCE OF EVENTS**

Identify building

Identify scope (must be at least \$10,000 of construction inside a building to generate State building aid)

Send in Letter of Intent

Contact Project Manager at Facilities Planning in writing to let him know the project should be designated as a capital outlay exception.

Board decision to do as line item in Budget or separate proposition at Budget vote

SEQRA determination

Include information in newsletter

Vote

Day after vote, authorize Architect to prepare final plans & specifications.

Submit FP-F and Scope of Proposed Project to Facilities Planning

SED Approval

Determine when to bid

Determine when construction to take place? Year 2 or Year 3?

Split project? Spend part Year 2 and Part Year 3?

CAUTION: If intend to do capital exception project each year, then splitting between 2 years may have a negative impact on the State aid flow and local impact.

Report anticipated expenditures on Form FB (Building and Misc.) of the State Aid Management System (SAMS).

Receive Construction Bids

Award Construction Contract(s)

SA-139 to be filed with State Education Department

Construction

Expenses to be reported on ST -3, Capital Fund Schedule G3

Final Building Project Report to be filed

State building aid received fiscal year after expenses incurred (if reported on ST -3).

11



# Madison-Oneida BOCES Anticipated Pre-K Cost Options BASED on 2015-16 Program RATES

7.6c

## **Option #1 - Two half day sections of Pre-K – a.m. and p.m. (36 students)**

**Coordination \$17,671 X 2 = \$35,342 Aidable**

### **Includes support of:**

- Administrator
- Parent Coordinator .2
- Secretary
- Mileage for BOCES staff
- Staff development
- Supplies, printing, advertising, software, equipment, postage and transfers
- Assessment protocol

**Instructional \$79,306 X 2 = \$158,612 Non-aidable**

### **Includes support of:**

- Full time teacher
- Full time teacher aide
- Parent coordinator .1
- Speech / language lesson support personnel
- Health insurances (2.6 total)
- Mileage
- Staff development
- Field trips
- Software, equipment, postage, CIS, bidding

### **Implications:**

- District pays for substitutes, snacks +/- or meals, transportation
- This model would require a midday separate run - thus add-on cost
- Car seats are needed for all children who are not yet four (by 12/1 all will be four)
- Building principal and district nurse will need to support the program - 36 students warrants more support from your personnel

### **Considerations:**

- To reduce potential costs (car seats, extra runs), program could be offered as self-transport.
- To reduce costs, program could offer only a snack for half day sessions since meal/snack is an option

## **Option # 2 One full day Pre-K (which is two sections) (18 students)**

- a. Same cost as above
- b. Serves only 18 students with a teacher and an aide
- c. \*Will require less support time from your principal and nurse
- d. \* No midday transportation run required - thus no add-on cost
- e. \* There would need to be 2 meals provided

## **Option # 3 Two full days (36 students)**

## **ANTICIPATED START-UP CLASSROOM ITEMS**

<b>FURNITURE</b>
<b>Item cost to purchase</b>
Chairs (36 total chairs) \$1,260
4 tables \$1,000
2 desks/chairs for staff \$800

<b>STORAGE</b>
<b>Item cost to purchase</b>
Shelving units \$488 (per unit)
Cubbies \$459 (Includes 5 spaces each x 4 units) \$1,836
Book Unit \$169

<b>RUGS</b>
<b>Item cost to purchase</b>
Rug \$600

<b>COMPUTERS</b>
<b>Item cost to purchase</b>
2 staff computers/ printers (Approximately \$800 each) \$1,600
Whiteboard/chalkboard - \$300
CD Player \$100

<b>TOYS/ GAMES/ LANGUAGE/ FINE MOTOR/ GROSS MOTOR</b>
<b>Item cost to purchase</b>
Wooden puzzles \$99.50 rack \$12.50
Pegs/ trucks/ train/ wooden counting cubes/ counting bears TBD
Brick building blocks \$17.99
Sand/water table \$300
Kitchen set \$499
Common Core materials TBD

**Total \$1,000 plus materials for modules**

<b>DRAMATIC PLAY</b>
<b>Item cost to purchase</b>
People puppets \$22
Farm animal puppets \$22
Toddler dress-up clothes & trunk \$155
Bean bag CD \$64
Tool tech workbench \$75
Cash register \$36
Rhythm band \$100
Dollhouse/ furniture \$160

<b>MANIPULATIVES</b>	
<b>Item cost to purchase</b>	
Fiskar scissors	\$72
Washable paint	\$87
Construction paper	\$20
Paint brushes	\$22
Playdoh	\$22
Stamper sets	\$20
Shaving cream	\$15
Crayons	\$8
Pencils	\$8

<b>BOOKS/ GAMES</b>	
<b>Item cost to purchase</b>	
Books/ tapes	\$219
Social-emotional books	\$99

<b>ANTICIPATED AVAILABLE ITEMS TO USE IF BOCES IS THE SERVICE PROVIDER</b>		
Student chairs	4 (4-space) cubbies	Bean bags
1 long table	Blocks	Work bench
1 adult desk & chair	Sand & water table	
1 shelving unit	Kitchen furniture set	

