



**BOARD OF EDUCATION
REORGANIZATIONAL MEETING AGENDA
TUESDAY, JULY 7, 2015
JR./SR. HIGH SCHOOL AUDITORIUM – 6:30 P.M.**

1. Meeting Call to Order

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda

2. Reorganization Business

- 2.1 Administer Oath to Superintendent, Kathy Houghton
- 2.2 Administer Oath to new Board Member, Mrs. Janet Wroblecki
- 2.3 Election of Board President
- 2.4 Election of Board Vice President
- 2.5 2014-15 Internal Claims Auditor Report – Cheryl Radomski
- 2.6 Annual Board Appointments
 - 2.6.1 Clerk of the Board - Paula Ann May*
 - 2.6.2 District Treasurer – Lisa Stamboly*
 - 2.6.3 School Attorneys – Ferrara, Fiorenza PC
 - 2.6.4 Treasurer, Extra Activities Account – Patricia Klimacek
 - 2.6.5 Internal Claims Auditor – Cheryl Radomski
 - 2.6.6 Board Sub-Committees
 - a. Audit Committee – the Board As A Whole
 - b. Policy Review Committee
 - c. Facilities Health & Safety Committee
 - d. Transportation Committee
 - e. Survey Committee
 - 2.6.7 External District Auditor - Moore & Hart
 - 2.6.8 403b Service Providers – OMNI Group Renewal Service Agreement
 - 2.6.9 Financial Advisors – Bernard P. Donegan
 - 2.6.10 Bond Council – Timothy McGill
 - 2.6.11 School Physician – BOCES School Physician Service
 - 2.6.12 R. Wilson, M. Spost Lead Evaluators for Teachers and K. Houghton Lead Evaluator for Principals and Teachers

*See Personnel Report

- 2.6.13 Tax Collectors – Margaret Hardy, Whitestown;
Oneida County Office of Finance, New Hartford
- 2.6.14 Authorization to Participate in the following Consortiums:
 - a. Central New York School Employees Workers
Compensation Plan
 - b. Oneida-Herkimer-Madison Area Schools
Property & Casualty Insurance Group
 - c. Madison-Oneida-Herkimer Health Insurance
Consortium
 - d. Herkimer-Fulton-Hamilton-Otsego BOCES Disability Insurance Consortium
- 2.6.15 Committee on Special Education - Appoint
 - *Kim Zogby Chairperson, Special Education Teacher
 - Barbara Bowen School Psychologist
 - BOCES School Social Worker
 - Patty Prince Parent Member
 - Barbara Piacenti Parent Member
 - BOCES School Physician Service
 - Child's Guidance Counselor
 - Child's Special Education and
 - Regular Education Teacher(s)
- 2.6.16 Sub-Committee on Special Education for Elementary School
and Junior-Senior High School - Appoint
 - Kim Zogby Chairperson, Special Education Teacher
 - Child's Guidance Counselor
 - Child's Special Education and/or Regular Education Teacher(s)
 - BOCES School Social Worker
 - Barbara Bowen - School Psychologist (when a new
Psychological report is reviewed, or a more restrictive environment
is being considered)
- 2.6.17 Committee on Special Education for Pre-School Education – Appoint
 - Kim Zogby Chairperson, Special Education Teacher
 - Barbara Bowen School Psychologist
 - BOCES School Social Worker
 - Barbara Piacenti Parent Member
 - BOCES School Physician Service
 - Preschool Special Teacher
 - Education Teacher of the child
- 2.6.18 District Specific List for Impartial Hearing Officers as
maintained by the New York State Education Department
Impartial Hearing Reporting System – On-Line
- 2.6.19 Resolution - New York Public Officers Law Section 18
- 2.6.20 Resolution Community/School Organizations: Music, Art
and Drama Boosters, Marauder Athletic Booster Club, School District
Foundation, and Parent-Teacher-Student Organization
- 2.6.21 2015-16 Tuition Rate - 100% of the State Education Department Formula
(Currently estimated K-6 – \$6,569; 7-12 – \$15,719, subject to change in
November)
- 2.6.22 Day and Time of Monthly Meetings (see insert)

- 2.7 Annual Board Designations:
 - 2.7.1 Official Bank Depository – M&T Bank and Citizens Bank
 - 2.7.2 Investment Banks: Any bank deemed profitable by the Business Official
 - 2.7.3 Authorized Signatures on Checks: School Treasurer and Superintendent of Schools
 - 2.7.4 Authorize Signatures on Extra-Curricular Activities Account – Jr. Sr. High School Principal, Central Treasurer, and Superintendent’s Secretary
 - 2.7.5 Authorize Wire Transfers Up To \$2 million with the exception of Serial Bond Payments – School Treasurer
 - 2.7.6 Budget Transfers authorization Superintendent of Schools or Treasurer as their designee
 - 2.7.7 Authorization Use of Credit Cards: Kathy Houghton, Michael Spost, René Wilson, Paula Ann May, Jacqueline Edwards, Jonathan Fiore, Steve King, Rick Surprenant, Richard Ross, Traci Welch, Mrs. Janet Wroblicki
 - 2.7.8 Official Newspaper - Utica Observer Dispatch
 - 2.7.9 Medicaid Compliance Officer – Kim Zogby

- 2.8 Annual Authorizations
 - 2.8.1 Certification of Payroll – Superintendent of Schools
 - 2.8.2 Establishment of Petty Cash Funds: High School - \$100, Elementary - \$100, District Office - \$100
 - 2.8.3 Purchasing Agent – Lisa Stamboly, School Treasurer
 - 2.8.4 Superintendent or his/her designee be authorized to make transfers of appropriations within the budget of each program or service per board policy
 - 2.8.5 Authorization for participation and payment of dues:
 - School Boards Institute
 - NYS School Boards Association
 - Association for School Business Organization
 - New York State Council Of School Superintendents
 - 2.8.6 Superintendent Conference Approval (local, state and national)
 - 2.8.7 Mileage reimbursement rate: IRS reimbursement rate
 - 2.8.8 Staff/curriculum Development \$22 per hour and Tutorial and Home Bound Instruction \$25 per hour
 - 2.8.9 Substitute Teacher pay Rate: \$80/day for certified teacher and \$60/day for uncertified
 - 2.8.10 Fees for Varsity Football and Boys & Girls Basketball Games
 - \$2 per adult and \$1 per student
 - Ticket taker/seller \$10/hour
 - Clock/timer \$25/game
 - Announcer \$20/game
 - Site Supervisor \$20/hour
 - Shot Clock \$20/game
 - 2.8.11 Records Retention Officer - Paula Ann May
 - 2.8.12 Records Access Officer - Paula Ann May
 - 2.8.13 Asbestos LEA Designee – William Lachut
 - 2.8.14 Civil Rights, Title IX, ADA Coordinator and

- Sexual Harassment Compliance Officer – Superintendent of Schools or Designee
- 2.8.15 Elementary Dignity Act Coordinator – R. Wilson
- 2.8.16 Jr. Sr. High School Dignity Act Coordinator – M. Spost
- 2.8.16 Pesticide Application for emergencies

2.9 Bonds

- 2.9.1 District Treasurer, Lisa Stamboly - \$1,000,000
- 2.9.2 District Clerk, Paula Ann May - \$100,000
- 2.9.3 Central Treasurer, Patricia Klimacek - \$1,000,000

2.10 Readoption of Board Policies and Code of Ethics

2.11 Recertify Shared Decision Making Plan

2.12 Board Presidential Appointments

- 2.12.1 School Board Institute Executive Committee – J. Edwards, and J. Wroblecki

2.13 Career & Technical Education Advisory Council - BOCES Council

2.14 Safety Plan

2.15 Strategic Plan

2.16 PDP Plan

2.17 BOCES Cooperative Bids - Authorization for Participation Therein

2.18 Mass Care Facility Usage - Authorization for Superintendent to Commit School District

- 2.18.1 Army Reserve

- 2.18.2 American Red Cross

3. Consent Agenda

3.1 Minutes of Meeting held June 2, 2015

3.2 Business Office Reports for Month ending May 2015

3.3 CSE Reports

- a. Minutes of meeting held 5/28/15
- b. Minutes of meeting held 6/4/15
- c. Minutes of meeting held 6/8/15
- d. Minutes of meeting held 6/11/15
- e. Minutes of meetings held 6/15/15

4 Old Business

4.1 2nd reading of Policy 1004, Service Animals; 5300, Acceptable Use Policy; Regulation 5300.1, Agreement for Employee Use Of District Information Technology Resources; 5300.2, Agreement For Student Use Of District Information Technology Resources; Policy 5301, Internet Safety Policy; 6200, Fingerprinting and Criminal History Record Checks For Prospective Employees – Action

4.2 Resolution to Ratify Terms and Conditions of Teacher Assistant Position – Action

5. New Business

5.1 Personnel Report – Approval

5.2 2015-16 BOCES Contract – Action

- 5.3 Resolution to Approve Bus Lease - Action
- 5.4 Request for School Bus for the Summer Recreation Program from the Village of New York Mills - Action
- 5.5 Non-Resident/Non-Tuition Students
- 5.6 Excess list for bid, sale, or disposal of – Action

6. Building Reports – N/A

7 Superintendent's Report – N/A

8. Board Discussion

9. Visitors Comments

10. Executive Session

11. Adjournment

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§ 18. Defense and indemnification of officers and employees of public entities. 1. As used in this section, unless the context otherwise requires:

(a) The term "public entity" shall mean (i) a county, city, town, village or any other political subdivision or civil division of the state, (ii) a school district, board of cooperative educational services, or any other governmental entity or combination or association of governmental entities operating a public school, college, community college or university, (iii) a public improvement or special district, (iv) a public authority, commission, agency or public benefit corporation, or (v) any other separate corporate instrumentality or unit of government; but shall not include the state of New York or any other public entity the officers and employees of which are covered by section seventeen of this chapter or by defense and indemnification provisions of any other state statute taking effect after January first, nineteen hundred seventy-nine.

(b) The term "employee" shall mean any commissioner, member of a public board or commission, trustee, director, officer, employee, volunteer expressly authorized to participate in a publicly sponsored volunteer program, or any other person holding a position by election, appointment or employment in the service of a public entity, whether or not compensated, but shall not include the sheriff of any county or an independent contractor. The term "employee" shall include a former employee, his estate or judicially appointed personal representative.

(c) The term "governing body" shall mean the board or body in which the general legislative, governmental or public powers of the public entity are vested and by authority of which the business of the public entity is conducted.

2. The provisions of this section shall apply to any public entity:

(a) whose governing body has agreed by the adoption of local law, by-law, resolution, rule or regulation (i) to confer the benefits of this section upon its employees, and (ii) to be held liable for the costs incurred under these provisions; or

(b) where the governing body of a municipality, for whose benefit the public entity has been established, has agreed by the adoption of local law or resolution (i) to confer the benefits of this section upon the employees of such public entity, and (ii) to be held liable for the costs incurred under these provisions.

3. (a) Upon compliance by the employee with the provisions of subdivision five of this section, the public entity shall provide for the defense of the employee in any civil action or proceeding, state or federal, arising out of any alleged act or omission which occurred or allegedly occurred while the employee was acting within the scope of his public employment or duties. This duty to provide for a defense shall not arise where such civil action or proceeding is brought by or at the behest of the public entity employing such employee.

(b) Subject to the conditions set forth in paragraph (a) of this subdivision, the employee shall be entitled to be represented by private counsel of his choice in any civil action or proceeding whenever the chief legal officer of the public entity or other counsel designated by the public entity determines that a conflict of interest exists, or whenever a court, upon appropriate motion or otherwise by a special proceeding, determines that a conflict of interest exists and that the employee is entitled to be represented by counsel of his choice,

provided, however, that the chief legal officer or other counsel designated by the public entity may require, as a condition to payment of the fees and expenses of such representation, that appropriate groups of such employees be represented by the same counsel. Reasonable attorneys' fees and litigation expenses shall be paid by the public entity to such private counsel from time to time during the pendency of the civil action or proceeding with the approval of the governing body of the public entity.

(c) Any dispute with respect to representation of multiple employees by a single counsel or the amount of litigation expenses or the reasonableness of attorneys' fees shall be resolved by the court upon motion or by way of a special proceeding.

(d) Where the employee delivers process and a written request for a defense to the public entity under subdivision five of this section, the public entity shall take the necessary steps on behalf of the employee to avoid entry of a default judgment pending resolution of any question pertaining to the obligation to provide for a defense.

4. (a) The public entity shall indemnify and save harmless its employees in the amount of any judgment obtained against such employees in a state or federal court, or in the amount of any settlement of a claim, provided that the act or omission from which such judgment or claim arose occurred while the employee was acting within the scope of his public employment or duties; provided further that in the case of a settlement the duty to indemnify and save harmless shall be conditioned upon the approval of the amount of settlement by the governing body of the public entity.

(b) Except as otherwise provided by law, the duty to indemnify and save harmless prescribed by this subdivision shall not arise where the injury or damage resulted from intentional wrongdoing or recklessness on the part of the employee.

(c) Nothing in this subdivision shall authorize a public entity to indemnify or save harmless an employee with respect to punitive or exemplary damages, fines or penalties, or money recovered from an employee pursuant to section fifty-one of the general municipal law; provided, however, that the public entity shall indemnify and save harmless its employees in the amount of any costs, attorneys' fees, damages, fines or penalties which may be imposed by reason of an adjudication that an employee, acting within the scope of his public employment or duties, has, without willfulness or intent on his part, violated a prior order, judgment, consent decree or stipulation of settlement entered in any court of this state or of the United States.

(d) Upon entry of a final judgment against the employee, or upon the settlement of the claim, the employee shall serve a copy of such judgment or settlement, personally or by certified or registered mail within thirty days of the date of entry or settlement, upon the chief administrative officer of the public entity; and if not inconsistent with the provisions of this section, the amount of such judgment or settlement shall be paid by the public entity.

5. The duty to defend or indemnify and save harmless prescribed by this section shall be conditioned upon: (i) delivery by the employee to the chief legal officer of the public entity or to its chief administrative officer of a written request to provide for his defense together with the original or a copy of any summons, complaint, process, notice, demand or pleading within ten days after he is served with such document, and (ii) the full cooperation of the employee in the defense of such action or proceeding and in defense of any action or proceeding against the public entity based upon the same act or omission, and in the prosecution of any appeal.

6. The benefits of this section shall inure only to employees as defined herein and shall not enlarge or diminish the rights of any other party nor shall any provision of this section be construed to affect, alter or repeal any provision of the workers' compensation law.

7. This section shall not in any way affect the obligation of any claimant to give notice to the public entity under section ten of the court of claims act, section fifty-e of the general municipal law, or any other provision of law.

8. Any public entity is hereby authorized and empowered to purchase insurance from any insurance company created by or under the laws of this state, or authorized by law to transact business in this state, against any liability imposed by the provisions of this section, or to act as a self-insurer with respect thereto.

9. All payments made under the terms of this section, whether for insurance or otherwise, shall be deemed to be for a public purpose and shall be audited and paid in the same manner as other public charges.

10. The provisions of this section shall not be construed to impair, alter, limit or modify the rights and obligations of any insurer under any policy of insurance.

11. Except as otherwise specifically provided in this section, the provisions of this section shall not be construed in any way to impair, alter, limit, modify, abrogate or restrict any immunity to liability available to or conferred upon any unit, entity, officer or employee of any public entity by, in accordance with, or by reason of, any other provision of state or federal statutory or common law.

12. Except as otherwise provided in this section, benefits accorded to employees under this section shall be in lieu of and take the place of defense or indemnification protections accorded the same employees by another enactment; unless the governing body of the public entity shall have provided that these benefits shall supplement, and be available in addition to, defense or indemnification protection conferred by another enactment.

13. The provisions of this section shall also be applicable to any public library supported in whole or in part by a public entity whose governing body has determined by adoption of a local law, ordinance, by-law, resolution, rule or regulation to confer the benefits of this section upon the employees of such public library and to be held liable for the costs incurred under these provisions.

14. If any provision of this section or the application thereof to any person or circumstance be held unconstitutional or invalid in whole or in part by any court, such holding of unconstitutionality or invalidity shall in no way affect or impair any other provision of this section or the application of any such provision to any other person or circumstance.

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1 Marauder Boulevard
New York Mills, NY 13417

**BOARD OF EDUCATION
MEETING DATES 2015-2016**

July 7, 2015 – Reorganizational and Business 6:30 p.m.
August 18, 2015
Tuesday, September 1, 2015
Tuesday, October 6, 2015
Tuesday, November 3, 2015
Tuesday, December 1, 2015
Tuesday, January 5, 2016
Tuesday, February 2, 2016
Tuesday, March 1, 2016 – Budget Workshop
Tuesday, March 15, 2016 – Budget Workshop
Tuesday, April 5, 2016 – Adopt Budget for Vote
Tuesday, April 19, 2016 – Vote for BOCES Budget & Board Members
Tuesday, May 3, 2016 – Public Budget Hearing
Tuesday, May 17, 2016 – Budget Vote and Board Election – Noon – 9:00 p.m.
Tuesday, June 7, 2016

All meetings begin at 6:30 p.m. unless otherwise noted

**NEW YORK MILLS UNION FREE SCHOOL DISTRICT
DISTRICT PLAN FOR IMPLEMENTING SHARED DECISION
MAKING**

COMMISSIONER'S REGULATIONS 100.11

Adopted: 2/1/94
Revised: 1/30/96
1/20/98
4/06/04
Recertified: 6/6/06
Reviewed: 10/8/08
5/11/10
Recertified: 6/1/10
7/8/14

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NEW YORK MILLS UFSD DISTRICT PLAN FOR IMPLEMENTING SHARED DECISION MAKING

INTRODUCTION

In accord with the Commissioner's Regulation 100.11 the New York Mills UFSD Board of Education created a District Planning Team for the purpose of recommending to the Board a District Plan for the implementation of shared decision making in each building in the district.

The Commissioner's Regulation requires each school district's Board of Education to develop and adopt a plan for the "participation by parents and teachers with administrators and school board members' in school-based planning and shared decision making by February 1, 1994. In order to meet the regulation and move forward with this key element of *The New Compact for Learning*, the District Planning Team is hereby presenting this plan to the Board for consideration.

PURPOSE OF THIS DOCUMENT

Shared decision making is a process designed to involve individuals responsible for implementing decisions in actually making those decisions. Those who are "closest to the action" in schools - principals, school staff, parent, and students - are provided with greater control over decisions about educational matters. The broad purpose of shared decision making is to improve schools in a framework of trust and collaboration between the various stakeholders that make up the "school community."

SDM is an inclusionary process. Principals, teachers, support staff, parents, students and community members are involved in significant decisions about their schools. The process provides an opportunity for collaboration in decision making and for shared responsibility for improvement at the school level. Stakeholders collaborate in identifying educational issues, defining goals, formulating and implementing decisions, and evaluating the success of those decisions in helping students reach higher standards of excellence.

There is no one, "best" way to implement shared decision making. Within State mandates, districts may chose to design their SDM process differently based on their understanding of the needs of students, existing school programs, the staff, the community, existing mechanisms for collaborative decision making, etc.

The District Planning Team was charged with the responsibility of recommending to the Board a comprehensive plan for implementing shared decision making in the District. The planning team participated in workshops and work sessions during which they weighed

alternative design options for implementing shared decision making. This plan represents the planning team's recommendations.

The District Planning Team recognizes that the features of the proposed plan are a start. They represent design choices that we believe will work for the district in the initial stages of implementing school teams. Over time, as the teams mature and demonstrate their capacity to operate effectively, we anticipate that the features of the plan will be modified and broadened (e.g., the areas of team authority). We also recognize and affirm the need to conduct annual evaluations of the implementation of this plan, to modify and adjust the design to best meet the goals of the SDM process.

FOCUS OF SDM

"Focus" is designed to provide school teams with a direction in their decision making. It represents the teams' purpose - their reason for existing. Operationally, the focus of SDM provides school teams with decision criteria. All else equal, when considering alternative decisions or actions, the school teams will select the alternative most likely to attain the stated focus of the process.

To guide the decisions and actions of the school teams, the District Planning Team drafted a Mission Statement:

The mission of the New York Mills UFSD is to help each student become a motivated, responsible, and caring individual by providing resources for a safe learning environment which encourage the pursuit of excellence.

Teams will assess existing programs and practices in terms of the extent to which they support the attainment of the mission and create improvements in existing programs and practices that will better ensure the attainment of the mission.

The SDM process will be future-oriented. Rather than focusing on day-to-day operational problems that might exist, it will be the responsibility of the SDM Teams to consider the needs of students into the future. On an annual basis, the teams will conduct a needs assessment on indicators related to educational issues suggested by the mission and develop objectives designed to address the issues that team members feel represent significant opportunities for the school to make the mission a reality.

In recognition of the fact that issues may arise of great importance to a school that would best be dealt with by a representative group of stakeholders, the SDM Team may, from time to time, engage in additional activities on an "as needed" basis. This activity should not detract significantly from pursuit of the team's annual objectives.

TEAM AUTHORITY AND LIMITATIONS

The goal of the SDM process is to empower teams to develop creative methods of improving a school's programs, practices, and services to facilitate the process of making the mission a reality. The judgment of the individual teams in selecting which areas to focus on and in creating, implementing, and evaluating thorough action plans to address their objectives will be respected by all.

The school teams will be involved in creating and modifying school practices and in creating improvements in existing programs. The school teams are not intended to be directly involved in day-to-day administrative matters; rather, they operate within the existing administrative structure of the district, and concentrate on creating positive change on issues relating to the attainment of the district mission.

The school teams will engage in the following cycle of activity to develop annual objectives and action plans that describe the improvements in existing programs and practices that they are going to implement to better ensure the attainment of the mission:

- Teams will conduct a needs assessment on indicators related to educational issues suggested by the mission, and develop objectives designed to address the issues that team members feel represent significant opportunities for the school to make the mission a reality.
- The teams will select one or more priority areas to concentrate on for the year and set objectives relating to the attainment of the mission statement in these areas.
- The teams will engage in research to determine their course of action, and develop action plans that spell out in detail how they are going to create improvements on these issues.
- The teams will implement the action plans, and as a part of the action plans, evaluate both the implementation process and their progress in achieving their objectives as a result of their actions.

SDM teams will have the responsibility and authority to address issues, problems, and practices that affect their school. Areas of SDM team authority include, but are not restricted to:

- The development of programs and procedures to update and enrich the curriculum
- The development of learner outcomes
- The development of programs to promote student motivation to learn
- The development, organization, and implementation of extra-curricular and co-curricular activities

- The development and implementation of student discipline codes and related procedures (including student handbook)
- The development of programs to promote teamwork among colleagues
- The development of programs and procedures to enhance the quality of the working and learning environment
- Issues pertaining to staff development
- Provide input on staff selection guidelines
- The development of programs and procedures for the involvement of parents, community members, and business people in school affairs
- Issues pertaining to scheduling within district guidelines
- Issues pertaining to building plan (facilities) and space utilization
- Issues pertaining to the efficient use of resources

Decisions and actions that fall beyond the normal authority of the team will be presented by the team for approval by the Superintendent. (For example, the team might see approval for a decision that requires the expenditure of funds not otherwise budgeted to the building.) The team may expect timely consideration of its recommendations, as well as feedback concerning the disposition of the recommendation. A process for approval of recommendations appears at the end of this plan.

LIMITATIONS ON SCHOOL TEAM DECISION MAKING

The decisions and recommendations of school teams may have far-reaching effects. The decisions of the school teams have the same limitations as decisions of individual decision makers in the district. In order to coordinate team activity and ensure consistency with existing structures:

- Decisions and actions of the school teams cannot supersede provisions of an existing collective bargaining agreement or bypass the grievance process available under an existing agreement.
- Decisions and actions of the school teams cannot violate federal, state, or district mandates.
- Decisions and actions of the school teams should be consistent with current research and understanding of best practice.
- Decisions and actions of the school teams cannot commit another department, unit, or school to some action without their prior knowledge and involvement.

These guidelines are not meant to restrict teams. Teams are encouraged to be innovative and to consider primarily what they feel will work best for their students.

To allow the teams the greatest possible latitude in their decision making, school teams are encouraged to use the existing State Education Department waiver process to seek authority to institute a practice that departs from State mandates. Likewise, school teams may, if necessary, utilize the existing process to seek waivers from the provisions of existing labor agreements.

BUILDING TEAM COMPOSITION

	Secondary (7-12)	Elementary (K-6)
A) <u>Teachers:</u>	4 Teachers with a preference for diversity: e.g. Jr. H.S., Sr. H.S., Special Education, Remedial Related Arts	4 Teachers with a preference for diversity: e.g. Primary, Intermediate, Special Education, Remedial Education and Related Arts

Note: Initially, teachers will serve for either a two or three year term. When team members are selected, a lottery shall be held to determine the length of each person's term. Two teachers' names shall be selected to serve for three years; the remaining teachers shall serve for two years. Thereafter, teachers selected to serve on the teams shall serve for two-year terms.

<u>Membership:</u>	2 years each	2 years each
B) <u>Counselors:</u>	1 counselor as a voluntary member	1 counselor as a voluntary member
<u>Membership:</u>	2 years	2 years
C) <u>Parents:</u>	3 parents with a preference for diversity: e.g. <u>Gr. 7-9, and 10-12</u> (1 representative from each: PTSO, Music, Art & Drama (MAD) and Sports Boosters <u>whenever possible</u>)	4 parents with a preference for diversity: e.g. 2 grade K-3 and 2 grade 4-6, (3 representatives from PTSO and 1 representative from MAD Boosters <u>whenever possible</u>)
<u>Membership:</u>	2 years each	2 years each

Note: Child of parent member must be enrolled in the appropriate building for at least the first year of parent's membership on building team.

D) <u>Administrators:</u>	Building Principal	Building Principal
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	<u>Membership:</u>	Permanent and	Permanent
E)	<u>Support Staff:</u>	1 support staff	1 support staff
	<u>Membership:</u>	1 year	1 year
		Secondary (7-12)	Elementary (K-6)
F)	<u>Student:</u>	1 student	None. However, student data may be gathered through surveys and other research techniques.
	<u>Membership:</u>	1 year	N/A

Note: Student would be elected by Student Council during the spring of the preceding school year.

G) Community Member:

		1 community member who has a positive interest in education. This member may be a business person, senior citizen, or community leader. The above may or may not have children currently enrolled in the District.	1 community member who has a positive interest in education. This member may be a business person, senior citizen, or community leader. The above may or may not have children currently enrolled in the District.
	<u>Membership:</u>	1 year This person may reapply for subsequent appointments.	1 year This person may reapply for subsequent appointments.

SELECTION METHOD & TERMS OF BUILDING TEAM MEMBERS

Membership on the teams shall be voluntary. Every effort will be made to solicit volunteers for the team. In the event that a stakeholder group is underrepresented, the Building Level team may continue to function with the representatives who are present. In the event that more individuals from any stakeholder group volunteer than are needed, the selection from among the volunteers for the various stakeholders will be as follows:

- Teachers shall be selected by a vote of the faculty at a school faculty meeting run by the teachers' association

- Support staff members shall be selected by a vote of the support staff at a school run meeting called for that purpose
- Parent members shall be selected by a vote of those present at a PTSO; Music, Art, & Drama (MAD) Boosters; and a Sports Boosters Meeting
- The student member shall be selected by the student council
- The community member shall be selected by the existing building committee in a manner of their choosing

The district will send out announcements prior to the selection of parent and community team members for the purpose of generating significant interest in the SDM process and to ensure that volunteers will be found to fill these positions.

The terms for building team members are indicated in the preceding "Building Team Membership" section. Participation on the team is voluntary, and individuals will be expected to serve on the team for the duration of their term. Members may serve for consecutive terms, with no limit on the number of terms they may serve.

COMMITMENT OF TEAM MEMBERS

Members of the school teams enjoy certain rights and agree to certain responsibilities. Team members participate in charting a course for the school in the future; they develop school programs and practices that define how the members of the school community are going to pursue the mission. In short, they are agents of change whose goal is to help make certain that students have the greatest likelihood to succeed and prosper in the future.

For collaborative decision making to succeed in creating meaningful, lasting changes in programs and practices, each team member must agree to make a good faith effort to fulfill the following responsibilities:

- Attending all team meetings. Attendance at team meetings must be a priority. Collaboration cannot occur if members are absent
- Participating on subcommittees (see Subcommittees, below)
- Participating actively in team decision making, including:
 - Expressing concerns clearly and early in the decision process
 - REALLY listening to others
 - Being willing to say "no" as a part of consensus decision making and explain your concerns with the decision (see Decision Making, below)
- Communicating with members of the various stakeholder groups outside of team meetings to ensure that the entire school community is aware of and involved in the improvement process

- Sharing ownership of team decisions
- Supporting and selling team decisions

Being a member of a school team involves risk-taking; teams must take chances to create and sustain improvements. The collaborative decision making process is designed to allow members to participate in setting direction, creating, and implementing change. Each team member shares responsibility and accountability for team decisions.

REPLACEMENT OR REMOVAL OF TEAM MEMBERS

If a member of the team retires prior to the end of his/her term, that member's stakeholder group shall replace him/her and the replacement shall serve to the end of the term. (Naturally, the replacement is eligible to volunteer for additional terms thereafter).

If a member is not present for three consecutive team meetings, the chairperson shall contact the person individually, requesting an explanation of the absences and the member's intentions about remaining on the team. If the member expresses a desire to remain on the team, but continues to be absent, the chairperson shall contact the appropriate stakeholder group and ask that a replacement be selected to fill this position.

ACCOUNTABILITY

Accountability can mean many different things. Unfortunately, it is often equated with "blame." To be "accountable," by this definition, means to accept blame. Nothing could be less consistent with shared decision making.

In New York Mills, school teams will be accountable for promoting continual improvement toward attaining the district mission. That is, teams are accountable for making a good faith effort to develop and implement creative methods of improving a school's programs, practices, and services to facilitate the process of making the mission a reality. The district recognizes that the shared decision making process takes time, that creating lasting, meaningful change toward attaining the mission requires both patience and an ongoing commitment to the process.

The District Steering Committee shall conduct annual evaluations of team progress (see Steering Committee, below), which shall include examination of school team action plans and an evaluation of team process. Teams are expected to address roughly two to three meaningful objectives annually, and to create and implement action plans designed to attain these objectives. However, it is recognized that the teams are accountable for making progress toward the mission, and above all else, the evaluation will examine how successful the teams have been in promoting lasting change, not merely how many action plans they implemented.

There is recognition that teams, like individual decision makers, sometimes fail. Some action plans will not achieve the expected results. The district recognizes that there is value in this, and embraces the concept of "productive failure." When a team's action plan falls short, the team is to analyze why and develop alternatives designed to correct the problem. If shared

decision making is to succeed, teams must turn "failures" into successes and members of the school community must learn from these experiences. In this sense, teams are accountable for their efforts to correct action plan and ultimately achieve their objectives.

While there is value in failure on an action plan, continual failure to attain objectives is likely an indicator of a more serious problem with the SDM process. If the District Steering Committee's evaluations show that a team continually fails on its action plans, or if the team does not make a good faith effort to correct action plans that fail to reach their objectives, the Steering Committee is instructed to take action that may include:

- Providing a team receive additional training
- Providing technical assistance to a team on issues that they are considering
- Disbanding the team, and reforming the team with new members

The District Steering Committee, in determining a course of action, will consider first what support the district might provide a team to help it "get back on course," and only as a last resort disband the team.

DECISION MAKING

School teams will use a structured decision making process that assures that all members have an equal voice in decisions and that all members have equal decision making power. Decisions shall be made by consensus of members present at team meetings. Consensus means that each member can state:

- I can live with the decision.
- I understand the decision; it is clear, concrete and specific.
- I had an opportunity to be involved in the decision.
- I will support the decision and do what I can to make it work.

If the team determines that it cannot achieve a consensus on a decision, they will use the following process to resolve the decision:

- They will table the decision and schedule a time to return to it. In the intervening period, members may collect any information that might assist the team in resolving the conflict, including discussing the matter with stakeholders.
- If the team controls the timeline on the decision and a consensus still cannot be reached, the team will go on to another issue.
- If a decision must be made by a certain date and the team cannot achieve a consensus on the matter, the person or persons who would otherwise have made the decision if the team did not exist will make the decision.

DISTRICT COMMITMENT

The district agrees to support the activity of the school teams and makes a commitment to helping the shared decision making process work. The district demonstrates this commitment in part by providing training to the school teams and agrees to cover the costs associated with the training activities.

Team training will include:

- Training in team management, meeting management
- Training in the use of data and in conducting a needs assessment
- Training in decision processes, including the use of the structured decision process and consensus decision making

The District Steering Committee shall recommend that the Superintendent supply appropriate training programs whenever needed (see Steering Committee, below).

SUBCOMMITTEES

Team decision making will occur during team meetings, but researching issues, communicating and obtaining feedback from members of the various stakeholder groups, and implementing action plans will occur outside of meeting time. The use of subcommittees to accomplish tasks and to assist the school teams in doing research, communicating, and implementing action plans is encouraged. Time shall be allotted at the beginning of each meeting for reports of subcommittees on progress on existing action plans. Subcommittees may include school team members as well as individuals not serving on the teams.

MEETINGS

The final schedule for team meetings shall be determined by the members of the school teams. It is highly recommended that meetings be held monthly, and run for one hour at a time determined by the team. Meetings shall be held outside of the normal school day. The team shall designate a meeting room within the school, or make other arrangements for meeting space, and notify team members of the location of each meeting in a timely fashion.

FACILITATION AND RECORD KEEPING

The teams will select a chairperson or team leader, whose role shall include preparation of agendas for each meeting and facilitating team meetings. The chairperson does not have greater decision making power than other team members, and while acting as facilitator, the chairperson shall not take part in team discussions. When the chairperson desires to

participate in team discussion on a matter, he/she shall ask another team member to assume the role of facilitator temporarily.

Minutes will be prepared for each meeting, and distributed to members prior to the next regularly scheduled meeting. Responsibility for record keeping shall be shared by team members on a rotating basis, unless any team member chooses to volunteer to fulfill this function on a permanent basis.

COMMUNICATIONS

School teams cannot succeed if they operate isolated from the school community. There needs to be open communications among team members, and the team needs to communicate openly with members of the various stakeholder groups who are affected by their decisions. Team members have the responsibility of keeping members of their stakeholder group informed concerning team decisions and activities, and team members should build into their action plans ways to solicit input from members of the school community.

Teams are encouraged to develop regular mechanisms to communicate with members of the school community. These may include, but are not limited to, distributing minutes or summaries from team meetings; sending periodic memos or newsletters to stakeholders; making short oral presentations at the regular meetings of the stakeholder groups.

STEERING COMMITTEE

The District Steering Committee will become a District Steering Committee and will meet once in early fall, once in early spring and as many times as appropriate in between these dates to conduct the following activities:

- Annual review of building level team SDM plan implementation, progress and team accountability
- Biennial review of the shared decision making plans including any recommendations to the Board of Education regarding SDM plan modification
- Provide assistance for any recommendations to the building level teams
- Resolve conflicts related to the SDM process which may occur
- Select the training programs teams shall receive

Building level team verbal and written reports will be provided members of the District Steering Committee to insure their continual knowledge of team initiatives, successes, and topics that may require Steering Committee feedback. Building level teams will select a representative to share this data periodically with the Steering Committee during the latter's formal meetings. Finally, in the event a school team feels that a conflict exists that needs to be resolved by the District Steering Committee, any member(s) of that building team who also serves on the District Steering Committee will abstain from participation in the District Steering Committee's consideration of the matter.

District Steering Committee membership will be comprised of the following people:

<u>Stakeholders</u>	<u>Number</u>	<u>Length of Term</u>
<u>Administrators</u>	2 (Superintendent and Second administrator)	Permanent and One year, renewable
<u>Parents</u>	3 (<u>At least one from Elem. and Jr. – Sr. High</u>)	Two year, renewable Selected by PTSO

Note: Child of parent member must be enrolled in the District for at least the first year of the parent's membership on the building team.

<u>Support Staff</u>	1	Two year, renewable
<u>Teachers</u>	4 (<u>2 Elementary 2 Jr. – Sr. High</u>)	Two year, renewable

The selection method for District Steering Committee members will adhere to that process as described for Building Level Teams unless otherwise specified. Initial terms for parents, support staff and teachers will be staggered for two or three years with one parent, two teachers, and the one support staff member serving two year terms.

APPROVAL PROCESS FOR RECOMMENDATIONS

Decisions or expenditures exceeding the school team's authority or that affect other schools or other areas of district activity can be formulated into recommendations to be presented to the Superintendent. The following guidelines apply to the development and submission of recommendations by the SDM team:

- The SDM team should prepare materials and documentation to support the recommendation. The materials should clearly state:
 - the recommendation
 - the issue the recommendation is meant to address
 - how the recommendation will address the issue
 - how and why this recommendation was selected
 - who will be affected by the recommendation
 - Where appropriate, the materials should include an action plan for implementing the recommendation that provides a schedule, a list of resources required to implement the recommendation, and a plan for

evaluating the impact of the recommendation.

Recommendations are to be submitted to the Superintendent. The school teams should understand that approval may or may not be granted. The school teams should understand that the Superintendent may have questions about the recommendations and may propose amendments to them. The school teams should be prepared to answer the Superintendent's questions, provide additional information if requested, and confer with the Superintendent about proposed amendments to the recommendations.

The following guidelines apply to the Superintendent's consideration of the school team's recommendations:

- The Superintendent will carefully review and give full and open consideration to any recommendations.
- The Superintendent will respond to the school team's recommendations within 15 school days.
- In situations where the Superintendent does not approve the recommendation, the Superintendent will respond to the school team's recommendation in writing, and upon request, in person, providing a clear explanation for the refusal and including the criteria used in making the decision.
- The Superintendent agrees not to modify recommendations without involving the school team.

The recommendation process is meant to establish a dialogue. In situations where the Superintendent could not approve a recommendation, the school team will have the right to develop a response which addresses the concerns raised by the Superintendent, and to have that response treated as a new recommendation.

Adopted: February 1, 1994
Revised: February 1, 1996
January 20, 1998
April 6, 2004

2015-16 School District Safety Plan

New York Mills Union Free School District

7/7/2015

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PROJECT SAVE
(Safe Schools Against Violence in Education)

**District-wide
School Safety Plan
*Commissioner's Regulation 155.17***

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The New York Mills School District utilized a template customized by the Oneida-Herkimer-Madison Safety Office for our single-building district. A team of staff members, including administration, instructional and non-instructional staff developed a first draft of the district/building plan. As part of the planning process, our present Emergency Management Plan, School Emergency Procedure, and Crisis Team Procedures were reviewed and evaluated, in collaboration with the BOCES Safety Office. Our District Safety Team then assembled to review and revise this draft. The Safety Team includes members from student, parent, teacher, staff, community and administrative groups. A revised draft was presented to the public and Board of Education, and then approved by the board. This plan is reviewed, evaluated and revised on a yearly basis by our School Safety Team and District Crisis Team. The New York Mills School District supports the SAVE Legislation, and intends to continue to engage in a collaborative planning process in order to keep this document current. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The New York Mills District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appointed a Facilities Health & Safety Committee and charged it with the development and maintenance of the School District Safety Plan.

B. Identification of School Teams

The New York Mills School District has appointed a Facilities Health & Safety Committee consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. The members of the team and their positions or affiliations are as follows:

Members Name	Title
Kathy Houghton	Superintendent of Schools
Dick Ross (Chair); Rick Surprenant	School Board Members
Michael Spost	Administrator
René Wilson	Administrator
Andrea Dziekan	Athletic Director/NYMTA
Audrey Foote	Teacher/NYMTA
Jim Greene	CSEA President
Debbie Price	Bus Dispatcher
Adam Cleveland	BOCES Technology
Theresa Inkawich, Ken McCoy, Steve Abel, Bob Malinkowsky, Gary Hadfield	Community Members/Parents
Edward Schulze	PTSO Member
Nancy Nicholl (SRO)	Oneida County Sheriff's Office
Donna Wegrzyn, Deborah Corsi-Dee	School Nurses
William Lachut	Maintenance Supervisor
Mike Colangelo	BOCES Safety Specialist

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to our Building-level Emergency Response Plan which contains additional information that is not accessible to the public for security reasons. Although the District is considered a single instructional building, additional plans and/or procedures will be established for Beekman Gymnasium and the separate elementary and secondary wings as necessary. Elements of the district-wide plan including staff development, drills and exercises, and response actions will be developed as appropriate to the student population in each of these areas. The Building-level Emergency Response Plan is found in Appendix 2.
- The district-wide plan has been developed based on the State Education sample outline in the Project SAVE guidance document and resources provided by the Oneida-Madison BOCES Safety Office. The members of the District-wide School Safety Team listed above have reviewed and revised this document to meet the needs of the district and have addressed feedback from staff, students, and members of the community in its development.

- In the event of an emergency or violent incident, the initial response to all emergencies will be conducted by the School Emergency Response Team utilizing those members who are appropriate to the location and scope of the emergency. The Superintendent will be notified of all emergencies. He/she, or their designee, will then notify local emergency officials as needed.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan (minus Appendix 2) will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- Full copies of the School District Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.
- This plan will be reviewed periodically during the year and will be maintained by the Facilities Health & Safety Committee. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available in the district office.

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Program Initiatives

The district has established the following programs and activities for improving communication among students and between students and staff, and to facilitate the reporting and evaluation of potentially violent incidents:

- ◆ Conflict resolution for students
- ◆ Child Study Team (CST)
- ◆ Behavior Improvement Plan (BIP)
- ◆ Functional Behavior Assessments (FBA)
- ◆ Mediation
- ◆ In-school Counseling
- ◆ School safety programs presented to students and/or staff (local law enforcement, BOCES, fire department)
- ◆ Referrals to community agencies ex: Juvenile Probation, Kids Oneida, Mental Health and/or Substance Abuse Agencies
- ◆ DARE (Drug Abuse Resistance Education)
- ◆ K-6 Character Education Program/PBIS
- ◆ Social Skills Groups
- ◆ K-12 Code of Conduct

- ◆ Reporting mechanisms for school violence (through School Counselors, Social Worker, SRO, Principals, staff)

- ◆ Use of camera surveillance equipment externally, internally, and on school buses

- ◆ Threat Evaluation/Assessment and Procedures Team - Our elementary and secondary PPS Teams serve as Threat Evaluation/Assessment and Procedures Teams for grades K-6 and 7-12, respectively.

- ◆ Dignity for All Students Anti-Bullying Training for all K-12 Students.

The district will continue to assess its needs and establish programs that will help to create a positive, safe learning environment for students.

Training, Drills, and Exercises

- ◆ The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of a

building system. The procedures will be explained and practiced in a variety of ways including early go-home drill; tabletop exercise; live drill; and District Crisis Team exercise. Training will take place on Superintendent's Conference Days and/or other training days as deemed appropriate by the Superintendent, and will utilize the resources of local law enforcement, New York State Police, Oneida-Herkimer-Madison BOCES Safety Office, and Oneida County Emergency Management Office.

- ◆ When appropriate, and at the discretion of the District-wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. For security purposes, details of these drills and exercises have not been included in this plan. All Federal and State required drills are completed during the course of each year.
- ◆ Following is a description of the duties, hiring and screening process, and required training of hall monitors and other school safety personnel acting in a school security capacity. Included are copies of collaborative agreements made by the district with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including training to de-escalate potentially violent situations.

Front desk monitors receive the same level of training as our other school monitors, including first aid, CPR/AED training, de-escalation techniques, and other staff development opportunities as appropriate.

Implementation of School Security

- ◆ The district will conduct a security review of the facility with the assistance of local law enforcement and/or the Oneida-Herkimer-Madison BOCES Safety Office, and will determine the security measures that should be adopted where appropriate. At this time, the following are in place: Front Desk Monitor; visitor badge/sign-in procedure; and School Resource Officer.

Vital Educational Agency Information

- ◆ In an emergency, the Superintendent may be responsible for contacting other educational agencies in the district or general vicinity. The following chart contains information about each educational agency located in the school district, including school population, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

School	Contact person	Phone #	# pupils	Needs
Notre Dame Jr.-Sr. High School	Sister Anna Mae Collins	724-5118	360	Notification
Jr. Junction, Inc.	Kelli Gonyea	624-6273	45	Notification

House of Good Shepherd	Bob Roberts, Executive Director	235-7600	120	Notification
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B. Early Detection of Potentially Violent Behaviors

The District recognizes that the most current data cautions against profiling students who have the potential for violence; however, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors, and provide this team with information about how to identify early warning signs in students and in early intervention/prevention strategies. The K-12 Pupil Personnel Services Team (includes Principals, School Social Worker, School Psychologist, Guidance Counselors, and Nurses) will be responsible for evaluating students at potential risk of violent behavior and/or threats of violence by a student.

C. Hazard Identification

The District has identified the following sites of potential emergency or potential emergency situations:

Site/situation	Comments
District buildings	Medical emergency, parental/abduction, fire/explosion, bomb threat, intruder, power outage, chemical spills, air quality, dangerous weather (lightening, hail, hurricane, tornado)
Beekman gymnasium	Same as above
Athletic fields	Personal injury, intruder
Buses	Accident, fight, medical emergency, dangerous intruder, parental/abduction
Off-site field trips	Accident, abduction, medical emergency
Playground areas	Playground injury, dangerous weather, abduction, intruder
Roadways (Burrstone Rd. traffic light)	Accident, hazardous spill, personal injury
Construction/renovation sites	Accident, fire, explosion, chemical spill, personal injury
Bus garage	Fire, explosion, chemical spill, personal injury

Section III: Response

A. Notification and Activation (Internal and External Communications)

- In the event of a violent incident, the Superintendent or Building Principal will contact appropriate law enforcement officials through the 911 system. If an administrator is unavailable, the Operations Manager, School Nurse and/or secretaries may call 911 as needed. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is also included in the appendix of the Emergency Response Plan.
- In the event of a disaster or an act of violence, all educational agencies within the school district of will be notified using one or more of the following mechanisms:

Telephone	Intercom
Fax/Email	Local Media
District Radio System	NOAA Weather Radio

In the event of an emergency, or impending emergency, the district will notify all principals/designees of facilities within the district to take the appropriate action.

- Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media in some instances, or by using a phone tree with emergency contact cards provided by students, school messenger.

B. Situational Responses

Emergency Response

The District's emergency response plans are outlined in the Building-level Emergency Response Plan for security reasons. They include the following situations:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school: The Building-level plan includes specifics to potential emergency situations which would require these responses.

- ◆ Use of staff trained in de-escalation or other strategies to diffuse the situation.
- ◆ Inform Building Principal of implied or direct threat.
- ◆ Determine level of threat with Superintendent/Designee.
- ◆ Contact appropriate law enforcement agency, if necessary.
- ◆ Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Administrators

Kathy Houghton, Superintendent
 Michael Spost, Jr. - Sr. High School Principal
 Dr. René Wilson, Elementary Principal

Keyed Staff

William Lachut, Director of Facilities I
 Debbie Price, Bus Dispatcher
 Andrea Dziekan, Athletic Director
 Gene Wegrzyn, Custodian
 Nancy Nicholl, School Resource Officer

The District will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in

the Building-level Plan. The following types of procedure(s) have been considered:

- ◆ Determine level of threat with Superintendent/Designee.
- ◆ If the situation warrants, isolate the immediate area and evacuate if appropriate.
- ◆ Inform Building Principal/Superintendent.
- ◆ If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency, fire department, ambulance via 911.
- ◆ Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the Building-level Plan. The following protocols are provided as examples:

- ◆ Identification of decision-makers
- ◆ Plans to safeguard students and staff
- ◆ Procedures to provide transportation, if necessary
- ◆ Procedures to notify parents
- ◆ Procedures to notify media
- ◆ Debriefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

- ◆ In an emergency, the Superintendent/Designee will contact the 911 center for fire, law enforcement, or EMS response.
- ◆ On occasion, the Superintendent/Designee may need to contact the highest-ranking local government official for notification and/or assistance. That being the Village of New York Mills Mayor:
Phone 315-736-9212
Name John Bialek

Procedures for Obtaining Advice and Assistance from Local Government Officials

The District will contact the County Emergency Management Office for advice and assistance for implementation of Article 2-B of the Executive Law. A list of emergency response agencies including the Red Cross, fire department, police, mental health services, hospitals, private industry, private individuals, and religious organizations is included in the appendix.

District Resources Available for Use in an Emergency

During an emergency, the District has the following resources available:

Equipment	Location
Cellphones	Administrators office
Two-way radios	Maintenance/office/Admin Staff/Monitors/Nurses
Trucks	Bus Garage
Snow removal equipment	Bus Garage
Bus Fleet	Bus Garage
Portable Generators/Lighting	Bus Garage
Crisis Response Kits	All Offices, Bus Garage, Beekman

Community Resources Available for Use in an Emergency

During an emergency, the District may ask for assistance or equipment from the following community resources:

Equipment/423-1300 Dispatch	Location	Phone #
Portable generators/Lighting	National Grid	(800) 642-4272 or Account Info
Water pump, medical equipment, generators	New York Mills/ Yorkville Fire Department	736-1453 (dispatch) 736-1523
Trucks, equipment	Department of Public Works	736-3204
Tents, medical supplies, generators	Army Reserve Center	793-8400 x401/793-8411
Pumps, emergency equipment	Mohawk Upper Regional Water Board Anne Milograno	794-4532

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The following persons are available to assist in the event of an emergency:

Name	Role, skill, or assignment
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Kathy Houghton, Michael Spost, Rene' Wilson, Nancy Nicholl, William Lachut	District Coordination, Bomb Threat, Reasonable Suspicion Search/ID of drugs alcohol use
Nina Belmar, Michael Spost, Nancy Nicholl, Kathy Houghton, Rene' Wilson, Michelle Hall, Kim Zogby, Tammy Maciol, Romana Davis, Nina Belmar,	De-escalation, restraint
Donna Wegrzyn, Deborah Corsi-Dee	Medical, first aid, CPR, etc.
Bus Drivers	Medical, first aid, CPR, etc.
Andrea Dziekan, Anthony Ricco, Michael Keating,	First Aid/CPR/AED
Audrey Foote	Hazardous materials/chemical management
Rene' Wilson	Coordinator Elementary, Bomb Threat Response, De-escalation, restraint
Michael Spost	Coordinator Jr.-Sr. High, First Aid, De-escalation, restraint

Protective Action Options

The following actions will be considered in the event of an emergency as appropriate:

school cancellation prior to opening, early dismissal, evacuation or sheltering.

- **School cancellation**
 - ◆ Monitor any situation that may warrant a school cancellation.
 - ◆ Make determination.
 - ◆ Contact local media.
 - ◆ Utilize Messenger System.

- **Early dismissal**
 - ◆ Monitor situation.
 - ◆ If conditions warrant, close school.
 - ◆ Contact Transportation Supervisor to arrange transportation.
 - ◆ Contact local media to inform parents of early dismissal.
 - ◆ Set up an information center so that parents may make inquiries as to the situation.
 - ◆ Retain appropriate district personnel until all students have been returned home.
 - ◆ Utilize Messenger System.

- **Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)**
 - ◆ Determine the level of threat.
 - ◆ Contact Transportation Supervisor to arrange transportation.
 - ◆ Clear all evacuation routes and sites prior to evacuation.

- ◆ Evacuate all staff, students, and visitors to pre-arranged evacuation sites.
 - ◆ Account for all student, staff population, and visitors. Report any missing staff or students to Building Principal.
 - ◆ Make determination regarding early dismissal.
 - ◆ If determination was made to dismiss early, contact local media to inform parents of early dismissal.
 - ◆ Ensure adult supervision or continued school supervision/security.
 - ◆ Set up an information center so that parents may make inquires as to the situation.
 - ◆ Retain appropriate district personnel until all students have been returned home.
 - ◆ Utilize Messenger System.
- **Sheltering sites (internal and external)**
 - ◆ Determine the level of threat.
 - ◆ Determine location of sheltering depending on nature of incident.
 - ◆ Account for all students, staff, and visitors. Report any missing staff or students to designee.
 - ◆ Determine other occupants in the building.
 - ◆ Make appropriate arrangements for human needs.
 - ◆ Take appropriate safety precautions.
 - ◆ Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
 - ◆ Retain appropriate district personnel until all students have been returned home.

Section IV: Recovery

A. District Support for Buildings

- The District has established a K-12 Emergency Response Team and a K-12 Crisis Response Team.

B. Disaster Mental Health Services

- The PPS Team and Administration will assist in the coordination of disaster mental health resources and will mobilize the implementation of the Crisis Response Team as outlined in the district Crisis-Response Plan.
- During the recovery phase of an incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan.

Appendix 1:

The following buildings are covered by the District-wide School Safety Plan:

1. New York Mills Union Free School (Elementary/Jr.-Sr. HS - same building)
1 Marauder Boulevard
New York Mills, NY 13417

Phone Numbers:

Kathy Houghton, Superintendent of Schools; District Office – 768-8127

Michael Spost, Jr.-Sr. High Principal; Secondary Office – 768-8124

Rene' Wilson, Elementary Principal; Elementary Office – 768-8129

2. Debbie Price, Bus Dispatcher
Beekman Gym/Bus Garage
1 Marauder Boulevard
New York Mills, NY 13417
Phone Number: 768-7948

William Lachut, Director of Facilities I - 768-8516, 8127

Appendix 2:

A copy of the New York Mills Building-level Emergency Response Plan follows. Copies are available in the following locations:

- ❑ District Office
- ❑ Elementary Office
- ❑ Jr.-Sr. High School Office
- ❑ School Resource Officer's Office
- ❑ New York Mills Police Department
- ❑ State Police Barracks
- ❑ County Sheriff's Office
- ❑ BOCES Safety Office

NEW YORK MILLS SCHOOL DISTRICT

STRATEGIC PLAN

2015-16 School Year

DISTRICT MISSION STATEMENT

The mission of the New York Mills Union Free School District is to help students become motivated, responsible, caring individuals by providing resources and a safe, supportive environment, which encourage students to pursue excellence.

DISTRICT GOALS

To meet the challenges of the District Mission Statement, the New York Mills School District makes a commitment to:

- ◆ Provide programs, resources, and facilities that will ensure all students are given equal opportunities to achieve higher district, state, and national standards.
- ◆ Provide staff development to all employees that will enable them to elevate their skills, knowledge, and attitude in order to help our students achieve excellence.
- ◆ Promote school pride and spirit through a partnership with the community.

DISTRICT STRATEGIC PLAN

GOAL 1: PROVIDE INSTRUCTIONAL PROGRAMS THAT WILL ENSURE ALL STUDENTS ARE GIVEN EQUAL OPPORTUNITIES TO ACHIEVE HIGHER DISTRICT, STATE, AND NATIONAL STANDARDS.

Desired Result	Key Action	Timeline	Resources	Staff Development	Evaluation
a. Increase the number of students that pass Regents exams and perform at or above the reference point on other state assessments to meet or exceed Regents Reform Agenda annual performance targets.	<ul style="list-style-type: none"> Provide high-quality research-based literacy and math instruction. Provide Academic Intervention Services, remediation, and special education as needed using a Response to Intervention approach. Assure that curriculum and instruction are aligned with Common Core assessments Provide after school opportunities for academic assistance Use multiple measures to assess student learning: DIBELS, Guided Reading Assessment, STAR ELA/Math, curriculum-based/classroom, and state assessments. 	<ul style="list-style-type: none"> Ongoing 2015-16 School Year 	<ul style="list-style-type: none"> Certified/highly qualified teachers Staff Development through OHM BOCES and other professional organizations Common grade level or department planning time ½ day Professional Learning Community (PLC) days Regional, curriculum meetings Elementary School Improvement Team Engageny.org CORE/Safe Schools Healthy Students grant – originated programs BrainHoney platform for Common core Elementary Common Core Ambassadors Department Coordinators' leadership 	<ul style="list-style-type: none"> Mentoring program for new teachers Local, regional and state workshops and conferences Common Core Curriculum Training Faculty and department meetings 	<ul style="list-style-type: none"> Annual state and local assessment results Reflection and discussions by stakeholders School Based Inquiry Team Data evaluation meetings Child Study Team/Pupil Personal Services meetings Annual Professional Performance Review Plan (APPR) Department Chair Meetings to establish Data-Driven Instruction practices
b. Increase respectful, responsible behavior throughout the district, in order to comply with DASA (Dignity for All Students Act)	<ul style="list-style-type: none"> Comply with Dignity for All Students Act School Counselors and Social Worker will continue to work with teachers and students on anti-bullying and character education Continue to provide character/violence prevention education through K-6 assembly program Utilize OHM BOCES PBIS Coordinator Services one day per week Provide mediation program for elementary and Advisory for middle level students. Continue Intervention Supports plan Follow Elementary Positive behavior All students will have “bell work” upon entering class Students will adhere to school wide procedures and routines Provide timely written and verbal communication to parents regarding student progress Publish behavioral expectations in multi-media for access by all stakeholders 	<ul style="list-style-type: none"> Ongoing 2015-165 School Year 	<ul style="list-style-type: none"> DARE program K-6 Bully Box Professional learning communities Support Staff meetings Code of Conduct Harry Wong DVD's and handbook Effective Teaching 1st Days of School Build specific and age appropriate behavior interventions i.e. Secondary advisory, elementary “Marauder Money” Positive Behavior Incentive System team meetings CORE/Safe Schools Healthy Students/BOCES School Resource Officer 	<ul style="list-style-type: none"> Superintendent's Conference Day ½ day professional learning community days Continued training in Threat Assessment and Crisis Management. Ongoing building-level staff development in classroom management Crisis Team meetings Harry Wong Summer Workshop 	<ul style="list-style-type: none"> Reduction of disciplinary referrals Evaluation of school climate through Building Leadership Team Needs Assessment Teacher/staff reflection and discussion Superintendent Exit Surveys of 12th graders VADIR Reporting/evaluation of disciplinary data
Desired Result	Key Action	Timeline	Resources	Staff Development	Evaluation

c. Meet or exceed the Annual Regents Reform Agenda performance target for High school graduation rates.	<ul style="list-style-type: none"> Align K-12 curriculum with Common Core New York State Standards Provide timely written, verbal, and e-mail communication to parents regarding student progress Provide after school opportunities for academic remediation Devise individual academic support plans 	<ul style="list-style-type: none"> Ongoing 2015-165 School Year 	<ul style="list-style-type: none"> BOCES Curriculum Personnel Core Curriculum documents Performance data from NYS assessments and Regents CORE/Safe Schools Healthy Students BOCES grant – generated programs Online credit recovery 	<ul style="list-style-type: none"> My Learning Plan APPR pre and post conferences School Based Inquiry Team meetings Department/Grade level data meetings 	<ul style="list-style-type: none"> 2015 Graduation rate
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GOAL 2: PROVIDE STAFF DEVELOPMENT TO ALL EMPLOYEES THAT ENABLE THEM TO ELEVATE THEIR SKILLS, KNOWLEDGE, AND ATTITUDE IN ORDER TO HELP OUR STUDENTS MEET HIGHER STANDARDS.

Desired Result	Key Action	Timeline	Resources	Evaluation
a. Faculty and Staff will accept responsibility for creating the conditions in their content areas that enable each student to be successful and committed to continuous improvement through the Common Core.	<ul style="list-style-type: none"> Teachers will meet in teams to analyze assessment data, study state standards, benchmarks, and performance indicators Teachers will collaborate vertically and within content and grade level teams to create aligned curriculum documents and share best pedagogical practices 	<ul style="list-style-type: none"> Ongoing 2015-16 School Year 	<ul style="list-style-type: none"> Regional Information Center EngageNY.org Local training and District Support Staff meetings Common planning time Professional Learning Community (PLC) Superintendent Conference Days School Based Inquiry Team training and meetings (SBIT) BrainHoney Platform Regional Information Center Staff Oneida-Herkimer-Madison BOCES Staff 	<ul style="list-style-type: none"> Teacher/Staff reflection and discussion Teacher/Staff participation in PLC Observation - Teacher Walkthroughs (5x5s) State and local assessment results STAR assessments K-6 APPR local pre and post tests. APPR evaluation document Professional Education Committee Teacher Lesson and unit plans
b. Teachers will use data to drive instruction	<ul style="list-style-type: none"> Teachers will meet in teams to analyze assessment data, study state standards, benchmarks, and performance indicators Create and monitor student learning objectives Create interventions/action plans that meet student learning needs 	<ul style="list-style-type: none"> Ongoing 2015-16 school year 	<ul style="list-style-type: none"> School Based Inquiry Team meetings (SBIT) using available data reports Child Study Team Meetings Department/Grade Level Meetings 	<ul style="list-style-type: none"> Pre Post Observation Conferences Student assessment results Differentiated students goals and lesson plans

GOAL 3: PROMOTE SCHOOL PRIDE, SPIRIT, AND SUPPORT THROUGH A PARTNERSHIP WITH THE COMMUNITY.

Desired Result	Key Action	Timeline	Resources	Staff Development	Evaluation
a. Strengthen School	<ul style="list-style-type: none"> Maintain budget increases at 		<ul style="list-style-type: none"> Parent-Teacher-Student Organization 		<ul style="list-style-type: none"> Budget vote results

<p>Community Relations</p>	<p>reasonable levels</p> <ul style="list-style-type: none"> • Continue Jr. – Sr. HS Musical dinner theater performance. • Continue Elementary and Jr. – Sr. High School Arts Fest • Support The New York Mills Union Free School District Foundation. • Continue monthly Character Assemblies • Employees will demonstrate positive support for school, students, parents, and other staff members. • Celebrate successes. • Continue Student Council-sponsored activities, such as staff breakfast, Breakfast with Santa, special fund-raising activities, etc. • Provide positive feedback to staff • Work with school associations in order to foster participation in student support groups • Weekly e-mail to parents • Administration will aid student support group leadership in public relations efforts 	<ul style="list-style-type: none"> • Ongoing 	<p>(PTSO)</p> <ul style="list-style-type: none"> • Music, Art and Drama (MAD) Boosters • Sports Boosters • Drama Club • Media (TV, newspaper, radio) • District publications (newsletter, bulletin) • Board of Education meetings • District staff outreach to community through attendance at NYM events <ul style="list-style-type: none"> • Local Unions - NYMTA/CSEA • Student Groups – Student Council/National Honor Society • Parent Groups – PTSO/MAD/Sports Boosters • Board of Education – Department/Grade Level Presentations • NYM School District Foundation • District Newsletters • School website • Available space for organizations in school • Kindergarten Orientation • Parent Open House/Curriculum Nights 	<ul style="list-style-type: none"> • Public relations workshops/Media Training • Budget development and presentation workshops • Staff communication (i.e. meetings, bulletins, e-mails, blog) • Union leadership and administrative meetings • Administrative meetings/communication with faculty and staff • Administrative communication with student organization leadership 	<ul style="list-style-type: none"> • Monitor staff attendance at district events - APPR • Faculty Forum discussions • Enrollment numbers in organizations • Attendance at meetings • Parents and Community members will participate in student support organization • District Survey results
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PROFESSIONAL DEVELOPMENT PLAN
NEW YORK MILLS UNION FREE SCHOOL DISTRICT
2015-16 SCHOOL YEAR

BEDS CODE: 411504

Ms. Kathy Houghton
Superintendent of Schools
1 Marauder Boulevard
New York Mills, NY 13417

Phone: 315-768-8127 Fax: 315-768-3521

Email: khoughton@newyorkmills.org

Professional Education Committee (PEC):
Jennifer Goodfriend, Grade 2 Teacher
Stephanie Sacco, Grade 6 Teacher
Michelle Hall, Grades Special Education Teacher
Jeanne Marley, Special Education Teacher
Steve Shrey, Music Teacher
Dr. Rene' Wilson, Elementary Principal
Michael Spost, Jr.-Sr. High School Principal
Kathy Houghton, Superintendent of Schools

NEW YORK MILLS UNION FREE SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT PLAN CR100.2 (dd)

Introduction

The Professional Education Committee (PEC) has been chosen to advise the Superintendent on professional development needs and concerns of the teaching staff. The Committee, which represents the K-12 continuum, also plans and designs the program for regularly scheduled Superintendent Conference Days. In light of changes in Commissioner's Regulations 100.2 (dd), the PEC will be asked to help plan the District's conference days to meet the requirements of a District Professional Development Plan (PDP) as it pertains to the Regents Reform Agenda and Core Curriculum Learning Standards implementation.

Professional Development Plan

It is envisioned that the PEC will continue to schedule two staff in-service days to align with staff needs as they are affected by the Regents Reform Agenda requirements.

In addition, complimentary needs may arise and be expressed to the appropriate administrator or through the PEC by any one of the following levels:

- Individual Teacher
- Grade Level
- Department
- Building
- District

These needs will be considered by the PEC in conjunction with the administrator when feasible in order for the PEC to ensure continuous and sustained professional development. Notwithstanding this function of the PEC, current approval procedures will remain intact for local in-service credit, teacher center credit, credit hours, sabbatical leaves, and other types of curriculum and staff development.

Impact of Professional Development on Student Achievement and Teacher Practices

Each building principal shall ensure that student performance data will be analyzed and results communicated to the Superintendent and the PEC in the form of needs identification. The Superintendent and the PEC will consider these needs while the overall District wide professional development plan is prepared. Needs not incorporated within this plan may still be pursued at the building level under the direction of the principal. Further, the principals shall collect BEDS and State Report Card data regarding staff and professional development. The PEC shall then analyze student achievement and survey data in order to adjust the professional development plan as deemed appropriate.

All Teachers, those now employed and those who will be hired in the future will be affected by the NYS Education Department Regulations. Teachers employed by the district after February 2, 2004 will be required to complete 175 clock hours of professional development every five years. The district will provide professional development opportunities, both during and after the normal school day, as well as during the summer. All professional development approved by the district will focus on improving student achievement through exemplary teaching practices.

Teachers already employed by the district are encouraged to complete at least 18 clock hours of professional development each year. In order to maintain a high level of competence, teachers must constantly extend their professional knowledge and skills.

District Mission Statement and Board of Education Goals

The following New York Mills Mission Statement and Board of Education Goals were utilized to help formulate our Professional Development Plan. In an attempt to align our staff development efforts with the mission and goals of the Board of Education, we utilized those documents in order to develop our Plan. When the results of the Teacher Needs Assessment were compared to the Board of Education Goals, we found that the identified staff development needs and the Board goals for our district have several common themes. These similarities served to strengthen our commitment to the Professional Development Plan goals and objectives presented on the following pages. It is our belief that the staff development opportunities we have planned will meet the instructional needs of our teachers and the learning needs of our students.

District Mission Statement

The mission of the New York Mills Union Free School District is to help students become motivated, responsible, caring individuals by providing resources and a safe, supportive environment which encourage students to pursue excellence.

Board of Education Goals

To meet the challenges of the District Mission Statement, the New York Mills School District makes a commitment to:

- Provide instructional programs, materials, and facilities that will ensure all students are given equal opportunities to achieve higher district, state, and national standards.
- Provide staff development to all employees that will enable them to elevate their skills, knowledge, and attitude in order to help our students meet higher standards.
- Promote school pride and spirit through a partnership with the community.

Needs Assessment

The District's latest School District Report Card scores were satisfactory. However, an identified area of need to be addressed in our Professional Development Plan is meeting the needs of at risk learners. With Response to Intervention and differentiated instruction as current best practices, it is necessary to provide staff with the opportunity to build on these practices to better meet the needs of learners. Training in how to implement and carry out RTI and differentiated instruction will be critical to student success.

Therefore, a needs assessment to ascertain teachers' perceived staff development needs is administered at the conclusion of our September Superintendent's Conference Days. These Professional Development Needs Surveys give teachers and related professional staff the opportunity to communicate their perceived needs and interest levels in the identified areas. The survey was given to all faculty in the special areas and grades K-12.

Staff Development Needs:

1. Common Core Learning Standards
2. Common Core Aligned Curriculum
3. Growth Model
4. Inquiry Team Data Driven Instruction
5. APPR (Annual Professional Performance Review)

Our Professional Development Plan goals focuses on the areas identified above.

1. Common Core Learning Standards – Training on Common Core Aligned Modules will take place throughout the 2015-16 school year. Target audience – all K-12 teachers and administrators.
2. Common Core Aligned Curriculum Training and assistance will be provided so that all teachers can successfully develop and implement Common Core aligned learning experiences (4 by the end of school year, 2 per semester).
3. Growth Model – Training will be provided regarding growth and value added score interpretation and data analysis. Target Audience: all teachers and administrators.
4. Inquiry Team Data Driven Instruction – BOCES will continue to provide training and technical support to both elementary and secondary SBITS (School Based Inquiry Teams) during the 2015-16 school year.
5. APPR (Annual Professional Performance Review) – The BOCES Network Team (Oneida-Herkimer-Madison BOCES & Madison Oneida Regional Information Center) will continue to work with teachers and administrators to address training and implementation needs of our district's APPR (Annual Professional Performance Review) plan; including Principals training in the 9 APPR Elements Mechanism for ensuring inter-rate reliability.

Oneida BOCES : Professional Development Roadmap

In addition the New York Mills Union Free School District works extensively with Oneida-Herkimer-Madison BOCES Program & Professional Development to meet the Professional Development needs of our faculty and staff. Below is a regional multi-year Professional Development Roadmap that is currently in progress. This BOCES-wide action plan focuses on the tenets of the Regents Reform Agenda and address each subject (English Language Arts, Math, Social Studies, Science), as well as Teacher Leader Effectiveness, Culture Shifts, Data Driven Instruction, and Professional Learning Communities.

	Actions Taken	Future Implementation
English Language Arts	<ul style="list-style-type: none"> *Common Core State Standards *Instructional Shifts *Tristate Rubric – evaluating instructional materials – using high quality instructional materials *Aligning common core curriculum *State provided curricular modules *ELL’s/ Bilingual curricular planning *Evidence Collection tools *Evidence based feedback *Deepening content knowledge and student questioning skills *ELA pedagogy professional development *ELA leadership and networks *ELA module resources – LMS *Academic vocabulary prof. develop. *K-2 Writing rubric development *Core 6 – CC Strategies *ELA Exam reviews 	<ul style="list-style-type: none"> *Supporting struggling readers *Supporting struggling writers *Effective middle/secondary interventions *Written Expression Writing in content areas Argumentative, Narrative and Informational writing *Units of Study – Reading and Writing Training - TCRWP
Mathematics	<ul style="list-style-type: none"> *Common Core State Standards *Instructional Shifts *Tristate Rubric – evaluating instructional materials – using high quality instructional materials *Aligning common core curriculum 	<ul style="list-style-type: none"> *Supporting struggling learners *Designing and implementing an AIS/RTI system (including effective interventions) *Geometry support group *Algebra support group

	<ul style="list-style-type: none"> *State provided curricular modules *ELL's/ Bilingual curricular planning *Evidence Collection tools *Evidence based feedback *Deepening content knowledge and student questioning skills *Math pedagogy professional development *Math module training *Math module resource – LMS *Math coach training/support *B.Davidson – trainer *Math Exam reviews 	
Teacher Leader Effectiveness	<ul style="list-style-type: none"> *SLOs Examples, databases, training, technical assistance *Lead Evaluator training *Principal Evaluator training *APPR Teacher Practice Rubrics *APPR Principal Practice Rubrics *Evidence Collection Tools *Evidence based feedback *Understanding State provided growth scores *Growth producing feedback professional development *Courageous conversations *STEM professional development *Instructional technology professional development *Recertification training 	<ul style="list-style-type: none"> *Revised regulations (as immediately necessary) *Growth-producing feedback *Accountability that make a difference (collaborative, social capital) *Recertification *Independent evaluator training (as needed)
Social Studies	<ul style="list-style-type: none"> *Initial Awareness/connections with component districts – workshops (K-12)and support groups (7-11) *Balance of PD/training with development of shared resources *Focus: Middle level>elementary>high school shifting over time *Practices>Inquiry model>using the inquiries *Incorporate the use of technology to expand the development, dissemination, 	<ul style="list-style-type: none"> *Support groups/workshops continued (K-12) *SS practices *Inquiry model – using the inquiries *How the inquiries fit with good curriculum and pedagogy *Good assessment practices *Writing in the S.ST. content area *Resource sharing – Media services * Development of units/inquiries *Summer 2015 – Middle

	<p>and implementation of curriculum and instructional resources to broaden accessibility.</p> <p>*April 2014 – New S.St. Framework adopted NYSED</p> <p>*Sept. 2014 – IT S.St. work presented at SCDN</p> <p>*Oct. 2014 – S.St. Session #1 w/ NYSED representatives and Supts., Principals and Teachers</p> <p>*November 2014 - NYS releases Field Guide</p> <p>*Feb.2015 – S.St. Session #2 Discussion with Oneida BOCES S.St. work group and component districts</p> <p>*May 2015 – S. St. Session #3 – Formation of support groups grades 7-11 for 2015-16 year and their initial meeting</p> <p>*June 2015 – collaboration with Center State Teacher Center – teachers developing inquiries</p>	<p>level should begin curriculum writing/revisions in component district in preparation for implementation</p> <p>*August 2015 – NYS Toolkit will be released with inquiries</p> <p>*Summer of 2016 – curriculum writing should continue in component districts and expand to Global Studies grades 9 and 10.</p>
Science	<p>*Jan. 2015 – NYS Statewide Strategic plan for Science approved</p> <p>*Science kit revisions – aligned to NGSS – teacher teams</p> <p>*Build the capacity of Oneida BOCES and local school districts to implement curriculum and instructional programs that are based on the new P-12 NYS science learning standards.</p> <p>*Incorporate the use of technology to expand the development, dissemination, and implementation of curriculum and instructional resources to broaden accessibility.</p>	<p>Science kits – NGSS updating – Summer 2015 – Fall 2015</p>
Culture	<p>*Mindset</p> <p>*Switch</p> <p>Information and resources</p> <p>Resources : Boards of Education</p>	<p>*The Coming Jobs War</p> <p>Superintendents, Principals – Information and resources</p> <p>*Continued connections with <u>Switch</u> and <u>Mindset</u> work</p>

Data Driven Instruction	<ul style="list-style-type: none"> *Data Driven Instruction *NYS Assessment design documents *DDI implementation rubric * Analysis meeting protocols *Data use and action planning *Awareness of available data 	<ul style="list-style-type: none"> *Data use and action planning (ex. poverty)
Other	<ul style="list-style-type: none"> * Life and Leadership Coaching training *Effective PD (Master Trainer) *Professional Learning Communities professional development *Dr. Daggett *Classroom Effectiveness Series *Differentiated Instruction 	<ul style="list-style-type: none"> *PLC –training, coaching and support *Poverty awareness and strategies *Coaching – leadership and PLC *Classroom Effectiveness training *Differentiated Instruction *Arts in Education opportunities workshop

New York Mills School District New Teacher Mentoring Program

Program Goal

The goal of the mentoring program is to improve the skill and retention of new teachers as they transition from academic preparation to their first professional appointment. This program provides mentorship to teachers certified after February 2, 2004, with less than two years of teaching and initial or transitional certification.

Mentor Selection Procedure

This procedure has been developed in collaboration with Teacher Association representatives and district administration through their Professional Education Committee. This program is included in the Professional Development Plan, which is published and available to district staff and the public upon request.

All certified and tenured New York Mills teachers will be offered the opportunity to apply to be a mentor. Administrators will conduct interviews of all interested teachers to select appropriate mentor candidates. Selected mentor candidates will be recommended by the Superintendent to the Board of Education for approval on a yearly basis.

Criteria for selection of mentors are:

- A history of outstanding evaluations and participation in staff development programs.
- Demonstrated mastery of effective teaching strategies and content area knowledge if applicable
- Demonstrated ability to provide an environment conducive to learning (i.e., classroom management)
- Evidence of excellent interpersonal relationship skills
- Demonstrated ability to be a positive role model

Based on the goals of the program, it is imperative that a positive relationship is formed between the mentor and the new teacher. It is also understood that the performance of the mentor is critical to the success of the new teacher. As a result, the following guidelines will be used to oversee the mentoring process:

- The Superintendent or his/her designee will notify mentors of their approval in writing.
- Assignment of a mentor will be on an annual basis for each school year. Selection one year as a mentor does not guarantee selection as a mentor during subsequent years.

- Mentors may request to leave the program at any time; however, their release from mentoring duties will be based on the approval of the superintendent.
- A teacher in the mentoring program may request a change in mentors by submitting a written request, including reason(s) to their principal, who will present that request to the Superintendent.
- Compensation for the mentor will cease immediately upon termination of mentoring duties.
- The Superintendent may remove a mentor at any time during the school year if the action taken is based upon rationale such as attendance, performance, etc.

Mentor Training and Preparation

Mentors will be trained before working with any new teacher. The local BOCES Professional Development Division will provide the training, which will be held after school and/or during the summer months. Topics include but are not limited to:

- Goals for the mentoring program
- Mentor's responsibilities
- Communications skills
- The needs of a new teacher
- Stages of teacher development
- Observation techniques
- The mentoring relationship
- Coaching techniques
- Classroom management techniques
- Trouble-shooting issues
- Creating mentorship outline

Follow-up training will be held for mentors throughout the year to assess their plan, help with implementation, provide support for the mentors in their new role and provide continuing professional development.

Role of the Mentor

The mentor's role is one of guidance and support, and shall include but not be limited to:

- encouraging and assisting in the orientation of a beginning teacher
- developing a written mentorship outline to submit to the building principal at the conclusion of the mentorship training program
- reviewing district, building, and program policies and procedures with the new teacher.
- sponsoring the beginning teacher organizationally and professionally
- guiding the new teacher in the development of short- and long-term goals
- providing opportunities for the new teacher to observe the mentor teacher in a classroom setting

- observing the new teacher in a classroom setting and providing feedback
- coaching the new teacher on the art of reflection
- suggesting appropriate professional opportunities
- acting as a positive role model
- providing emotional support to the new teacher by listening and promoting open communication
- serving as a professional resource for the new teacher
- supporting the new teacher in reaching his/her professional goals
- participating in ongoing mentor training.
- maintaining confidentiality

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher; unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that the new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character. In addition, participation in the teacher mentoring program shall in no way interfere with the right of school administration to evaluate the teaching performance of the new teacher or mentor.

Role of the New Teacher

The new teacher will participate in a collaborative relationship with a highly regarded and experienced mentor. Their role will include, but not be limited to:

- assuming responsibility for becoming a highly skilled teacher
- developing short- and long-term goals focused on professional growth and achievement
- reviewing district, building, and program policies and procedures with their mentor
- attending training workshops and other appropriate professional development opportunities
- actively participating in mentor program activities
- observing lessons presented by the mentor and other highly skilled teachers
- being observed by the mentor

Mentoring Activities

Mentors and beginning teachers may take part in the activities listed below. Other mentoring activities will be considered and approved on an individual basis by the building principal and/or superintendent of schools.

- Attending professional development workshops
- Creating appropriate learning opportunities for the beginning teacher

- Modeling instruction for the beginning teacher
- Observation/Visitations for the beginning teacher
- Planning instruction with the beginning teacher
- Orientation of the beginning teacher to building and district policies and procedures
- District/BOCES mentor/new teacher meetings or training sessions
- Providing verbal and written feedback toward goals by the mentor and new teacher
- Sharing materials and resources
- Implementing the mentorship outline.

Time Allotted for Mentoring Activities

The New York Mills School District recognizes the time to work on mentoring activities is necessary and desirable. Such hours should not be confused with the normal planning time required to be a successful educator. The District will provide mentoring time in the following manner:

- Time allotted during Superintendent's Conference Days at the discretion of the building principal
- Release time for training, staff development, and visitations as approved by the building principal.
- One day of release time every other month for mentors and beginning teachers for planning, curriculum work, and orientation activities during the school year
- Four hours per month outside the school day at the Board of Education approved hourly remuneration rate
- Summer work at the discretion of the building principal per Board of Education approved hourly remuneration rate.

Remuneration for Mentors

The New York Mills School District supports the concept of mentoring for new teachers. Therefore, the following payment will be implemented for mentors in our district:

- \$500 stipend – This payment shall include all time spent with the mentee during the school day including, but not limited to planning, organizing, and advising. The stipend also includes time for mentor-training.
- Additionally, a rate of \$22 per hour will be used for a total of no more than 10 hours outside the school day to be spent with the mentee for long range planning, etc.

Needs Assessment Sources Used

The following sources were utilized to help identify staff development needs and how they relate to the learning needs of our students.

- School Report Card
- BEDS data
- Student attendance rates
- Graduation and drop-out rates
- Student performance results disaggregated by, special education services, and other special needs
- State benchmarks for student performance
- Longitudinal data
- Teacher surveys
- Curriculum surveys
- Community involvement opportunities

District Resources

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

Identify the internal and external resources you will use to help you meet your goals:

➤ Fiscal Resources:

General Fund Budget

Title I – Basic Grant

Title II, Part A – Teacher & Principal Training & Recruitment

Title II, Part D – Enhancing Education through Technology

➤ Staff resources:

BOCES/District Curriculum developers

Elementary/Secondary Content specialists

Exemplary teachers

Department coordinators

➤ Providers:

Institutions of Higher Education

Teacher Resource Centers

BOCES (e.g., PPD, SETRC)

➤ Community:

Parent-Teacher-Student Organization (PTSO)

Music, Art, and Drama (MAD) Boosters

Marauders Athletic Boosters

School District Foundation

Building Leadership Teams

District Steering Committee

Rotary International

Lions Club (Quest)

**SCHOOL DISTRICT PROFESSIONAL DEVELOPMENT PLAN
Statement of Assurances**

The superintendent certifies that:

Planning, implementation and evaluation of the professional development plan were conducted by the professional education committee.

The plan focuses on improving student performance and teacher practice as identified through data analysis. It also indicates a process that evaluates the effectiveness of our staff development opportunities.

The plan describes professional development that:

- Is aligned with state content and student performance standards;
- Is articulated within and across grade levels;
- Is continuous and sustained;
- Indicates how classroom instruction and teacher practice will be improved and assessed;
- Indicates how each teacher in the district will participate;
- reflects congruence between student and teacher needs and district goals; and
- indicates a process that evaluates the effectiveness of the staff development.

The plan or the annual update to the plan was adopted at a public meeting by the Board of Education.

Signature (Superintendent of Schools)

Date

Jacqueline Edwards
President

Dr. Gary Porcelli
Vice President



3.1

Richard Ross
Rick Surprenant
Traci Welch

**BOARD OF EDUCATION MEETING
TUESDAY, JUNE 2, 2015
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

PRESENT: Ms. Jacqueline Edwards, Dr. Gary W. Porcelli, Mr. Steve King, Mr. Richard Ross, Mr. Rick Surprenant, and Mrs. Traci Welch

ABSENT: Mr. Jonathan Fiore

ALSO PRESENT: Ms. Kathy Houghton, Mr. Michael Spost, Dr. René Wilson, Mrs. Lisa Stamboly, Mrs. Paula Ann May and 13 visitors and guests

1. Meeting Call to Order

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

1.1 Pledge to the Flag

Dr. Porcelli led the Pledge of Allegiance.


1.2 Acceptance of Agenda

Dr. Porcelli made the motion to Accept the Agenda seconded by Mr. King.

Yes 6 No 0
Motion carried.

1.3 BOCES Demonstration of Paperless Board Packets - K. Ford, J. Palmer, G. Quayle


Mr. Ford, BOCES Information & Technology Center Director demonstrated for the Board of Education how to access and utilize a paperless Board packet. As the Board of Education practiced logging into the website with their individual passwords he & Ms. Jean Palmer, Senior Public Relations Specialist, outlined the following with PowerPoint slides:



Electronic Board Packets


June 2, 2015

Jean Palmer - Senior Public Relations Specialist @ OHM BOCES
Ken Ford - Director of Information & Technology @ OHM BOCES
Garrett Quayle - Network Administrator @ NYM




Goal

- Utilizing the District's Schoolwires website, you will be able to login and view a Board Only section with agendas, board packets, calendar of events, etc.




Benefits of Using the Website

- Low/no cost
- Reduces the need for paper documents and associated expenses (printing, delivery, etc.)
- Streamlined RSVP process for events - you will be able to sign up right through the Board section of the website




Limitations

- District-managed devices (laptops) strongly recommended
- Annotations (notes, highlighting) require saving document to the laptop or other device
- Search functionality limited to current open document



Security Concerns

- Confidential information must be protected**
- Files accessed via the website are saved to the laptop or other computer on which they were accessed




Security Concerns

- Recommendations:**
 - District-managed devices to ensure security updates, anti-virus, etc.
 - Encryption - ensure that confidential information is protected in the event of device theft or loss
 - Accessing content from district-provided devices only
- Potential Concerns:**
 - Accessing content from personal computers or other devices
 - Portable storage (USB flash drives, etc.) due to ease of theft / loss




Issues

- Determine desired access - at Board meeting v.s. at home
- Internet access and Wi-Fi at home
- Battery life
- Portability
- Discuss more recent devices (excised hardware will have limited battery life, longer boot-up times, etc.)



Live Demonstration and Login



1.4 Teacher/Leader Report - Special Education Yearly Report – K. Zogby

Ms. Zogby presented the Special Education Report for the 2014-15 School Year.

1.4

2014-15 SPECIAL EDUCATION PROGRAM REPORT

Kim Zogby,
Special Education Chairperson

Special Education Census

Classification and Placement of New York Mills Disabled Students

Special education provides all students with the opportunity to learn and demonstrate growth.

SPECIAL EDUCATION CENSUS

Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
NY Mills Placements	68	66	68	66	60	75
BOCES/Other Public Schools	20/2	17/2	17/1	16/2	13/2	11/1
House of the Good Shepherd	0	0	0	0	2	0
School for the Deaf/Blind	0	0	0	0	1/1	1/1
Totals	90	85	78	76	79	89

Distribution of New York Mills Additional Students for 2014-15

New Referrals from New York Mills Parents/Staff	16
Students Transferred in Already Classified	13
New Students from House of Good Shepherd	0
TOTAL	29

2014-15 CLASSIFICATIONS

Classification:	Number of Students:
Learning Disabled	53
Other Health Impaired	13
Speech Impaired	6
Multiply Disabled	3
Emotionally Disturbed	1
Intellectual Disability	1
Hearing/Vision Impaired	2
Autistic	9
Traumatic Brain Injury	1
TOTAL:	89

STUDENTS WITH 504 PLANS

Placement:	Number of Students:
Jr.-Sr. High School	19
Elementary School	16
Outside Placements	0
TOTAL:	35

Pre-School Census

2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3	7	7	7	4	10

Special Education
Continuum of Services

2. Communications

2.1 From the Floor

N/A

2.2 President's Messages

Ms. Edwards said that Dr. Porcelli has been on the Board for as long as she's been here and she wanted to take the opportunity to give him "The Order of The Orange and Blue" for his passion to help our children. He has chaired numerous committees and is our BOCES Representative.

a. Committee Report(s)

1. Facilities Health & Safety Committee – D. Ross

Mr. Ross said the Facilities Health & Safety Committee met on May 13th. Mr. Colangelo, BOCES Safety Office reviewed the new requirements for lockdowns. New York Mills' plan is similar to the new state plan. We are ahead of the game. Mr. Lachut led our annual tour of the building.

2. Policy Committee – T. Welch

Mrs. Welch reported that the Committee met on May 19th. The policies that were discussed are included in the Board Packet, but she asked to have two policies removed for further discussion by the committee. They are policy 0015 and 7100.

3. Transportation Committee– Dr. Porcelli

Dr. Porcelli said the recommendation with respect to Ms. Debbie Price as Bus Dispatcher is a positive recommendation. She did a lot of work with the bus purchasing change from lease to purchase.

b. Board Calendar

c. BOCES Representative Report

Dr. Porcelli said that at the last BOCES meeting there was a presentation from P-Tech and how it will affect us. We will have a slot for a high school student to attend and when that person graduates he or she will graduate high school with an associate's degree at the same time. Dr. Porcelli said that he did attend the Career & Technical Education Honor Society Induction and 93 students were inducted into the honor society. The Audit Committee for which he is the chair, will meet tomorrow. He also went over the list of graduations and meetings that he will be attending.

3. Consent Agenda

3.1 Board of Education Minutes

a. May 5, 2015 Meeting

- b. May 19, 2015 Election
- 3.2 Business Office Reports for Month ending April 2015

Dr. Porcelli made the motion to approve the amended minutes of May 5th , the May 19th Election Minutes and the business Office Reports for month ending April 2015 seconded by Mr. King.

Yes 6 No 0
Motion carried.

- 3.3 CSE Reports
 - a. Minutes of Meetings held 4/30/15
 - b. Minutes of Meetings held 5/1/15
 - c. Minutes of Meetings held 5/4/15
 - d. Minutes of Meetings held 5/5/15
 - e. Minutes of Meetings held 5/6/15
 - f. Minutes of Meetings held 5/7/15
 - g. Minutes of Meeting held 5/8/15
 - h. Minutes of Meetings held 5/11/15
 - i. Minutes of Meetings held 5/12/15
 - j. Minutes of Meetings held 5/13/15
 - k. Minutes of Meetings held 5/14/15
 - l. Minutes of Meetings held 5/15/15
 - m. Minutes of Meetings held 5/18/15
 - n. Minutes of Meetings held 5/19/15
 - o. Minutes of Meeting held 5/20/15
 - p. Minutes of Meetings held 5/21/15
 - q. Minutes of Meeting held 5/22/15

Dr. Porcelli made the motion to approve the CSE Minutes (dates listed above) seconded by Mrs. Welch.

Yes 6 No 0
Motion carried.

4. Old Business

- 4.1 2nd reading of Policy 0010, Code of Ethics for All District Personnel; 0015, Equal Opportunity and Nondiscrimination; Regulation 0015.1, Report of Possible Discrimination; 0015.2, Dignity For All Students Reporting Form; Policy 0016, Instruction and Employment of HIV-Infected Individuals; 0020, Drug-Free Workplace Policy; 3010, Administrative Intern Program; 3020 Job Description Superintendent of Schools; 6204, Appointment of Athletic Coaches; 7100, Concussion Policy; Regulation 7100.1, Concussion Guidelines and Procedures; 7100.2, Concussion Management Protocol Explanation; 7100.3, Concussion Checklist; 7100.4 Physician Evaluation; 7100.5, Return To Play Protocol; Policy 7101, Jr. – Sr. High School Extra Curricular Policy; Regulation 7101.1, Parental Notice for Athletics; 7101.2 Athletic Release Form; 7101.3, Athletic Medical Information; Policy 7102, Immunization and Dental Health Of

Students;7200, Student Health Examinations; 7202, Student Alcohol and Drug Abuse; 7203, Student Pregnancy

Mrs. Welch asked to remove Policy 0015, Equal Opportunity and Nondiscrimination and 7100, Concussion Policy for more discussion at the committee's next meeting seconded by Mr. King.

**Yes 6 No 0
Motion carried.**

Mr. King made the motion to approve Policy 0010, Code of Ethics for All District Personnel; Regulation 0015.1, Report of Possible Discrimination; 0015.2, Dignity For All Students Reporting Form; Policy 0016, Instruction and Employment of HIV-Infected Individuals; 0020, Drug-Free Workplace seconded by Mr. Ross.

**Yes 6 No 0
Motion carried.**

Mrs. Welch made the motion to approve Policy 3010, Administrative Intern Program; 3020 Job Description Superintendent of Schools seconded by Dr. Porcelli.

**Yes 6 No 0
Motion carried.**

Dr. Porcelli made the motion to remand Policy 6204, Appointment of Athletic Coaches back to the committee seconded by Mr. Ross.

**Yes 6 No 0
Motion carried.**

Mr. Welch made the motion to approve Regulation 7100.1, Concussion Guidelines and Procedures; 7100.2, Concussion Management Protocol Explanation; 7100.3, Concussion Checklist; 7100.4 Physician Evaluation; 7100.5, Return To Play Protocol seconded by Mr. King.

**Yes 6 No 0
Motion Carried.**

Dr. Porcelli made the motion to remand Policy 7101, Jr. – Sr. High School Extra Curricular Policy back to committee seconded by Mr. Ross.

**Yes 3 No 3
Mrs. Welch, Mr. King and Mr. Surprenant
Voting nay
Motion did not pass.**

Mrs. Welch said she polled Mr. Spost and the secondary teachers, and these are the changes they are recommending.

Mr. Spost explained how he crafts an intervention plan based on the student’s individual needs.

Mr. Ross still felt that not mandating after school is a step back.

Dr. Porcelli said a student must have consequences if they fail a class.

The current policy is still in place.

Mrs. Welch made the motion to approve Regulation 7101.1, Parental Notice for Athletics; 7101.2 Athletic Release Form; 7101.3, Athletic Medical Information; Policy 7102, Immunization and Dental Health Of Students; 7200, Student Health Examinations; 7202, Student Alcohol and Drug Abuse; 7203, Student Pregnancy seconded by Mr. Ross.

Yes 6 No 0
Motion carried.

5. New Business

5.1 Personnel Report – Action

Mr. King made the motion to approve the following personnel report seconded by Dr. Porcelli:

EMPLOYEE	CERTIFICATION AREA	CERT	SALARY	EFFECTIVE DATE
I. Resignation for Purpose of Retirement				
Grossi, Anna	School Monitor			6/30/2015
II. Non-Instructional Permanent Appointment				
Price, Debbie	Dispatcher		per CSEA Contract	6/3/2015
III. Advisors				
Foote, Audrey	Co-Class of 2016	Y	\$1,095.50	2015-16 School Year
Gates, Sarah	Co-Class of 2016	Y	\$1,095.50	2015-16 School Year
Hartmann, Michelle	Class of 2017	Y	\$1,450.00	2015-16 School Year
Zogby, Kim	Class of 2018	Y	\$803.00	2015-16 School Year
Viel, Aileen	Class of 2019	Y	\$803.00	2015-16 School Year
Toth Bettina	Class of 2020	Y	\$499.00	2015-16 School Year

Lovecchio, Teresa	Class of 2021	Y	\$499.00	2015-16 School Year
Elacqua, Peter	National Honor Society Organization	Y	\$1,146.00	2015-16 School Year
Viel, Aileen	Student Council	Y	\$2,302.00	2015-16 School Year
Lachut, LouAnn	Yearbook Club	Y	\$4,045.00	2015-16 School Year
Lovecchio, Teresa	High School Music Director	Y	\$4,624.00	2015-16 School Year
Goodfriend, Jennifer	Elementary Musical Director	Y	\$1,995.00	2015-16 School Year
Davis, Virginia	7th Grade Advisory	Y	\$952.00	2015-16 School Year
Milone, Bonnie	7th Grade Advisory	Y	\$952.00	2015-16 School Year
Toth Bettina	7th Grade Advisory	Y	\$952.00	2015-16 School Year
Hartmann, Michelle	School Newspaper	Y	\$2,082.00	2015-16 School Year
Dziekhan, Andrea	Athletic Director	Y	\$6,179.00	2015-16 School Year

IV. Department Coordinators

Papienuk, Timothy	Co-English	Y	\$578.00	2015-16 School Year
Hartmann Michelle	Co-English	Y	\$578.00	2015-16 School Year
Elacqua, Peter	Foreign Language	Y	\$578.00	2015-16 School Year
Getman, Kevin	Math	Y	\$867.00	2015-16 School Year
Brady, Diane	Science	Y	\$1,156.00	2015-16 School Year
Ferguson, Charles	Social Studies	Y	\$867.00	2015-16 School Year

V. Coaching Appointments

Ricco, Anthony	Varsity Football	C	\$5,827.00	2015-16 School Year
Futscher, James	Assistant Varsity Football	T	\$4,066.00	2015-16 School Year

Ricco, Ross	Assistant Varsity Football	C	\$4,066.00	2015-16 School Year
Woods, Kurtis	Head Modified Football	T	\$3,067.00	2015-16 School Year
Griffith, Mark	Assistant Modified Football	T	\$1,813.00	2015-16 School Year
Nicotera, John	Boys Cross Country	C	\$2,910.00	2015-16 School Year
Keating, Michael	Girls Cross Country	C	\$2,910.00	2015-16 School Year
Robarge, Katherine	Varsity Field Hockey	T	\$4,161.00	2015-16 School Year
Finnerty, Michael	7th Grade Boys Basketball	T	\$1,530.00	2015-16 School Year
Dziekhan, Andrew	8th Grade Boys Basketball	T	\$1,530.00	2015-16 School Year
Jennings, Alexandria	7th Grade Girls Basketball	T	\$1,530.00	2015-16 School Year
Allen, Joel	8th Grade Girls Basketball	C	\$1,530.00	2015-16 School Year
Adey, Michael	Varsity Boys Basketball	C	\$5,827.00	2015-16 School Year
Adey, Brian	Volunteer Asst. Boys Basketball	C	\$0.00	2015-16 School Year
Wallace, John	Volunteer Asst. Boys Basketball	C	\$0.00	2015-16 School Year
Richardson, Chris	JV Boys Basketball	C	\$4,006.00	2015-16 School Year
Keating, Michael	Varsity Girls Basketball	C	\$5,827.00	2015-16 School Year
Szkotak, Samantha	JV Girls Basketball	T	\$4,006.00	2015-16 School Year
Zebrowski, Dave	Bowling	T	\$2,230.00	2015-16 School Year
D'Allessandro, Eric	Varsity Baseball	T	\$3,818.00	2015-16 School Year
Swift, Thomas	Volunteer Varsity Baseball	T	\$0.00	2015-16 School Year
Dziekhan, Andrew	Modified Baseball	T	\$2,040.00	2015-16 School Year
Cooney, Raymond	Varsity Softball	C	\$3,818.00	2015-16 School Year
Jennings, Alexandria	Modified Softball	T	\$2,040.00	2015-16 School Year
Blair, Holly	Modified Girls/Boys Track	T	\$1,530.00	2015-16 School Year
Keating, Michael	Varsity Boys Track	C	\$3,818.00	2015-16 School

				Year
Nicotera, John	Varsity Girls Track	C	\$3,818.00	2015-16 School Year
Finnerty, Michael	Assistant Varsity Track	T	\$2,040.00	2015-16 School Year
Hadfield, Gary	Volunteer Track & Field	C	\$0.00	2015-16 School Year
Blair, Holly	Girls Modified Volleyball	T	\$1,530.00	2015-16 School Year
Ricco, Anthony	Varisty Golf	C	\$2,231.00	2015-16 School Year

Yes 6 No 0
Motion carried.

5.2 Bus Acquisition Resolution – Action

Dr. Porcelli made the motion to approve the following resolution seconded by Mr. Ross:

BOND RESOLUTION DATED JUNE 2, 2015 OF THE BOARD OF EDUCATION OF THE NEW YORK MILLS UNION FREE SCHOOL DISTRICT AUTHORIZING GENERAL OBLIGATION BONDS TO FINANCE THE ACQUISITION OF A SCHOOL BUS, AUTHORIZING BOND ANTICIPATION NOTES IN CONTEMPLATION THEREOF, THE LEVY OF TAXES IN ANNUAL INSTALLMENTS IN PAYMENT THEREOF, THE EXPENDITURE OF SUCH SUMS FOR SUCH PURPOSE, AND DETERMINING OTHER MATTERS IN CONNECTION THEREWITH.

WHEREAS, the qualified voters of the New York Mills Union Free School District, New York, at the annual meeting of such voters duly held on May 19, 2015, duly approved a proposition authorizing the levy of taxes to be collected in installments, in the manner provided by the Education Law, for the specific object or purpose hereinafter described; now therefore

BE IT RESOLVED BY THIS BOARD OF EDUCATION AS FOLLOWS:

Section 1. The New York Mills Union Free School District has undertaken or shall undertake certain capital expenditures, as more particularly described in Section 3 hereof.

Section 2. The New York Mills Union Free School District is hereby authorized to issue its General Obligation Serial Bonds in the aggregate principal amount of not to exceed \$120,000, pursuant to the Local Finance Law of New York, in order to finance the specific object or purpose described herein.

Section 3. The specific object or purpose to be financed pursuant to this resolution (hereinafter referred to as “purpose”) is the acquisition of one school bus.

Section 4. It is hereby determined and declared that (a) the maximum aggregate cost of said purpose, as estimated by the Board of Education, is \$120,000, and such amount is hereby appropriated therefor, (b) the New York Mills Union Free School District plans to finance the cost of said purpose entirely from funds raised by the issuance of said Bonds and the Bond Anticipation

Notes hereinafter referred to, and (c) no money has heretofore been authorized to be applied to the payment of the cost of said purpose.

Section 5. It is hereby determined that the purpose is one of the class of objects or purposes described in Subdivision 29 of Paragraph a of Section 11.00 of the Local Finance Law, and that the period of probable usefulness of said purpose is five (5) years.

Section 6. The New York Mills Union Free School District is hereby authorized to issue its Bond Anticipation Notes in the aggregate principal amount of not to exceed \$120,000, and is hereby authorized to issue renewals thereof, pursuant to the Local Finance Law of New York in order to finance the purpose in anticipation of the issuance of the above described Bonds.

Section 7. It is hereby determined and declared that (a) there are presently no outstanding Bond Anticipation Notes issued in anticipating of the sale of said Bonds, (b) the Bond Anticipation Notes authorized hereby are not issued in anticipation for Bonds for an assessable improvement.

Section 8. It is hereby determined and declared that the New York Mills Union Free School District reasonably expects to reimburse the general fund, or such other fund utilized, not to exceed the maximum amount authorized herein, from the proceeds of the obligations authorized hereby for expenditures, if any, from such fund that may be made for the purpose prior to the date of issuance of such obligations. This is a declaration of official intent under Treasury Regulation §1.150-2.

Section 9. The faith and credit of the New York Mills Union Free School District, New York, are hereby irrevocably pledged for the payment of the principal of and interest on such Bonds and Bond Anticipation Notes as the same respectively become due and payable. And annual appropriation shall be made in each year sufficient to pay the principal of and interest on such obligations becoming due and payable in such year. There shall annually be levied on all taxable real property of said School District, a tax sufficient to pay the principal of and interest on such obligations as the same become due and payable.

Section 10. The power to further authorize the issuance of said Bonds and Bond Anticipation Notes and to prescribe the terms, form and contents of said Bonds and Bond Anticipation Notes, subject to the provisions of this resolution and the Local Finance Law of New York, including without limitation, the consolidation with other issues, the determination to issue Bonds with substantially level or declining annual debt service, whether to authorize the receipt of bids in an electronic format, and to sell and deliver said Bonds and Bond Anticipation Notes, is hereby delegated to the President of the Board of Education or to the Vice President of the Board in the event of the absence or unavailability of the President. The President of the Board of Education and the District Clerk are hereby authorized to sign by manual or facsimile signature any Bonds and Bond Anticipation Notes issued pursuant to this resolution, and are hereby authorized to affix to such Bonds and Bond Anticipation Notes the corporate seal of the School District and to attest the same.

Section 11. This resolution, or a summary hereof, shall be published in full by the District Clerk of the School District together with a notice in substantially the form prescribed by Section 81.00 of said Local Finance Law, and such publication shall be in each official newspaper of the School District. The validity of said Bonds and Bond Anticipation Notes may be contested only if such obligations are authorized for an object or purpose for which said School District is not authorized to

expend money, or the provisions of law which should be complied with, and an action, suit or proceeding contesting such validity, is commenced within twenty (20) days after the date of such publication; or if said obligations are authorized in violation of the provisions of the Constitution.

Section 12. This resolution shall take effect immediately upon its adoption.

Yes 5 No 1
Mr. Ross voting nay
because of the
specs for the bus
Motion carried.

5.3 Intermunicipal Agreement between New York Mills U.F.S.D. and Madison-Oneida
BOCES – Action

Dr. Porcelli made the motion to approve the Intermunicipal Agreement that will allow certain staff attorney functions between the Madison - Oneida BOCES and the New York Mills Union Free School seconded by Mr. Surprenant

Yes 6 No 0
Motion carried.

5.4 Contract for Rental of Facilities for Elementary Summer School – Action

Mr. King made the motion to approve the contract for Rental of Facilities for Elementary Summer School seconded by Mrs. Welch.

Yes 6 No 0
Motion carried.

5.5 Contract for Rental of Facilities for the Distance Learning Classroom – Action

Mr. King made the motion to approve the contract for Rental of Facilities for the Distance Learning Classroom seconded by Mrs. Welch.

Yes 6 No 0
Motion carried.

5.6 Abolish Social Worker Position

Mr. Ross made the motion to approve the following resolution seconded by Mr. Surprenant:

RESOLVED That the New York Mills Board of Education abolish one (1) full time School Social Worker position effective October 10, 2015

Yes 4 No 2
Mr. King and Dr. Porcelli voting nay
Motion carried.

5.7 Abolish .33 FTE Social Studies Position

Mr. Ross made the motion to approve the following resolution seconded by Mrs. Welch:

RESOLVED That the New York Mills Board of Education abolish .33 FTE Social Studies Position effective July 1, 2015.

Yes 5 No 1
Ms. Edwards voting Nay
Motion carried.

5.8 Resolution to Ratify Terms and Conditions of Teacher Assistant Position – Action

Dr. Porcelli made the motion to approve the resolution to ratify the Terms and conditions of the Teacher Assistant Position seconded by Mr. King.

Mr. Ross questioned the sentence granting retroactivity. He was concerned that it might be used in the future for other employees yet to be hired.

Dr. Porcelli withdrew his motion seconded by Mr. King.

5.9 Contract between the Oneida County Sheriff's Office and the New York Mills Union Free School District – Action

Mr. King made the motion to approve the contract between the Oneida County Sheriff's Office and the New York Mills Union Free School District seconded by Mrs. Welch.

Mr. Ross asked for clarification on #11 the sentence "Any time spent by the SRO that is not related to the interest of the District will not be reimbursed."

Ms. Houghton agreed to get clarification of the statement from Sherriff Maciol.

Yes 6 No 0
Motion carried.

5.10 NYSPHSSA Section III Combining Contract for Boys Ice Hockey – Action

Dr. Porcelli made the motion to approve the Section II Combining Contract for Boys Ice Hockey seconded by Mr. King.

Yes 6 No 0
Motion carried.

Mr. King asked if this would hurt the census of any of our teams.

He was assured that it was not a numbers issue and wouldn't hurt our other teams. Only one student was interested.

5.11 1st reading of Policy 1004, Service Animals; 5300, Acceptable Use Policy; Regulation 5300.1, Agreement for Employee Use Of District Information Technology Resources; 5300.2, Agreement For Student Use Of District Information Technology Resources; Policy 5301, Internet Safety Policy; 6200, Fingerprinting and Criminal History Record Checks For Prospective Employees

5.12 Next Meeting Day and Time: July 7, 2015, 6:30 p.m. – Action

Dr. Porcelli made the motion to approve July 7, 2015 at 6:30 p.m. as the date and time for the Reorganizational Meeting.

Yes 5 No 1
Mr. King voting nay as the
Date is very inconvenient.
Motion carried.

5.13 Resolution to Abolish School Monitor Positions – Action

5.14 Resolution to Create Teaching Assistant Positions – Action

Mr. King made the motion to withdraw both 5.13, Resolution to Abolish School Monitor Positions, and 5.14, Resolution to Create Teaching Assistant Positions seconded by Mrs. Welch.

Yes 6 No 0
Motion carried.

5.15 Building Use June 29 – July 1, 2015 CNY Skills Academy – Action

Mr. King made the motion for the CNY Skills Academy to use our building June 29 – July 1st seconded by Mrs. Welch.

Yes 6 No 0
Motion carried.

6. Building Reports

6.1 Elementary Building Report

a. End of Year Events

Dr. Wilson said that there are numerous field trips including going to Sweet Frog to see how frozen yogurt is made, the Syracuse Zoo, Murnane Field for a baseball game, and multiple class picnics including the Banana Splits Picnic.

There are two half days on June 5th and 12th. The teachers are working on curriculum development and modifications. The School Improvement Team is meeting, the Report Card Committee is meeting and we will be discussing math content delivery at the primary grades.

On June 10th if you would like to come and meet our incoming Kindergarten students, our Kindergarten orientation is at 6:00 p.m. The PTSO helps make this night special with healthy treats and books, and students meet their teachers, the school nurse, the director of transportation, the school social worker and the guidance counselor. They take a bus ride around the community, and it's a nice event to help mitigate anxiety for both the parents and the children.

Parents As Reading Partners is happening right now. Melissa Jarosz, Teacher Assistant stepped up to coordinate this, which is a very brave thing to do because you are planning activities for teachers and students in K-6. This year's theme is the carnival and there are fun activities taking place every day. Stop down in our Elementary Foyer to see pictures of students reading their favorite books. The class who has the highest rate of participation gets an ice cream party, and if the school meets the 85% participation goal one student from every grade level will get to slam a pie in my face, so it's a double edged sword whether she encourage them to read or not to read.

June 19th is Olympic Day. Of course everyone is familiar with this day, it's the faculty and students' favorite fun day. It is full of healthy competition, its family friendly, and again the PTSO provides the ribbon and refreshments which we are so appreciative of. Feel free to come and play or come and watch.

June 23rd at 9:00 is our K-2 Moving Up Ceremony and in the evening at 7:00 is our sixth grade Moving Up Ceremony. Please come and join us.

c. June 17th High Honor Roll "Success is Sweet" Celebration

Dr. Wilson said our mission or catch phrase is "Encouraging students to pursue excellence," and too often we see complacency. At one of our report card brain storming meetings it was brought up of how we have lunch celebrations for kids of character, and banquets for sports but nothing really for academics. Mrs. Schmidt, with the help of Mrs. Sroka, then spearheaded an end of the year celebration entitled "success is sweet" honoring our 2nd-6th grade students for their academic achievements and hard work during the 2014-2015 school year. There will be presentations of awards and sweet treat refreshments to follow. We feel that this celebration honors and embodies both our mission and focus which is student learning. Please join us on June 17th at 6:30 to celebrate with and applaud our students. Thank you to the PTSO for funding the sweet treats.

c. BOCES Summer School

Teachers recommended 111 students for summer school. Thirty-one parents have responded that

they will be sending their students; 12 are kindergarten preview children and 9 are students with IEPs. Summer school will be housed at NYM Monday through Thursday July 13, 2015-August 6, 2015 9:00 a.m. -12:00 p.m. We will be housing NYM and Whitesboro students.

6.2 Secondary Building Report

a. Jr. – Sr. High School Arts Fest

Mr. Spost said Arts Fest was held last Friday and we had a variety of different workshops for students in grades 7-11 to attend. The day began with all students being entertained by an opening act which included a violinist and her daughter as well former student Josh Pernell. Following the opening act, students in grades 7-11 attended three forty minute workshops in am and had lunch before returning to normal classes in the pm. As I interacted with students, most seemed to enjoy the experience and reported positively about the workshops. In the spirit of trying something new we had a Scavenger Hunt for seniors only in the am. It consisted of six teams of about seven or eight students led by a faculty advisor. Students reported enjoying this as did the faculty advisors.

b. Senior Class Trip

Mr. Spost said on Friday, June 12 the seniors will be embarking on a trip to Philadelphia at 6am. Their itinerary includes starting off with laser tag when they arrive then going to the largest mall on the east coast for lunch. After lunch they will tour the Eastern State Penitentiary including a visit to the cell that housed the infamous Al Capone. Then they will visit the Museum of Fine Art which includes the iconic steps and statue featured in the Rocky movies. Thereafter student will enjoy a murder mystery dinner in which they can investigate and deduce who murdered whom. After that it will be homeward bound.

d. Junior and Senior Academic Awards Night

Mr. Spost said the Junior and Senior Academic Awards Night is Thursday, June 11th and all are invited to attend. It is a nice ceremony to recognize those students that have excelled in their studies and have been selected for various scholarships and awards. The scholarships that seniors have applied for and been selected for are given out publically that night. Some of our juniors are also recognized and offered scholarships to attend 4yr colleges and universities that have selected them for monetary awards.

d. High School Graduation

Mr. Spost said the graduation for the High School will be on June 26th at 7 p.m. You are all invited to attend the ceremony. Please advise the HS office if you plan to attend by this Friday the 5th. A vast majority of seniors will be receiving their recognition that night for meeting all the requirements and expectations to graduate on time. Many have excelled academically and almost all have earned some college credit. I hope you can come and share in this experience with the students and their families.

7. Superintendent's Report

7.1 Tax Freeze Efficiency Plan Submission

Ms. Houghton reported that she and Mrs. Stamboly, District Treasurer worked collaboratively with other OHM BOCES component schools to prepare a regional Tax Freeze Government Efficiency Plan that was submitted to NYS via online application by our Lead Educational Agency, Waterville Central School District. BOCES and State Aid Planning assisted with the development of our plan, but BOCES was not allowed to serve as the lead school district. Waterville Central School District volunteered to submit the plan on the group's behalf, with area districts centralizing our 1% of 2014-15 levy savings. The plan was submitted by the June 1st due date. If the Board or public would like to learn more about the tax freeze requirements for school districts, there are several useful resources at NYSED.gov (New York State Education Department) or ORPTS.gov (Office of Real Property Tax Services).

7.2 Capital Project Submission

We are pleased to announce that Ms. Edwards and Ms. Houghton have signed the legal documents for the final submission of our district wide improvements project. It will now be forwarded to the New York State Education Department Office of Facilities Planning for their review, with Ms. Deborah D. Johnson assigned as NYSED Project Manager. Unfortunately, Mr. Dave Adams, our lead architect has left the Hunt- EAS firm, but another lead architect will be assigned and will meet with Board of Education members and the Superintendent to review the project at an upcoming meeting. We expect that the project will be reviewed and approved on schedule, with contractor bids next winter and project work commencing at the end of the 2015-16 school year.

7.3 NYSED Title I Targeted Review

Ms. Houghton told the Board and public that she was pleased to report that our Title I Review on May 20th went very well. There were no concerns verbally communicated to school district personnel by the NYSED reviewer after her records review, interviews with staff, and closure conversation. Ms. Houghton praised our Title I Coordinator/Reading Teacher, Megan Jarosz, our Reading Teacher/Test Coordinator, Colleen Sparacino and Jamie Williams, Title I Math Teacher for their excellent preparation prior to the review date. Once the district receives the final review document, she will share any specific written concerns that were communicated. The only concern she expects is the need for the district to employ certified Teacher Assistants to provide Title I instructional support. However, the reviewer knows that we are in the process of hiring two certified Teacher Assistants for this purpose.

7.4 Annual Mohawk Valley Leading Edge Awards, SUNY Poly

The Board was provided with a copy of the program cover from the Annual Leading EDGE Awards Ms. Houghton attended with the BOCES Superintendents' Cabinet on May 21st. Various local businesses were honored for their success and partnerships with our communities: Mercer's CTM, Revere, Boilermaker, and Varflex. Keynote Speakers were Howard Zemsky, Empire State Development CEO and Jeff Idelson, National Baseball Hall of Fame President. Ms. Houghton also shared a flyer for MV500, a survey on online at mv500.com/survey, MV500 on Facebook, or @MohawkValley500 on Twitter. The Mohawk Valley is completing for \$500 million in funding for

economic innovation that could shape a positive economic future for our region. Oneida County are encouraged to complete the survey in order to help decide how the Mohawk Valley should spend this money in a manner that will make a positive difference in the future of our region.

7.5 Dignity for All Students Act (DASA) Training

Ms. Houghton and Dr. Wilson recently attended DASA Coordinator training at BOCES and Mr. Spost will attend training this summer. Our two principals will serve as DASA Coordinators in their respective buildings, assisted by collaborative teams that include our School Counselors, School Social Worker, and other support staff. Ms. Houghton told the Board that they will see Dr. Wilson and Mr. Spost's names on the reorganizational meeting agenda as building level DASA Coordinators.

7.6 Annual Professional Performance Review (APPR) Update

Board members were provided with a summary of New York State School Board Association's (NYSSBA's) summary of their "Evaluation of Professional Staff" recommendations presented at the May 7th State Education Department Summit regarding Annual Professional Performance Review. Ms. Houghton met with our Professional Education Committee on June 1st in order to review the 56-page "APPR Discussion: Board of Regents – May 18, 2015" PowerPoint that was recently shared with Superintendents. The Board of Regents will be meeting again on June 15th, at which time they will approve Commissioner's regulations to accompany Education Law §3012-d. Once the regulations are approved, the PEC will meet again to begin work on changes to the APPR Plan.

7.7 Summer Professional Development

Ms. Houghton shared with the Board of Education that the BOCES Superintendents' cabinet is currently reading the book, The Coming Jobs War, by Jim Clifton, Chairman of Gallup. It focuses on job creation and there is a chapter included titled, "K-12 Schools: Where Entrepreneurs Are Created." It focuses on improving student engagement and increasing graduation rates. The Superintendents will be attending a Leadership Research Institute (LRI) in July to discuss the book and use its tenants for planning. Our principals will also have the opportunity to attend a summer LRI, where they will work together to use professional literature and building data for improvement planning purposes. There will also be a Data Boot Camp and a Student Engagement Conference held locally some administrators and faculty will be attending.

8. Board Discussion

Dr. Porcelli thanked the Board for The Order of the Orange and Blue.

9. Visitors Comments

Mrs. Porcelli did not hear the vote on some of the CSE Minutes.

Mrs. Despina said thank you to Dr. Porcelli for his dedication and congratulations to Janet Wroblecki. She went on to say "talking about grades and if a child goes to summer school should they be allowed or not be allowed to participate in a fall sport? As a parent she is very confused about when we are

not allowing a child to start with a fresh slate. The primary focus is on studies but don't punish them for needing more time. They either are doing work or not. When they come back in the fall they have three weeks to get it together. As a parent and listening to our principal, how could you forbid a student from playing fall sports? A principal is speaking from his heart saying what fits, what works and as a Board you are supposed to help our school. It feels like as a Board you need to be able to significantly listen to what our principals and administrators are saying."


10. Executive Session

Dr. Porcelli made the motion to go into Executive Session at 8:56 p.m. seconded by Mrs. Welch for the purpose of discussing the extension of a contract.

Yes 6 No 0
Motion carried.

Ms. Edwards appointed Mrs. Welch Clerk Pro-temp.

Respectfully submitted,



Paula Ann May
District Clerk

Ms. Edwards called the meeting back into Regular Session at 9:11 p.m.

Dr. Porcelli made the motion to amend the Superintendent's Contract with the following agreement seconded by Mr. King:

AGREEMENT, made this 2nd day of June, 2015 by and between the **Board of Education of the New York Mills Union Free School District** (hereinafter, the "Board") and Kathy **Houghton** (hereinafter, the "Superintendent").

WHEREAS, the Board and the Superintendent are parties to an Employment Agreement dated September 4, 2012 and as subsequently amended on September 4, 2012 (hereinafter the "Agreement"); and

WHEREAS, said Agreement contains provisions for annual compensation, benefits and other terms and conditions of employment for the Superintendent; and

WHEREAS, the Board and Superintendent have conferred and agreed to amend the Agreement and further, the Board, at its meeting held on June 2nd, 2015 and approved such amendments as noted herein.

NOW, THEREFORE, the parties hereby amend the Superintendent's employment Agreement as follows:

1. The term of the Superintendent's contract which is set forth in the 2012-2017 amendment of August 15, 2012 to June 30, 2017 shall be extended such that the term of the Superintendent's contract shall expire on **July 31, 2017. If additional service from the Superintendent is requested by the District during their search for a new Superintendent and agreed upon by this current Superintendent; the terms and conditions of an additional extension**

will be agreed upon at that time and included in a subsequent amendment;

2. The Superintendent's salary for the 2015-2016 school year shall be **increased by 4% to \$149,040; and the Superintendent's salary for the 2016-2017 school year shall be increased by 4% to \$155,002;**
3. The foregoing amendments shall become effective immediately and continue in effect thereafter through the term of the Agreement, unless subsequently modified by the parties in writing.
4. All other provisions of the Agreement not specifically addressed herein shall remain in full force and effect.
5. A copy of this amendment as executed by the parties shall be affixed to the Employment Agreement.

Yes 6 No 0
Motion carried.

11. Adjournment

Mr. King made the motion to adjourn at 9:13 p.m. seconded by Dr. Porcelli.

Yes 6 No 0
Meeting adjourned.

Respectfully submitted,
Traci Welch
Traci Welch
Clerk Pro-tem

NEW YORK MILLS SCHOOL

SPECIAL EDUCATION

90	Students classified as of 5/27/15
2	New referrals
<u>-1</u>	Removal
91	Total Classified Students as of 6/25/15

**NEW YORK MILLS UNION FREE SCHOOL DISTRICT
& NEW YORK MILLS TEACHERS ASSOCIATION**

**MEMORANDUM OF AGREEMENT FOR AMENDMENT OF THE PARTIES'
2012-2016 COLLECTIVE BARGAINING AGREEMENT**

The parties to this Memorandum of Agreement are the New York Mills Union Free School District ("District") and the New York Mills Teachers Association ("Association"). The parties have tentatively agreed to amend their existing collective bargaining agreement as set forth in this Memorandum, to reflect the addition of teaching assistant positions to the bargaining unit. This agreement shall become final and binding only if ratified by the members of the District's Board of Education and the members of the Association.

A new Section XXXII will be added to the existing collective bargaining agreement, titled "Teaching Assistants." The contents of Section XXXII shall be:

Paragraph A will provide that the following Sections of the Agreement apply to Teaching Assistants:

- | | | | |
|------|---|-------|----------------------------|
| I | Extent and Purpose of Agreement (Recognition) | XIV | Summer Curriculum Work |
| IV | School Calendar | XV | Leaves of Absence |
| V | Personal and Bereavement Leave | XVII | Faculty Children |
| VI | Grievance Procedure | XVIII | Sick Leave Conversion |
| IX | Professional Education Committee | XIX | Sick Leave Bank |
| XI | Workers' Compensation | XXV | Representation at Meetings |
| XII | Health Insurance | XXVI | Personnel Files |
| XIII | Jury Duty | XXIX | Agency Fee |
| | | XXX | NYSUT Benefit Trust |

Paragraph B will provide that the standard work day for Teaching Assistants shall be 7 consecutive hours, to be scheduled between the hours of 7:00 am and 4:00 pm. Teaching Assistants shall have a duty-free lunch period of at least 30 minutes.

Paragraph C will provide that teaching assistants will receive an annual written evaluation completed by an administrator, using the current form, which will be attached to the agreement. Administrators may seek input from teachers with whom the teaching assistant has worked, regarding the teaching assistants professional practice.

Paragraph D will provide that Teaching Assistants may serve as advisors or coaches, and will be paid the stipends listed in Section II.

Paragraph E will provide that Teaching Assistants may be assigned to perform any duties consistent with the tenure area and level of Certification.

Paragraph F will provide that the Child Care Leave provided in Section VII will be available to Teaching Assistants, except that the maximum total leave period shall be one year.

Paragraph G shall provide that a Teaching Assistant who holds appropriate teacher certification may be assigned to substitute for an absent teacher, and will be paid \$27 per class period covered.

Paragraph H shall provide that in the event that a Teaching Assistant vacancy is filled by a District employee then employed outside the bargaining unit, and that person is receiving annual compensation (wage or salary) greater than is provided in this Agreement for the Teaching Assistant position, the person shall receive a salary as a Teaching Assistant that is equal to their annual compensation in the former position ("red-circled"), and shall receive that salary until the contract rate exceeds it, at which time the person shall receive the salary designated by the contract.

Paragraph I shall provide that Teaching Assistants shall receive a salary differentiated by their level of certification, and for the term of the contract those salaries shall be as set forth in the following chart:

	2014-15	2015-16
Level 1 LTA	\$16,399	\$ 16,809
Level 2 LTA	\$17,219	\$ 17,649
Level 3 LTA	\$18,080	\$ 18,532
Pre-Professional	\$ 18,984	\$ 19,459
Teacher License	\$20,793	\$ 21,313

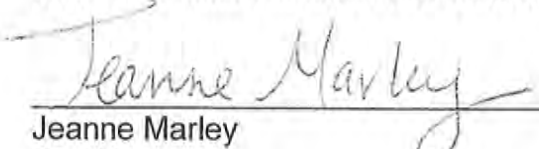
For persons employed as Teaching Assistants during the 2014-15 school year, the 2014-15 salary amounts will be paid retroactively for all work performed as Teaching Assistants after September 1, 2014.

All other provisions of the 2012-16 collective bargaining agreement shall continue in full force and effect unchanged.

New York Mills UFSD

New York Mills Teachers Association

Kathy Houghton
Superintendent of Schools



Jeanne Marley
President

Date:

Date:

ONEIDA HERKIMER MADISON BOCES
PO BOX 70
4747 MIDDLE SETTLEMENT ROAD
NEW HARTFORD, NY 13413-0070

5.2

Contract for Cooperative Educational Services

THIS AGREEMENT made this 1st day of July, 2015 by and between the ONEIDA HERKIMER MADISON BOCES, party of the first part, and NEW YORK MILLS UFSD, party of the second part.

WITNESSETH, That whereas party of the first part has been duly authorized to provide the approved Services below and has been authorized to enter into agreements with boards of education and school trustees, under the provisions of sections 1950-51 of the Education Law.

NOW THEREFORE, The said party of the first part hereby agrees to provide to the party of the second part the following Services during the 2015-16 school year at the indicated cost:

Program/ Serial No.	Service	Basis for Current Contract			Current Fixed Cost	Current Contract
		Quantity/ Share	Unit Cost	Cost Basis		
001.010	ADMINISTRATIVE COSER	0.0000	0.0000		59,314.15	59,314.15
002.010	RENT	0.0000	0.0000		7,413.74	7,413.74
002.020	CAPITAL FUND	0.0000	0.0000		84,174.01	84,174.01
101.010	OCCUPATIONAL EDUCATION	0.0000	0.0000	STUDENT AVG	144,630.51	144,630.51
107.010	OCCUPATIONAL EDUCATION-HANDICAPPED	0.0000	0.0000	STUDENT AVG	6,573.53	6,573.53
201.010	8:1:1 PROGRAM	6.0000	33,780.0000	TUITION RATE	0.00	202,680.00
201.314	SPEC. ED. 8:1:1 COUNSELING	6.0000	1,360.0000	PER 1/2 HOUR	0.00	8,160.00
201.315	SPEC. ED. 8:1:1 SPEECH IMPAIRED	2.0000	3,730.0000	PER HOUR	0.00	7,460.00
201.321	SPEC. ED. 8:1:1 PHYS THER	0.5000	3,295.0000	PER HOUR	0.00	1,647.50
201.322	SPEC. ED. 8:1:1 OCC THER	1.0000	4,130.0000	PER HOUR	0.00	4,130.00
203.010	12:1:1 ADJUSTMENT PROGRAM	2.0000	29,120.0000	TUITION RATE	0.00	58,240.00
203.314	ADJUSTMENT - COUNSELING	1.0000	1,360.0000	PER 1/2 HOUR	0.00	1,360.00
204.010	12:1:1 SCHOOL BASED PROGRAM	4.0000	21,955.0000	TUITION RATE	0.00	87,820.00
204.314	SPEC. ED. 12:1:1 COUNSELING	2.0000	1,360.0000	PER 1/2 HOUR	0.00	2,720.00
204.315	SPEC. ED. 12:1:1 SPEECH IMPAIRED	5.0000	3,730.0000	PER HOUR	0.00	18,650.00
204.321	SPEC. ED. 12:1:1 PHYS THER	2.0000	3,295.0000	PER HOUR	0.00	6,590.00
204.322	SPEC. ED. 12:1:1 OCC THER	3.0000	4,130.0000	PER HOUR	0.00	12,390.00
204.708	SPEC. ED. 12:1:1 TEACH ASST	1.5000	32,430.0000	PER FTE	0.00	48,645.00
209.010	12:1:3 PROGRAM	3.0000	32,020.0000	TUITION RATE	0.00	96,060.00
209.314	12:1:3 SOCIAL WORKER	4.0000	1,360.0000	PER 1/2 HOUR	0.00	5,440.00
209.315	12:1:3 SPEECH	4.0000	3,730.0000	PER HOUR	0.00	14,920.00
209.321	12:1:3 PHYS THERAPY	1.5000	3,295.0000	PER HOUR	0.00	4,942.50

Contract for Cooperative Educational Services

ONEIDA HERKIMER MADISON BOCES
NEW YORK MILLS UFSD
School Year 2015-16

Program/ Serial No.	Service	Basis for Current Contract			Current Fixed Cost	Current Contract
		Quantity/ Share	Unit Cost	Cost Basis		
209.322	12:1:3 OCCUP THERAPY	2.0000	4,130.0000	PER HOUR	0.00	8,260.00
209.708	12:1:3 TEACH ASSIST	1.0000	32,430.0000	PER FTE	0.00	32,430.00
303.010	ART	0.6000	116,987.0000	PER FTE	0.00	70,192.20
305.010	GUIDANCE	0.6000	90,122.0000	PER FTE	0.00	54,073.20
306.010	TECHNOLOGY	0.5000	107,914.0000	PER FTE	0.00	53,957.00
309.010	HEALTH TEACHER	0.4000	74,857.0000	PER FTE	0.00	29,942.80
310.010	NURSE PRACTITIONER	0.1000	105,619.0000	PER FTE	0.00	10,561.90
312.010	SCHOOL PHYSICIAN	1.0000	857.0000	.1FTE/NURSE PRC	0.00	857.00
313.010	SCHOOL PSYCHOLOGIST	0.6000	101,235.0000	PER FTE	0.00	60,741.00
315.010	SPEECH IMPAIRED	0.7000	88,770.0000	PER FTE	0.00	62,139.00
316.010	VISUALLY IMPAIRED	0.2000	101,829.0000	PER FTE	0.00	20,365.80
318.010	HEARING IMPAIRED	0.1000	97,689.0000	PER FTE	0.00	9,768.90
322.010	OCCUPATIONAL THERAPY	0.5000	92,285.0000	PER FTE	0.00	46,142.50
325.010	HOME ECONOMICS	0.6000	80,390.0000	PER FTE	0.00	48,234.00
326.010	ENGLISH/SECOND LANG. INTSR.	0.6000	126,911.0000	PER FTE	0.00	76,146.60
405.010	PERFORMING ARTS	0.0000	0.0000	BASE/USAGE	1,503.00	1,503.00
405.020	ARTS IN EDUCATION	1.0000	1,500.0000	USAGE	0.00	1,500.00
408.010	ALTERN ED LEVEL I	2.0000	21,578.0000	PER STUDENT	0.00	43,156.00
411.010	ALT HS EQUIV WITH OCCUP ED	1.0000	7,060.0000	PER STUDENT	0.00	7,060.00
417.259	EA CROSS CONTRACT MADISON	0.0000	0.0000	X-CONTRACT	2,034.00	2,034.00

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Contract for Cooperative Educational Services

ONEIDA HERKIMER MADISON BOCES NEW YORK MILLS UFSD	School Year 2015-16
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Program/ Serial No.	Service	Basis for Current Contract			Current Fixed Cost	Current Contract
		Quantity/ Share	Unit Cost	Cost Basis		
420.010	REGIONAL PGM EXCELLENCE	6.0000	1,535.0000	PER STUDENT	0.00	9,210.00
420.020	COLGATE SEMINAR	4.0000	195.0000	PER STUDENT	0.00	780.00
428.010	SUMMER SCH ACADEMIC	90.0000	308.0000	PER COURSE	0.00	27,720.00
428.030	SUMMER SCHOOL TUTORIAL	2.0000	110.0000	PER COURSE	0.00	220.00
438.010	DISTANCE LEARNING	0.0000	0.0000	USAGE	24,447.99	24,447.99
438.020	ADV SOC STUDIES	2.0000	4,000.0000		0.00	8,000.00
438.040	SIGN LANGUAGE	1.0000	11,500.0000		0.00	11,500.00
502.010	EDUCATIONAL COMMUN	650.0000	18.8700	PER RWADA	0.00	12,265.50
502.030	COURIER SERVICE	0.0000	0.0000	USAGE	2,700.90	2,700.90
504.010	AUDIOVISUAL REPAIR	101.0000	73.4400	PER HOUR	0.00	7,417.44
504.020	MICRO COMP REPAIR	70.2500	73.4400	PER HOUR	0.00	5,159.16
505.010	PRINTING	0.0000	0.0000	USAGE	64,500.00	64,500.00
510.010	INSTR TECHNOLOGY	0.0000	0.0000		108,634.26	108,634.26
514.259	MODEL SCHOOLS XC MADISON	0.0000	0.0000	X-CONTRACT	12,722.00	12,722.00
515.258	NETWORK SUPPORT XC MADISON	0.0000	0.0000	X-CONTRACT	18,386.99	18,386.99
515.259	COMMON LEARNING OBJ XC MADISON	0.0000	0.0000	X-CONTRACT	8,916.32	8,916.32
518.010	SCIENCE KITS	650.0000	12.8000	PER RWADA	0.00	8,320.00
521.010	SCH CURRI IMPROV	0.0000	0.0000	FEE/RWADA	16,936.50	16,936.50
521.030	REGIONAL SCORING	899.0000	12.0000	PER TEST	0.00	10,788.00
521.040	SCH CURRIC STUDY COUNCIL	1.0000	430.0000	Per District	0.00	430.00
521.050	REGIONAL ASSESSMENT PROJECT	1.0000	5,000.0000	Per District	0.00	5,000.00
521.070	RTTT DATA ANALYSIS	1.0000	3,500.0000	Per District	0.00	3,500.00
521.080	APPR RECERTIFICATION/TRNRG	3.0000	2,500.0000		0.00	7,500.00
538.010	MODEL SCHOOLS	0.0000	0.0000	VARIES	24,284.63	24,284.63

Contract for Cooperative Educational Services

ONEIDA HERKIMER MADISON BOCES
NEW YORK MILLS UFSD
School Year 2015-16

Program/ Serial No.	Service	Basis for Current Contract			Current Fixed Cost	Current Contract
		Quantity/ Share	Unit Cost	Cost Basis		
574.010	SCH & BUS ALLIANCE	0.0000	0.0000	FEE/RWADA	14,742.50	14,742.50
576.010	REGIONAL CATALOG SERVICE	2.0000	758.0000	PER LIBRARY	0.00	1,516.00
576.020	ON-LINE SEARCH SVC	0.0000	0.0000	FEE/RWADA	788.00	788.00
576.030	ON-SITE DATA ACCESS	0.0000	0.0000		8,807.44	8,807.44
576.040	COLLECTION DEVELOP.	14.0000	715.0000	PER UNIT	0.00	10,010.00
576.050	VIRTUAL REFERENCE LIB.	650.0000	1.3700	PER UNIT	0.00	890.50
578.259	LIBRARY AUTOMATION XC MADISON	0.0000	0.0000	X-CONTRACT	6,054.00	6,054.00
601.259	ADMIN COMPUTER XC MADISON	0.0000	0.0000	X-CONTRACT	139,325.81	139,325.81
602.259	NEGOTIAT XC MADISON	0.0000	0.0000	X-CONTRACT	29,502.00	29,502.00
603.010	SCHOOL COMMUNICATION	188.0000	60.0000	PER HOUR	0.00	11,280.00
604.010	CBO	0.0000	56.0000	PER RWADA	38,420.00	38,420.00
604.020	ACCOUNTS RECEIVABLE	48.0000	40.0000	PER HOUR	0.00	1,920.00
607.010	STAFF DEV. BUS-ADV	5.0000	60.0000	PER EMPLOYEE	0.00	300.00
607.020	STAFF DEV. BUS-BASIC	10.0000	120.0000	PER EMPLOYEE	0.00	1,200.00
607.060	MONITOR/ATTENDANT TRNING	2.0000	60.0000	PER EMPLOYEE	0.00	120.00
609.429	ENERGY SERVICES XC ONONDAGA	0.0000	0.0000	X-CONTRACT	2,540.00	2,540.00
610.010	TELEPHONE INTERCONNECT	0.0000	0.0000	VARIABLES	20,441.11	20,441.11
618.010	EMPLOYEE BENEFIT COOR	0.0000	0.0000		2,700.00	2,700.00
618.030	HEALTH INS. COORD.	1.0000	15,325.0000	PER DISTRICT	0.00	15,325.00
619.219	COOPERATIVE BIDDING XC HERKIMER	0.0000	0.0000	X-CONTRACT	2,996.00	2,996.00
620.010	SAFETY COORD	0.0000	0.0000	FEE/RWADA	4,688.00	4,688.00
620.020	ASBESTOS MAINT.	1.0000	530.0000	PER BLDG.	0.00	530.00
620.040	FIRE INSPECTIONS	1.5000	510.0000	PER BLDG.	0.00	765.00

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Contract for Cooperative Educational Services

ONEIDA HERKIMER MADISON BOCES
NEW YORK MILLS UFSD
School Year 2015-16

Program/ Serial No. Service	Basis for Current Contract				Current Fixed Cost	Current Contract
	Quantity/ Share	Unit Cost	Cost Basis	Current Fixed Cost		
620.050 IN-DISTRICT SAFETY PERSON	1.0000	5,250.0000	PER DISTRICT	0.00	5,250.00	
620.060 DIGNITY ACT	1.0000	18,025.0000	PER DAY	0.00	18,025.00	
621.010 LIABILITY INSURANCE	1.0000	1,350.0000	PER DISTRICT	0.00	1,350.00	
623.499 STATE AID PLANNING XC QUESTAR III	0.0000	0.0000	X-CONTRACT	7,310.00	7,310.00	
625.010 SUB CALL.	0.0000	0.0000	DIST./TEACHER	4,962.30	4,962.30	
626.010 SCHOOL FOOD MNGT	0.0000	0.0000		27,744.00	27,744.00	
627.010 RECORDS RETENTION	17.0000	280.0000	PER DAY	0.00	4,760.00	
628.010 TELECOMMUNICATIONS	0.0000	0.0000		24,888.36	24,888.36	
633.499 GASB 45 PLNG/QUESTAR III	0.0000	0.0000	X-CONTRACT	2,750.00	2,750.00	
634.219 STAFF DEV. - BOARD - HERK BOCES	0.0000	0.0000	X-CONTRACT	929.00	929.00	
635.010 FINGERPRINTING	0.0000	132.0000	PER CANDIDATE	0.00	0.00	
639.259 TRANSP./MADISON BOCES	0.0000	0.0000	X-CONTRACT	620.00	620.00	
640.229 DRUG TESTING/JEFF-LEWIS BOCES	0.0000	0.0000	X-CONTRACT	1,800.00	1,800.00	

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NEW HARTFORD, NY 13413-0070

ONEIDA HERKIMER MADISON BOCES
NEW YORK MILLS UFSD
School Year 2015-16

Summary:

Total of Service Costs - All Funds: 2,186,713.65 (Except 001/002)
Capital Costs: 91,587.75 (CoSer 002)
Adm. & Clerical Costs: 59,314.15 (CoSer 001)
Total Contract Costs: 2,337,615.55

The party of the second part hereby agrees to pay the total contract cost to the party of the first part according to the following schedule:
2 Times per year

This contract shall not be valid or binding until it is approved by the Commissioner of Education.
IN WITNESS WHEREOF, the parties have set their hands the day and year above written.

ONEIDA HERKIMER MADISON BOCES
Signature, President and/or Clerk, BOCES
(Party of the First Part)
PO BOX 70, 4747 MIDDLE SETTLEMENT ROAD, NEW HARTFORD, NY, 13413-0070
(Post Office Address)

NEW YORK MILLS UFSD
Signature, President and/or Clerk, Board of Education (As Authorized)
(Party of the Second Part)
ADMIN OFFICE, 1 MARAUDER BOULEVARD, NY MILLS, NY, 13417
(Post Office Address)

NEW YORK MILLS UNION FREE SCHOOL DISTRICT**RESOLUTION FOR BUS LEASES**

Be It Resolved: the New York Mills Board of Education has agreed to lease two (2) 70 passenger school buses at a capitalized cost of \$112,341.82 each.

Whereas: the New York Mills Board of Education gives the School District Treasurer the authority to make five (5) equal payments of \$16,847.00 each due on the 15th day of July from the year 2015 through 2019 to the low bidder, Santander.

Therefore: the New York Mills Board of Education authorizes the School District Treasurer to issue checks to cover the cost of these buses

Dated:

Motion:

Second:

Yes:

No:

5.4

MAYOR
John Bialek

Village of New York Mills

1 Maple Street
New York Mills, NY 13417
www.villageofnewyorkmills.org



CLERK/TREASURER
Sharon A. Guca

ATTORNEY
Michael Misiaszek

HIGHWAY SUPERINTENDENT
Joseph R. Cotrupe, Jr.

TRUSTEES
Chip Cieplenski
John Edwards
Kenneth Jarosz
Kenneth L McCoy

(315) 736-9212
FAX 736-7561

June 24, 2015

New York Mills Union Free School
Kathy Houghton, Superintendent of Schools
1 Marauder Boulevard
New York Mills, NY 13417

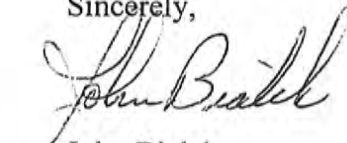
Dear Ms. Houghton:

As in previous years the Board of Trustees of the Village of New York Mills would like to request the use of a school bus for our Summer Recreation Program.

As in the past we will provide a certified bus driver.

Thank you for your consideration.

Sincerely,


John Bialek
Mayor

**NEW YORK MILLS SCHOOL DISTRICT
2015-16
NON-RESIDENT/NON-TUITION STUDENTS**

NAME	GRADE	PARENT
Galime, Lena	K	Jody Galime
Clements, Emma	6	Mary Clements

Language in both contracts allows the privilege for employees' children to attend our school district tuition free when they are non-residents.

Excessed items for Disposal:

Osterizer Blender

Hamilton Beach Electric Can Opener