

Jacqueline Edwards  
President

Jonathan Fiore  
Vice President



Steve King  
Richard Ross  
Rick Surprenant  
Traci Welch  
Janet Wroblecki

**BOARD OF EDUCATION MEETING & PUBLIC BUDGET HEARING**  
**TUESDAY, MAY 2, 2017**  
**JR./SR. HIGH SCHOOL LIBRARY – 5:30 P.M.**

**1. Meeting Call to Order**

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Executive Session to meeting with school attorney regarding NYMTA Negotiations
- 1.4 Introduction of Registered School Nurse, Mary Beth Germann
- 1.5 Teacher/Leader Report – Air Force Research Laboratory Engineering Competition – Mr. Eramo and students Rachel Siegel and Christina Malinowski
- 1.6 2017-18 Public Budget Hearing – Ms. Houghton

**2. Communications**

- 2.1 From the Floor
- 2.2 President's Messages - 2017 – 18 Board Meetings
  - a. Committee Report(s)
    1. Facilities Health & Safety Committee - R. Ross
    2. Policy Committee – J. Wroblecki
    3. Transportation Committee – R. Surprenant
    4. Finance Committee – T. Welch
    5. Community Relations Committee – S. King.
  - b. Board Calendar
  - c. BOCES Representative Report

**3. Consent Agenda**

- 3.1 Board of Education Minutes – April 25, 2017
- 3.2 Business Office Reports for Month ending March 2017
- 3.3 CSE Reports
  - a. Minutes of meetings held March 20, 2017
  - b. Minutes of meetings held April 3, 2017
  - c. Minutes of meetings held April 4, 2017
  - d. Minutes of meeting held April 5, 2017
  - e. Minutes of meeting held April 6, 2017
  - f. Minutes of meetings held April 7, 2017
  - g. Minutes of meetings held April 10, 2017
  - h. Minutes of meeting held March 22, 2017
  - i. Minutes of meetings held March 23, 2017
  - j. Minutes of meeting held March 24, 2017
  - k. Minutes of meeting held March 29, 2017
  - l. Minutes of additional meetings held April 4, 2017

- m. Minutes of additional meetings held April 6, 2017
- n. Minutes of additional meetings held April 10, 2017
- o. Minutes of meeting held April 11, 2017
- p. Minutes of meeting held April 12, 2017
- q. Minutes of meeting held April 24, 2017
- r. Minutes of meeting held April 25, 2017
- s. Minutes of meeting held April 26, 2017

#### **4. Old Business**

- 4.1 Amendment to Superintendent's Employment Agreement - Action

#### **5. New Business**

- 5.1 Personnel Report – Action
- 5.2 1<sup>st</sup> reading of Policy #3030, Job Description K-12 Executive Principal; #3031, Job Description K-12 Principal; #4702 Tax Exempt Bonds – Post Issuance Compliance; #5200, School Wellness Policy; #6100.18, Teacher Assistant; and #8500, Special Education Program and Services
- 5.3 Resolution for SEQR 2, Capital Outlay Project – Action

#### **6. K-12 Principals' Reports**

- 1. Prom
- 2. NYS Math Assessment
- 3. Elementary Band/Chorus Spring Concert
- 4. Jr. – Sr. High Spring Concert
- 5. Career Day
- 6. Music in the Parks
- 7. Physics Day at Darien Lake

#### **7. Superintendent's Report**

- 7.1 Focus District Status
  - a. Focus District Review
  - b. 2017-18 Improvement Plan Status
- 7.2 Current 2016-17 Enrollment and 2017-18 Projected Enrollment
- 7.3 Capital Project Update

#### **8. Board Discussion**

#### **9. Visitors Comments**

#### **10. Executive Session** – to discuss individual agreements and CSEA Negotiations

#### **11. Adjournment**

Over this past spring break, seniors Rachel Siegel and Christina Malinowski attended The Ninth Annual Air Force Research Laboratory Engineering Competition at the Griffiss Institute in Rome, New York. Accompanied by Mr. Eramo, the students worked all week alongside engineers, PhD students, and the top students from districts around the area. Our students investigated the potential theft of digital information from a banking website, while learning about the topics of website security, steganography, ethical hacking, and Linux computing. Rachel and Christina gathered their evidence and formally presented their findings to a board of engineers at Griffiss, as well as a poster session open to the public. The students placed third overall in the competition, and each won a paid summer internship at the Griffiss Institute. We are very proud of Rachel and Christina, and we are excited to see where their education takes them in the future.

# New York Mills Union Free School District

## Public Budget Hearing

Presentation #4

May 2, 2017

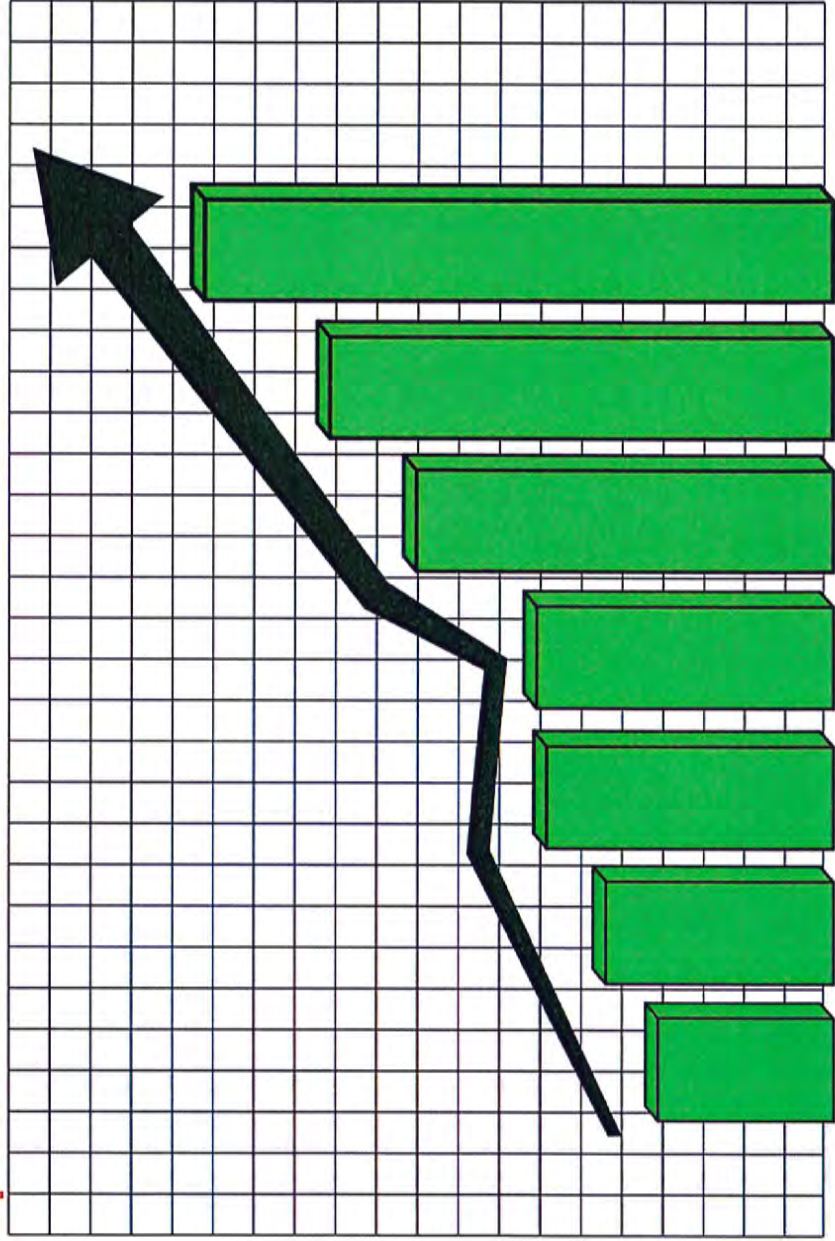
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## Conditions in Need of Attention:

- Continued Focus District Status
- District In Need of Special Education Technical Assistance Designation
- Delay of Current Capital Project
- Upcoming Capital Outlay Project

# Continuation of School Improvement Status



VISION

MISSION



District Goals  
Drive The Budget

# MISSION

Through combined efforts of students, staff, parents, and community members, our mission is to foster the confidence, knowledge, cognition, and character necessary to instill a strong work ethic, to create an environment of tolerance and respect, and to ignite an attitude of inquiry and enthusiasm for learning that will enable students to become productive, responsible citizens.



# VISION

Our vision is to create an incomparable K-12 school district that is as highly regarded for its academic excellence, as it is for its pride and commitment to actively serve and improve its surrounding community.

# Core Beliefs

We believe:

- everyone should have learning experiences that expand beyond the classroom;
- everyone should have the opportunity to reach his/her full academic, physical, and social-emotional potential in order to have a productive life;
- everyone should be a responsible and accountable contributor to society through leadership and service to others and through demonstrating respect, honesty, and integrity as part of maintaining good citizenship;
- everyone has value and worth and is part of a greater whole than just himself/herself;
- everyone should have the technological awareness, problem-solving, and analytical skills for a 21<sup>st</sup> Century world, so s/he can resolve problems and transfer those skills to real life situations;
- everyone should be treated fairly and equitably, although fair and equitable are not always the same;
- everyone should experience positive statements and actions to empower him/her and change lives;
- everyone should acknowledge that competition exists, and we learn and grow from both success and failure; and
- everyone's thoughts, input and conversation are valued.

# District Goals

## **Vision, Mission, Core Beliefs:**

- Unified School Community
- Dedicated to Students
- Alignment of Decisions

## **Communication:**

- Student and Staff Achievements
- Capital Project Progress
- Focus District Designation/Test Participation
- New Administrative Leadership

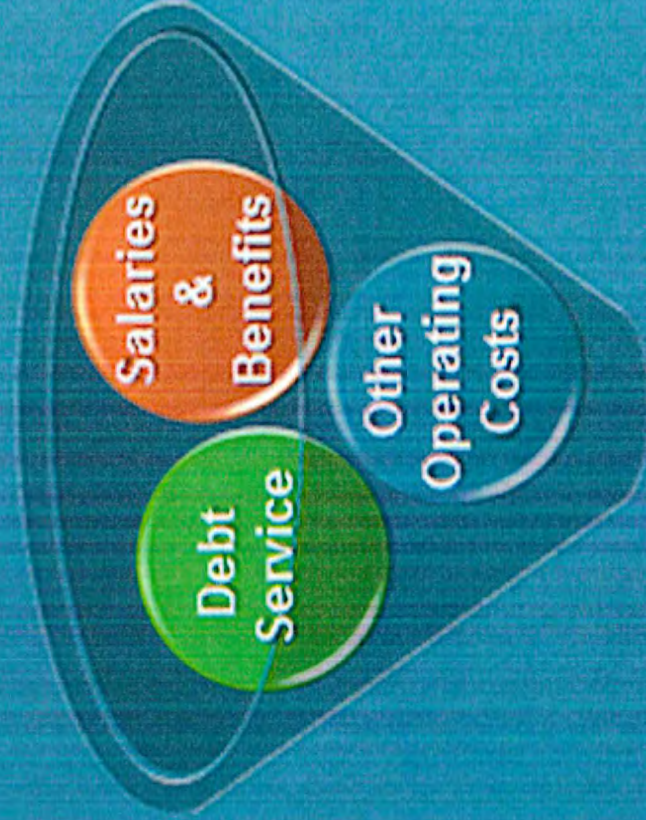
## **Budget:**

- Leadership Needs and Supports
- BOCES Professional Development and Curriculum
- Data Analysis and Increase Student Achievement
- Parent and Community Partnerships

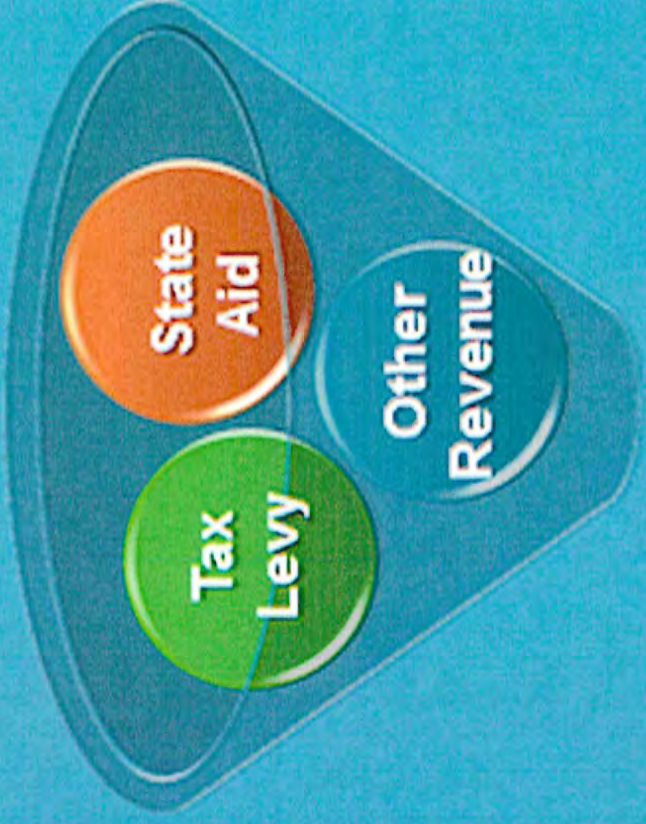
## Budget Timeline

- Monday, November 14 Budget Construction Begins
- Monday, January 23 Central Office Budget Process
- Tuesday, March 7 1<sup>st</sup> Public Budget Workshop
- Tuesday, March 21 2<sup>nd</sup> Public Budget Workshop
- Tuesday, April 4 3<sup>rd</sup> Public Budget Workshop
- Tuesday, May 2 Public Budget Hearing
- Wednesday, May 3 Budget Notices Mailed
- Tuesday, May 16 Annual Budget Vote & Board  
Member Election

# How Is the Budget Built?



**Expenditure Estimates**



**Revenue Estimates**

# Revenues

**Revenues Chart**

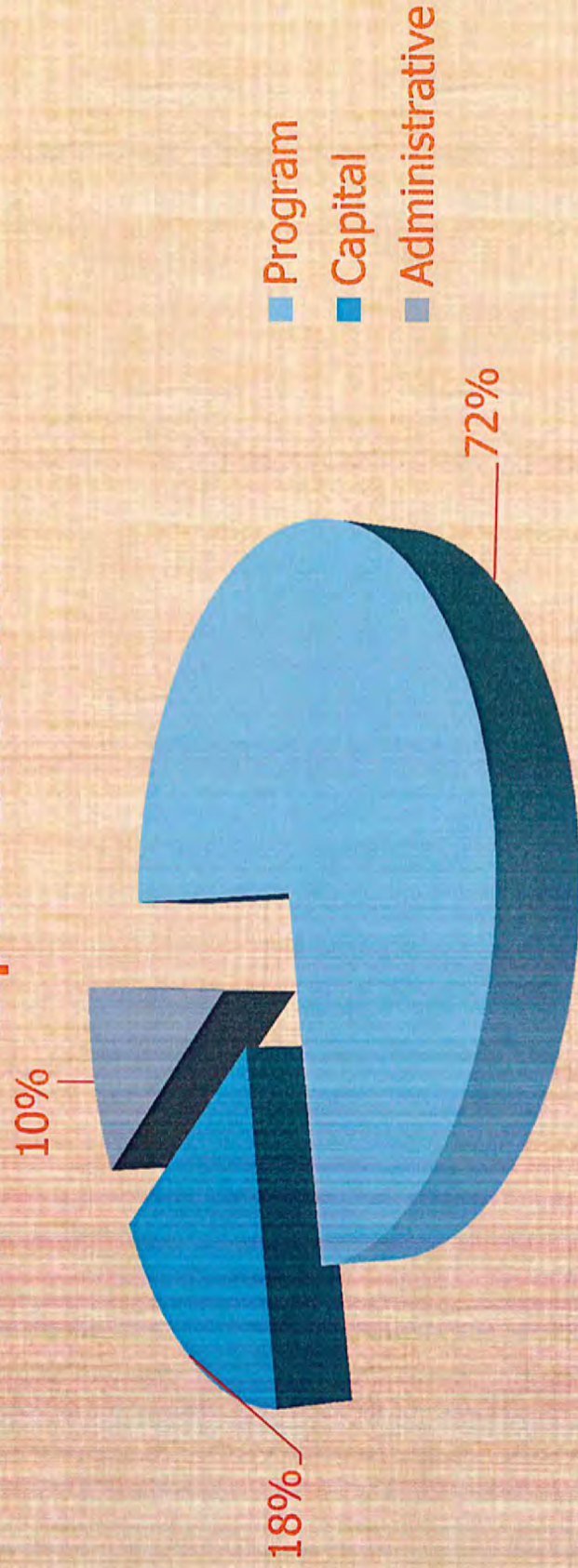


# Percent of Budget Funded by State Aid

Year	State Aid	Property Tax	Other
2009-10	30%	54%	16%
2010-11	30%	53%	17%
2011-12	30%	53%	17%
2012-13	28%	55%	17%
2013-14	25%	57%	18%
2014-15	25%	57%	18%
2015-16	31%	57%	14%
2016-17	26%	58%	16%

# Expenditures

**Expenditures Chart**





## Budget Components

- **Administrative Component** The administrative component consists of overall management activities including board of education, superintendent's office, business office operations such as central data processing, payroll, purchasing, BOCES administrative expenses, insurance, printing, mailing, personnel, legal and auditing services, and building administrative costs.
- **Program Component** The program component consists of funding the instruction of and educational support services for the district's 575 students. Transportation of students, athletics, and co-curricular activities are also included in this budget component.
- **Capital Component** The capital component consists of maintenance of buildings, upkeep of grounds, and electricity, heat, water & sewer, and telephone services. Funds are also included for the lease of school buses, payments on the capital project, and for refund of taxes for claims against property assessments.

## Administrative Component

Function or Account	Proposed Amount
Board of Education	\$22,222
Central Administration	\$166,797
Finance	\$147,943
Legal Services	\$11,000
Personnel	\$56,947
Records Management	\$5,069
Other Central Services	\$232,998
Other Special Items	\$216,983
Curr. Dev. & Sup.	\$103,574
Supervision – Regular Sch.	\$258,910
Employee Benefits	\$128,279
<b>Total</b>	<b>\$1,352,722</b>

Expenditures Chart



# Program Component

Function or Account	Proposed Amount
Legal Services	\$29,000
Instruction	\$6,676,694
Other Dist. Transportation	\$349,513
Garage Building	\$48,286
Employee Benefits	\$2,625,770
Other Transfers	\$9,500
<b>Total</b>	<b>\$9,712,744</b>

Expenditures Chart



# Capital Component

Function or Account	Proposed Amount
Operation of Plant	\$487,888
Maintenance of Plant	\$283,042
Refund of Taxes	\$10,000
Lease of Buses/Purchase	\$325,071
Employee Benefits	\$300,226
Debt Service	\$919,338
Transfer to Capital	\$100,000
<b>Total</b>	<b>\$2,425,565</b>

Expenditures Chart





# **Proposed 2017-18 Budget**

**\$13,517,050**

**Budget to Budget Decrease  
(-.00455%)**

# Additions in 2017-18 Budget:

## Capital/Trans. Increases:

- Bond Anticipation Note  
(Capital Project) \$100,000
- Purchase Two New Buses \$87,993
- 2 Additional Elementary  
Afternoon Bus Monitors \$3,748

Capital/Trans. Increase: \$191,741

# Additions in 2017-18 Budget Cont'd:

## Instructional Increases:

- 3.0 FTE Teacher Assistants \$51,701
- 1 FTE Special Education Teacher (Step 6 B+30) \$45,641
- .5 FTE Special Education Secretary \$14,027
- 1 FTE Elementary Teacher (Step 6 B+30) \$45,641
- Continued Implementation of new Journey Elementary Reading Program \$43,100

Instructional Increases \$190,110

# Responsible Reductions included in 2017-18 Budget

□ School Monitor (21 Hours per day)	\$50,699
□ CSE Stipend (K-12 Executive Principal assuming CSE duties)	\$3,800
□ BOCES Admin. Data Processing	\$14,608
□ Reductions in Non-Instructional Supplies	<u>\$22,799</u>
<b>TOTAL REDUCTION</b>	<b>\$91,906</b>



# Capital Outlay Project



Elementary  
Locker Replacement



Secondary Science Fixtures  
and Plumbing

\$100,000



**Balancing of 2017-18**

**Budget is being  
Accomplished through the  
Systematic use of  
FUND BALANCE**

**For Instructional, Transportation  
and Capital Improvements.**

# Property Tax Cap

“Tax Levy Limit”

Calculated by each district  
Every district has a different  
tax levy limit

Allowable Tax Levy Limit = 1.1736%

**Projected Tax Levy  
Increase = 0%**

# Budget/Tax History

School Year	Budget to Budget Increase /Decrease	Tax Levy Increase	New Hartford Tax Rate per \$1,000	Whitestown Tax Rate per \$1,000
2011-2012	2.06%	3.00%	\$25.98	\$30.06
2012-2013	2.55%	2.72%	\$26.49	\$31.34
2013-2014	2.74%	2.02%	\$25.75	\$31.55
2014-2015	1.96%	2.98%	\$26.58	\$32.50
2015-2016	2.79%	1.25%	\$27.35	\$32.43
2016-2017	.00533%	0%	\$27.42	\$32.00

## Annual Tax Increase with Basic STAR

<b>\$100,000</b> <b>House</b>	<b>\$125,000</b> <b>House</b>	<b>\$150,000</b> <b>House</b>
<b>Increase</b> <b>of</b> <b>0%</b>	<b>Increase</b> <b>of</b> <b>0%</b>	<b>Increase</b> <b>of</b> <b>0%</b>

# Proposed 2017-18 Budget

**Current Budget** \$13,518,666

**Proposed Budget** \$13,517,050

**Budget to Budget (Decrease)** (-.00455%)

**State Aid Increase** \$42,677  
(1.11% without building aid)

**Allowable Tax Levy Limit** 1.6186%

**Projected Tax Levy Increase** 0%



**Proposition #1:  
2017-18 Budget \$13,517,050**

**RESOLVED**, that the Board of Education of the New York Mills Union Free School District is hereby authorized to expend the sum of \$13,517,050 as a general fund appropriation for the 2017-2018 school year and to levy the necessary tax therefor.

# 1 Five-Year Board Vacancy

## Board Candidate:

- Bill Schmelcher
- Bradley G. Frankland



Budget Vote  
and Board  
Member  
Election

**May 16, 2017**  
**Noon – 9 p.m.**  
**Beekman**  
**Gymnasium**

Questions?  
Comments?

Thank you for  
attending



1 Marauder Boulevard  
New York Mills, NY 13417

**BOARD OF EDUCATION  
MEETING DATES 2017-2018**

July 11, 2017 – Reorganizational and Business  
 Tuesday, August 15, 2017\*  
 Tuesday, September 5, 2017  
 Tuesday, October 3, 2017  
 Tuesday, November 7, 2017  
 Tuesday, December 5, 2017  
 Tuesday, January 2, 2018  
 Tuesday, February 6, 2018  
 Tuesday, March 6, 2018 – Budget Workshop  
 Tuesday, March 20, 2018 – Budget Workshop  
 Tuesday, April 3, 2018 – Adopt Budget for Vote  
 Tuesday, April 17, 2018 – Vote for BOCES Budget & Board Members  
 Tuesday, May 1, 2018 – Public Budget Hearing  
 Tuesday, May 15, 2018 – Budget Vote and Board Election – Noon – 9:00 p.m.  
 Tuesday, June 5, 2018

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

\*Pending district receipt of equalization rates and assessments

# May 2017

## Schedule of Events

- Tuesday, May 2, Public Budget Hearing, 6:30 p.m.
- Wednesday, May 3, K-2 Character Assembly, 9:00 a.m. and Athletic Boosters Meeting, 6:30 p.m.
- Wednesday, May 10, PTO Meeting, 6:30 p.m.
- Thursday, May 11, SBI General Membership Meeting/Awards, 5:15 p.m.
- Tuesday, May 16, Public Vote and Board Member Election, Noon—9:00 p.m. and Elementary Band/Chorus Spring Concert, 7:00 p.m.
- Thursday, May 18, Jr. Sr. High School Spring Concert, 7:30 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			



# June 2017

## Schedule of Events

- Thursday, June 1—Mr. Marauder Pageant, 7:00 p.m.
- Tuesday, June 6—Board of Education Meeting, 6:30 p.m.
- Wednesday, June 7—Kindergarten Orientation, 6:00 p.m.
- Thursday, June 8—Jr. Sr. Awards Night, 7:00 p.m.
- Sunday, June 11—Spring Athletic Recognition, 7:00 p.m.
- Friday, June 16—K-6 Olympic Day
- Wednesday, June 21—K-2 Moving Up Ceremony, 9 a.m.
- Wednesday, June 21—Grade 6 Promotion, 7 p.m.
- Friday, June 23—Class of 2017 Graduation

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Jacqueline Edwards  
President

Jonathan Fiore  
Vice President



Steve King

3.1

**BOARD OF EDUCATION MEETING**  
**TUESDAY, APRIL 25, 2017**  
**JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

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

**ABSENT:** Mr. Jonathan Fiore

**ALSO PRESENT:** Ms. Kathy Houghton, Mrs. Paula Ann May and 10 visitors and guests

**1. Meeting Call to Order**

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

1.1 Pledge to the Flag

Mr. King led the Pledge of Allegiance.

1.2 Acceptance of Agenda

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

Yes 6 No 0  
Motion carried.

1.3 Teacher/Leader Report

**2. Communications**

2.1 From the Floor

Mrs. Goodfriend spoke on behalf of the NYMTA. She said that the teachers are continuing to ask for communication and shared decision making. While they welcome suggestions from our new focus team and new administration, they ask you to utilize your teaching staff that has worked for decades in this school district while making decisions and continued changes. Tomorrow, there is a meeting with PEC and that would be a great opportunity to begin more opportunities for Shared Decision making especially on upcoming half day May 19<sup>th</sup> or future in-services and professional development needs. This has been one difficult year with change after change. Demand upon demand is put on the teachers and staff. Many hoops have been jumped through as educators continue putting students as their top priority. We will continue to do what we do best, which is putting students first under any working conditions. In return, we ask you to consider granting us a Fair Contract.

2.2 President's Messages

Ms. Edwards told the Board members that we need to set a date for the Reorganization Meeting. The meeting must be take place within the first 14 days of July. July 4<sup>th</sup> is a Tuesday so please look at July 11<sup>th</sup> as the Reorganizational Meeting date to see if you have any conflicts.

**3. Consent Agenda**

Mr. King made the motion to approve the Consent Agenda seconded by Mrs. Wroblicki that includes:

- 3.1 Board of Education Minutes of meeting held April 4, 2017  
Business Office Reports N/A
- 3.2 CSE Reports

Yes 5 No 0  
Motion carried.

**4. Old Business**

N/A

**5. New Business**

- 5.1 Personnel Report – Action

Mr. Ross made the motion to approve the following Personnel Report seconded by Mrs. Welch.

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
<i>The commencement dates of the appointments are *subject to the employees' obtaining all necessary clearances from the State Education Department*.</i>							
<b>I. Medical Leave of Absence</b>							
1 Sacco, Stephanie	Elementary	Grade 1 Teacher	C			4/5 - 21/2017	
<b>II. Substitute Appointments</b>							
1 Calocerinos, Nancy		Substitute Teacher/Substitute Teacher Assistant		\$70/day		4/26/2017	

Yes 6 No 0  
Motion carried.

- 5.2 Amendment to Superintendent’s Employment Agreement - Action

Mr. King made the motion to move this into Executive Session seconded by Mr. Ross.

Yes 6 No 0  
Motion carried.

- 5.3 BOCES Administrative Budget - \$3,608,360.65 for 2017-18 – Action

Mr. King made the motion to approve the BOCES Administrative Budget seconded by Mrs. Welch.

Yes 6 No 0  
Motion carried.

- 5.4 Elect Seven Members to the BOCES Board – Mrs. Shirley Burtch, Oriskany Central School District; Mr. Steve Boucher, Remsen Central School District; Mr. John A. Griffin, Sauquoit Valley School District; Mr. John Salerno, Whitesboro Central School District; Mr. Gary P. Nelson, Holland Patent Central School District; Mr. Russell Steward, Waterville Central School District; and Mrs. Evon M. Ervin, Utica City School District – Action

Mr. King made the motion to approve all seven members to the BOCES Board seconded by Mrs. Wroblecki.

Yes 6 No 0  
Motion carried.

**6. Building Reports**

N/A

**7. Superintendent's Report**

N/A

**8. Board Discussion**

**9. Visitors Comments**

Mr. Donald Smith asked what the stall with the cafeteria project is.

Ms. Houghton said progress is being made. There have been a number of delays and several disagreements have been working through. It will be done. The latest report is that the cafeteria will be complete in July but we are hopeful it will be done sooner.

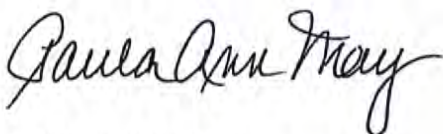
**10. Executive Session**

Mr. King made the motion to go into Executive Session to discuss the Amendment to Superintendent's Employment Agreement seconded by Mr. Wroblecki 6:39 p.m.

Yes 6 No 0  
Motion carried.

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

Respectfully submitted,



Paula Ann May  
District Clerk

Ms. Edwards called the meeting back into Regular Session at 7:23 p.m.



## 11. Adjournment

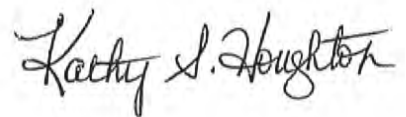
Mr. King made the motion to Table the Superintendent's Addendum until the next meeting seconded by Mrs. Wroblecki.

Yes 6 No 0  
Motion carried.

Mr. King made the motion to adjourn at 7:24 p.m. seconded by Mrs. Wroblecki.


Yes 6 No 0  
Meeting adjourned.

Respectfully submitted,

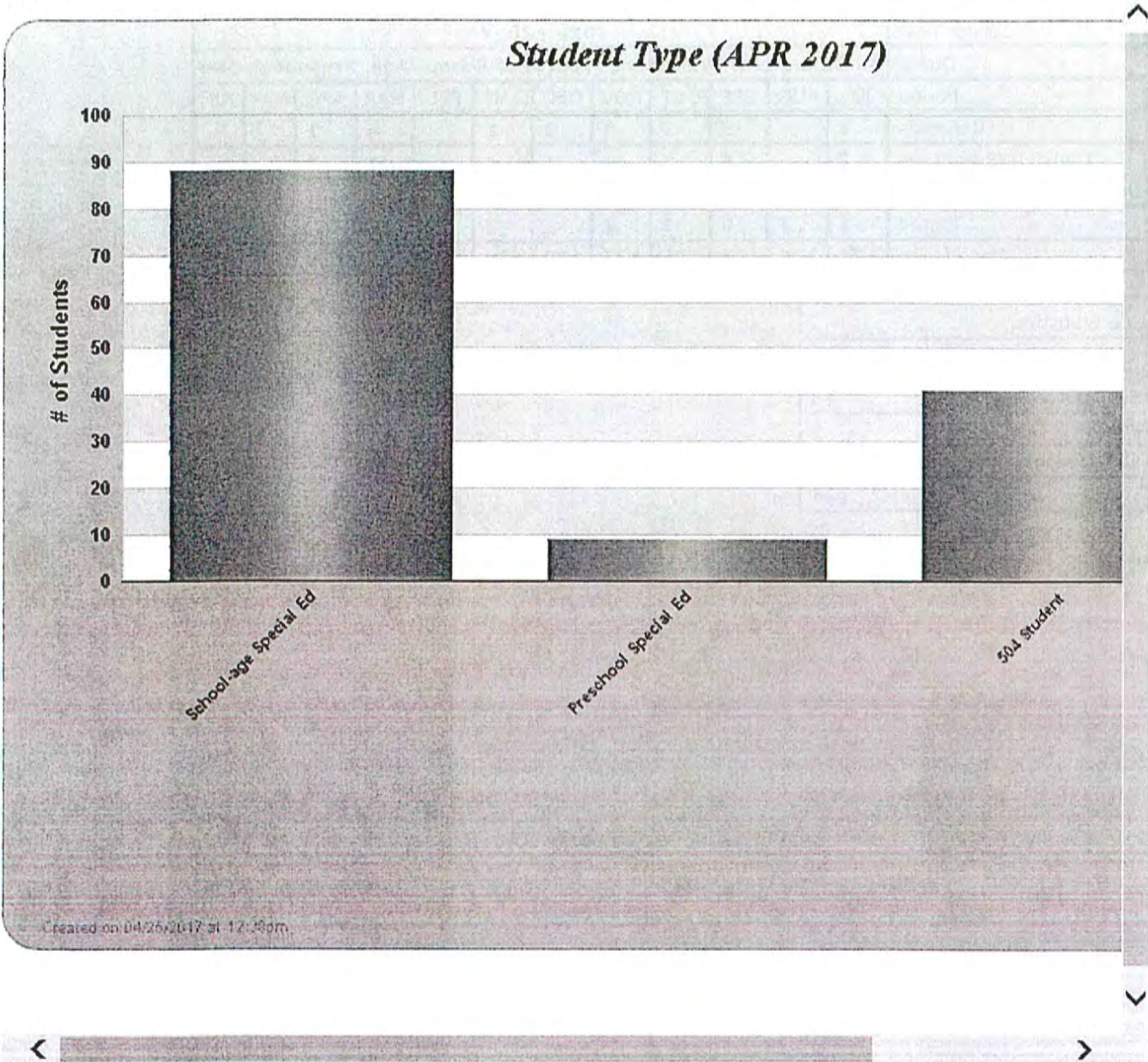


Kathy Houghton  
Clerk Pro-tem

Statistics												
School Year	2016 - 2017											
Query	All Students with Student Type(s) of School-Age, Preschool, 504											
Period	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN
Referrals	1		5		3	3	1		4	1		
Transfers/Re-entries	2		5	1	1	1			1	4		
Declassified/Discontinued	1		1									
Exited	1	3	6	2	1		2	2	2			
Ended with	126	124	127	126	127	130	129	130	133	138		

Statistics	
Student Type 	# Students
School-age Special Ed	88
Preschool Special Ed	9
504 Student	41
Total	138

Data ▶



**Amendment to Superintendent's Employment Agreement**

**AGREEMENT**, made this May 2, 2017 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 July 8, 2008 and as subsequently amended on June 24, 2011, September 4, 2012; 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 Employment Agreement and further, the Board, at its meeting held on May 2, 2017 and approved such amendments as noted herein.

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

1. Paragraph 4 titled "Vacation" shall be modified by adding the following language:

Upon resignation for the purpose of retirement the Superintendent shall be paid for \_\_\_\_\_ accumulated unused vacation days at the rate of 1/240<sup>th</sup> of her then annual salary. Such funds shall be made as a non-elective employer contribution to the Superintendent's 403(b) account, in the event that such payment exceeds the 403(b) contribution limits any amount above the maximum 403(b) limit shall be paid directly to the Superintendent.

2. The Superintendent's salary as of July 1, 2017 shall be increased by \_\_\_\_\_%.

3. The foregoing amendment 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.

**IN WITNESS WHEREOF**, the parties hereto have set their hands and seals the day and year first above set forth.

Agreed to this 2<sup>nd</sup> day of May, 2017.

**BOARD OF EDUCATION OF THE  
NEW YORK MILLS UNION FREE SCHOOL DISTRICT**

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**President, Board of Education**

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**Kathy Houghton  
Superintendent of Schools**

JOB DESCRIPTION  
K-12 EXECUTIVE PRINCIPAL

The K-12 Executive Principal is directly responsible to the Superintendent of Schools for fulfillment of the following duties:

1. Providing creative leadership in program and curricular development, implementation and instructional improvement in grades K-12 with a focus on Principal, Teachers of Science, ~~Social Studies, Foreign Languages, Physical Education, Business and Computer Technology~~, Math, Special Education, Music, Art; Teacher Assistants, ~~Transportation staff, Maintenance staff~~, Nurses
2. Under the direction of the Superintendent of Schools, providing for coordination and articulation of the K-12 educational program.
3. Developing meaningful and timely professional development programs for teachers and staff; including orientation, evaluation and instructional improvement.
4. Assisting the Superintendent of Schools in the recruitment, selection, and orientation of instructional, non-instructional, and administrative personnel.
5. Supervising and evaluating instructional faculty and non-instructional staff, including the Principal, Teachers of Science, ~~Social Studies, Foreign Languages, Physical Education, Business and Computer Technology~~, Math, Special Education, Music, Art; Teacher Assistants, ~~Transportation staff, Maintenance staff, Nurses, clerical, extracurricular advisors~~, and any additional faculty or staff assigned by the Superintendent of Schools.
6. Making recommendations to the Superintendent of Schools relative to the continued employment of faculty and staff members.
7. Collaborating with the Principal to prepare and present budget proposals for all K-12 instructional programs.
8. Providing leadership in the development and implementation of a successful K-12 public relations program.
9. Attending and participating in professional association conferences and educational meetings.
10. Maintaining student discipline of the school district on a day-to-day basis.

POLICY

Draft 04/04/17

3030

PERSONNEL

JOB DESCRIPTION  
K-12 EXECUTIVE PRINCIPAL

11. Establishing procedures and regulations for the implementation of Board policies designed to produce an efficient and effective educational program.
12. Maintaining records and preparing reports as required by the Superintendent of Schools, Board of Education and the State and Federal governments.
13. Coordinating and supervising all program and extracurricular activities (non-sports related) associated with the school district.
14. Providing direct supervision, coordination, and reporting in Pupil Personnel Services; including Special Education and Section 504.
- ~~15. Providing direct supervision, evaluation and administrative support to the Athletic Director in the management of the district's inter-scholastic coaches and teams.~~
16. Assisting the District, if requested in the negotiation process with selected bargaining unit(s).
17. Performing such other duties as may be assigned by the Superintendent of Schools or are deemed necessary to fulfill the responsibilities of the position.
18. Providing leadership in the interpretation of school policies and programs to parents and community.
19. Adhere to and enforce all applicable provisions of the law and policies, rules and regulations of the Board of Education.

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New York Mills Union Free School District

Adopted: 05/03/16

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

## JOB DESCRIPTION K-12 PRINCIPAL

The K-12 Principal is directly responsible to the Executive Principal and Superintendent of Schools for fulfillment of the following duties:

1. Collaborating with the Executive Principal to provide program and curricular development, implementation and instructional improvement in grades K-12 with a focus on English, ~~Math, Music, Art~~, English as a Second Language, Title I Response to /Remedial/Academic Intervention Services, Library Media, and Pupil Personnel Services, Social Studies, Foreign Language, and Physical Education.
2. Under the direction of the Executive Principal and Superintendent of Schools, providing for coordination and articulation of the K-12 educational program.
3. Assisting the Executive Principal with the coordination and supervision of all program and extracurricular activities associated with the school district.
4. Assisting with the development and presentation of professional development programs for teachers and staff; including orientation, evaluation and instructional improvement.
5. Assisting the Executive Principal with the recruitment, selection, and orientation of instructional and non-instructional personnel.
6. Supervising and evaluating instructional faculty and non-instructional staff; including Teachers of English, ~~Math, Music, Art~~, English as a Second Language, Title I/Remedial/Academic Intervention Services, Library Media, and Pupil Personnel Services, Social Studies, Foreign Language, Physical Education, Office Specialists, School Monitors, Nurses, Transportation Staff, Library Aides, and any additional faculty or staff assigned by the Superintendent of Schools.
7. Making recommendations to the Executive Principal and Superintendent of Schools relative to the continuing employment of faculty and staff members.
8. Providing direct supervision, evaluation and administrative support to the Athletic Director in the management of the district's inter-scholastic coaches and teams.
9. Collaborating with the Executive Principal to prepare and present building budget proposals for all K-12 instructional programs.
10. Assisting the Executive Principal with the interpretation and communication of school policies, procedures, and programs to parents and community.



POLICY

Draft 04/28/2017

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PERSONNEL

JOB DESCRIPTION K-12 PRINCIPAL

11. Assisting the Executive Principal and Superintendent of Schools with the development and implementation of a successful K-12 public relations program.
12. Attending and participating in professional, workshops, conferences and BOCES educational administrators' meetings as requested and/or approved by the Executive Principal or Superintendent of Schools.
13. Provide coordination in the area of K-12 data management; supervising the completion of district, BOCES, regional and state reporting.
14. Under the direction of the Executive Principal, maintaining student discipline of the school buildings on a day-to-day basis.
15. Maintaining records and preparing reports as required by the Executive Principal, Superintendent of Schools, Board of Education and the State and Federal governments.
16. Providing direct supervision, coordination, and reporting in the areas of Response to Intervention, Title I/Remediation /Academic Intervention Services, English Language Learners, and Home Schooling.
17. Performing such other duties as may be assigned by the Executive Principal, Superintendent of Schools or are deemed necessary to fulfill the responsibilities of the position.
18. Establishing procedures and regulations for the implementation of Board policies designed to produce an efficient and effective educational program.
19. Adhere to and enforce all applicable provisions of the law and policies, rules and regulations of the Board of Education.

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New York Mills Union Free School District

Adopted: 05/03/16

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

## TAX EXEMPT BONDS – POST ISSUANCE COMPLIANCE

### **I. Statement of Policy**

From time to time, the District finances its capital projects or operation by issuing tax-exempt Bonds, as defined more fully in Section II of this Policy. It is the Policy of the District to comply fully with the legal requirements for maintaining the tax-exempt status of the bonds and the interest paid on Bond proceeds after the issuance of the Bonds. The purpose of this Policy is to establish standards of conduct that maximize the likelihood that District-issued Bonds will retain their tax-exempt or tax-advantaged status under the applicable federal law and rules, including the Internal Revenue Code of 1986 and applicable regulations.

### **II. Definitions**

“Applicable Federal Law” means the Code and related Treasury Regulations.

“Arbitrage” means earnings from the investment of Bond proceeds in excess of the amount that would have been earned had the funds been invested at the Bond yield, adjusted for certain expenses.

“Bond” or “Bonds” means all bonds, notes, installment purchase agreements, and other tax-exempt or tax-advantaged debt obligations that are issued by or on behalf of the District.

“Code” means the Internal Revenue Code of 1986.

“Issuer” means the District.

“Private Business Use” has the meaning given in the Code, including but not limited to the use of Bond-financed assets by third parties pursuant to leases, management or service agreements that do not meet compliance requirements, any “naming rights” agreement, any “public-private partnership” arrangement, and any other arrangement that allows a third party to use or otherwise benefit from Bond-financed property.

“Tax Certificate” means the arbitrage and tax compliance certificate signed by the District at the closing of a Bond issuance in which the District makes representations, warranties, and covenants relating to the expected use of Bond proceeds and the tax eligibility of the financed projects.

“Treasury Regulations” means the regulations applicable to tax-exempt bonds promulgated by the Internal Revenue Service pursuant to the Code.

TAX EXEMPT BONDS – POST ISSUANCE COMPLIANCE**III. Assignment of Responsibility**

- A. The Board has the final responsibility for monitoring whether the District is in compliance with post-issuance requirements for the District's tax-exempt Bonds. However, the District's District Treasurer, under the supervision of the Superintendent, ("the Bond Compliance Monitor") shall have the primary operating responsibility to monitor the District's compliance with those requirements and to recommend to the Board actions necessary to comply with this Policy and applicable laws and regulations.
- B. The Bond Compliance Monitor shall insure that this Policy is communicated to all District officers and staff with responsibility or control over any aspect of the issuance by the District of tax-exempt Bonds, the investment or expenditure of Bond proceeds, or the use of Bond-financed assets, including those who manage, direct, or influence the following:
1. the pre-issuance process and decision-making, including identification of eligible projects;
  2. the expenditure of Bond proceeds and District funds for project costs;
  3. the investment of Bond proceeds and other District funds;
  4. the use of all facilities and other assets financed or refinanced by Bonds, including use by the District or third parties pursuant to leases, management agreements, service agreements, fee-for-use, or other arrangements;
  5. the sale or other disposition of any facilities or other assets financed or refinanced by Bonds;
  6. the creation and retention of documentation relating to expenditure of Bond proceeds, the use and disposition of Bond-financed assets, Arbitrage and tax return filings; and
  7. the recording and reporting of financial transactions related to Bonds.

## FISCAL MANAGEMENT

TAX EXEMPT BONDS – POST ISSUANCE COMPLIANCE

- C. The Bond Compliance Monitor and other responsible staff of the District should receive education and training regarding the tax compliance requirements relating to tax-exempt Bonds and are authorized to attend relevant educational seminars or programs, with the prior approval of the Superintendent. A record shall be kept of all such education or training received by the Bond Compliance Monitor and other responsible District staff, and this information shall be reported to the Board at least annually.

**IV. Expenditure and Use of Bond Proceeds****A. Expenditure of Bond Proceeds**

1. Bond proceeds, including investment earnings thereon, shall be disbursed only for project costs, capitalized interest (i.e., interest payments during project construction), Bond issuance costs and other purposes expressly allowed under the Bond documents and authorizing bond ordinances. All Bond-financed property must be owned by the District.
2. If the District intends to reimburse itself from Bond proceeds for project costs paid prior to issuance of the Bonds, the District shall adopt a declaration of official intent to reimburse project costs that meets the requirements of Applicable Federal Law after consultation with nationally recognized bond counsel.

**B. Final Allocation of Bond Proceeds**

Promptly after the final expenditure of Bond proceeds, the Bond Compliance Monitor shall prepare a written report documenting the allocation of Bond proceeds (including interest earnings thereon) and other District funds to project expenditures (the "Final Allocation"). In all cases, the Final Allocation shall be completed within 18 months after the later of the date Bond proceeds are expended or the date the project is placed in service, but not later than 5 years after the Bonds were issued. The Bond Compliance Monitor is authorized to consult with nationally recognized bond counsel in connection with the Final Allocation of Bond proceeds.

**C. Private Business Use of Bond-Financed Property**

1. No more than ten percent (10%) of Bond proceeds may be used for Private Business Use and such use may occur only in accordance with the Tax Certificate and Applicable Federal Law.

## FISCAL MANAGEMENT

TAX EXEMPT BONDS – POST ISSUANCE COMPLIANCE

2. Prior approval of the Bond Compliance Monitor is required for the following uses of Bond-financed property: use by third parties for trade or business activities, including leases, licenses, fee-for-use permits under Policy No.1001, or other arrangements; management or service contracts under which the compensation of the manager or service provider is based on income from operation of the facility; and any other use that could potentially be considered Private Business Use under Applicable Federal Law.
3. The Bond Compliance Monitor shall annually review all uses of Bond financed property and determine the percentage of Private Business Use of Bond-financed property, and shall report this percentage to the Board.
4. The Bond Compliance Monitor shall maintain a record of all Bond financed property, including the amount of Bond proceeds allocated to each asset, which shall be based on the Final Allocation of Bond proceeds described above. The Bond Compliance Monitor shall maintain records of all Private Business Use, if any, of Bond-financed property, including copies of the pertinent leases, contracts or other documentation, and the related determination that any Private Business Use is within permissible limits under Applicable Federal Law.

## D. Change of Use of Bond-Financed Property

Any significant change in the use of Bond-financed property must be reported to the Bond Compliance Monitor prior to implementation. The Bond Compliance Monitor shall determine whether the proposed new use may constitute Private Business Use. If the use may be Private Business Use, the Bond Compliance Monitor shall consult with counsel for tax advice on whether that use or arrangement, if put into effect, will be consistent with the restrictions on Private Business Use and, if not, whether any "remedial action" permitted under the Code may be taken by the District as a means of enabling that use.

## E. Sale or Disposition of Bond-Financed Property

Any sale or other disposition of Bond-financed property must be reported to the Bond Compliance Monitor prior to execution of any agreement of sale or other agreement of disposition. The Bond Compliance Monitor shall determine whether the Bond-financed property has any remaining useful life in accordance with the Tax Certificate and Applicable Federal Law, and if so,

TAX EXEMPT BONDS – POST ISSUANCE COMPLIANCE

consult with nationally recognized bond counsel as to the requirements of Applicable Federal Law applicable to the sale or other disposition and the appropriate "remedial action" permitted by the Code that must be undertaken by the District as a result of the potential sale or other disposition of the Bond-financed property.

**V. Investment, Arbitrage and Rebate****A. Investment**

Prior to expenditure for project costs, Bond proceeds shall be invested in compliance with the Local Finance Law, Applicable Federal Law and the Tax Certificate, and the District's Investment Policy (Policy No. 4202). The District will invest Bond proceeds at a yield in excess of the Bond yield only during the applicable "temporary period" (as defined in the Code and the Treasury Regulations), and shall provide for yield restriction on the investment of such proceeds after the applicable temporary period. The District shall ensure that investments acquired with proceeds of an issue are purchased at "fair market value," as defined in Treasury Regulations.

**B. Arbitrage and Rebate**

The Bond Compliance Monitor shall determine whether the Bonds are eligible for an Arbitrage rebate exception. If the Bonds are not exempt from Arbitrage rebate, the Bond Compliance Monitor shall compute the amount of Arbitrage earnings, and make all required rebate payments to the IRS, on each computation date required by Applicable Federal Law. The Bond Compliance Monitor is authorized to retain an arbitrage rebate service provider to prepare arbitrage rebate calculations.

**VI. Reissuance**

Before modifying any Bond terms, the District shall consult with nationally recognized bond counsel to determine whether the proposed modification could potentially be treated as a "reissuance" of those Bonds for federal income tax purposes.

**VII. Continuing Disclosure**

If the District is subject to one or more Continuing Disclosure Undertakings as set forth in a bond resolution or separate continuing disclosure agreement, in order to comply with Rule 15c2-12 of the Securities and Exchange Commission, the Bond Compliance Monitor shall maintain records that includes a copy of each such

TAX EXEMPT BONDS – POST ISSUANCE COMPLIANCE

Continuing Disclosure Undertaking and shall ensure that the information required to be disclosed is disclosed in a timely fashion.

**VIII. Filing of Returns**

The District will work with nationally recognized bond counsel to prepare and file any returns with the IRS relating to Arbitrage rebate in a timely manner. The District will confirm with bond counsel that the information report required to be filed upon issuance of Bonds (e.g., Form 8038) was filed with the IRS on a timely basis.

**IX. Corrective Actions**

Upon discovering any violation of Applicable Federal Law including, but not limited to, excess Private Business Use, violation of Arbitrage restrictions or sale of Bond-financed assets, the Bond Compliance Monitor shall promptly consult with legal counsel to determine appropriate remedial action to correct such violation. If remedial action is not available, the District will undertake to remedy the violation through the IRS Voluntary Closing Agreement Program (VCAP).

**X. Record Retention**

The Bond Compliance Monitor is responsible for insuring that written records (which may be in electronic form) are maintained with respect to each Bond issue for as long as those Bonds (and any Bonds issued to refinance those Bonds) remain outstanding, plus three years. The records maintained shall include:

- basic records relating to the Bond issuance including the official transcript of proceedings;
- documentation evidencing expenditure of Bond proceeds including, but not limited to, purchase contracts, construction contracts, progress payment requests, invoices, cancelled checks, payment of Bond issuance costs, and records of "allocations" of Bond proceeds to reimburse the District for project expenditures made before the Bonds were actually issued;
- records showing the specific assets financed with Bond proceeds (including assets to which Bond proceeds are allocated pursuant to the Final Allocation described above);
- information, records and calculations showing that, with respect to each Bond issue, the District was eligible for one of the Arbitrage rebate spending exceptions or, if not, that the Arbitrage rebate amount, if any, was calculated and timely paid to the IRS;
- documentation evidencing use of Bond-financed property by public and private entities (including copies of leases and management contracts);

FISCAL MANAGEMENT

TAX EXEMPT BONDS – POST ISSUANCE COMPLIANCE

- records showing that special use arrangements, if any, affecting Bond-financed property made by the District with third parties, if any, are consistent with applicable restrictions on Private Business Use of property financed with proceeds of tax-exempt Bonds;
- records of any sale or disposition of Bond-financed property, including terms of sale, and documentation of any "remedial action" undertaken as a result of the sale or other disposition; and
- documentation pertaining to any investment of proceeds of the issue, including the purchase and sale of securities, calculations for each class of investments and actual investment income received and Arbitrage rebate calculations.

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New York Mills Union Free School District  
Adopted: \_\_\_\_\_



## SUPPORT OPERATIONS

### SCHOOL WELLNESS POLICY

#### I. Policy

The New York Mills Union Free School District participates in USDA Child Nutrition programs including the National School Lunch Program (NSLP) and School Breakfast Program (SBP) and supports a healthy environment where children learn and participate in positive dietary and lifestyle practices.

#### II. Goals for Nutrition Promotion and Education, Physical Activity and other School Based Activities

##### A. Nutrition Promotion and Education

The primary goal of nutrition promotion and education is to influence lifelong eating behaviors in a positive manner. To achieve this goal, the District has established these operating standards:

1. Students in grades Pre-K through 12 receive nutrition education that follow applicable New York State Standards, is interactive, and teaches the skills students need to adopt healthy eating behaviors.
2. Students receive consistent nutrition messages through health posters, signage or displays.
3. District health education curriculum standards and guidelines include both nutrition and physical activity.
4. Staff limit the use of food as a reward or punishment in school.
5. Staff who provide nutrition education will have appropriate training.

##### B. Physical Activity

The primary goals and characteristics of quality physical education and physical activity are to provide opportunities for every student to develop the knowledge and skills for specific physical activities; maintain physical fitness; reduce sedentary time; learn about cooperation, fair play and responsible participation that meets the needs of all students (at all levels of physical ability); and gain an appreciation for lifelong physical activity through a healthy lifestyle. To achieve these goals, the District has established these operating standards:

1. The District will have a Board approved Physical Education Plan on file with the New York State Education Department that meets or exceeds the

SCHOOL WELLNESS POLICY

requirements set forth in Section 135.4 of the Commissioner's Regulations. All students will be required to fulfill the physical education requirements as set forth in the regulations of the Commissioner of Education as a condition of graduating from the District.

2. Physical activity shall be included, when possible, during the school day.
3. Students will not be denied participation in recess or other physical activities as a form of discipline or for classroom make-up time.
4. Students will have opportunities for physical activity through a range of before and/or after school programs including, but not limited to, intramurals, and interscholastic athletics.

C. Other School-Based Activities

1. Dining Environment

The District will:

- a. Provide a clean, safe meal environment for all students;
- b. Provide enough space and serving area to ensure that all students have access for school meals.
- c. Make available free potable water in schools, so that students may obtain water at mealtime and throughout the day.
- d. Encourage all students to participate in the school meals/cafeteria program and protect the identity of students who qualify for free and reduced price meals.

2. Consistent School Activities and Environment

The District will:

- a. Provide opportunities for on-going professional training for foodservice staff and teachers in the areas of nutrition and physical education.
- b. Promote efforts to keep school physical activity facilities open for use by students and community outside regular school hours.
- c. Encourage school and community members to serve as role models in practicing and promoting a healthy life style.
- d. Support initiatives regarding self-help and other Food and Nutrition Services programs.
- e. Encourage parents/guardians to send in healthy alternatives for classroom celebrations.

## SUPPORT OPERATIONS

SCHOOL WELLNESS POLICY

- f. Utilize a system of student payment that ensures all eligible students have access to free/reduced meals in a non-stigmatizing manner.

## III. Nutritional Guidelines

- A. The District will develop standards and nutrition guidelines for all foods and beverages sold to students on the school campus during the school day that are consistent with Federal regulations for school meal nutrition standards and the Smart Snacks in School nutrition standards.
- B. The District will develop standards and nutrition guidelines per each school district building for all foods and beverages provided but not sold, to students during the school day (e.g., in classroom parties, classroom snacks brought by parents, or other foods given to students).
- C. Fundraisers conducted during the school day will meet, or exceed, the nutritional requirements listed in the Healthy, Hunger-Free Kids Act "Smart Snacks in Schools" Rule and no fundraising foods and beverages will be sold until the end of the last lunch period. Fundraisers conducted outside of the school day will be encouraged to promote the sale of healthy foods items, non-food items, and events involving physical activity.
- D. For purposes of this section, the school day means the period from the midnight before the start of student attendance to 30 minutes after the end of the official school day.

## IV. Marketing and Advertising

Marketing and advertising of foods and beverages on school campuses during the school day will be consistent with nutrition education and health promotion. Schools will restrict food and beverage marketing to the promotion of those foods and beverages that meet the nutrition standards set forth by the Healthy-Free Kids Act "Smart Snacks in Schools" Rule.

## V. Guidelines for Reimbursable School Meals

The District will ensure that reimbursable school meals meet the program requirements and nutrition standards set forth in Federal Regulations (7 CFR Part 210 and 220).

## VI. Community Involvement and Wellness Leadership

The Superintendent will designate a Wellness Committee by October 15<sup>th</sup> of each school year with members chosen from the public, parents, students, school food service workers, teachers, administrators, Board of Education members and support staff personnel. The Wellness Committee will review the policy and make recommendations to the Superintendent as needed.

## SUPPORT OPERATIONS

SCHOOL WELLNESS POLICY

## VII. Implementation and Evaluation of Policy

Under the direction of the Superintendent or designee as designated by the Superintendent in writing, the District will be responsible for the following:

- A. Periodically assess whether the school district is meeting the requirements of this policy.
- B. Inform and update the public (including parents, students and others in the community) about the content and implementation of this policy.
- C. On a triennial basis, measure and make available to the public an assessment of the implementation of the policy including:
  - 1. Compliance with the policy;
  - 2. How well the policy compares to model wellness policies; and
  - 3. Description of the progress made in attaining the goals of the policy.
- D. Retain basic records demonstrating compliance with the policy, to include:
  - 1. The written wellness policy;
  - 2. Documentation demonstrating compliance with community involvement requirements;
  - 3. Documentation of the triennial assessment of the wellness policy;
  - 4. Annual local wellness policy progress reports for each school; and
  - 5. Documentation to demonstrate compliance with the public notification requirements.
- E. Reinforce policy goals with school staff as needed.

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New York Mills Union Free School District

Legal Ref: Education Law Sections 915, 1709 and (23); National School Lunch Act 1946 as amended (42 USC 1751-1760); Child Nutrition Act 1966; Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 (PL 108-265); Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296) added Section 9A to the Richard B. Russell National School Lunch Act (42 USC 1758b), Smart Snacks in School Rules 2014; 8 NYCRR 135.4; 7 CFR 210.11; 7 CFR Parts 210 and 220.

Adopted: 06/20/06  
 Revised: 02/05/13, \_\_\_\_\_  
 Reviewed: 01/06/15

## JOB DESCRIPTION K-12 PRINCIPAL

The K-12 Principal is directly responsible to the Executive Principal and Superintendent of Schools for fulfillment of the following duties:

1. Collaborating with the Executive Principal to provide program and curricular development, implementation and instructional improvement in grades K-12 with a focus on English, ~~Math, Music, Art,~~ English as a Second Language, Title I Response to /Remedial/Academic Intervention Services, Library Media, and Pupil Personnel Services, Social Studies, Foreign Language, and Physical Education.
2. Under the direction of the Executive Principal and Superintendent of Schools, providing for coordination and articulation of the K-12 educational program.
3. Assisting the Executive Principal with the coordination and supervision of all program and extracurricular activities associated with the school district.
4. Assisting with the development and presentation of professional development programs for teachers and staff; including orientation, evaluation and instructional improvement.
5. Assisting the Executive Principal with the recruitment, selection, and orientation of instructional and non-instructional personnel.
6. Supervising and evaluating instructional faculty and non-instructional staff; including Teachers of English, ~~Math, Music, Art,~~ English as a Second Language, Title I/Remedial/Academic Intervention Services, Library Media, and Pupil Personnel Services, Social Studies, Foreign Language, Physical Education, Office Specialists, School Monitors, Nurses, Transportation Staff, Library Aides, and any additional faculty or staff assigned by the Superintendent of Schools.
7. Making recommendations to the Executive Principal and Superintendent of Schools relative to the continuing employment of faculty and staff members.
8. Providing direct supervision, evaluation and administrative support to the Athletic Director in the management of the district's inter-scholastic coaches and teams.
9. Collaborating with the Executive Principal to prepare and present building budget proposals for all K-12 instructional programs.
10. Assisting the Executive Principal with the interpretation and communication of school policies, procedures, and programs to parents and community.

POLICY

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JOB DESCRIPTION K-12 PRINCIPAL

11. Assisting the Executive Principal and Superintendent of Schools with the development and implementation of a successful K-12 public relations program.
12. Attending and participating in professional, workshops, conferences and BOCES educational administrators' meetings as requested and/or approved by the Executive Principal or Superintendent of Schools.
13. Provide coordination in the area of K-12 data management; supervising the completion of district, BOCES, regional and state reporting.
14. Under the direction of the Executive Principal, maintaining student discipline of the school buildings on a day-to-day basis.
15. Maintaining records and preparing reports as required by the Executive Principal, Superintendent of Schools, Board of Education and the State and Federal governments.
16. Providing direct supervision, coordination, and reporting in the areas of Response to Intervention, Title I/Remediation /Academic Intervention Services, English Language Learners, and Home Schooling.
17. Performing such other duties as may be assigned by the Executive Principal, Superintendent of Schools or are deemed necessary to fulfill the responsibilities of the position.
18. Establishing procedures and regulations for the implementation of Board policies designed to produce an efficient and effective educational program.
19. Adhere to and enforce all applicable provisions of the law and policies, rules and regulations of the Board of Education.

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New York Mills Union Free School District

Adopted: 05/03/16

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

# Regulation

PERSONNEL

Draft 04/28/17  
6100.18

## JOB DESCRIPTION – TEACHER ASSISTANT

- I. The Teaching Assistant shall provide, under the general supervision of a licensed or certified teacher, direct instructional service to students.
  - A. Teaching Assistants assist teachers by performing duties such as:
    1. Working with individual pupils or groups of pupils on special instructional projects.
    2. Providing the teacher with information about pupils, which will assist the teacher in the development of appropriate learning experiences.
    3. Assisting pupils in the use of available instructional resources and assisting in the development of instructional materials.
    4. Utilizing their own special skills and abilities by assisting in instructional programs in such areas as foreign languages, arts, crafts, music and similar subjects.
    5. Provide instruction for students with disabilities that require special education services.
    6. Assisting in related instructional work as required.
    7. Provide other assistance as required by the teacher or building principal.
  - B. Qualifications:
    1. Minimum requirements:
      - a. High school diploma or equivalency diploma, and eligible to obtain a temporary license as a teaching assistant.
      - b. Two year college degree or two years of successful experience in the field or a related field preferred.
    2. The Teaching Assistant must possess a temporary license valid for one year from the date of issuance or a continuing license appropriate to the assigned subject area.
- II. Adheres to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

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Draft 04/28/17  
6100.18

PERSONNEL

JOB DESCRIPTION – TEACHER ASSISTANT

- III. Performs other related duties as may be assigned by the Superintendent or Principals as deemed necessary to fulfill the responsibilities of the position.

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New York Mills Union Free School District  
Adopted: \_\_\_\_\_



## INSTRUCTION

### SPECIAL EDUCATION PROGRAMS AND SERVICES

- I. The New York Mills Union Free School District shall make available to all students who are eligible under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the New York State Education Law, and implementing regulations, a free appropriate public education in the least restrictive environment appropriate to meet individual needs.
  - A. The New York Mills Union Free School District accepts its responsibility to ensure that pupils with disabilities have the same opportunity to participate in district programs including extra-curricular programs and activities, which are available to all other pupils enrolled in the District.
  - B. The New York Mills Union Free School District, in accordance with Section 200.2(b)(4) of the Commissioner's Regulations, shall ensure that a continuum of alternative placements will be available to meet the needs of students with disabilities for special education and related services. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class. Such services may include, but are not limited to, consultant teacher services and other group or individual supplemental or direct special education instruction.
- II. Consistent with the requirements of federal and state laws and regulations, the Board of Education will:
  - A. Appoint a committee on special education and, as appropriate, CSE subcommittees to assure the identification and placement of eligible students with disabilities. The Board of Education authorizes the Superintendent to recruit and recommend for hiring individuals who possess the certification, education and experience necessary.
  - B. Based upon the recommendation of the CSE, arrange for special education programs within legally prescribed timeframes. Should it disagree with the recommendation of the CSE, the Board, upon notice to the parents involved, and in accordance with the procedures set forth in the Regulations of the Commissioner of Education, may, forward its concerns to the CSE, or reconvene a second CSE for review of and revisions to the original recommendations as appropriate.
- III. To ensure the appropriate delivery of services to students with disabilities who reside in the District, the Superintendent shall ensure that:

## INSTRUCTION

SPECIAL EDUCATION PROGRAMS AND SERVICES

- A. All children with disabilities residing in the New York Mills Union Free School District including those attending private school are identified, located and evaluated. A register of students eligible to attend the public schools or to attend a preschool program in accordance with Section 4410 of the Education Law shall be maintained and revised annually by the CSE or CPSE as appropriate.
- B. School wide approaches and pre-referral interventions including, but not limited to, academic intervention services in order to remediate a student's performance prior to referral for special education are implemented.
- C. Personally identifiable data and information or records pertaining to students with disabilities remain confidential as required by law and regulations.
- D. The board shall develop and implement a plan as part of the professional development plan pursuant to section 100.2(dd) of the Commissioner's Regulations. Such plan shall include, but is not limited to, a description of the professional development activities provided to all professional staff and supplementary school personnel who work with students with disabilities to assure that they have the skills and knowledge necessary to meet the needs of students with disabilities.
- E. The district plan governing the provision of special education programs and services will provide detailed information on how appropriate space for the provision of special education programs and services will be allocated.

IV. Instructional Materials

- A. The District will establish a plan to ensure that all instructional materials used in the schools of the New York Mills Union Free School District are available in a usable alternative format, which shall meet the National Instructional Materials Accessibility Standard, for each student with a disability in accordance with the student's educational needs and course selection at the same time that such materials are available to nondisabled students.
- B. Alternative format includes, but is not limited to Braille large print, open and closed captioned, audit or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student.
- C. The plan shall:

## INSTRUCTION

SPECIAL EDUCATION PROGRAMS AND SERVICES

1. give preference in the purchase of instructional materials to those vendors who agree to provide such instructional materials in alternative formats for students with disabilities;
2. specify, when an electronic file is provided, how the format will be accessed by students and/or how the district will convert to an accessible format;
3. specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the district for alternate format materials;
4. specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and
5. include procedures so that when students with disabilities move into the school district during the school year, the process to obtain needed materials is without delay.

IV.V. The Committee on Special Education (CSE) is responsible for making recommendations to the Board of Education regarding the identification and placement of students with disabilities.

- A. The CSE will convene periodically in accordance with federal laws and regulations to identify and review each student's IEP and, if necessary, to make further recommendations to the Board of Education.
- B. The CSE will develop strategies to ensure the successful application of a student's IEP and to ensure that the student's IEP remains confidential and is not disclosed to any person except in accordance with the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act, and applicable regulations.
  1. The CSE shall ensure that each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's Individualized Education Program (IEP) is given a copy of such student's IEP prior to the implementation of such program.
  2. Other service providers (such as certain teachers, assistants, and support staff persons) who will not receive a copy of the IEP, but who have direct contact with a disabled student shall be given information of the specific accommodations relevant to their contact with such student.

## INSTRUCTION

SPECIAL EDUCATION PROGRAMS AND SERVICES

- a. The Chairperson of the CSE shall designate a professional employee of the district with knowledge of the student's disability and the education program to, prior to the implementation of the student's IEP, inform each such teacher, assistant and support staff person of his or her responsibility relating to the implementation of the IEP and the specific accommodations, modifications and support that must be provided.

∇.VI. Parents of students with disabilities and their children shall be provided with notice of the procedural safeguards available to them and their children. The district will use the procedural safeguard notice prescribed by the Commissioner of Education and make the notice available in the manner prescribed by the Commissioner's Regulations. Students with disabilities and their parents will be afforded the procedural safeguard rights set forth in the notice.

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New York Mills Union Free School District

Legal Ref: 8 NYCRR Part 200; 34 CFR 300, 20 U.S.C. Section 14 et seq. (IDEA); 4401 et seq., NYS Education Law; Chapter 408 of the Laws of 2002.

Cross Ref: Programs for Students with Disabilities Under Section 504 of the Federal Rehabilitation Act of 1973 Policy. Family Educational Rights and Privacy Act of 1974(FERPA) Policy.

Adopted: 06/14/83, 01/19/99

Revised: 02/04/03, 05/02/06, 07/11/13, \_\_\_\_\_





RESOLUTION FOR SEQR 2  
CAPITAL OUTLAY PROJECT

At a Regular Meeting of the Board of Education of the New York Mills Union Free School District (the "Board of Education"), held on the 2<sup>nd</sup> day of May, 2017, at the Jr./Sr. High School Library, located at 1 Marauder Boulevard, New York Mills, New York:

The meeting was called to order by Jacqueline Edwards, President of the Board of Education and upon roll call, the following members were:

**PRESENT:**

**ABSENT:**

**OTHERS  
PRESENT:**

The following resolution was offered by \_\_\_\_\_, and seconded by \_\_\_\_\_.

**WHEREAS**, the New York Mills Union Free School District Board of Education has considered the impacts to the environment of the proposed 2017-2018 Capital Outlay Project, as reviewed by the Board of Education on May 2, 2017 (the Proposed Action), said project involving replacement of second floor corridor lockers with larger locker units, replacement of Science Room sink and gas fixtures and replacement of plumbing to abate lead piping and fixtures in accordance with NYS lead and drinking water standards

**WHEREAS**, the Board of Education has received and considered the opinions of its Architect, Hunt Engineers, Architects & Land Surveyors, PC, regarding the potential for environmental impacts resulting from the Proposed Action; and

**WHEREAS**, the Board of Education is the lead agency with regard to the Proposed Action and has reviewed the action with respect to the Type II criteria set forth in 6 NYCRR Part 617.5(c); now therefor,

**BE IT RESOLVED**, by the Board of Education as follows:

1. The Proposed Action individually and collectively does not exceed the thresholds established under 6 NYCRR Part 617 of the State Environmental Quality Review Act (SEQRA).
2. The Board hereby determines that the Proposed Action is a Type II action in accordance with the SEQRA regulations 6 NYCRR 617.5(c)(2) and (8), specifically the rehabilitation or reconstruction of a structure or facility, in kind, on the same site, and routine activities of educational institutions, including expansion of existing facilities by less than 10,000 square feet of gross floor area.
3. No further review of the Proposed action is required under SEQRA.
4. The Superintendent of Schools and all officers and employees of the District are hereby authorized and directed to take all steps reasonably necessary or appropriate to complete the Project and to carry out the intent of this Resolution and to apply for any eligible state building aid.
5. This Resolution shall take effect immediately.

The vote on this Resolution was as follows:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Dated: \_\_\_\_\_

\_\_\_\_\_  
School District Clerk  
New York Mills Union Free School District

# Tragic story, demonstrations help teens understand driving dangers

**BY MARISSA MOORE**

[mmoore@uticaod.com](mailto:mmoore@uticaod.com)

Gisele Kress, an Old Forge native, knows all about the dangers of drinking and driving. Her son, Matthew Girouard, was killed in 2009 in a DWI crash in the town of Webb.

She's made it her mission to spread the message, and this week has been stopping in several school districts during Oneida County's Teen Traffic Safety Week.

"It's been seven and a half years now and has been quite a journey," Kress said. "I am in a much different place now than I was years ago, but I still have my days where I struggle. The community has shown nothing but tremendous support and I cannot thank them enough for it."

In addition to hearing Kress' story, there were DWI mock crash demonstrations at some schools. Two New York Mills Junior-Senior High School students were demonstrators.

"At first, I did not know much about it, but I was asked to be a part of it by our principal, Mrs. Facci," Haley Simon said. "I decided to stay on board after our first meeting because I think the message we are sending is so important. I believe mock trials are important because teenagers tend to think that they're invincible. If they get behind the wheel after a couple drinks, or look away to send a text, they'll be OK. Unfortunately, that is not always the case. This mock trial will show my peers that this can happen to any of us if we choose to make these poor decisions."

Simon and her classmate, Marissa Kulesa, were demonstrators for the first time.

"It was a true honor to be chosen to do this," Kulesa said. "So many students know about this but do not fully understand. All of us hear about it, but we are not able to experience and see a visual representation first hand. This is a very tragic and real thing that goes on every single day, and it can be preventable."

Simon said bringing more awareness is of high importance, especially with prom season coming.

"I hope that our community will realize that this is a reality and it is happening all around us," she said. "If

recover from her tragedy, but she is taking small steps to grow from it.

"A parent will never get over the late-night phone call from the police telling them the bad news. Some people can never get over death," Kress said. "I have had a lot of time to heal, but I will never be fully healed. Grief Recovery Method helped me out a lot with allowing me to complete my grief, work through it all and allow me to have a voice. Matthew is my missing piece that I will never get back." *Marissa Moore is an intern from Le Moyne College.*

**"A parent will never get over the late-night phone call from the police telling them the bad news. Some people can never get over death."**

**GISELE KRESS**, an Old Forge native commenting on the death of her son



**Oneida County STOP DWI Program Coordinator Tom Giruzzi, center, shows Vernon-Verona-Sherrill High School students the Amy Stock Memorial during Tuesday's Teen Traffic Safety Week event. Stock, 48, was an adjunct professor at SUNY Empire State College who was killed July 19, 2015, by a repeat drunken driver.**

SUBMITTED PHOTO



**Kress**



we can reach the hearts of a few people and make them more aware of how one bad decision can impact their lives or the lives of others, it will be a successful event.”

In addition to the school talks and demonstrations, the sixth annual STOP DWI High School Baseball Classic will be taking place throughout the week at Delutis Field in Rome.

Kress never will fully



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234  
Office of P-12  
Title I/II/IV School and Community Services  
89 Washington Avenue, Room 320 EB  
Albany, New York 12234  
Telephone: (518) 473-0295

**To:** District Superintendents  
Focus District Superintendents  
Title I Coordinators

**From:** Maxine Meadows-Shuford *Maxine Meadows-Shuford*  
Director, Title I School and Community Services

**Subject:** 2017-18 District Comprehensive Improvement Plan (DCIP) and School Comprehensive Education Plan (SCEP) Templates and Review Process

**Date:** April 25, 2017

Please find enclosed the 2017-18 DCIP and SCEP templates, the DCIP and SCEP Completion Guides, and a timeline of upcoming events related to the submission and review of the DCIP and SCEPs. Please note that minimal changes have been made to the DCIP and SCEP templates. District and school leadership teams should reflect on the implementation of the 2016-2017 DCIP and SCEPs and quarterly reporting documents to help inform the development of the 2017-2018 DCIP and SCEP's.

While changes to the 2017-2018 DCIP and SCEP templates are minimal, the New York State Education Department (NYSED or "the Department") will implement changes to the processes by which improvement plans are reviewed. Specifically, the Office of Accountability will implement the review model below:

- NYSED will review and provide feedback on ALL DCIPs;
- NYSED will review and provide feedback on ALL non-Receiverhsip Priority School SCEPs;
- NYSED will train staff from Focus Districts with identified Focus Schools on how to review their own Focus School SCEPs;
- NYSED and Focus District staff will collaboratively engage in a simultaneous review of a NYSED-selected SCEP to ensure feedback is calibrated; and
- NYSED will engage with Focus District staff in a series of technical assistance sessions to provide support for districts who are helping schools accomplish the mission critical work being completed.

This new model is designed to enhance the culture of collaborative inquiry among NYSED, districts, and identified schools to provide more meaningful and timely feedback to identified schools. Specific details related to Focus District reviewer training will be forthcoming under separate cover.

In addition to enhanced collaboration, this new review process is intended to build districts' capacity for changes that will be implemented under the Every Student Succeeds Act (ESSA) starting in the 2018-2019 school year. **In Fall 2018, NYSED will generate a new accountability list using the new accountability indicators included in the State Plan. Under ESSA, schools in accountability will no longer be classified as Focus or Priority. Instead, identified schools will be designated as either a Comprehensive**

Support and Improvement School (CSI) or Targeted Support and Improvement School (TSI). While ESSA requires NYSED to review and approve improvement plans for CSI schools, the review, approval, and monitoring of TSI school improvement plans will shift and primarily be the responsibility of the district. To help build district capacity for this shift, NYSED will implement the review model detailed above starting with the 2017-18 DCIP and SCEPs.

If you have any questions about the 2017-18 DCIP and SCEP templates or the new review processes, please contact Erica Meaker at 518-473-0295 or via email at [FDIP@NYSED.GOV](mailto:FDIP@NYSED.GOV).

# Enrollment

## NY Mills UFSD

7.2

Grade	Male	Female	Total
<b>Elementary</b>			
K	29	23	52
1	10	19	29
2	18	18	36
3	16	19	35
4	19	22	41
5	25	19	44
6	23	16	39
<b>Elementary Total:</b>	<b>140</b>	<b>136</b>	<b>276</b>
<b>High School</b>			
7	23	22	45
8	26	23	49
9	23	27	50
10	17	23	40
11	16	13	29
12	19	23	42
<b>High School Total:</b>	<b>124</b>	<b>131</b>	<b>255</b>
<b>NY Mills UFSD Total:</b>	<b>299</b>	<b>295</b>	<b>531</b>
<b>Outside Sp. Ed (K-6) Placements</b>			<b>14</b>
<b>Outside Sp. Ed (7-12) Placements</b>			<b>5</b>
<b>House of Good Shepard</b>			<b>3</b>
<b>Alternative Ed. Placements</b>			<b>2</b>
<b>Incarcerated Youth</b>			<b>0</b>
			<hr style="width: 50px; margin-left: auto; margin-right: 0;"/> 24
<b>New York Mills Total Enrollment</b>			<b>555</b>

**TEACHERLOAD 2016-2017 SCHOOL YEAR**

<u>Teacher</u>	<u>Grade</u>	<u>Male</u>	<u>Female</u>	<u># of Students</u>	<u>Grade Total</u>
Bara	K	9	9	18	
Davis	K	10	8	17	
Kohn	K	10	7	17	52
Robertson	1	4	11	15	
Sacco	1	6	8	14	29
Goodfriend	2	7	10	17	
Zbytniewski	2	11	8	19	36
Massoud	3	8	10	18	
Steffen	3	8	9	17	35
Homer-Gunther	4	10	11	21	
Sroka	4	9	11	20	41
Grogan	5	12	11	23	
Kehrli	5	13	8	21	44
Babula	6	11	8	19	
Kuhn	6	12	8	20	39
Total Students:		140	137		276

*PROJECTED TEACHERLOAD 2017-2018 SCHOOL YEAR*

	Grade	Students	Out of District Placements	
	Kindergarten	42	0	
	Grade 1	53	3	
	Grade 2	29	0	
	Grade 3	36	1	
	Grade 4	35	2	
	Grade 5	41	5	
	Grade 6	44	2	
	Grade 7	39	3	
	Grade 8	45	1	
	Grade 9	48	0	
	Grade 10	50	6	
	Grade 11	40	0	
	Grade 12	29	3	
	Total:	531	26	556
			4/25/2017	

