



**BOARD OF EDUCATION BUDGET WORKSHOP AND MEETING
TUESDAY, MARCH 7, 2017
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

1. Meeting Call to Order

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Budget Workshop
 - a. 2017-18 Budget Presentation
 - b. 2017-18 Budget Worksheet

2. Communications

- 2.1 From the Floor
- 2.2 President's Messages
 - 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 February 7, 2017
- 3.2 Business Office Reports for Month ending January 2017
- 3.3 CSE Reports
 - a. Minutes of meeting held 1/2/2017
 - b. Minutes of meeting held 2/2/2017
 - c. Minutes of meetings held 2/3/2017
 - d. Minutes of meeting held 2/6/2017
 - e. Minutes of meeting held 2/8/2017
 - f. Minutes of meeting held 2/13/2017

4. Old Business

N/A

5. New Business

- 5.1 Personnel Report – Action
- 5.2 Abolish School Monitor Position - Action

6. K-12 Principal Reports

N/A

7. Superintendent's Report

7.1 Town/City of New Hartford

7.2 Focus District

a. Superintendent's Conference Day

b. Test Participation

7.3 Capital Project Update

8. Board Discussion

9. Visitors Comments

10. Executive Session – to discuss potential litigation and individual agreements

11. Adjournment

1.3 a

**New York Mills Union Free
School District**

**2017-18
Public Budget Workshop #1
Tuesday, March 7, 2017**

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.

Goal 1:
VISION, MISSION,
CORE BELIEFS



BOARD OF EDUCATION STRATEGIC GOALS FOR 2016-17

GOAL 1: VISION, MISSION, CORE BELIEFS

To collaboratively develop and approve a district vision, mission and core beliefs that will be shared with all stakeholders, be used on letterheads and school mailings in order for all to refer to these as guidelines for decision-making and continuous improvement in the district.

- To unify the community around a clear understanding of the vision/purpose for our school
- To dedicate ourselves to the mission of realizing this vision for our students and community.
- To use our vision, mission and core beliefs when making decisions; all decisions should align with and lead us to achievement of our vision.

GOAL 2: COMMUNICATION

To provide regular communication structures within the school community in order for consistency and transparency of message and work in order that we can support student academic and extra-curricular success by partnering with our school community in order to accomplish all District Comprehensive Educational Improvement Plan goals and action steps.

- Student academic and extra-curricular achievements
- Staff achievements
- Capital Project Progress
- Positive Outcomes and Results from our Focus School Designation
- Process of hiring new school leaders in the district
- Increased New York State Assessment rates rather than opt-out option

GOAL 3: BUDGET

To support the school through BOE and school leader review of data and identification of strategic fiscal and programmatic needs in the areas of leadership, curriculum and instruction, social/emotional, developmental, health and parent engagement in order to improve teaching and learning.

- Identification of leadership needs within the district for hiring purposes and for providing support for new leadership – two new principals and superintendent.
- Providing instructional support through BOCES for curriculum development, establishing of data structures within our district, and adopting a Professional Development Plan that includes teacher support in developing student learning targets, differentiating instruction and providing formative assessments to check for student understanding.
- Examination of student data and programs supporting our students' learning, including looking at our special education data in order to make changes that will increase opportunities and academic performance.
- Approve the district Response to Intervention Plan that clearly maps district academic and social/emotional supports for students
- Support and attend school and community events to increase our parent partnership and to encourage increased involvement in supporting our staff and students.

Goal 2:

COMMUNICATION

Goal 3:

BUDGET

External Issues Impacting the General Fund Budget



Tax Levy Cap

State of the Economy

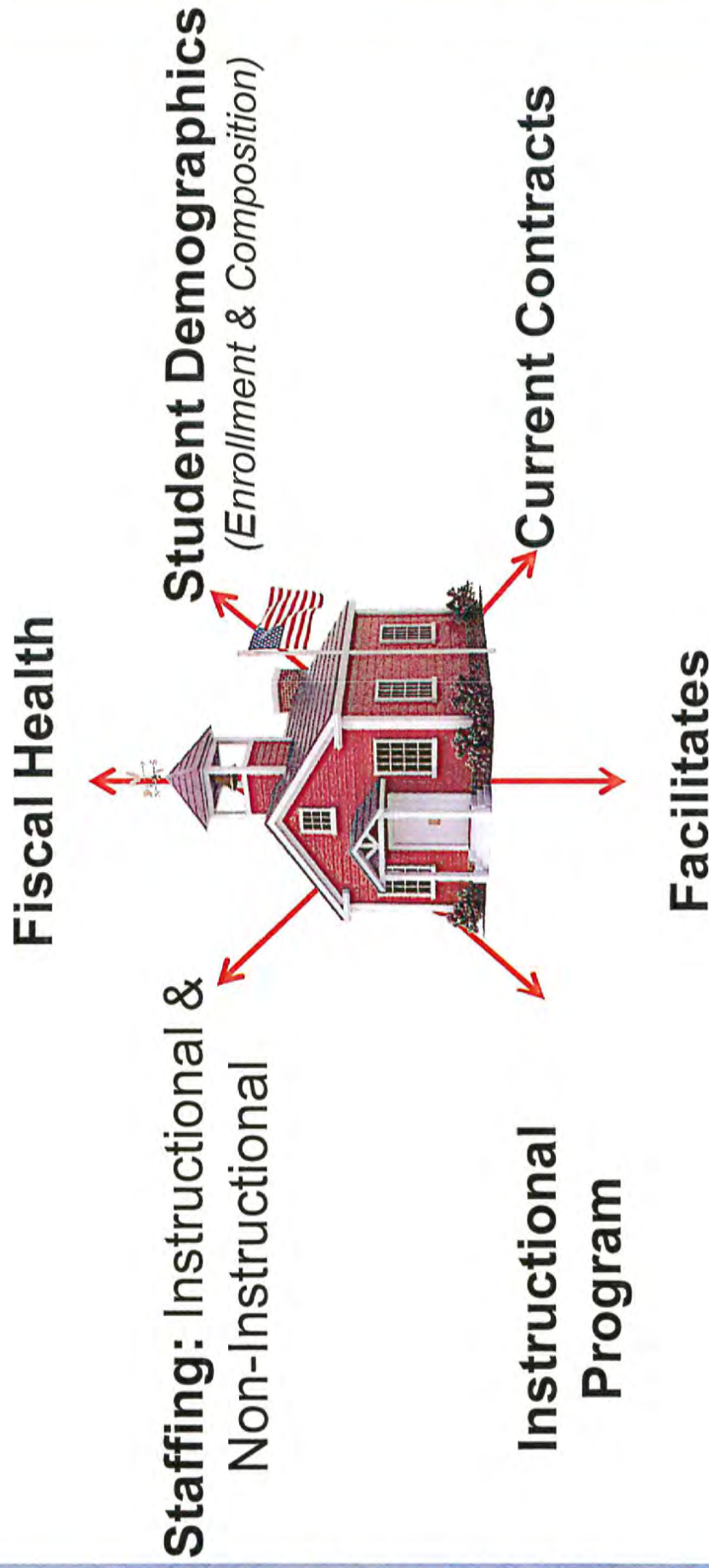
Unfunded Mandates

Political Atmosphere

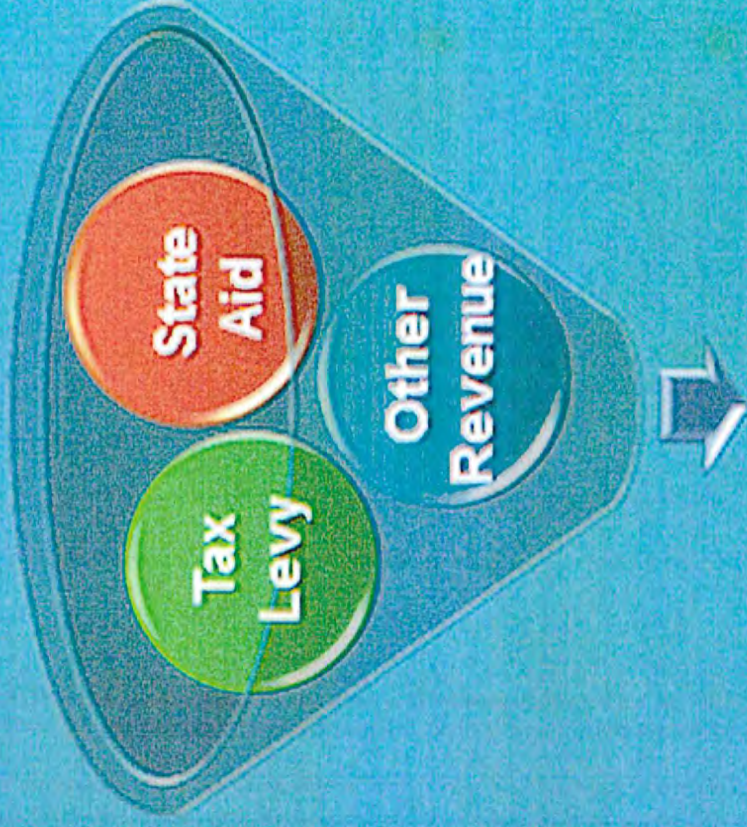
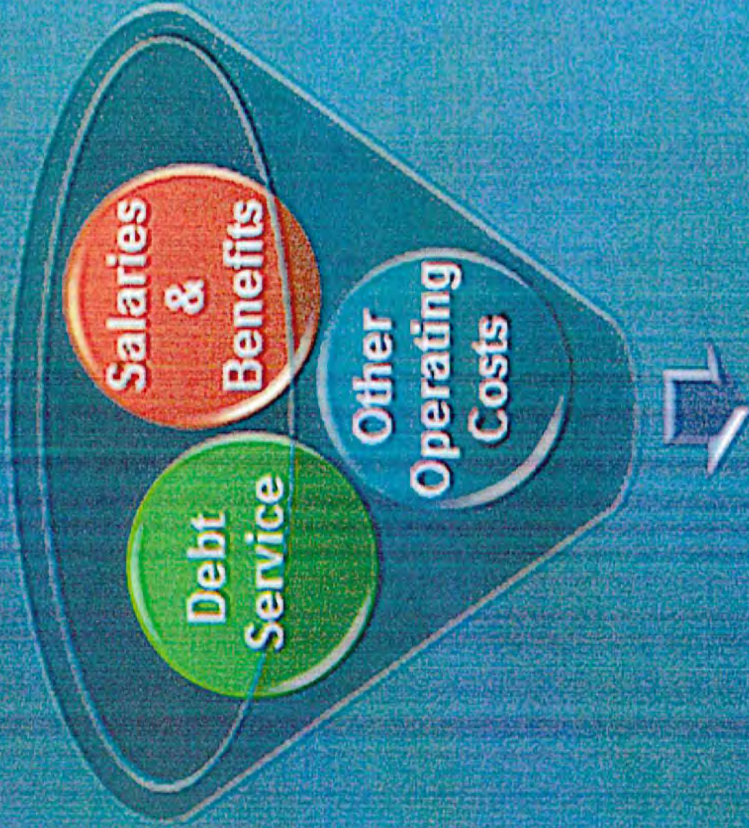


New York State School Boards Association

Internal Issues Impacting the General Fund Budget



How Is the Budget Built?

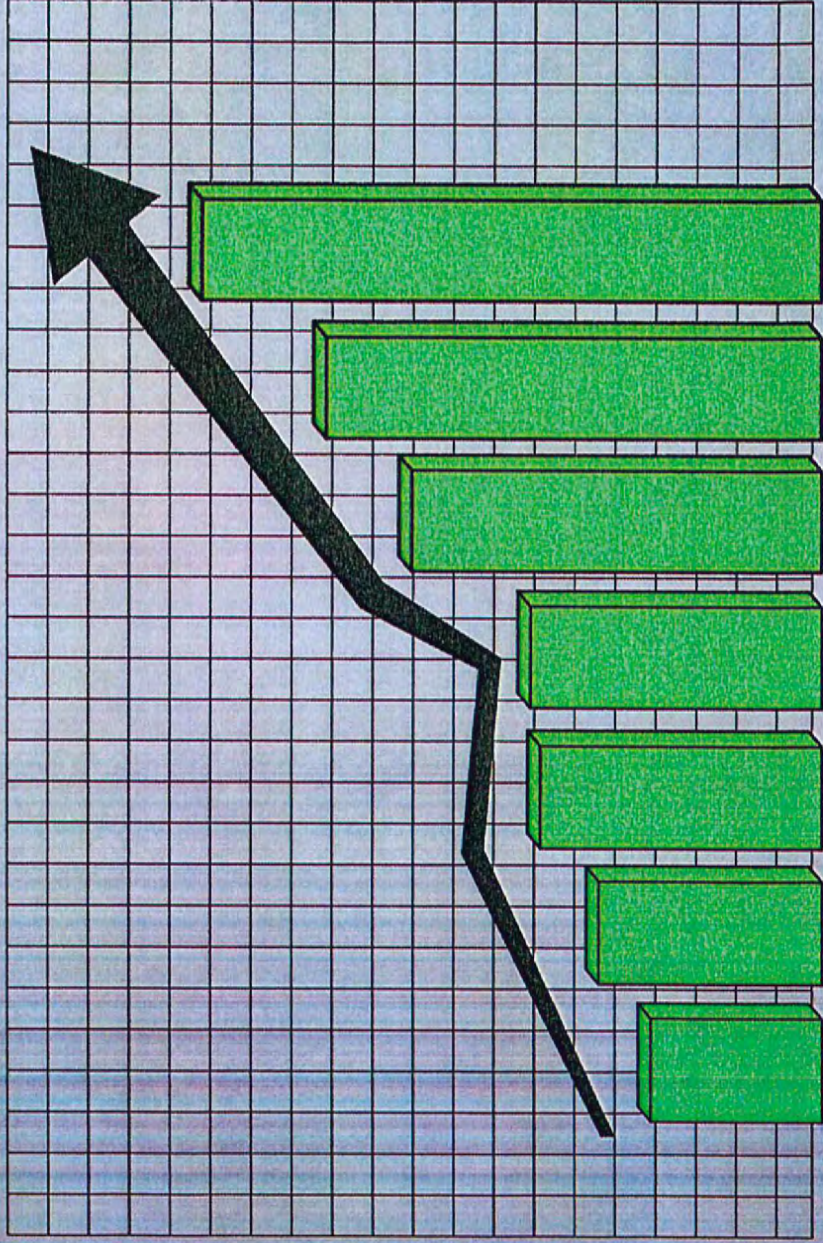


Items for Board Consideration:

Currently Included in 2017-18 Budget

- ❖ Focus District Status
- ❖ District In-Need of Special Education Assistance Designation
- ❖ Capital Project
- ❖ Long Range Planning
 1. Program
 2. Staffing
 3. Facilities

Continuation of School Improvement Status

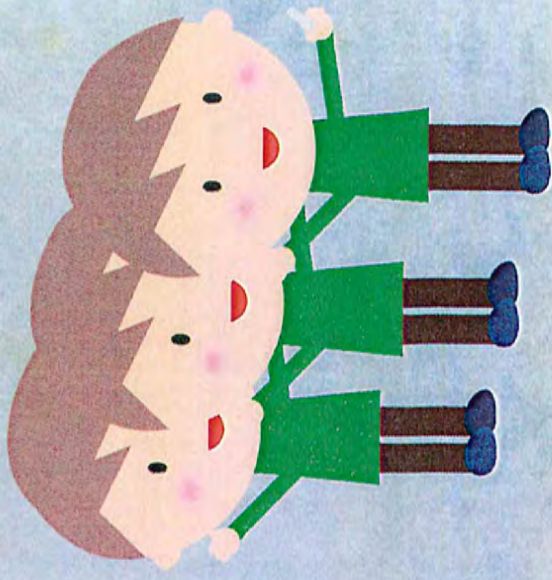
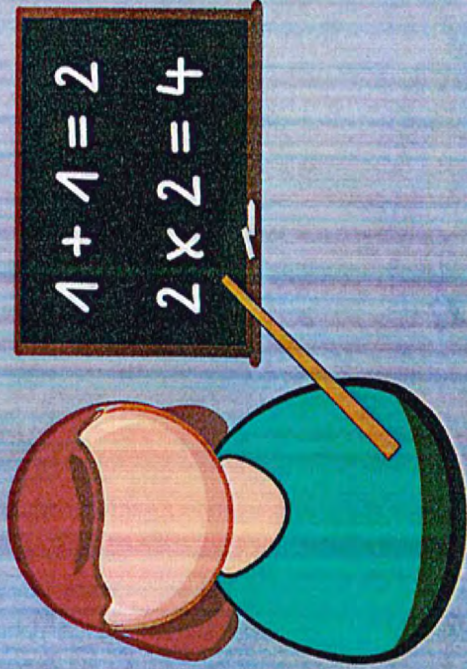


Continued Services Under School Improvement:

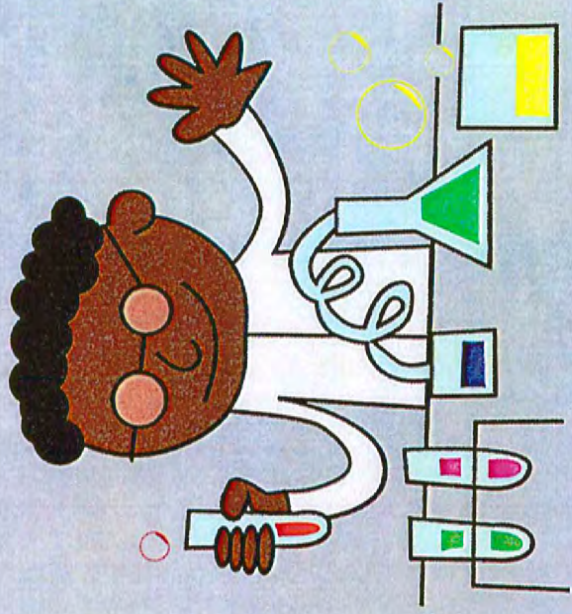
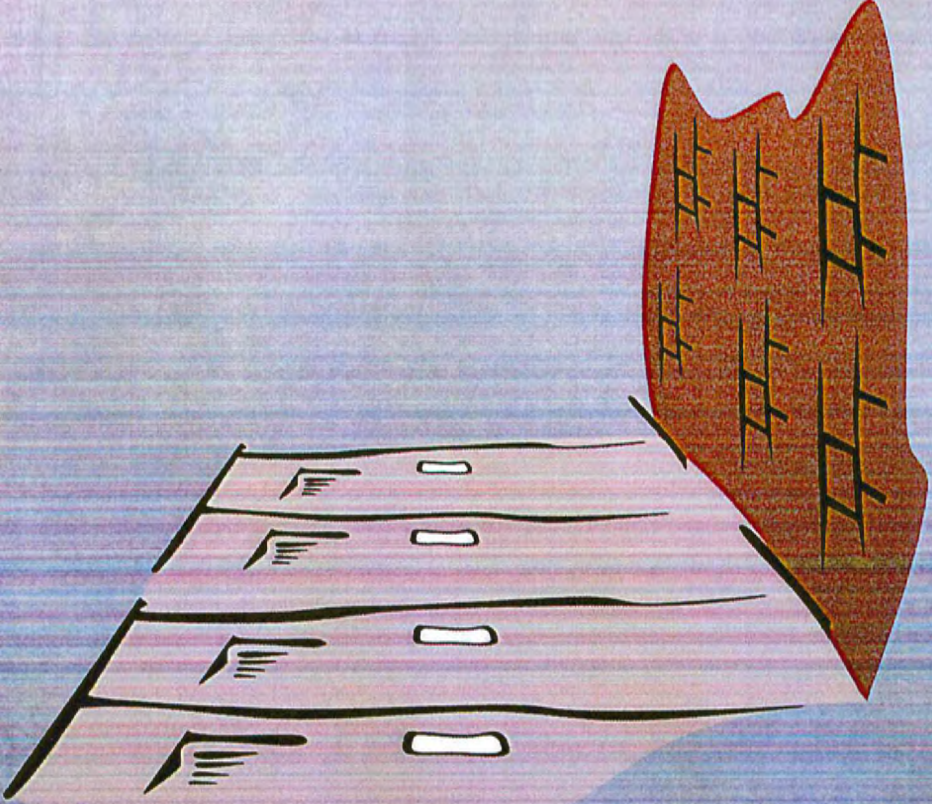
➤ .4 Curriculum Specialist / .2 Instructional Coach	\$65,241
➤ .4 Data Analyst	\$45,767
➤ PLC (OEE, Survey, District Review)	\$46,820
➤ Leadership Coaches	\$6,400
Total	\$164,228

Special Education Assistance Plan Recommendations for Additional Staff:

- 1 FTE Special Education Teacher \$47,080
 - .5 Special Education Secretary \$14,027
 - 3 FTE Teaching Assistants \$50,700
- Total \$111,807



Capital Outlay Project



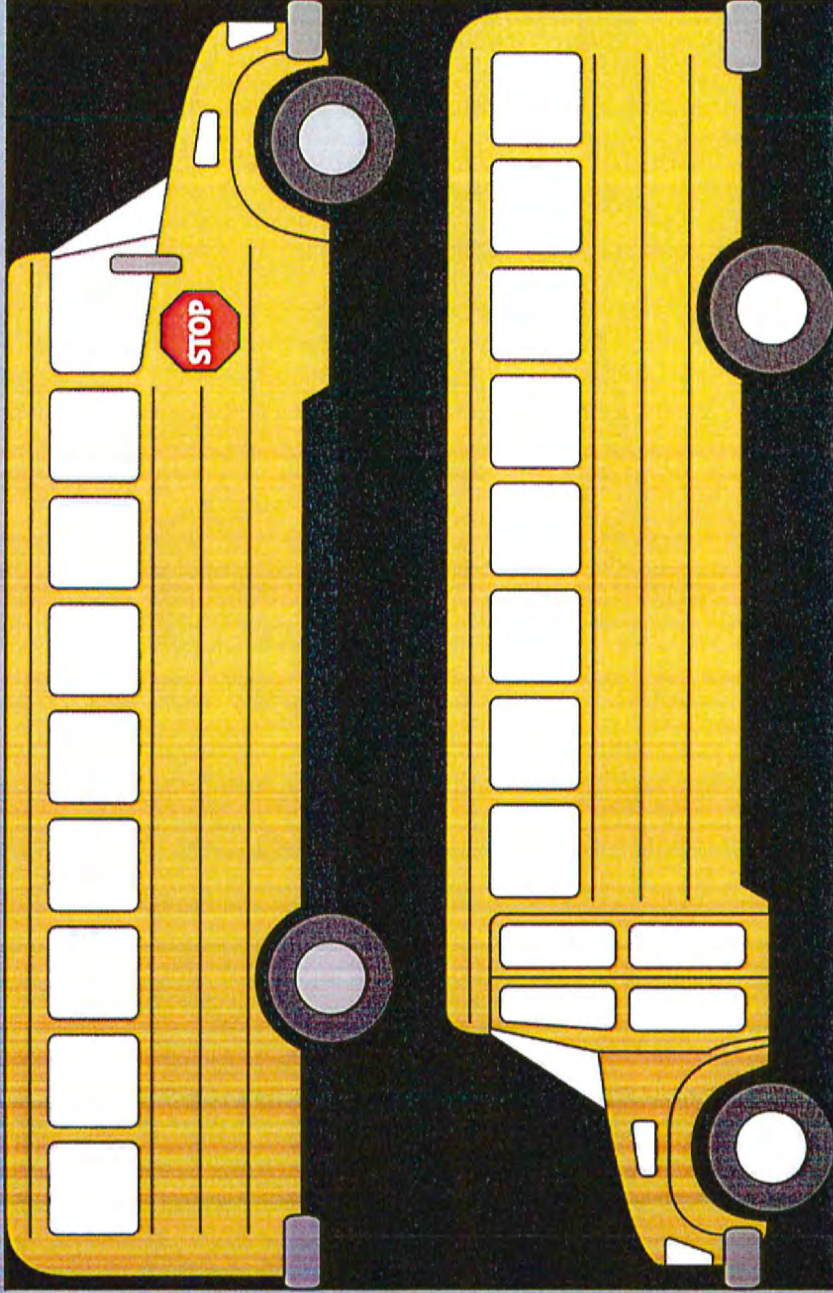
\$100,000

BAN (Bond Anticipation Note) Interest for School Construction



\$90,507 Interest
\$100,000 Principal

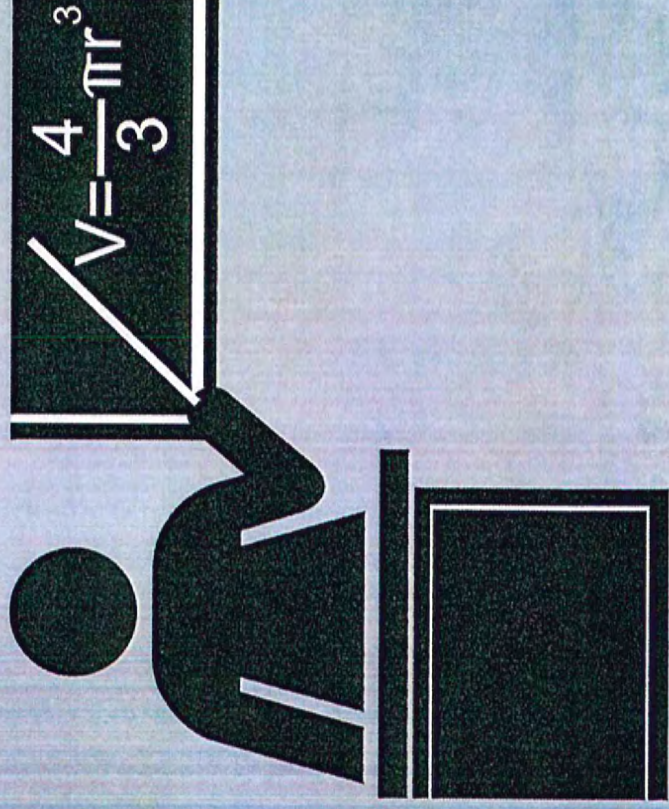
Purchase of Two New Buses



\$237,599

Other Increase Included in Budget

1 Additional Elementary Teacher \$45,641



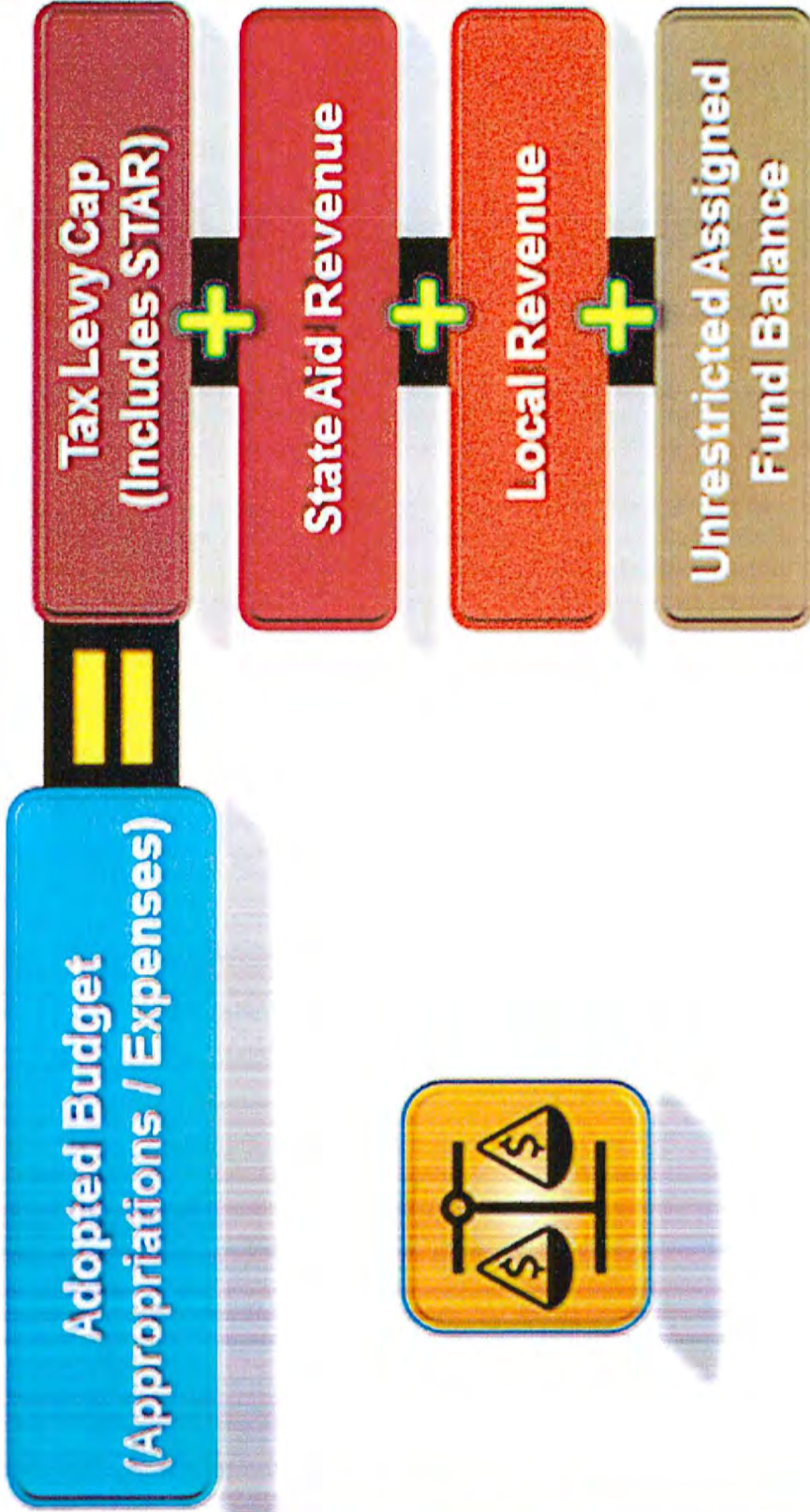
Other Increases considered, but not included in Budget

- Pre-K \$250,000
- Driver's Education \$26,500
- 2 additional rotating Elementary Bus Monitors \$3,748
- 1 FTE School Social Worker (instead of current BOCES .8 FTE) \$22,702
- New Two-Sided Marquee 10 foot \$35,000
(8 foot \$25,000)

Responsible Reductions ALREADY MADE in Draft Budget

- 15 Hours of School Monitors per week \$50,500
- CSE Stipend \$3,800
- BOCES Admin. Data Processing \$14,608
- District-Wide Reduction in Supply Cost \$22,799

Balancing the Budget



Tax Levy Cap Legislation Has Changed The Game!



Limits the levy (**NOT THE TAX RATE**) increase to 2% or the national average of inflation, whichever is less



Levy limit may be exceeded if 60% (supermajority) of voters approve



Contingency budget levy must be equal or less than the prior year's tax levy



3/1/2017

Tax Cap Printable Summary

Tax Cap/Tax Cap Compliance

Municipality: School District - Union Free of New York Mills School District
(300957400400)

Fiscal Year Ending: 06/30/2018

Status: Submitted

	Tax Levy Limit Before Adjustments and Exclusions
Tax Levy FYE 2017	\$7,481,175
Tax Cap Reserve Plus Interest from FYE 2016 Used to Reduce 2017	\$0
Total Tax Cap Reserve Amount (including interest earned) from FYE 2017	\$0
Tax Base Growth Factor	1.0031
PILOTs Receivable FYE 06/30/2017	\$202,950
Tort Exclusion Amount Claimed in FYE 06/30/2017	\$0
Capital Levy for FYE 06/30/2017	\$219,750
Allowable Levy Growth Factor	1.0125
PILOTs Receivable FYE 06/30/2018	\$202,950
Available Carryover from FYE 06/30/2017	\$0
Total Levy Limit Before Adjustments and Exclusions	\$7,578,996
Exclusions	
Tax Levy Necessary for Expenditures Remaining from Tort Orders/Judgments Over 5%	\$0
Capital Levy for FYE 06/30/2018	\$223,286
Tax Levy necessary for pension contribution expenditures caused by growth in the system average actuarial contribution rate (EBS, PFRS) or normal contribution rate (TRS) in excess of 2 percentage points	\$0
Teachers Retirement System	\$0
Employee Retirement System	\$0
Total Exclusions	\$223,286
Tax Levy Limit, Adjusted for Transfers, Plus Exclusions	\$7,602,266
Total Tax Cap Reserve Amount Used to Reduce 2018 Levy	\$0
2018 Proposed Levy, Net of Reserve	\$7,602,266
Difference between Tax Levy Limit Plus Exclusions and Proposed Levy	\$0
Do you plan to override this cap in 2018?	<input type="radio"/> Yes <input checked="" type="radio"/> No

HISTORY

Date and Time	Status Changed To	User	Email
03/01/2017 9:24:13 AM	Submitted	Lisa Stumboly (LC300957400400)	lstumboly@evryorkmills.org
03/02/2016 12:47:54 PM	Unsubmitted	Lisa Stumboly (LC300957400400)	lstumboly@evryorkmills.org

2017-18 Governor's Proposed Budget School Aid



District: NY MILLS UFSD
County: Oneida

Aid Category	2016-17	2017-18	Change	% Change
General Purpose Aids	\$2,295,897	\$2,328,802	\$32,905	1.4%
Foundation Aid	2,295,897	2,328,802	32,905	1.4%
High Tax Aid	-	-	-	NA
Reorganization Incentive Operating Aid	-	-	-	NA
Academic Enhancement Aid	-	-	-	NA
Expense-Based Aids	\$2,115,377	\$2,319,027	\$203,650	9.6%
Building Aid	567,729	819,218	251,489	44.3%
Reorganization Incentive Building Aid	-	-	-	NA
Transportation Aid (including summer)	481,634	467,517	(14,117)	-2.9%
BOCES Aid	854,070	797,595	(56,475)	-6.6%
Non-BOCES Special Services Aid	-	-	-	NA
Charter School Transition Aid	-	-	-	NA
Private Excess Cost Aid	152,636	152,291	(345)	-0.2%
Public Excess Cost High Cost Aid	59,308	82,406	23,098	38.9%
Supplemental Public Excess Cost Aid	-	-	-	NA
Other Aids	\$53,970	\$53,155	(\$815)	-1.5%
Computer Software Aid	8,419	8,374	(45)	-0.5%
Library Material Aid	3,512	3,494	(18)	-0.5%
Textbook Aid	33,552	33,144	(408)	-1.2%
Hardware and Technology Aid	8,487	8,143	(344)	-4.1%
Full Day-Kindergarten Conversion Aid	-	-	-	NA
Universal Prekindergarten Aid	-	-	-	NA
TOTAL AID	\$4,465,244	\$4,700,984	\$235,740	5.3%
Total Aid without Building Aids	\$3,897,515	\$3,881,766	(\$15,749)	-0.4%

Community Schools Set-Aside, if any:

Continuing 2016-17 Community Schools Set-Aside: \$0
 2017-18 Additional Community Schools Set-Aside: \$0
 Total 2017-18 Community Schools Set-Aside: \$0

Foundation Aid:

Proposed 2017-18 Foundation Aid: \$2,328,802
 Full Phase-in Foundation Aid: \$2,646,773
 Amount Under-funded: (\$317,971)

SOURCE: Compiled by the Council from NYS Education Department School Aid data.

Summary Tax Levy Limit:

2016-17 Budget \$13,517,666

Proposed 2017-18 Budget \$13,517,050

Budget to Budget Decrease -.00455%
(-\$616)

Projected State Aid

5.3% w/building aid
-.4% w/out building aid

Projected Tax Rate

???

Allowable Tax Levy Limit

1.6186%

Remaining Calendar Dates for the 2017-2018 Budget Preparation

Tuesday, March 21st	2nd Public Budget Workshop
Monday, April 3rd	1st Legal Notice must appear in newspaper. Must advertise four times within seven weeks of the vote with 1st publication 45 days before date of budget vote
Tuesday, April 4th	Board Meeting, Budget Approval Recommended
Tuesday, April 11th	Board of Education Meeting (if needed)
Monday, April 17th	Deadline for voter submitted petitions for propositions (for propositions other than those required to be included in the notice of annual meeting)
Friday, April 21st	Final Date Board of Education Approval of Budget (Spring Recess 4/17-21)
Monday, April 24th	District must transmit Property Tax Report Card to SED or 24 hours after budget adopted
Tuesday, April 25th	Districts must complete budget detail (7 days before Public Budget Hearing)
Tuesday, April 25th	Copies of the Budget must be available to residents
Tuesday, May 2nd	Public Budget Hearing
Wednesday, May 3- 10	Deadline for mailing Budget Notice
Tuesday, May 16th	Budget Vote (Noon - 9 p.m.)

Board of Education:

- ✓ Questions
- ✓ Discussion
- ✓ Direction



Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes
BOARD EXPENSES					
1010. 400 00 0000	CONTRACTUAL	\$ 300.00	\$ 300.00	\$ -	
403 00 0000	TRAVEL-MILEAGE	\$ 4,500.00	\$ 4,500.00	\$ -	
404 00 0000	CONFERENCE FEES	\$ 10,000.00	\$ 10,000.00	\$ -	
450 00 0000	OFFICE SUPPLIES	\$ -	\$ -	\$ -	
	TOTAL	\$ 14,800.00	\$ 14,800.00	\$ -	
DISTRICT CLERK					
1040. 160 00 0000	NON-INST SALARIES	\$ 3,600.00	\$ 3,822.00	\$ 222.00	Estimate
400 00 0000	CONTRACTUAL	\$ -	\$ -	\$ -	
403 00 0000	TRAVEL	\$ -	\$ -	\$ -	
404 00 0000	CONFERENCE FEES	\$ -	\$ -	\$ -	
406 00 0000	ADVERTISING	\$ 3,850.00	\$ 3,850.00	\$ -	
410 00 0000	RENTAL	\$ -	\$ -	\$ -	
450 00 0000	OFFICE SUPPLIES	\$ 750.00	\$ 750.00	\$ -	
	TOTAL	\$ 8,200.00	\$ 8,422.00	\$ 222.00	
DISTRICT MEETING					
1060. 406 00 0000	ADVERTISING	\$ 500.00	\$ -	\$ (500.00)	Coding change
408 00 0000	CONTRACTUAL	\$ 1,000.00	\$ 1,000.00	\$ -	
450 00 0000	OFFICE SUPPLIES	\$ -	\$ -	\$ -	
	TOTAL	\$ 1,500.00	\$ 1,000.00	\$ (500.00)	
CHIEF SCHOOL ADMINISTRATOR					
1240. 150 00 0000	INST SALARIES	\$ 155,002.00	\$ 130,000.00	\$ (25,002.00)	New Superintendent
160 00 0000	NON-INST SALARIES	\$ 25,919.00	\$ 26,297.00	\$ 378.00	Estimate
400 00 0000	CONTRACTUAL	\$ 10,000.00	\$ 2,000.00	\$ (8,000.00)	Adjustment to actual
403 00 0000	TRAVEL MILEAGE	\$ 2,000.00	\$ 2,000.00	\$ -	
404 00 0000	CONFERENCE FEES	\$ 3,000.00	\$ 3,000.00	\$ -	
409 00 0000	DUES	\$ 3,000.00	\$ 3,000.00	\$ -	
450 00 0000	OFFICE SUPPLIES	\$ 1,000.00	\$ 500.00	\$ (500.00)	Adjustment to actual
	TOTAL	\$ 199,921.00	\$ 166,797.00	\$ (33,124.00)	

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes
3/2/2017:12 PM					Page 2
BUSINESS ADMINISTRATION					
1310 160 00 0000	NON-INST SALARIES	\$ 67,300.00	\$ 73,910.00	\$ 6,610.00	Underfunded prior year
401 00 0000	SERVICE CONTRACTS	\$ -	\$ -	\$ -	
402 00 0000	REPAIRS	\$ -	\$ -	\$ -	
403 00 0000	TRAVEL-MILEAGE	\$ 275.00	\$ 275.00	\$ -	
404 00 0000	CONFERENCE FEES	\$ 500.00	\$ 250.00	\$ (250.00)	Adjustment to actual
450 00 0000	OFFICE SUPPLIES	\$ 500.00	\$ 300.00	\$ (200.00)	Adjustment to actual
490 00 0000	BOCES SERVICES	\$ 42,575.00	\$ 40,000.00	\$ (2,575.00)	Adjustment to actual
	TOTAL	\$ 111,150.00	\$ 114,735.00	\$ 3,585.00	
AUDITING					
1320 408 00 0000	AUDITING SERVICE	\$ 26,000.00	\$ 22,000.00	\$ (4,000.00)	New Firm
	TOTAL	\$ 26,000.00	\$ 22,000.00	\$ (4,000.00)	
TAX COLLECTOR					
1330 406 00 0000	ADVERTISING	\$ -	\$ -	\$ -	
1330 408 00 0000	FEES	\$ -	\$ -	\$ -	
	TOTAL	\$ -	\$ -	\$ -	
CO-OP BID					
1345 490 00 0000	BOCES CO-OP BID	\$ 3,208.00	\$ 3,208.00	\$ -	
	TOTAL	\$ 3,208.00	\$ 3,208.00	\$ -	
FISCAL AGENT					
1380 401 00 0000	SERVICE CONTRACTS	\$ 8,000.00	\$ 8,000.00	\$ -	
	TOTAL	\$ 8,000.00	\$ 8,000.00	\$ -	
PERSONNEL SERVICES					
1420 408 00 0000	ATTORNEY SERVICES	\$ 32,500.00	\$ 40,000.00	\$ 7,500.00	Adjustment to actual
1430 490 00 0000	BOCES-PERSONNEL SERV.	\$ 50,625.00	\$ 56,947.00	\$ 6,322.00	Labor Relations increase
1460 490 00 0000	BOCES-RECORDS INFORM	\$ 5,069.00	\$ 5,069.00	\$ -	
	TOTAL	\$ 88,194.00	\$ 102,016.00	\$ 13,822.00	
PUBLIC INFORMATION & SERVICES					
1480 490 00 0000	BOCES-PUBLIC INFOR SPEC	\$ -	\$ -	\$ -	
	TOTAL	\$ -	\$ -	\$ -	

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes
3/2/2017 2:12 PM					Page 3
CENTRAL SERVICES					
OPERATIONS					
1620. 160 00 0000	NON-INST SALARIES	\$ 195,498.00	\$ 190,888.00	\$ (4,610.00)	Adjustment to actual
200 00 0000	NEW EQUIPMENT	\$ -	\$ -	\$ -	
400 00 0000	CONTRACTUAL	\$ 50,000.00	\$ 52,000.00	\$ 2,000.00	Siemens
401 00 0000	SERVICE CONTRACTS	\$ 16,975.00	\$ 16,500.00	\$ (475.00)	Adjustment to actual
414 00 0000	INSURANCE	\$ -	\$ -	\$ -	
416 00 0000	NATURAL GAS	\$ 95,000.00	\$ 85,000.00	\$ (10,000.00)	Rate drop
417 00 0000	ELECTRICITY	\$ 98,000.00	\$ 104,000.00	\$ 6,000.00	Rate increase
418 00 0000	WATER	\$ 23,000.00	\$ 23,000.00	\$ -	
420 00 0000	TELEPHONE	\$ -	\$ -	\$ -	
450 00 0000	CLEANING SUPPLIES	\$ 20,000.00	\$ 16,500.00	\$ (3,500.00)	Adjustment to actual
	TOTAL	\$ 498,473.00	\$ 487,888.00	\$ (10,585.00)	
MAINTENANCE					
1621 160 00 0000	NON-INST SALARIES	\$ 158,170.00	\$ 158,170.00	\$ -	
200 00 0000	NEW EQUIP	\$ -	\$ -	\$ -	
201 00 0000	REPLACEMENT EQUIP	\$ -	\$ -	\$ -	
400 00 0000	CONTRACTUAL	\$ 10,500.00	\$ 10,500.00	\$ -	
401 00 0000	SERVICE CONTRACTS	\$ 5,500.00	\$ 5,500.00	\$ -	
402 00 0000	REPAIRS	\$ 20,000.00	\$ 20,000.00	\$ -	
403 00 0000	MILEAGE	\$ 350.00	\$ 350.00	\$ -	
404 00 0000	CONFERENCE	\$ 100.00	\$ 100.00	\$ -	
414 00 0000	INSURANCE	\$ -	\$ -	\$ -	
450 00 0000	SUPPLIES & MATERIALS	\$ 40,000.00	\$ 35,000.00	\$ (5,000.00)	Adjustment to actual
450 00 0508	GROUNDS	\$ 18,000.00	\$ 15,000.00	\$ (3,000.00)	Adjustment to actual
450 00 0509	GASOLINE	\$ 1,000.00	\$ -	\$ (1,000.00)	Adjustment to actual
490 00 0000	BOCES	\$ 38,422.00	\$ 38,422.00	\$ -	
	TOTAL	\$ 292,042.00	\$ 283,042.00	\$ (9,000.00)	
CENTRAL PRINTING & MAILING					
1670 400 00 0000	POSTAGE	\$ 11,500.00	\$ 10,000.00	\$ (1,500.00)	Adjustment to actual
490 01 0000	BOCES-PRINTING	\$ 75,000.00	\$ 65,000.00	\$ (10,000.00)	Adjustment to actual
	TOTAL	\$ 86,500.00	\$ 75,000.00	\$ (11,500.00)	

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes Page 4
3/2/2017 2:12 PM					
CENTRAL DATA PROCESSING					
1680 490 01 0000	BOCES-ADMIN DATA PROC.	\$ 172,606.00	\$ 157,998.00	\$ (14,608.00)	Reduction in cost
	TOTAL	\$ 172,606.00	\$ 157,998.00	\$ (14,608.00)	
SPECIAL ITEMS					
1910. 414 00 0000	INSURANCE	\$ 55,000.00	\$ 55,000.00	\$ -	
	TOTAL	\$ 55,000.00	\$ 55,000.00	\$ -	
1920 400 00 0000	ASSOCIATION DUES	\$ 5,500.00	\$ 5,500.00	\$ -	
	TOTAL	\$ 5,500.00	\$ 5,500.00	\$ -	
1964. 400 00 0000	REFUND PROP TAX	\$ 25,000.00	\$ 10,000.00	\$ (15,000.00)	Adjustment to actual
	TOTAL	\$ 25,000.00	\$ 10,000.00	\$ (15,000.00)	
1981. 490 00 0000	BOCES-ADMIN&CAP	\$ 156,483.00	\$ 156,483.00	\$ -	
	TOTAL	\$ 156,483.00	\$ 156,483.00	\$ -	
INSTRUCTIONAL SUPPORT					
CURRICULUM					
2010 150 00 0000	INSTR SALARIES	\$ 12,000.00	\$ 9,174.00	\$ (2,826.00)	Actual scheduled summer
	CONTRACTUAL	\$ -	\$ -	\$ -	curriculum work
490 00 0000	BOCES SERVICES	\$ 75,000.00	\$ 55,000.00	\$ (20,000.00)	Adjustment to actual
	TOTAL	\$ 87,000.00	\$ 64,174.00	\$ (22,826.00)	
SUPERVISION					
2020. 150 00 0000	INST SALARIES	\$ 191,918.00	\$ 189,280.00	\$ (2,638.00)	Breakage/estimate
	NON-INST SALARIES	\$ 74,690.00	\$ 65,230.00	\$ (9,460.00)	Adjustment to actual
	EQUIPMENT	\$ -	\$ -	\$ -	
	CONTRACTUAL	\$ 250.00	\$ -	\$ (250.00)	Adjustment to actual
	CONTRACTUAL	\$ -	\$ -	\$ -	
	TRAVEL-MILEAGE	\$ 500.00	\$ 400.00	\$ (100.00)	Adjustment to actual
	TRAVEL-MILEAGE	\$ 400.00	\$ 400.00	\$ -	
	CONFERENCE	\$ 300.00	\$ 300.00	\$ -	
	CONFERENCE	\$ 300.00	\$ 300.00	\$ -	
	DUES	\$ 200.00	\$ -	\$ (200.00)	Adjustment to actual
	DUES	\$ 200.00	\$ -	\$ (200.00)	Adjustment to actual
3/2/2017 2:12 PM	OFFICE SUPPLIES	\$ 4,500.00	\$ 1,500.00	\$ (3,000.00)	Adjustment to actual
	OFFICE SUPPLIES	\$ 4,500.00	\$ 1,500.00	\$ (3,000.00)	Adjustment to actual

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes
3/2/2017:12:12 PM					Page 5
	TOTAL	\$ 277,758.00	\$ 258,910.00	\$ (18,848.00)	
	INSERVICE				
2070. 150 00 0000	INST SALARIES	\$ 15,000.00	\$ 30,800.00	\$ 15,800.00	PDP
2070. 400 00 0000	CONTRACTUAL	\$ 5,500.00	\$ 5,000.00	\$ (500.00)	Adjustment to actual
2070. 450 00 0000	SUPPLIES	\$ -	\$ -	\$ -	
2070. 490 00 0000	BOCES INSERVICE	\$ 3,600.00	\$ 3,600.00	\$ -	
	TOTAL	\$ 24,100.00	\$ 39,400.00	\$ 15,300.00	
	TEACHING-REGULAR SCHOOL				
2110. 120 00 0000	TEACHER K-3	\$ 783,580.00	\$ 829,221.00	\$ 45,641.00	KG Teacher
120 01 0000	TEACHER 4 - 6	\$ 448,632.00	\$ 408,593.00	\$ (40,039.00)	Monitor to TA adjustment
130 00 0000	TEACHER 7-12	\$ 1,435,666.00	\$ 1,387,405.00	\$ (48,261.00)	Breakage/estimate
130 01 0000	AFTER SCHOOL PROGRAM	\$ 20,000.00	\$ 20,000.00	\$ -	
131 00 0000	HEALTH BUY-OUTS	\$ 26,800.00	\$ 26,800.00	\$ -	
140 00 0000	SUB SALARIES	\$ 92,000.00	\$ 82,000.00	\$ (10,000.00)	Adjustment to actual
160 00 0000	NON-INST SALARIES	\$ 115,032.00	\$ 96,527.00	\$ (18,505.00)	Monitor to TA adjustment
200 02 0000	EQUIPMENT	\$ -	\$ 1,000.00	\$ 1,000.00	Whiteboards
200 03 0000	EQUIPMENT	\$ 5,000.00	\$ 1,000.00	\$ (4,000.00)	Actual request
2110. 400 02 0000	CONTRACTUAL	\$ 3,000.00	\$ 3,000.00	\$ -	
400 03 0000	CONTRACTUAL	\$ 3,000.00	\$ 4,235.00	\$ 1,235.00	All A2110 figures based on
402 02 0000	REPAIRS	\$ -	\$ -	\$ -	actual figures provided by
402 03 0000	REPAIRS	\$ -	\$ -	\$ -	Principals/Teachers etc.
403 02 0000	TRAVEL-MILEAGE	\$ 1,000.00	\$ 1,000.00	\$ -	
403 03 0000	TRAVEL-MILEAGE	\$ 1,000.00	\$ 1,000.00	\$ -	
404 02 0000	CONFERENCE FEES	\$ 1,000.00	\$ 1,000.00	\$ -	
404 03 0000	CONFERENCE FEES	\$ 1,000.00	\$ 1,000.00	\$ -	
409 03 0000	DUES	\$ -	\$ -	\$ -	
	Total	\$ 2,936,710.00	\$ 2,863,781.00	\$ (72,929.00)	
2110. 450 02 0001	INST SUPPLY GR 1	\$ 400.00	\$ 285.00	\$ (115.00)	All A2110 figures based on
450 02 0002	INST SUPPLY GR 2	\$ 700.00	\$ 646.00	\$ (54.00)	actual figures provided by
450 02 0003	INST SUPPLY GR 3	\$ 575.00	\$ 481.00	\$ (94.00)	Principals/Teachers etc.
450 02 0004	INST SUPPLY GR 4	\$ 1,000.00	\$ 264.00	\$ (736.00)	
3/2/2017:12:12 PM	450 02 0005	\$ 200.00	\$ 194.00	\$ (6.00)	
450 02 0006	INST SUPPLY GR 6	\$ 200.00	\$ 476.00	\$ 276.00	

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes Page 6
3/2/2017:12:12 PM					
450 02 0007	INST SUPPLY ESL	\$ -	\$ -	\$ -	
450 02 0013	INST SUPPLY K	\$ 200.00	\$ 592.00	\$ 392.00	All A2110 figures based on
450 02 3000	INST SUPPLY ART	\$ 1,500.00	\$ -	\$ (1,500.00)	actual figures provided by
450 02 4000	INST SUPPLY MUSIC	\$ 600.00	\$ 729.00	\$ 129.00	Principals/Teachers etc.
450 02 4100	INST SUPPLY PHY ED	\$ -	\$ 375.00	\$ 375.00	
450 02 4200	INST SUPPLY REMEDIATION	\$ 1,000.00	\$ 199.00	\$ (801.00)	
450 02 4700	GENERAL INST SUPPLY	\$ 15,000.00	\$ 10,000.00	\$ (5,000.00)	
450 02 3050	AV SUPPLIES ELEMENTARY	\$ -	\$ -	\$ -	
450 03 3000	INST SUPPLY ART K-12	\$ 2,342.00	\$ 4,510.00	\$ 2,168.00	
450 03 3100	INST SUPPLIES AV	\$ -	\$ -	\$ -	
450 03 3200	INST SUPPLY BUS ED	\$ 40.00	\$ 453.00	\$ 413.00	
450 03 3400	INST SUPPLY ENGLISH	\$ 1,125.00	\$ 1,380.00	\$ 255.00	
450 03 3500	INST SUPPLY FOR LNG	\$ 1,955.00	\$ 2,204.00	\$ 249.00	
450 03 3600	INST SUPPLY HEALTH	\$ -	\$ -	\$ -	
450 03 3700	INST SUPPLY HOME EC	\$ 1,131.00	\$ 1,736.00	\$ 605.00	
450 03 3800	INST SUPPLY I.A.	\$ 974.00	\$ 2,280.00	\$ 1,306.00	
450 03 3900	INST SUPPLY MATH	\$ 376.00	\$ 225.00	\$ (151.00)	
450 03 4000	INST SUPPLY MUSIC	\$ 2,648.00	\$ 3,782.00	\$ 1,134.00	
450 03 4100	INST SUPPLY P.ED	\$ -	\$ 1,021.00	\$ 1,021.00	
450 03 4300	INST SUPPLY SCIENCE	\$ 2,462.00	\$ 2,500.00	\$ 38.00	
450 03 4400	INST SUPPLY S.S.	\$ 65.00	\$ 1,639.00	\$ 1,574.00	
450 03 4700	GENERAL INST SUPPLY	\$ 5,500.00	\$ 5,000.00	\$ (500.00)	
450 03 4800	H.S. REIM SUPPLY	\$ -	\$ -	\$ -	
	Supply Total	\$ 39,993.00	\$ 40,971.00	\$ 978.00	
2110.	480 01 0000 TEXTBOOKS PRCHL	\$ 1,000.00	\$ 1,000.00	\$ -	
	480 02 0001 TEXTBOOKS GR 1	\$ -	\$ -	\$ -	
	480 02 0002 TEXTBOOKS GR 2	\$ -	\$ -	\$ -	
	480 02 0003 TEXTBOOKS GR 3	\$ -	\$ -	\$ -	
	480 02 0004 TEXTBOOKS GR 4	\$ -	\$ -	\$ -	
	480 02 0005 TEXTBOOKS GR 5	\$ -	\$ 320.00	\$ 320.00	
	480 02 0006 TEXTBOOKS GR 6	\$ -	\$ -	\$ -	
	480 02 0007 TEXTBOOKS ESL	\$ -	\$ -	\$ -	
	480 02 0013 TEXTBOOKS K	\$ -	\$ -	\$ -	
	480 02 2270 CONSUMABLES	\$ -	\$ -	\$ -	
3/2/2017:12:12 PM	480 02 4000 TEXTBOOKS MUSIC	\$ -	\$ -	\$ -	
	480 02 4200 REMEDIATION	\$ -	\$ -	\$ -	

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes
3/2/2017 12:12 PM					Page 7
480 02 4800	WORKBOOKS ELEM	\$ 45,000.00	\$ 88,100.00	\$ 43,100.00	Journeys K-6 Eureka Math
480 03 2270	CONSUMABLE	\$ 8,381.00	\$ 11,440.00	\$ 3,059.00	Math & ELA
480 03 3200	TEXTBOOKS BUS ED	\$ -	\$ 1,925.00	\$ 1,925.00	AP credit course/MVCC
480 03 3400	TEXTBOOKS ENGLISH	\$ 3,056.00	\$ 2,725.00	\$ (331.00)	
480 03 3500	TEXTBOOKS FOR LNG	\$ -		\$ -	
480 03 3700	TEXTBOOKS HOME EC	\$ -		\$ -	
480 03 3900	TEXTBOOKS MATH	\$ -		\$ -	
480 03 4000	TEXTBOOKS MUSIC	\$ -		\$ -	
480 03 4300	TEXTBOOKS SCIENCE	\$ 5,000.00		\$ (5,000.00)	All A2110 figures based on actual figures provided by Principals/Teachers etc.
480 03 4400	TEXTBOOKS S.S.	\$ 828.00		\$ (828.00)	
480 03 4700	TEXTBOOKS GEN INST	\$ -		\$ -	
480 03 5000	TEXTBOOKS TECH	\$ -		\$ -	
480 03 5100	TEXTBOOKS ART	\$ -		\$ -	
	Textbook Subtotal	\$ 63,265.00	\$ 105,510.00	\$ 42,245.00	
2110. 490 00 0000	BOCES SERVICES	\$ 785,706.00	\$ 785,706.00	\$ -	
	Total	\$ 785,706.00	\$ 785,706.00	\$ -	
	TOTAL REGULAR SCHOOL AND INSTRUCTIONAL SUPPORT	\$ 4,214,532.00	\$ 4,158,452.00	\$ (56,080.00)	
	PROGRAMS/ STUDENTS WITH DISABILITIES				
2250. 150 00 0000	INST SALARIES	\$ 292,540.00	\$ 353,545.00	\$ 61,005.00	T&A's and Teacher
160 00 0000	NON-INST SALARIES	\$ 188,620.00	\$ 188,620.00	\$ -	
200 00 0000	EQUIPMENT	\$ -		\$ -	
400 00 0000	CONTRACTUAL	\$ 15,000.00	\$ 20,000.00	\$ 5,000.00	Increased student referrals
404 00 0000	CONFERENCE FEES	\$ 250.00	\$ 250.00	\$ -	
450 00 0000	SUPPLIES	\$ 1,500.00	\$ 323.00	\$ (1,177.00)	Actual request
470 00 0000	TUITION	\$ 200,000.00	\$ 200,000.00	\$ -	
480 00 0000	TEXTBOOKS	\$ 1,000.00	\$ -	\$ (1,000.00)	Actual request
490 00 0000	BOCES SERVICES	\$ 876,601.00	\$ 915,550.00	\$ 38,949.00	Placements
	TOTAL	\$ 1,575,511.00	\$ 1,678,288.00	\$ 102,777.00	

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes
3/2/2017:12 PM					Page 8
OCCUPATIONAL EDUCATION					
2280 150 00 0000	INST SALARIES	\$ 98,908.00	\$ 95,675.00	\$ (3,233.00)	Adjustment to actual
490 00 0000	BOCES SERVICES	\$ 159,646.00	\$ 159,646.00	\$ -	
	TOTAL	\$ 258,554.00	\$ 255,321.00	\$ (3,233.00)	
TEACHING SUMMER SCHOOL					
2330 450 00 0000	SUPPLIES	\$ -	\$ -	\$ -	
2330 490 00 0000	BOCES-SPEC. SCHOOL	\$ 41,600.00	\$ 41,600.00	\$ -	
	TOTAL	\$ 41,600.00	\$ 41,600.00	\$ -	
ALTERNATIVE EDUCATION					
2340 490 00 0000	BOCES-ALT.ED	\$ 119,895.00	\$ 150,062.00	\$ 30,167.00	Placements
	TOTAL	\$ 119,895.00	\$ 150,062.00	\$ 30,167.00	
	TOTAL SPECIAL SCHOOLS	\$ 1,995,560.00	\$ 2,125,271.00	\$ 129,711.00	
INSTRUCTIONAL MEDIA					
LIBRARY AND AV					
2610 150 00 0000	INST SALARIES	\$ 67,580.00	\$ 60,358.00	\$ (7,222.00)	Adjustment to actual
160 00 0000	NON-INST SALARIES	\$ 27,600.00	\$ 28,005.00	\$ 405.00	Adjustment to actual
200 00 0000	NEW EQUIP	\$ -	\$ -	\$ -	
400 00 0000	CONTRACTUAL	\$ -	\$ -	\$ -	
401 00 0000	SERVICE CONTRACTS	\$ 2,500.00	\$ 2,500.00	\$ -	
460 02 0000	STATE AIDED LIBRARY MAT	\$ 3,593.00	\$ 3,494.00	\$ (99.00)	State Aid Estimate
450 00 0000	SUPPLIES-	\$ 500.00	\$ -	\$ (500.00)	Actual request
450 03 0000	SUPPLIES- HS	\$ -	\$ -	\$ -	
490 00 0000	BOCES SERVICES	\$ 40,222.00	\$ 40,222.00	\$ -	
	TOTAL	\$ 141,995.00	\$ 134,579.00	\$ (7,416.00)	
COMPUTER ASSISTED INST.					
2630 220 00 0000	STATE AIDED EQUIPMENT	\$ 8,683.00	\$ 8,143.00	\$ (540.00)	State Aid Estimate
400 00 0000	CONTRACTUAL	\$ 6,000.00	\$ 6,000.00	\$ -	
450 00 0000	SUPPLIES	\$ 15,200.00	\$ 15,200.00	\$ -	
450 00 0000	H.S.- SUPPLIES	\$ -	\$ -	\$ -	
460 0 0000	STATE AIDED SOFTWARE	\$ 8,613.00	\$ 8,374.00	\$ (239.00)	State Aid Estimate
	TOTAL	\$ 38,496.00	\$ 37,717.00	\$ (779.00)	
2805 160 00 0000	ATTEND. R SCH NON	\$ -	\$ -	\$ -	
	TOTAL	\$ -	\$ -	\$ -	
3/2/2017:12 PM					

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes
3/2/2017:12 PM					Page 9
GUIDANCE					
2810 150 00 0000	INST SALARIES	\$ 85,598.00	\$ 85,598.00	\$ -	
160 00 0000	NON-INST SALARIES	\$ 30,530.00	\$ 24,563.00	\$ (5,967.00)	Breakage/estimate
403 00 0000	TRAVEL-MILEAGE	\$ 400.00	\$ 400.00	\$ -	
404 00 0000	CONFERENCE FEES	\$ -	\$ -	\$ -	
450 00 0000	SUPPLIES	\$ 1,500.00	\$ 1,000.00	\$ (500.00)	Actual request
	TOTAL	\$ 118,028.00	\$ 111,561.00	\$ (6,467.00)	
HEALTH SERVICES					
2815. 160 00 0000	NON-INST SALARIES	\$ 83,428.00	\$ 83,428.00	\$ -	
400 03 0000	CONTRACTUAL	\$ 2,300.00	\$ 2,000.00	\$ (300.00)	Adjustment to actual
401 00 0000	SERVICE CONTRACTS	\$ 900.00	\$ -	\$ (900.00)	Adjustment to actual
401 03 0000	SERVICE CONTRACTS	\$ -	\$ -	\$ -	
408 00 0000	PERSONAL SERVICES	\$ -	\$ -	\$ -	
450 02 0000	OFFICE SUPPLIES	\$ 1,600.00	\$ 1,500.00	\$ (100.00)	Actual request
450 03 0000	OFFICE SUPPLIES	\$ 1,800.00	\$ 1,500.00	\$ (300.00)	Actual request
	TOTAL	\$ 90,028.00	\$ 88,428.00	\$ (1,600.00)	
PSYCHOLOGICAL SERVICES					
2820 490 00 0000	BOCES SERVICES	\$ 66,655.00	\$ 66,655.00	\$ -	
	TOTAL	\$ 66,655.00	\$ 66,655.00	\$ -	
SOCIAL WORKER					
2825 150 00 0000	INST SALARIES	\$ -	\$ -	\$ -	
	TOTAL	\$ -	\$ -	\$ -	
SCHOOL RESOURCE OFFICER					
2830 400 00 0000	SRO	\$ 75,500.00	\$ 75,500.00	\$ -	
	TOTAL	\$ 75,500.00	\$ 75,500.00	\$ -	
CO-CURRICULAR ACTIVITIES					
2850. 150 00 0000	INST SALARIES	\$ 55,787.00	\$ 55,787.00	\$ -	
400 00 0000	CONTRACTUAL	\$ -	\$ -	\$ -	
450 00 0000	SUPPLIES	\$ 500.00	\$ -	\$ (500.00)	Adjustment to actual
	TOTAL	\$ 56,287.00	\$ 55,787.00	\$ (500.00)	
3/2/2017:12 PM					
INTERSCHOLASTIC ATHLETICS					

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes Page 10
3/2/2017:12:12 PM					
2855. 150 00 0000	INST SALARIES	\$ 99,600.00	\$ 107,778.00	\$ 8,178.00	Estimate based on actual
160 00 0000	NON-INST SALARIES	\$ 1,000.00	\$ 1,000.00	\$ -	
200 00 0000	EQUIPMENT	\$ -	\$ -	\$ -	
400 00 0000	CONTRACTUAL EXPENSE	\$ 7,500.00	\$ 7,500.00	\$ -	
402 00 0000	REPAIRS	\$ 1,000.00	\$ -	\$ (1,000.00)	Adjustment to actual
403 00 0000	TRAVEL-MILEAGE	\$ 750.00	\$ 750.00	\$ -	
404 00 0000	CONFERENCE FEES	\$ 2,000.00	\$ 2,000.00	\$ -	
408 00 0000	PERSONAL SERVICES	\$ 5,000.00	\$ -	\$ (5,000.00)	Recoding
409 00 0000	DUES	\$ 2,700.00	\$ 7,700.00	\$ 5,000.00	Recoding
410 00 0000	RENTAL	\$ 4,500.00	\$ 4,500.00	\$ -	
411 00 0000	OFFICIALS	\$ 24,500.00	\$ 25,000.00	\$ 500.00	Actual request
412 00 0000	ASSIGNOR FEES	\$ -	\$ -	\$ -	
413 00 0000	TOURNAMENT FEES	\$ 2,500.00	\$ 5,000.00	\$ 2,500.00	Actual request
421 00 0000	AWARDS	\$ 1,200.00	\$ -	\$ (1,200.00)	Actual request
450 00 0000	SUPPLIES	\$ 16,500.00	\$ 15,000.00	\$ (1,500.00)	Actual request
450 00 0014	UNIFORMS	\$ 8,500.00	\$ 9,000.00	\$ 500.00	Actual request
	TOTAL	\$ 177,250.00	\$ 185,228.00	\$ 7,978.00	
TRANSPORTATION					
PUPIL TRANSPORTATION					
5510 160 00 0000	NON-INST SALARIES	\$ 213,361.00	\$ 213,361.00	\$ -	
161 00 0000	NON-INST SALARIES-S/O	\$ 64,525.00	\$ 64,525.00	\$ -	
210 00 0000	BUS PURCHASE	\$ 149,606.00	\$ 237,599.00	\$ 87,993.00	Two bus purchase
400 00 0000	CONTRACTUAL	\$ 4,000.00	\$ 4,000.00	\$ -	
401 00 0000	SERVICE CONTRACTS	\$ -	\$ -	\$ -	
410 00 0000	BUS LEASE	\$ 122,177.00	\$ 87,472.00	\$ (34,705.00)	Lease reduction due to purchasing
414 00 0000	INSURANCE	\$ 18,087.00	\$ 18,087.00	\$ -	
450 00 0000	BUS REPAIR SUPPLIES	\$ 10,500.00	\$ 10,500.00	\$ -	
450 00 0509	DIESEL FUEL	\$ 45,000.00	\$ 35,000.00	\$ (10,000.00)	Adjustment to actual
490 00 0000	BOCES SERVICES	\$ 4,040.00	\$ 4,040.00	\$ -	
	TOTAL	\$ 631,296.00	\$ 674,584.00	\$ 43,288.00	

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes Page 11
3/2/2017 2:12 PM					
GARAGE BUILDING					
5530 400 00 0000	CONTRACTUAL	\$ 4,150.00	\$ 4,150.00	\$ -	
402 00 0000	REPAIRS	\$ 1,600.00	\$ 1,000.00	\$ (600.00)	Adjustment to actual
414 00 0000	INSURANCE	\$ 8,786.00	\$ 8,786.00	\$ -	
416 00 0000	GAS	\$ 20,000.00	\$ 10,000.00	\$ (10,000.00)	Rate decrease
417 00 0000	ELECTRICITY	\$ 20,000.00	\$ 20,000.00	\$ -	
418 00 0000	WATER	\$ 4,250.00	\$ 4,250.00	\$ -	
420 00 0000	TELEPHONE	\$ -	\$ -	\$ -	
450 00 0501	OFFICE SUPPLIES	\$ 100.00	\$ 100.00	\$ -	
450 00 0515	SUPPLIES&MATERIALS	\$ 1,000.00	\$ -	\$ (1,000.00)	Adjustment to actual
450 00 0516	TOOLS-MECHANICS	\$ -	\$ -	\$ -	
	TOTAL	\$ 59,886.00	\$ 48,286.00	\$ (11,600.00)	
EMPLOYEE BENEFITS					
9010 800 00 0000	EMPLOYEE RETIREMENT	\$ 340,244.00	\$ 295,187.00	\$ (45,057.00)	Rate decrease
9020 800 00 0000	TEACHER RETIREMENT	\$ 659,999.00	\$ 609,850.00	\$ (50,149.00)	Rate decrease
9030 800 00 0000	SOCIAL SECURITY	\$ 445,129.00	\$ 445,129.00	\$ -	
9040 800 00 0000	WORKERS COMP	\$ 40,303.00	\$ 40,303.00	\$ -	
9050 800 00 0000	UNEMPLOYMENT INS	\$ 10,000.00	\$ 10,000.00	\$ -	
9055 800 00 0000	DISABILITY INSURANCE	\$ 3,500.00	\$ 3,500.00	\$ -	
9060 800 00 0000	HEALTH INSURANCE	\$ 1,650,306.00	\$ 1,650,306.00	\$ -	
	TOTAL	\$ 3,149,481.00	\$ 3,054,275.00	\$ (95,206.00)	
DEBT SERVICE					
9711 600 00 0000	SERIAL BOND-PRINCIPAL	\$ 535,000.00	\$ 550,000.00	\$ 15,000.00	Existing Bonds on prior
9711 700 00 0000	SERIAL BOND-INTEREST	\$ 215,088.00	\$ 178,831.00	\$ (36,257.00)	two projects
9770 600 00 0000	BAN-PRINCIPAL	\$ -	\$ 100,000.00	\$ 100,000.00	Renewal due to \$4.62mil
9770 700 00 0000	BAN INTEREST	\$ 90,507.00	\$ 90,507.00	\$ -	Project timing
	TOTAL	\$ 840,595.00	\$ 919,338.00	\$ 78,743.00	
INTERFUND TRANSFERS					
9901 950 00 0000	SPECIAL AID FUND	\$ 9,500.00	\$ 9,500.00	\$ -	
9950 900 00 0000	TRANSFER CAPITAL OUTLAY	\$ 100,000.00	\$ 100,000.00	\$ -	
3/2/2017 2:12 PM					

Budget Code	Description	2016-17 Budget	2017-18 Proposed Budget	Dollar Difference	Notes Page 12
3/2/20172:12 PM					
	TOTAL	\$ 109,500.00	\$ 109,500.00	\$ -	
	TOTAL	\$ 13,517,666.00	\$ 13,517,050.00	\$ (616.00)	-0.00455%

March 2017

Schedule of Events

- Wednesday, 3/1, Athletic Boosters Meeting, 6:30 p.m.
- Tuesday, 3/7, Board of Education Meeting, 6:30 p.m.
- Tuesday, 3/7, PTSO Meeting, 6:00 p.m.
- Monday, March 20, Utica National School Safety Excellence Awards, Syracuse, NY, 8:30 a.m.
- Tuesday, March 21, Board of Education Meeting/ Budget Workshop, 6:30 p.m.
- Thursday, 3/23 Jr. Sr. HS Spring Musical, Senior Citizens Dinner Theater, 4 p.m.
- Friday/Saturday, 3/24-45, Jr. Sr. HS Spring Musical, 7:30 p.m.
- Monday, 3/27, National Honor society Banquet
- Thursday, 3/30, SBI "Herkimer BOCE S & Individual Component Districts will Present an Educational Program Fair, Update on CTE Opportunities and Technology, Herkimer BOCES, 6:15 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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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	



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April 2017

Schedule of Events

- Sunday, 4/2—Winter Athletic Recognition, Auditorium 7 p.m.
- Tuesday, 4/4—Board of Education Meeting 6:30 p.m.
- Thursday, 4/6—National Junior Honor Society Induction, 7 p.m.
- Tuesday, 4/11—K-3 Music in Our Schools Concert, 7 p.m.
- 4/14—22—No School Spring Recess
- Tuesday, 4/25—Board of Education Meeting
- Friday, 4/28—Kindergarten Tree Planting, 2:30 p.m.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
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30						



Jacqueline Edwards
President

Jonathan Fiore
Vice President



Richard Ross
Rick Surprenant
Traci Welch
Janet Wroblecki

**BOARD OF EDUCATION MEETING
TUESDAY, FEBRUARY 7, 2017
JR./SR. HIGH SCHOOL LIBRARY – 5:45 P.M.**

PRESENT: Ms. Jacqueline Edwards, Mr. Jonathan Fiore (arrived at 6:18 p.m.), Mr. Steve King, Mr. Richard Ross, Mr. Rick Surprenant (arrived 6:23 p.m.), Mrs. Traci Welch, and Mrs. Janet Wroblecki (arrived at 5:56 p.m.)

ALSO PRESENT: Ms. Kathy Houghton, Mr. Brent Dodge, Mrs. Lisa Stamboly, Mr. Bill Lachut, Mrs. Debbie Price, Mrs. Paula Ann May, and 12 visitor and guests.

1. Meeting Call to Order

Ms. Edwards called the meeting to order at 5:45 p.m.

1.1 Pledge to the Flag

Mrs. Welch led the pledge of Allegiance.

1.2 Acceptance of Agenda

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

Yes 4 No 0
Motion carried.

1.3 Executive Session - to discuss Negotiations with NYMTA and Pending Litigation

Mr. King made the motion to go into Executive Session to discuss NYMTA Negotiations and pending litigation with Heather Cole, Esq. from the Ferrara Firm seconded by Mrs. Welch.

Yes 4 No 0
Morin carried.

Ms. Edwards called the meeting back into regular session at 6:39 p.m.

1.4 Town of New Hartford Update – Patrick Tyksinski, New Hartford Town Supervisor and Herb Cully, Town of New Hartford Attorney

Mr. Cully gave a brief overview, saying the county did not want to raise taxes and so they would have to derive more sale tax revenue. What will the municipalities do? Mr. Tyksinski is a Certified Public Accountant and came up with the idea of forming a city. New Hartford would then not have to share sales tax with the county. All sale tax goes into a big pot. We've been involved in tax certiorari proceedings. Judges tend to reduce assessments. We decided to look into forming a city. The Town

would have to have a referendum and vote to dissolve. The Village would have to have public participation. A charter committee would have to create a city charter and it would have to be approved by both houses. We've talked to the Town Board and they have authorized us to go forward and investigate. That's where we are at now. We had hoped Claudia Tenney would be able to assist to and handle the legislative proponent. Now that she is no longer in the State Assembly, we are looking for someone else to be involved. The Mayor of New Hartford is genuinely interested in light of the loss of sales tax. Mr. Tyksinski has talked to the New York Mills Mayor and he is a component of this. If the New York Mills School District is in the geographic area of New Hartford it would become a city school district. Mr. Cully said that as he reads the law, part of our union free school district is in the town of New Hartford and part in the town of Whitestown. From his reading, if the majority of the most recent census is outside of the city jurisdiction, you may be able to retain your status.

Discussion continued.

1.5 Teacher/Leader Report: Focus District Special Education Recommendations – Barbara Walls, Special Education School Improvement Specialist (SEIS)

Mrs. Walls the Special Education School Improvement Specialist from BOCES assigned to New York Mills School District to provide technical assistance because of our Focus District status. As a member of the team, there were conversations with Special Education Teachers. Classes were also observed. The team looked at other districts and tried to get a balance on what New York State says we legally have to provide and what the District can do fiscally. Larger districts are able to provide more varied settings. The following PowerPoint was shared with the Board Members and the majority of the Board Members said to continue in this direction:

Continuum of Special Education Programs and Services

The individualized education program (IEP) of students with disabilities must be developed in conformity with the LRE requirements as follows:

- placement must be based on the student's IEP and determined at least annually;
- placement must be as close as possible to the student's home, and unless the student's IEP requires some other arrangement, the student must be educated in the school he or she would have attended if not disabled;
- in selecting the LRE, consideration must be given to any potential harmful effect on the student or on the quality of services due to the student, and
- a student with a disability must not be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

High-Quality Programs and Services

- Each school district should assess and address the extent to which each of these schools provides a high-quality inclusive setting.
 - Instruction and configuration of classrooms and activities include both students with and without disabilities;
 - Teachers with disabilities are held to high expectations for achievement;
 - Special education and general education teachers intentionally plan teaching lessons to preserve the participation and progress of students with disabilities in learning and social activities.

High-Quality Programs and Services

- Individualized accommodations, supports and specially designed instruction are provided to students with disabilities to participate and progress in regular education classes and activities; and
- Evidence-based services and supports are used to foster the cognitive, communication, physical, behavioral and social-emotional development of students with disabilities.

Disabilities (ages 6-21)

When not posed to 1118-14 school law, RTE across a large percentage of its students, ages 6-21, in regular education classes for 80 percent or more of the school day and significantly higher percentages in regular classes for less than 80 percent of the day and in separate schools.

For students with disabilities, ages 6-21, statistics also show that:

- 87.8 percent of students with disabilities are served inside regular education 80 percent or more of the school day;
- 11.7 percent are served inside regular education for between 60 and 79 percent of the school day;
- 13.8 percent are served inside regular education for less than 60 percent of the school day; and
- 6.5 percent are served in separate schools, residential placement or homebound or hospital placement.

LRE Placements of School Age Students with Disabilities (ages 6-21)

- At school, the State has made improvements in LRE practices.
 - However, the data demonstrates that current policy action needs to focus individual school district attention to policies, procedures and instructional practices to ensure that each school district offers high-quality inclusive programs for both preschool and school age students with disabilities.

The Board of Regents has discussed new proposed policy that would promote data analysis and planning at the local level. The proposed policy is presented on the principle that systemic change at the district, school and classroom levels will require that:

- The necessary, through the board of education, guide the planning and the vision;
- There is consistent terminology and understanding as to the elements of a high-quality inclusive school;
- School leadership provides staff with the time, resources, training and vision necessary to implement inclusive practices;
- Teachers recognize individual differences and implement learning strategies for all.

Board of Regents Proposed Policy

- Under the proposed policy, each school district would be required to annually review and report to their boards of education via public meeting on the extent to which students with disabilities participate in general education classrooms and programs, as well as the quality of inclusive programs, services and extra-curricular activities for students with disabilities within the schools of the district, and to develop and implement, as appropriate, a plan to enhance inclusive opportunities, through such means as resource allocation, professional development, partnering with families, and ensuring access to assistive technology and specialized supports for students to participate in inclusive programs and activities.

Board of Regents Proposed Policy

- Additional planning and reporting would be required for those school districts whose data shows low percentages of placement in inclusive settings and/or high rates of separate day/separate school placements, as defined by the Commissioner, for preschool and/or school age students with disabilities.

New York Mills UFSD Special Education Program

- Currently, students with disabilities, currently attending classes in the K-12 building, are served in either a resource room or 1:1 pull out classroom model when they receive ELA and/or Math instruction.
- Resource students receive grade level Core and Regents level instruction in the general education classroom.
- Students in the 1:1 model are receiving Common Core and Regents level instruction separate from the general education setting.

Proposed Classroom Configurations for 2017-2018

Direct Consultant Teaching

- For K-8 students currently receiving services in 12:1:1 classrooms as well as a majority of those receiving resource room support

Maintaining Resource Room supports

- For 7-12 grade students

Direct Consultant Teaching

- Direct Service provides specially designed instruction and/or supplementary instruction delivered by a special education teacher through individual and/or small group instruction to provide the student with compensatory skill development and remediation activities. They address the areas of deficit that have been identified for the student and strengthen the student's cognitive skills. Direct Services are provided to address educational needs directly related to the student's disability and not to provide additional academic instruction.

Direct Consultant Teaching

- These services provide collaborative consultation between the special education teacher and the general education teacher which focuses on adjusting the learning environment and/or modifying and adapting instructional objectives and methods to meet the individual needs of the students in the general education classroom. Agreed upon strategies are delivered by the special education teacher and/or the general education teacher.

What will we need in order to make this shift?

Instructionally

- the schedule must be reimagined to allow for all certified special education teachers to push into grade levels to service students with dual lines alongside their general education peers,
- common planning time for general education and special education teachers on a daily basis to allow for opportunities to co-plan and to provide specially designed instruction and supplemental supports,
- explicit professional development in inclusive practices
- Data collect to measure the growth of student outcomes regarding the change in instructional practices specific to the shift from 12:1:1 to DCT

What will we need in order to make this shift?

Support for families and students

- All students behind school Education Programs need to change to reflect the shift from 12:1:1 classrooms and/or resources to the DCT model on an individual basis
- During annual reviews, families will be part of the planning and decision making team regarding what services should be in place for their students

What will we need in order to make this shift?

Potential District Considerations

- staffing based on student needs
- flexibility of a model for JCSO district support
- Professional Development plan that allows for training

*Next steps...

*Questions...

2. Communications

2.1 From the Floor

Mrs. Marley told the Board how proud she is of her colleagues and of the amazing work that goes on. She also hopes the Board will reenergize the negotiation process.

2.2 President's Messages

Ms. Edwards said that the BOCES Annual Meeting is Wednesday, April 5, 2017 and the BOCES Public Meeting to Elect Members of the Cooperative Board and approve or disapprove tentative administrative budget is Tuesday, April 25, 2017.

She also reminded Board Members to turn in the Superintendent's Evaluation.

a. Committee Report(s)

1. Facilities Health & Safety Committee - R. Ross

Mr. Ross said that there was a Facilities Health & Safety Committee Meeting January 19th to discuss several topics. After the second round of water testing there were 16 receptacles that needed to be addressed. The plan is to repair one faucet in each room. We will see if that works. Delays in the Capital Project were discussed. This year, we were awarded The Titanium Award with honors from the Utica National's 2017 School Safety Excellence Award Program.

2. Policy Committee – J. Wroblicki

No meetings are scheduled at this time.

3. Transportation Committee – R. Surprenant

Mr. Surprenant said he had nothing new to report.

When asked how many buses we have and are we getting smaller buses, he replied that we have 11 total buses. He was also asked if we should we get smaller buses because of fuel consumption and damages to roads. Mr. Surprenant said the fuel consumption is the same for small or large buses and the larger buses are not hurting the roads.

4. Finance Committee – T. Welch

Mrs. Welch said the Finance Committee met on January 12th and discussed purchase orders and credit card statements. They would like to see "designated contract" or "emergency purchase" written on purchase orders that qualify. Another meeting will be set up for February 16th and the committee will meet with Principals and department heads. Mrs. Welch said the committee also went to a Fiscal Fitness Workshop. The workshop was great and she said she will provide a summary for Board review.

5. Community Relations Committee – S. King.

Mr. King said we are waiting for results of the survey on the superintendent search conducted by Mr. Mettelman.

6. District Steering Committee – R. Surprenant

Mr. Surprenant said we are working communications, constructing a letter that everyone is on board with the same focus of getting us off the focus district designation. We all have the same vision.

- b. Board Calendar
- c. BOCES Representative Report

3. Consent Agenda

Mr. Fiore made the motion to accept the Consent Agenda seconded by Mrs. Welch which includes:

- 3.1 Board of Education Minutes for meeting held January 3, 2017
- 3.2 Business Office Reports for Month ending December 2016
- 3.3 CSE Reports
 - a. Minutes of meeting held 11/22/16
 - b. Minutes of meeting held 12/1/16
 - c. Minutes of meeting held 12/6/16
 - d. Minutes of meeting held 12/7/16
 - e. Minutes of meeting held 12/14/16
 - f. Minutes of meeting held 1/5/17
 - g. Minutes of meeting held 1/9/17
 - h. Minutes of meeting held 1/10/17
 - i. Minutes of meeting held 1/12/17
 - j. Minutes of meeting held 1/18/17
 - k. Minutes of meeting held 1/19/17
 - l. Minutes of meeting held 1/24/17
 - m. Minutes of meeting held 1/31/17
 - n. Minutes of meeting held 2/1/17

Yes 7 No 0
Motion carried.

4. Old Business

- 4.1 Internal Claims Auditor Report for October – Action

Mr. King made the motion to approve the Internal Claims Auditor report for October seconded by Mrs. Welch.

Yes 7 No 0
Motion carried.

4.2 Internal Claims Auditor Report for November – Action

Mr. King made the motion to approve the Internal Claims Auditor report for November seconded by Mrs. Welch.

Yes 7 No 0
 Motion carried.

5. New Business

5.1 Personnel Report – Action

Mr. Ross made the motion to approve the Personnel Report Items #I., III., IV., V., and VI. seconded by Mr. Surprenant.

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
I. Coaching Appointment							
1 Hadfield, Cory		Volunteer Track Coach	C	-0-		2016-17 School Year	
III. Substitute Employees							
1 Smith, Michelle	N/A	Substitute Teacher	N/A	\$70.00		2/8/2017	
IV. Advisor Resignations							
1 Viel, Aileen		Co-Ski Club Advisor		-0-		1/5/2017	
2 Pylman, Jacqueline		Co-Ski Club Advisor		-0-		1/5/2017	
V. Advisors							
1 Gates, Sarah		Co-Ski Club Advisor		\$501.50	replacing Viel/Pylman	2016-17 School Year	
4 Zenglu, Kim		Co-Ski Club Advisor		\$501.50	replacing Viel/Pylman	2016-17 School Year	
VI. School Monitor							
1 Younehans, Edward	School Monitor	Bus Monitor hour increased to 4.25 hours daily/21.25 hours weekly from 1.25 hours daily/6.25 hours weekly		\$13.05/hour	additional bus monitor hours needed	2/8/2017	

Yes 7 No 0
 Motion carried.

Mr. King made the motion to approve Personnel Report Item #II seconded by Mrs. Welch.

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
II. Instructional Appointment							
1 St. James, Cynthia	Teacher Assistant	Jr. - Sr. High School Special Education Teaching Assistant (7:40 a.m. - 2:40 p.m.)	CTA/I	\$16,809 prorated	Powers, Jessica	1/30/2017	1/30/2021

Yes 6 No 1
 Mr. Ross Voting Nay
 Motion carried.

5.2 2016-2018 District Professional Development Plan – Action

Mr. Fiore made the motion to approve the 2016-2018 District Professional Development Plan seconded by Mr. Ross.

Yes 7 No 0
Motion carried.

5.3 Temporary Use Agreement with County of Oneida for Optical Scan Voting System – Action

Mr. Fiore made the motion to approve the Temporary Use Agreement with County of Oneida for Optical Scan Voting System seconded by Mrs. Welch. (Mr. King stepped out at 8:25 p.m. and returned 8:27 p.m.)

Yes 6 No 0
Motion carried.

6. K-12 Principals Report

6.1 Technology Efforts

Mr. Dodge said we are still working on getting all acceptable use policies returned with parent signatures necessary to allow for use of the chrome books. Mr. Ford arranged for three carts to be shared throughout the building. Mrs. Davis will pilot them in the high school, one will be housed on the second floor, and the third will be in the downstairs elementary wing. Mr. Ezman, Computer Technician, has received delivery on two of the three so far.

6.2 Science Fair

Mr. Dodge reported that close to 50 students in Grades K – 6 participated in the Elementary Science Fair this year which was held in the High School Gym. Many parents, faculty, Board Members, and school staff attended as well; some serving as volunteer reviewers. All student participants received a Science Fair T-shirt funded by our PTSO. Thank you to Mrs. Jennifer Sroka, 4th Grade Teacher, coordinator for this event and PTSO for donating the T-Shirts.

6.3 DASA/ Health and Safety

Mr. Dodge said that Joe Mueller and Greg Auffrey from BOCES Health and Safety met with us to go over options available to us to work with them on the remaining emergency drills, and other items. We also discussed DASA related issues. Through some of my initial dealings with parents and students there is evidence of a need for increase DASA training among students. Greg will be working with us on this with small groups to target specific issues. We are starting with the 7th graders. During two PE classes in February (7th and 14th) he will work with them on “micro-aggression” and cyber-bullying.

6.4 Crash Simulation/STOP DWI

Mr. Dodge said that we are working on an event discussed at the last Health and Safety meeting in cooperation with Chief Ulinski and Tom Giruzzi on Thursday, April 27th (two days before the prom) for 9-12 grade students. There would be a crash simulation with representatives from all local police and emergency responders participating. We will be selecting students to participate with the focus on texting related accidents. We also, plan on inviting students from Notre Dame. In addition, Tom Giruzzi will hold his informational forum from STOP DWI program in the gymnasium and he would be setting up a memorial trailer (more information forthcoming) that the family of an accident victim created to raise awareness.

6.5 Kindergarten Registration

Mr. Dodge said that 40 kindergarten students have registered. Usually in the summer more students register so we are anticipating a high number of students.

6.6 6th Grade Class Trip Proposal

Mr. Dodge said at curriculum night in the fall several parents suggested an alternative to the New York City field trip for 6th graders. After going on trips with other siblings, they felt that students were not enjoying the trip as much and that it had run its course. After multiple meetings and discussions with parents, we thought we could give the students a few different options for the trip to see if there was interest in going elsewhere. If there was a clear indication that the usual trip was not in the interest of the 6th grade than perhaps it could be changed with administrative approval. Together we came up with a couple other options to present to students to see if this would be the case. I presented an unbiased presentation on New York City, NY, Boston, MA and Hershey, PA as options for a class trip. In an overwhelming majority- the students chose to go to Hershey, PA. One student chose Boston and one student chose New York City.

How is this trip educational?

This trip has several educational components to it- first being Zoo America. The zoo is an 11-acre walk-through zoo with over 200 animals. The zoo has over 10 different educational programs to choose from including live animal demonstrations and discussions on the specific topic(s) chosen. Chocolate World includes an educational tour that allows students to see, feel, hear and smell the transformation of cocoa beans to HERSHEY'S famous chocolate. Students will be able to immerse themselves in the cocoa farms of West Africa and the dairy farms in Central Pennsylvania, hear and see the story of chocolate making through new technological effects, and experience the social media-enhanced finale, featuring Hershey fans from around the world. Students will also be able to create their own candy bar and have a unique culinary experience in a chocolate factory.

Hershey Park- On June 2nd it will be Health and Wellness Day at Hershey Park. Students will be given a brochure with related activities to complete throughout the day pertaining to health and wellness that incorporate aspects of the park. *Upon contacting Hershey Park- the activity brochure is not accessible to date but will be available within the next couple months. A representative relayed that the activity brochure usually includes connections between the specific topic (health and wellness) and activities/ events going on within the park.

While there is an amusement park offered to students- all educational components will be completed first to ensure adequate time is devoted to learning. Students will go to the zoo and the chocolate tour and then be able to complete their Health and Wellness activity within the park. Several lessons in science relating to life science, animals potential and kinetic energy and matter will be connected to

the trip as well. These will be taught prior to the trip in order for students to make the connections.

Why is this trip appropriate for 6th Graders?

The Hershey trip is an all-inclusive trip to Hershey's Chocolate World, Zoo America and Hershey Park. Each attraction is walkable to the next and it is all in an enclosed park. I felt this would be beneficial when having such a large group because there would be a small area for everyone to stay in the entire day. The themes of the trip are aligned with 6th grade students and their interests.

What is the cost for this trip?

The costs for the trip will be significantly less than it would be if we go to NYC. As opposed to NYC where each attraction is a separate price, Hershey is all inclusive. The cost for Chocolate World, Hershey Park and Zoo America is \$29.95. For every ten tickets purchased, we would get one ticket free (which would lower the overall cost even more). Lunch and dinner can be provided by the park for an additional \$25 per person. This would include a lunch and a catered dinner. Bussing would cost the same as it would for the NYC trip. The distance to Hershey is only about 20 minutes further than NYC, but having all attractions in one area would limit any other transportation needed for the day until we departed. The schedule for the day would be the same as well. We would leave NYM at approximately 6am and return around midnight.

6.7 Principals' Letter to Parents on Testing

Dear Parents/Guardians,

At this time, educators and parents everywhere are marveling at how quickly the school year is passing. We are reflecting on our children's progress, the many changes they have gone through and milestones they have reached. Sometimes these changes are bittersweet even when they bring with them a sense of accomplishment and pride.

Our students, teachers, and families should be applauded for their support and accomplishments. While maintaining a feeling of pride, as educators, we must also consider how we can continue to improve our instruction and assist our students in reaching their highest potential. Instruction in the classroom is driven by information or data we gather about our students. The professional development that we provide to our teachers to aide them in honing their instructional skills is also driven by the data we collect on student performance.

This use of data naturally links to a topic that has and continues to cause anxiety in schools throughout the country: standardized testing. The grade 3-8 NYS English Language Arts Assessments are scheduled for March 28-30 and the NYS grade 3-8 NYS Math Assessments will be administered on May 2-4, this school year. We are aware that many families have refused testing in the past but, we are appealing to you to reconsider for this main reason: we need the data the assessments provide to see the areas where we are excelling as well as to improve our instruction in areas that exhibit weakness. Planning for adjustments within our curriculum without information can be likened to playing a round of darts with a blindfold. As professionals we strive to provide well-informed instruction. The best way to do so and to be able to get the "Focus District" designation removed by the state education department is to have students participate in testing. Regionally, we have witnessed the consequences of remaining an identified district or school. They are real.

Principals and staff have been removed, school days and years extended, and school programs have been restructured by outside consultants. Ultimately these schools have experienced loss of funding or been placed in receivership where local control over a school is lost.

Our goal in administering the test is to emphasize with students that they should treat it like any other day. Treat the test like you would any other assignment-“do your best.” That’s it! There should be no stress, competition, test preparation. Students are not affected in their academic standing by the tests in any way. Currently, teachers are not affected by test results either. Students taking the tests will not know all of the answers and are not expected to. However, the information taken from their results teach us about how our students learn, how our instruction is working, and where we need to improve. This knowledge is essential to move forward as a challenging academic community.

Thank you for taking the time to consider these thoughts.

Respectfully,

*Mary Facci
K-12 Executive Principal*

*Brent Dodge
K-12 Principal*

7. Superintendent's Report

7.1 School Report Cards

Ms. Houghton provided copies of the school report cards to Board member. She said that she would be happy to fully review them at a future meeting at the Board’s convenience, but would hold on presenting each component tonight in the interest of time. She briefly explained each of the four sections to the group:

- a. Fiscal Accountability Summary
- b. District Report Card
- c. Elementary School Report Card
- d. Jr. - Sr. High School Report Card

7.2 Focus District Update

The Superintendent shared that the school improvement team continues to meet in order to finalize implementation of our District Comprehensive Improvement Plan. The recommendations of our SESIS (Special Education School Improvement Specialist) and OEE (Outside Educational Expert) are being put into place piece by piece; including our Professional Development Plan, which was approved by the Board tonight; our Response to Intervention Plan approved by the Board at a previous meeting, and the Special Education program and staffing recommendations presented to the Board this evening. These are big changes and our faculty, staff, and principals should be commended for their collaboration and flexibility. We will continue to update you as we progress through the rest of the DCIP (District Comprehensive Improvement Plan) recommendations.

7.3 Capital Project Update

Ms. Houghton said we are very close to being ready for steel at the cafeteria site. There will be 2-3 more concrete pours, after which the concrete will need to cure prior to inspection. Once this is accomplished, the beams can be erected and work on the roof and interior can begin. Completion

dates between May and June have been discussed, but Ms. Houghton said that she was hesitant to stand behind a hard date due to our previous experience with delays. The contractors are still meeting every two weeks with our architects and district representatives to keep things moving forward. Ms. Houghton thanked Mr. Ross, Facilities Health & Safety Committee Chairperson for his assistance in reviewing and minimizing our change orders during the course of the project.

7.4 2017-18 Budget flat aid projection

Ms. Houghton shared a state aid run that was provided by NYSCOSS, the NYS Council of School Superintendents because it is much more readable than the fuzzy, hard-to-read fax that comes from the state. We have a flat aid projection there is a published 5.3% increase in this run, but it includes our building aid. Without the aid generated for the capital project, we actually have a decrease of .406%. Mrs. Stamboly, District Treasurer answered the Board's questions about state aid and budget parameters.


7.5 Athletic Boosters Proposal – Mrs. Denise Goggin-Crist

Ms. Houghton introduced Mrs. Denis Goggins-Crist from the Athletic Boosters, who presented a proposal from the Boosters to work with the district to purchase a new marquee and football score board.

CONFIDENTIAL

New Entrance Marquee and Football Scoreboard Proposal

Submitted to New York State Athletic Club Board
 NYM Board of Education
 February 7, 2017



Introduction

In keeping with the New York State Athletic Club's goal of providing a safe and secure environment for its members, the following marquee and scoreboard proposal was presented to the NYM Board of Education on February 7, 2017.

The Club wants to work together with our stakeholders to get our facilities in the best condition and help update and enhance our grounds.

History

The NYM Board of Education, in cooperation with the Club's Board of Directors, has been working on a proposal to replace the existing marquee and scoreboard at the Club's facility. The existing marquee and scoreboard were installed in 1985 and are in need of replacement. The Club's Board of Education has been working on a proposal to replace the existing marquee and scoreboard with a new, modern, and safe structure. The new structure will be made of steel and will have a lifespan of 20-25 years. The Club's Board of Education has been working on a proposal to replace the existing marquee and scoreboard with a new, modern, and safe structure. The new structure will be made of steel and will have a lifespan of 20-25 years.

PLEASE NOTE: The replacement will only be possible if the Club's Board of Directors approves the proposal. The Club's Board of Directors will be meeting on March 1, 2017.


Samples

Examples of entrance marquee updates...



Samples

New Hartford Central School



Current Marquee

- Safety and stability concerns of aging structure
- Difficult to update announcements
- Poor visibility for patrons
- Poor general overall condition and appearance



Proposed New Entrance Marquee Options 1 & 2

- NYM will have the choice of two options: Option 1: 12 foot wide sign; Option 2: 16 foot wide sign
- Option to provide (at sign flow and reduction) cost over 10% over the original bid of \$100,000.00. The cost of the sign will be covered by the Club's Board of Education. The cost of the sign will be covered by the Club's Board of Education.
- Metal structure would provide an open area for banners, posters, and other items.
- All electrical and site work to be coordinated using District forms.
- Reimbursement provided to have the sign &/or people back to Burlington Road.

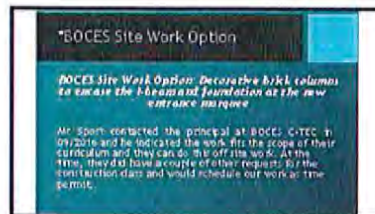
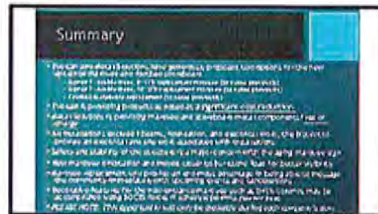
Proposed New Football Scoreboard

- Proposal to provide a new scoreboard which currently exists but with 100% to be replaced, plus 10% for the new scoreboard.
- Proposal to provide a new scoreboard for 100% to be replaced, plus 10% for the new scoreboard.
- Metal structure would provide an open area for banners, posters, and other items.
- All electrical and site work to be coordinated using District forms.



What is the Club willing to do?

- Continue fundraising efforts to help offset the cost.
- Coordinate efforts with other organizations, if needed.



The Boosters would make a small donation and were hopeful that the Board would kick in the rest. Ms. Edwards explained that the Board must follow our purchasing policies, which require quotes for smaller purchases, bids for larger expenditures, and purchase orders.

The Board also discussed the possibility of including the marquee in a future Capital Outlay Project, or saving it until the next time the district has a full Capital project.

8. Board Discussion

Mrs. Welch said she would like the Board to do an exit interview with Mr. Marcus. She would like him to come back anytime for this. She is concerned that we need more Teaching Assistants. We should be looking at monitors working out of title. Some of our monitors would make really good Teaching Assistants.

Ms. Houghton said we recently posted a monitor position. If the Board of Education wanted to talk about replacing Monitors with Teaching Assistants especially if Special Education Teachers started pushing into the classroom. There are currently five Teaching Assistants that could now be going on those assignments.

Ms. Edwards asked if we are maximizing the utilization of BOCES to the furthest extent with the Distance Learning Classroom.

Ms. Houghton said that it never occurred to her that we don't maximize the utilization of the Distance Learning Classroom because we changed our start time to utilize the room more effectively.

The Board of Education agreed they wanted to make responsible cuts and utilize BOCES as much as humanly possible. The responsible cuts are based on what's best for students. Ms. Edwards asked the administration to research Drivers Education again.

Mr. Ross asked about meshing jobs together. When the Board approves a three hour shift and they should not be working additional hours. He asked about how much the school district pays for health insurance per person.

Mrs. Stamboly said the District pays \$8,500 for individuals and \$18,700 for family coverage.

Mr. Ross said it is okay if we want to be in compliance, but he doesn't want our current monitors to be out of jobs. We should be encouraging them to become Certified Teaching Assistants. All other Board Members were in agreement.

9. Visitors Comments

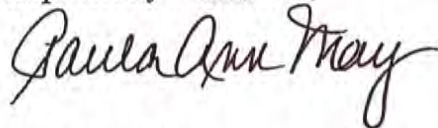
10. Executive Session

11. Adjournment

Mr. King made the motion to adjourn at 9:38 p.m. seconded by Mrs. Wroblicki.


Yes 7 No 0
Meeting adjourned.

Respectfully submitted,

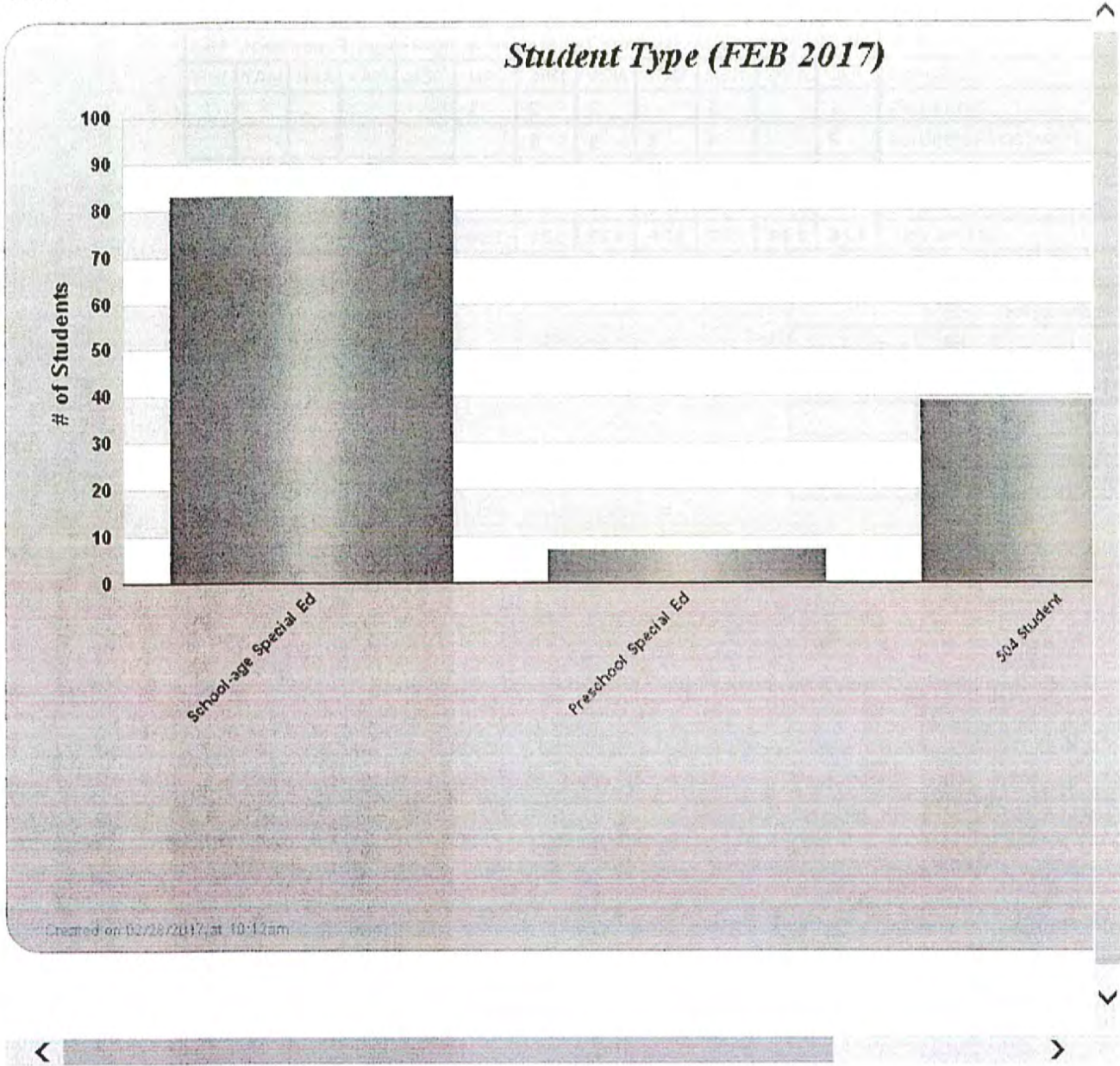


Paula Ann May
District Clerk

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					
Transfers/Re-entries	2		5	1	1	1						
Declassified/Discontinued	1		1									
Exited	1	3	6	2	1		1	1				
Ended with	126	124	127	126	127	130	130	129				

Statistics	
Student Type 	# Students
School-age Special Ed	83
Preschool Special Ed	7
504 Student	39
Total	129

Data ▶





FERRARA FIORENZA PC

7.1

NICHOLAS J. FIORENZA
HENRY F. SOBOTA
SUSAN T. JOHNS
CRAIG M. ATLAS
JOSEPH G. SHIELDS
DONALD E. BUDMEN
COLLEEN W. HEINRICH
MILES G. LAWLOR
MICHAEL L. DODD
BRIAN J. SMITH
KATHERINE E. GAVETT
CHARLES E. SYMONS

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*NOT FOR SERVICE OF PROCESS

bjsmith@ferrarafirm.com

February 28, 2017

JOSEPH J. BUFANO
HEATHER M. COLE
JENNIFER E. MATHEWS
JEFFREY M. LEWIS
ALLISON L. MARLEY
CATHERINE E. MUSKIN
LINDSAY A. GETMAN

MICHAEL J. LOOBY
COUNSEL

BENJAMIN J. FERRARA
DENNIS T. BARRETT
MARC H. REITZ
DAVID W. LARRISON
RETIRED

Attorney/Client Privileged Communication

Via E-Mail and First Class Mail

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

**Re: Potential Impacts on New York Mills Union Free School District
if the Town of New Hartford Becomes a City**

Dear Kathy:

I write in response to your recent inquiry regarding the potential incorporation of the Town of New Hartford into a City, and the impact such an event would have on the New York Mills Union Free School District (the "District"). As we understand developments, there has been a great deal of speculation in the community and local media about the possibility of the Town of New Hartford incorporating into a City; and moreover, a recent presentation to the Board of Education fueled additional attention and interest in the subject matter. The following are possible implications for the District if the Town of New Hartford does decide to incorporate into a city.

General

- Under New York Education Law § 2(16)(b), the District's status as a union free school district *may* change to a city school district based on the number of children in the District at the time that the City of New Hartford is established, as measured by a school census. Section 2(16)(b) requires that there be a comparison of the number of children between birth and age eighteen in each school district whose borders are within or coterminous with the newly formed City of New Hartford, at the time that the City is formed. The school district which contains the most children between birth and age eighteen will become a city school district. Any other school district would remain in its

Ms. Kathy Houghton
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then-current form unless other processes occur, as outlined in the next section. We are not aware of the relative census numbers for the affected School Districts, but the Town of New Hartford's Webpage indicates that there are three school districts whose geographical boundaries lay in whole or part within the Town of New Hartford – the New Hartford Central School District, Sauquoit Valley Central Schools, and New York Mills Union Free School District. The New Hartford Central School District currently has a substantially higher enrollment than both Sauquoit Valley Central School District and the New York Mills Union Free School District, so they are the most likely candidate to become the City School District in the event that the Town of New Hartford becomes a City.

Consolidation of Schools

- We understand that a potential consolidation of schools has been of particular concern. We have found no authority that would require any schools to consolidate simply because the Town of New Hartford incorporates into a City. Decisions about the closing of school buildings are within the discretion of a board of education.

Consolidation, Centralization, Annexation of School Districts

- Provided that a school district is not a city school district,¹ school district annexation or centralization is always a possibility by action of the Commissioner of Education. However, approval by the voters of the affected school districts is required for either annexation or centralization.
 - **Annexation.** The Commissioner of Education has the authority to annex school districts under § 1705 of the Education Law. That provision provides that the Commissioner may dissolve one or more common, union free, or central school districts and annex their territory (or portions of that territory) to one or more adjoining school districts, **subject to the approval of the voters in the affected school districts**. When annexation occurs, a new school board is not formed; rather, the board of the school district that assumes the former school district will persist.
 - **Centralization.** The Commissioner also may merge two or more contiguous districts into one central school district pursuant to Section 1801 of the Education Law. This process would create a new school board and new boundaries. No central school district created by order of the Commissioner may operate until the **voters have approved** the organization of the district.
- Additionally, although the incorporation of the Town of New Hartford into a city may not change the District to a city school district, such a change is possible under the New York Education Law if first requested by voters through a consolidation with a neighboring

¹ A city school district cannot be subject to annexation or centralization under the Education Law.

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city school district. Section 1524 of the Education Law provides that if a school district is contiguous to a city school district in a city with fewer than 125,000 inhabitants, then the voters within that school district could vote to consolidate with the city school district. This is also possible if several school districts are contiguous to each other and at least one is contiguous to a city school district. Again, either type of consolidation would require consent from the city school district's board of education and the Commissioner of Education. A consolidation would also have implications for the school tax rate. All of this, however, would hinge on a neighboring district changing its status to a city school district.

Existing Contracts

- As is the case when any party to a contract changes its name, if the Town of New Hartford becomes the City of New Hartford, the District would need to amend or otherwise alter any contract that it has with the Town so that the party names are accurate.
 - In the past, we have spoken about the contract for tax collection as a contract that may be implicated. Because the District collects its taxes through the Oneida County Department of Finance and the Town of Whitestown, rather than through the Town of New Hartford, no tax collection agreements will be implicated by the Town's change from town to city.
- Amending or altering contracts with the potential new City of New Hartford would put the District in a position to renegotiate any unfavorable, outdated, or undesirable provisions of existing contracts; however, the danger is that it may also cause a reexamination of any provisions that are particularly favorable for the District.

Constitutional Debt Limit

- Section 104 of the Local Finance Law regulates the values of indebtedness that a school district may incur. These amounts vary depending on whether the school district is in a city or not. Presently, the District is permitted to be indebted up to 10% of the full valuation of the real property subject to taxation by the District so long as there is an aggregate assessed valuation of taxable real property above \$100,000 (with certain exceptions and requirements). *See* LOCAL FIN. LAW § 104(d). If the District were to be located within a city, it could not contract indebtedness for any purpose or in any manner which exceeds an amount equal to 5% of the valuation of the city. *See* LOCAL FIN. LAW § 104(b)(8). This limit has obvious implications for capital projects and other bond-related issues.

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I hope that the above will be helpful in diffusing any confusion that may exist around this topic. Please contact me if there are other questions that you have or if we can assist in any other way. We will be happy to discuss this with the Board of Education at its convenience.

Thank you.

Very truly yours,

Ferrara Fiorenza PC

A handwritten signature in black ink, appearing to read "Brian J. Smith". The signature is fluid and cursive, with a large initial "B" and "S".

Brian J. Smith

BJS/paw

1-2-b

Kathy Houghton
Superintendent
(315) 768.8127
khoughton@newyorkmills.org

Mary Facci
K-12 Executive Principal
(315) 768.8124
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March 3, 2017

Dear Parents and Guardians,

The District Steering Committee (DSC) is comprised of parents, teachers, administrators, and a Board of Education member that has “the broad purpose of shared decision-making to improve schools in a framework of trust and collaboration between the various stakeholders that make up the school community.”

To this end, it was important to us to discuss the New York State Focus District designation which has been argued, challenged, appealed and rejected. Although the appeal had some valid arguments relating to the designation, it still doesn’t change the facts. New York Mills was identified as a Focus School because its subgroup – students with disabilities – did not meet Annual Yearly Progress (AYP) in ELA for at least three years in a row. When a school doesn’t meet the required 95% participation rate, New York State Education Department (NYSED) reaches back one or two years in order to base the AYP calculation on a reasonable size that most closely approximates 95% of a tested population. NYSED looked back to 2013-2014 and 2014-2015 in order to gather enough student data to make a reasonable three-year calculation. New York Mills all student participation rate was as follows:13/14 (92%), 14/15 (54%), or 15/16 (29%). Therefore, the student participation rate and academic performance rate for the small subgroup of students with disabilities was even lower.

That brings us to the main issue; we are not testing enough students in grades 3-8. The committee understands the opposition to “high stakes” testing as it relates to identified subgroups, but we have discovered, the high stakes apply more to the district than to individual students. If the test refusal rate holds steady or increases, the designation will remain in place; and in fact, the designation will progressively move to identification of Focus School, Priority School, or “Receivership” School/District. In addition, if the participation rate remains low and NYSED investigated and found that we were refusing to follow state regulation and guidelines, they could limit or withdraw funding. Our low test rate, combined with the size of our district and Focus Designation place us on a very short list of school districts that could become a target for much more serious consequences – the loss of our identity.

The data from these assessments is valuable to the school district. The district uses this data to drive instruction, to pinpoint areas of weakness in the curriculum. Additionally, the district uses this information to assist students and parents in knowing individual student academic strengths and weaknesses and in providing intervention support for students. The existing designation has caused us to review programs and practices in our special education department in order for us to make decisions and changes that will better serve our students and promote their success.

Other parental, teacher, and administrator concerns voiced to the Committee regarding the 3-8 Assessments are:

- Poor performance results are the sole determinant for placement in Academic Intervention Services (AIS)/Response to Intervention (RtI) or referral to the Committee on Special Education.
- Test scores are linked to teacher evaluation.
- The timed exams created detrimental testing conditions and unnecessary stress for students.
- Students with Disabilities were unfairly tested because there were no “Test Read” accommodations.
- The assessments are lengthy and contain poorly written test questions.

However, please review the links below that detail the efforts on the part of NYSED to improve the 3-8 Assessments. In the first link you will find information regarding the elimination of the “timed” component, shorten exams, improved questions developed by educators, and in the second link is approval for Students with Disabilities to have “Tests Read” if it appears on his/her Individualized Education Program (IEP).

<http://www.p12.nysed.gov/assessment/ei/2016/changes2016grades3-8ela-math-tests.pdf>

<http://www.p12.nysed.gov/specialed/publications/testing-accommodations-ela-grades-3-8.htm>

In regard to the individual performance piece as it relates to AIS/RtI and the CSE process, most of that is specific to a school’s Response to Intervention or AIS Plan. Our current RTI Plan uses a framework that requires multiple forms of assessment data in order to provide academic services and has tiered levels of intervention prior to CSE referral.

Therefore, how do we move from a Focus District to a School in Good Standing? The solution is really quite simple; our students need to take these exams in order to prove our excellence as a district! We will not be able to remove the designation without data from testing. Therein lies the next question, how do we increase the number of students proficient on State Assessments?

- through educating parents about State testing and parental, student and district responsibilities;
- through using assessment data to better intervene and support student growth through curricula and instructional differentiation;
- through parents requiring their child to take the test regardless of the excuse that “their friends” are not taking the assessment;
- through inviting parents with concerns and questions regarding the assessments to pick up the phone and call our new principals;
- through including school community leaders in the discussion in order for them to make informed decisions based on knowing all of the information and the consequences of students not engaging in NYSED 3- testing; and,
- through trusting in our school leaders to provide your son/daughter with the best possible educational experience.

As a committee, we feel quite strongly about our pride and commitment to this community and school district. We all share the same goal: ensuring the success of our K-12 students and making sure that our school district survives and thrives for generations to come. Therefore, please support us by having your son or daughter take the NYS 3-8 tests. If you have questions or need clarity, please contact the school principals:

K-12 Executive Principal, Mrs. Mary Facci 315-768-8124

K-12 Principal, Mr. Brent Dodge 315-768-8129

Respectfully,

District Steering Committee

The “Pros and Cons” of Refusing the NYS Assessments: A Response to “Why Refuse?”
 Posted on “Stop Common Core in New York State” at <http://stopccssinnys.com/>

Why Refuse the Tests	Why Participate in the Tests
<p>Because these tests have no value for our children.</p>	<p>The 3–8 English Language Arts and Mathematics New York State Testing Program (NYSTP) was redesigned to measure student learning aligned with the instructional shifts necessitated by the Common Core Learning Standards (CCLS). The purpose of the CCLS is to ensure that all schools prepare students with the knowledge and skills they need to succeed in post-secondary education and in their future careers. In order to assess whether or not schools are adequately preparing students for their future, NYS assesses all grades 3-8 students in ELA and Math and measures school districts based on their students’ performance on these tests.</p>
<p>Because the heavy emphasis on teaching to the test denies our children opportunities for authentic learning.</p>	<p>It is true that our teachers are providing instruction based on the new learning standards; but the purpose of that instruction is not simply to “get the children ready” for state tests, but to prepare them for their future success as learners, workers, and global citizens. A guaranteed state-wide curriculum that is assessed in a standardized manner is the best way to ensure that all students have access to quality instruction.</p>
<p>Because these tests are flawed.</p>	<p>There is no perfect assessment that will guarantee success for every student. Some children will do very well and others will struggle on these tests. That does not mean, however that the tests are flawed. The New York State Education Department (NYSED) is constantly working to improve the assessments. Based on feedback from parents and educators, this year’s Grades 3-8 assessments have been shortened and now include less testing session, less questions, and the opportunity for students to complete</p>

	<p>each test section without stressful time limits. In addition, there has been additional teacher involvement in test construction, there is less field testing of questions, and computer-based testing is available to districts that wish to administer the assessments online.</p>
<p>Because these tests do not affect your child's classroom grades or any services your child receives.</p>	<p>It is true that teachers do not include students' performance on the NYS Grades 3-8 ELA and Math assessments as part of their report card grades. However, the state tests are one of the multiple measures used to determine whether or not a student is in need of Academic Intervention Services (AIS). As required by NYSED, "students performing below the median scale score between a level 2/partially proficient and a Level 3/proficient on a grade 3-8 English language arts (ELA) or mathematics state assessment shall be considered for AIS. Upon identification of a student for consideration for AIS, districts shall then use a district-developed procedure, to be applied uniformly at each grade level, for determining which students shall receive AIS. After the district considers a student's scores on multiple measures of student performance, the district determines whether the student is required to receive AIS."</p>
<p>Because these tests are being used to collect a staggering amount of detailed data on your child without your consent.</p>	<p>NYSED has been assessing students, schools, and school districts for many years, using state tests to determine whether or not schools are providing quality instruction to our students. Only recently has data privacy become an issue associated with these standardized tests. As posted on NYSED.gov at http://www.nysed.gov/student-data-privacy/students/student-data-privacy-education-law, NYSED is "committed to promoting the least intrusive data collection policies practicable that advance the goals of improving academic achievement, empowering parents with information and advancing efficient and effective school operations while minimizing the collection and transmission of personally identifiable information"</p>

REFUTING TEST REFUSAL

The opt-out movement has communicated powerfully the many reasons why children should not challenge the New York State 3-8 state assessments. For every reason provided, please find evidence here that refutes each claim. We believe it is critical that parents understand more fully this complex issue. It is important as well to acknowledge that many of the issues brought to light by opt-out organizations have been addressed by the New York State Education Department (NYSED), which gives us confidence that we are moving toward a fully realized state-of-the-art assessment system in our state.

1. *The tests are used to collect a staggering amount of detailed data on your child without your consent.*

The New York State Education Department has been administering assessments for 150 years. The first administration of a Regents examination was in 1865; the Grades 3, 6, and 9 Pupil Evaluation Program Tests in Reading and Mathematics began in 1966. Throughout this time, assessments have been redesigned and recalibrated regularly – based on student performance data – to give NYSED as strong a set of indicators as possible to determine if students are ready for college or for the workplace.

The concern related to data collection may be related to the development of a statewide information repository system (SIRS), which exists for many purposes, one of which is to store state assessment data. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law passed in 1974 that bars the disclosure of personally identifiable data in student records to third parties without parental consent.

For more information on the NYSED Student Information Repository System, please consult <http://www.p12.nysed.gov/irs/sirs/documents/2016-17SIRSMannual12-10.pdf>.

For information on student privacy, please consult <https://ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

2. *Test questions are inappropriate for the ages and developmental levels of the students.*

There is great debate regarding whether or not the Common Core State Standards are grounded in early childhood research, with some arguing that children are being pushed unnecessarily to do more earlier and others arguing that the standards are grade-level appropriate. Because the assessments measure students' proficiency levels related to the standards, the argument naturally extends to testing.

Some controversy exists around the standards-based fluencies in mathematics, and whether or not the very small number of fluencies are realistic for children in younger grade levels. In literacy, however, most grade-level expectations for what students

should know and be able to do – especially when it comes to foundational literacy skills – actually come from different sources: expected independent-reading levels, fluency (reading speed and smoothness) measures, phonological awareness mastery, and oral comprehension measures. These measures have existed far longer than the Common Core State Standards, although some have changed their benchmarks to parallel the increased rigor of the standards.

Consult this link to explore developmental appropriateness of the standards in kindergarten:

[http://achievethecore.org/content/upload/What%20Common%20Core%20State%20Standards%20Say%20and%20DON%E2%80%99T%20Say\)%20about%20Kindergarten.pdf](http://achievethecore.org/content/upload/What%20Common%20Core%20State%20Standards%20Say%20and%20DON%E2%80%99T%20Say)%20about%20Kindergarten.pdf)

Consult this link to discover the perspective of a strong advocate for the new mathematics standards:

<http://achievethecore.org/content/upload/Developmental%20Appropriateness%20Math.pdf>

Critics of the assessments have voiced concern that there can be several correct answers to the same question, while others have released problematic test items to the public to expand the conversation around flawed test design. These are both valid concerns. Individuals who create standardized assessments – psychometricians – design multiple-choice responses in which two viable responses seem present. The concept of the “best answer” means that of the two seemingly viable choices, one is more precise and can be grounded in the text from which it comes. That is to say, the best answer has strong evidence in the text.

Second, perhaps in response to controversy around flawed test items, in July 2015 NYSED awarded a test-design contract to Quester, Inc. for five years. For a better understanding of how ELA and mathematics assessments are designed, please consult the following resources:

<https://www.engageny.org/resource/new-york-state-item-review-criteria-for-grade-3-8-mathematics-tests>

<https://www.engageny.org/resource/new-york-state-item-review-criteria-for-grade-3-8-english-language-arts-tests>

3. ***These tests have no value for our children.***

The real value of testing, no matter the test, is in what educators, administrators, school boards, student, and/or families do with the testing information. The primary purpose of the 3-8 assessments is to determine if students are on track to succeed in

college and in the workplace. NYSED is obligated by the US Education Department to know whether or not schools are adequately preparing students.

One of the greatest values of the assessments to families and children is in determining how close to proficiency students are year by year. These scores are powerfully predictive of whether or not students will have to enroll in remedial classes in college before they can register for credit-bearing courses. NYSED identifies a score of 75% or a 3 as an indication of proficiency; an 85% or a 4 as college and career ready. These numbers are useful for students heading into the workforce as well, where skills certification demands strong reading and mathematical skills.

It is also plausible to consider that challenging state assessments has merit for children for another reason: the act of doing best work on a test which is not necessarily friendly or engaging and which demands tenacity and determination to complete is a reasonable skill to develop. This perspective is one families and their children may or may not choose to explore and adopt. However, when the stigmas of high stakes and teacher accountability are removed from the conversation, many families may find value in using assessments as a testing ground for stamina, as much as for skill and understanding.

4. *The results are never given to school districts or parents.*

This is a patently untrue statement. In addition to parents receiving illustrative assessment results, which break down student performance by learning standard, school districts receive detailed data on student performance results by standard, by class, and by students. Districts now have access to the original student assessments for further analysis. Most important, any parent can request deeper-level reports on their student's performance by contacting their school's administrators and are always welcome to discuss student performance with their student's classroom teacher.

5. *Teachers are not able to use this information to help current or future students.*

Like the statement above, this is not accurate. Teachers are trained in data-analysis strategies to diagnose student strengths and weaknesses, to inform and refine their instructional practice, and to determine if and when additional resources are necessary to move students toward mastery of grade-level standards. Teachers are able to determine individually and collectively the standards most challenging to their students and can adjust the curriculum accordingly for future students.

6. *The heavy emphasis on teaching to the test denies our children opportunities for authentic learning.*

"Teaching to the test" confuses the issue of what happens in classrooms. As part of their instructional practice, educators engage in a process termed "backward design," in which they identify high-priority, standards-based skills and understandings that will

be assessed at the end of a unit of study. Instruction in skills and concepts, the pace, the activities in each instructional segment – all are selected to prepare students for high levels of proficiency in the identified “priority standards.” This is an instructional practice found in all curricular resources adopted or developed in your child’s school, and teachers work to map a course of study, break that course into units, and further segment the work into daily lessons to effectively move students toward mastery. Therefore, in a sense, all instruction is geared toward assessment.

Ignoring the reality of examinations and neglecting to instruct and orient students in basic test-taking skills is negligent. Many examinations that students take as high-school graduation requirements, as well as many entrance examinations for college and certification examinations in careers, require individuals to be able to manage assessment tasks, such as multiple-choice questions, with fluency and skill. While the complain has been lodged that hundred of hours are spent preparing students for the state assessments,

In December 2015, the New York Common Core Task Force published recommendations voicing concern about the narrowing of the curriculum and teachers focusing on test preparation. Similarly, in June 2015, a Regents Workgroup recommendation to the Governor’s Office asked for the establishment of a 1 percent cap on time for locally-selected standardized testing for the purpose of compliance with districts’ locally selected measures as part of APPR. (The federally required state assessments in grades 3-8 English Language Arts and Mathematics account for less than 1% of instructional time.) In the enacted State budget, caps were placed on state standardized testing time (1%), local standardized testing time (1%), and time spent on test preparation (2%). For more information on this topic, please consult <http://www.oms.nysed.gov/legcoord/TestingReductionReport.pdf>.

Authentic learning refers to a variety of educational and instructional techniques focused on connecting what students are taught in school to real-world issues, problems, and applications, and is based on the belief that students are more likely to engage in their learning when what they learn mirrors their real lives. Therefore, authentic learning as an instructional practice asks teachers to address topics that are relevant and applicable to the lives of their students outside of school. Authentic learning is often described as “learning by doing.” Authentic learning necessarily asks that students apply what they learn in the classroom to the real world. Ultimately, the goal of authentic learning is to increase the likelihood that student will make some form of genuinely useful contribution to their community.

Indeed, in some settings literacy and mathematics have taken over the school day. One “course correction” for this is evident in NYSED’s roll-out of the Social Studies K-12 Framework and the introduction of draft science standards for K-12. The inquiry models developed in the social studies frameworks strengthen the idea that various models of “authentic learning” are necessary to promote student engagement and understanding

of complex issues. Similarly, the proposed Next Generation Science Standards were crafted to engage students in authentic learning and to inspire all students to succeed.

In your child's school, as evidenced by grade-level curriculum maps and unit plans, the shift toward balanced study across the core content areas is visible in the prioritization of social studies and science instructional time, beginning in kindergarten. Additionally, differentiated reading instruction as a school-wide practice is designed to shape students to read widely, to select high-interest texts, and to practice reading independently for pleasure.

Finally, local control over curriculum still exists in full; there is no such thing as a state-mandated curriculum. Therefore, the place for conversation and inquiry into authentic learning is best done in the local venue of the school. Parents and others interested in ensuring that teachers use effective, engaging, and empowering instructional approaches to teaching and learning should engage in conversation with teachers, administrators, and their Board of Education to discover what is happening in their schools.

7. *The tests are flawed.*

There is no perfect assessment. Some children perform very well on one assessment while struggling on another. This does not mean, however, that tests are inherently flawed. NYSED has worked to strengthen the validity of the assessments based on feedback and analysis from the field of educators. For example, beginning last year assessments were shortened while the opportunity for students to complete the assessment was lengthened. Additionally, NYSED emphasized greater teacher involvement in test design, a reduction in the number of field-test questions, and the implementation of computer-based testing to districts that wish to administer the assessments online.

8. *The tests do not affect your children's classroom grades or any services your child receives.*

It is true that assessment scores are not included in students' report-card grades. However, assessment scores are one of multiple pieces of data used to determine whether a student is moving toward proficiency of grade-level standards, which helps schools determine if a student is in need of intervention services.

The New York State Board of Regents, in 8 NY Code of Rules and Regulations, section 100.2(ii), requires each school district to establish a Response to Intervention plan and policies for implementing school-wide approaches and providing interventions for students who are not achieving proficiency of grade-level standards. All districts are responsible for documenting and making policy (a) criteria for determining the levels of intervention to be provided to students; (b) types of interventions; (c) the amount and

nature of student performance data to be collected; and (d) the manner and frequency for progress monitoring.

For specific information about what student-performance data is used to determine supplemental interventions for students, please consult your district's RtI plan, found on the district website. Additionally, you may wish to consult NYSED's Response to Intervention Guidance Document at <http://www.p12.nysed.gov/specialed/RTI/guidance-oct10.pdf>.

NEW YORK MILLS

March
2017

UNION FREE SCHOOL DISTRICT NEWSLETTER

A Message from the Superintendent Regarding NYS Assessments

Dear Parents, Guardians, and School Community Members;

As we enter our third state assessment season since the onset of the test refusal movement at New York Mills, I am again writing to encourage families to participate in the upcoming state tests. The grades 3-8 English Language Arts and Math assessments are designed to measure student learning that is aligned with state standards in order to ensure that all New York State students are prepared for their future college and/or career plans. When a district does not perform well on the assessments as a whole, or in one or more subgroups, the district is designated a Focus District. In addition to improved test results, Focus Districts are required to achieve a 95% student participation rate on the assessments in subsequent years in order to be removed from the Focus District list.

As most of you already know, New York Mills Union Free School District was designated last winter as a Focus District: an accountability status that prompted a review of our school district using the Diagnostic Tool for School and District Effectiveness. As a result of that review, a District Comprehensive Improvement Plan was developed and is currently being implemented. In addition, the district was identified as a District in Need of Assistance in the area of special education; resulting in a full review of our special education programs and services, and culminating in recommendations for improvement from a Special Education School Improvement Specialist.

New York Mills UFSD has continued to have a high number of parents refusing the assessments on behalf of their children, which means that the school district will remain on the list of Focus Districts. This accountability status requires a great deal of extra reporting, intensive improvement planning, changes in programs and services, and state oversight of the school district. This will continue for as long as we are designated a Focus District.

Although I've stated this before, both in writing and at our Focus District forums, I will state one more time that I sincerely believe that if every child was sent to school on our state assessment days

and encouraged to do their best on the test—just as they do every other day of the school year – the New York Mills Union Free School District would never have been placed on the Focus District list.

Therefore, if every child comes to school and does their best on the assessments this year, I firmly believe that when the next list of Focus Districts is published, our school district will not be included.

Please give my request sincere consideration; I carefully considered the perspectives of parents, teachers, and students before composing this message. It is my greatest wish that our school district return to “good standing” and that the cloud of doubt and uncertainty be lifted from us.

To be very clear, I believe in the capacity of our teachers to prepare your students to perform well on the assessments. I witness daily the intense focus, care, and concern every educator brings to the awesome task of preparing your children for a complex and challenging future.

If you have questions or if you would like to speak with any of our administrators about the state assessments, we can be reached at:

Kathy Houghton, Superintendent of Schools

(315) 768-8127, khoughton@newyorkmills.org

Mary Facci, K-12 Executive Principal

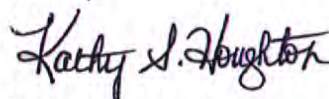
(315) 768-8124, mfacci@newyorkmills.org

Brent Dodge, K-12 Principal

(315) 768-8129, [bdodge@](mailto:bdodge@newyorkmills.org)

newyorkmills.org

Sincerely,



Kathy Houghton
Superintendent of Schools



NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
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The commencement dates of the appointments are "subject to the employees' obtaining all necessary clearances from the State Education Department".

I. Coaching Resignation

1	Blair, Holly	Modified Track Coach	C	-0-		3/2/2017	
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II. Termination

1	West, Kelly	School Monitor		-0-		3/7/2017	
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III. Instructional Appointment

1	Souza, Maria	Teacher Assistant (8:00 a.m. - 3:00 p.m.)	CTA/1	\$16,809 prorated	New Position	3/8/2017	3/8/2021
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IV. Non-Instructional Resignation

1	Corsi-Dee, Deborah	School Nurse RN				3/31/2017	
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V. Substitute Employees

1	Oliver, Robert	N/A	Health/Biology & General Science 7-12	\$90.00		3/8/2017	
2	Hamblin, Jenna	N/A	N/A	\$70.00		3/8/2017	
3	Corsi-Dee, Deborah	School Nurse RN	Registered Nurse	\$16.00/hour		4/3/2017	

VI. Volunteer Coach

1	Dzickan, Andrea	Volunteer Track Assistant	C	-0-		2016-17 School Year	
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Teacher Key: Certification Listed or 'N' Uncertified
 Teacher Assistant Key: 'C' Certified Teacher, 'CTA I' Certified Teaching Assistant Level I, 'CTA II' Certified Teaching Assistant Level II, 'CTAIII' Certified Teaching Assistant Level III, 'TAP' Pre-Professional *see attachment
 Coaches: 'CPE' Certified Physical Education Teacher, 'C' Certified Teacher, 'TCL' Temporary Coaching License, 'PCL' Professional Coaching License *Salary may change due to NYMTA negotiations

