

Jacqueline Edwards
President

Jonathan Fiore
Vice President



Steve King
Richard Ross
Rick Surprenant
Traci Welch
Janet Wroblecki

**BOARD OF EDUCATION MEETING
TUESDAY, DECEMBER 6, 2016**

NYM VILLAGE OFFICES, 1 MAPLE STREET, NEW YORK MILLS, NY – 6:30 P.M.

1. Meeting Call to Order

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Teacher/Leader Report
 - a. Introduction of new employees: Mr. Kenneth Ford, Interim K-12 Executive Principal, Mr. Brent Dodge, K-12 Principal and Ms. Christine Hurlbut, Guidance Secretary
 - b. Eight Man Football Team – M. Griffith

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. Audit & Finance Committee – T. Welch
 - 5. Community Relations Committee – S. King.
 - b. Board Calendar
 - c. BOCES Representative Report – N/A

3. Consent Agenda

- 3.1 Board of Education Minutes
 - a. Meeting held November 1, 2016
 - b. Meeting held November 14, 2016f
- 3.2 Business Office Reports for Month ending October 2016
 - a. Summary Claims Audit Report
- 3.3 CSE Reports
 - a. Minutes of meeting held 10/6/16
 - b. Minutes of meetings held 10/12/16
 - c. Minutes of meeting held 10/13/16
 - d. Minutes of meeting held 10/24/16
 - e. Minutes of meetings held 10/31/16
 - f. Minutes of meeting held 11/1/16
 - g. Minutes of meeting held 11/8/16
 - h. Minutes of meeting held 11/9/16
 - i. Minute of meeting held 11/17/16
 - j. Minutes of meeting held 11/18/16

- k. Minutes of meeting held 11/22/16
- l. Minutes of meetings held 11/28/16
- m. Minutes of meeting held 11/29/16

4. Old Business

N/A

5. New Business

- 5.1 Personnel Report – Action
- 5.2 2017 – 2020 Fuel Agreement with the Town of New Hartford – Action
- 5.3 November 1, 2016 – October 31, 2017 Ice Control Agreement with the Town of New Hartford – Action
- 5.4 Return of Uncollected Taxes Resolution – Action
- 5.5 B. Dodge Lead Evaluators for Teachers and K. Ford Lead Evaluators for Teachers and Principal- Action
- 5.6 New York State Education Department Independent Evaluator Hardship Waiver - Action
- 5.7 Adoption of new Board Vision, Core Beliefs and Values, Mission, and Goals – Action
- 5.8 K-12 Response to Intervention Plan – Action
- 5.9 Resolution to Appoint Superintendent Search Consultant – Howard Mettelman, District Superintendent
- 5.10 1st Reading of (delete) Regulation #6100.18, Job Description – School Principal; (delete) #6100.19 Job Description: School District Treasurer; (delete) #6100.20, Job Description – School District Clerk; #6100.21 Job Description: Office Specialist I; #6100.22, Job Description: Confidential Secretary to the Superintendent; # 6100.23 Job Description: Chairperson of Committee on Special Education (CSE); #6100.24, Job Description: Department Coordinator; #6100.25, Job Description: Teacher; #6100.26, Job Description: Library Aide; #6100.27, Job Description: School Monitor; #6100.28, Job Description: School Physician part-Time; #6100.29, Job Description: Transportation Supervisor; #6100.30, Job Description: Bus Dispatcher; 6100.31, Job Description: Bus Driver; #6100.32, Job Description: Bus Driver – Laborer, 6100.33, Job Description: Custodian – Bus Driver; #6100.34, Job Description: School Bus Mechanic; #6100.36, Job Description; building Maintenance Mechanic; 6100.37, Job Description: Building Maintenance Workers; #6100.38, Job Description: Groundswoker; #6100.39, Job Description: Custodian; #6100.40, Job Description: Cleaner

6. K-12 Executive Principal and K-12 Principal Report

- 6.1 K-12 Holiday Concerts
- 6.2 K-6 Character Assemblies
- 6.3 K-2 ELA/Literacy Research
- 6.4 Hallway Hall Decorating

7. Superintendent's Report

- 7.1 Status of School District PILOTS
- 7.2 APPR Status Update
- 7.3 Focus District Progress

7.4 Capital Project Status

8. Board Discussion

9. Visitors Comments

10. Executive Session – to discuss a status of negotiations with CSEA

11. Adjournment

Jacqueline Edwards
President

Jonathan Fiore
Vice President



3.1a
Steve King
Richard Ross
Rick Surprenant
Traci Welch
Janet Wroblicki

**BOARD OF EDUCATION MEETING
TUESDAY, NOVEMBER 1, 2016
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

PRESENT: Ms. Jacqueline Edwards, Mr. Jonathan Fiore (arrived at 7:02 p.m.), Mr. Steve King, Mr. Richard Ross, Mr. Rick Surprenant, Mrs. Traci Welch, and Mrs. Janet Wroblicki

ALSO PRESENT: Ms. Kathy Houghton, Mr. Michael Spost, Mr. Steven Marcus, Mrs. Lisa Stamboly, Mr. Bill Lachut, Mrs. Debbie Price, Mrs. Paula Ann May, and 13 visitors and guests.

1. Meeting Call to Order

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

1.1 Pledge to the Flag

Mrs. Welch led the Pledge of Allegiance.

1.2 Acceptance of Agenda

Mr. King made the motion to approve the Agenda seconded by Mrs. Wroblicki.

Yes 6 No 0
Motion carried.

1.3 Teacher Leader Report

- a. BOCES Update - Howard Mettelman, BOCES District Superintendent and Dr. Gary Porcelli, BOCES Board President

Dr. Porcelli introduced Mr. Mettelman.

Mr. Mettelman spoke on the value and power of partnerships. BOCES is proud of the agencies they represent. BOCES has a major emphasis on instructional services with a wide variety of opportunities. Mr. Mettelman presented the following PowerPoint:



Mr. Mettelman explained the New Pathways to Graduation and the New Initiatives. Alignment OHM BOCES is about aligning the needs of the school district with the needs of the community. We are resource-rich in our community and Alignment OHM taps into those resources.

New York Mills School was the first school to implement a summer Kindergarten Readiness Program. We need to provide the skill set that will help our teachers prepare young students for kindergarten to help us. Part of this alignment is being undertaken by United Way so when kids come to kindergarten they can be prepared. At Oneida BOCES we are looking at the whole child. The mission is crystal clear; provide innovations to meet the emerging needs of our districts. How do we get this message to some of our parents? Many don't understand what BOCES does and what BOCES provides. How do we provide some of these things to all students? We've tried a number of strategies. All districts send out newsletters and we are going to develop an insert for Career and Tech so parents can see all the wonderful things we provide.

Mr. Surprenant suggested a plug and play about Career and Tech services; Put it on a memory stick and on our district website.

Mr. King said he had an opportunity to go to a training session at Onondaga Community College and students partnered with Channel 13, Public Broadcasting. He hopes that we explore providing real life experience for our students .


Mr. Mettelman spoke about an automotive internship for students with Driver's Village. It was very impressive. We are making our program not only rigorous but relevant and they are learning real life skills.

Mr. Spost said why wait until 10th grade? We started 8th graders on a tour of CTE programs last yaer.

Mrs. Wroblecki said you almost want to start tours in an earlier grade so parents will be made aware of the opportunities as well.

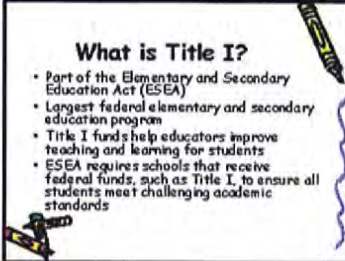
b. Title I: Response to Intervention Presentation – M Jarosz and C Sparacino

Mrs. Jarosz and Mrs. Sparacino presented the following PowerPoint:



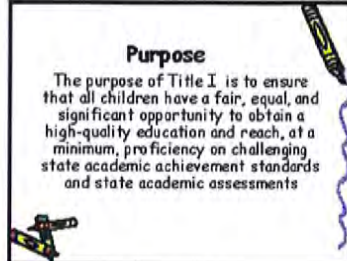
**Title I:
Response to Intervention**

New York Mills
Tuesday, November 1, 2016



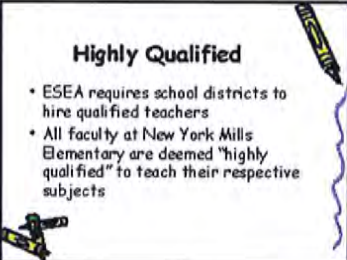
What is Title I?

- Part of the Elementary and Secondary Education Act (ESEA)
- Largest federal elementary and secondary education program
- Title I funds help educators improve teaching and learning for students
- ESEA requires schools that receive federal funds, such as Title I, to ensure all students meet challenging academic standards



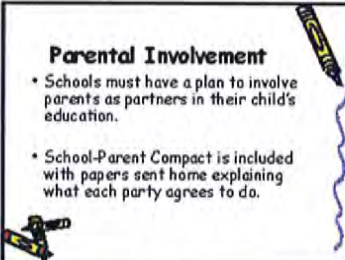
Purpose

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments



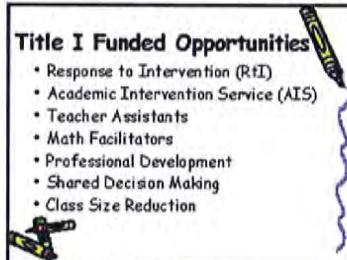
Highly Qualified

- ESEA requires school districts to hire qualified teachers
- All faculty at New York Mills Elementary are deemed "highly qualified" to teach their respective subjects



Parental Involvement

- Schools must have a plan to involve parents as partners in their child's education.
- School-Parent Compact is included with papers sent home explaining what each party agrees to do.



Title I Funded Opportunities

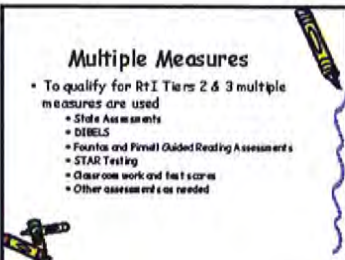
- Response to Intervention (RtI)
- Academic Intervention Service (AIS)
- Teacher Assistants
- Math Facilitators
- Professional Development
- Shared Decision Making
- Class Size Reduction



Response to Intervention

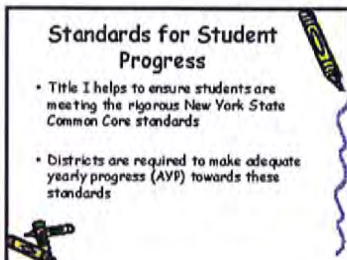


3 Tiers of Support



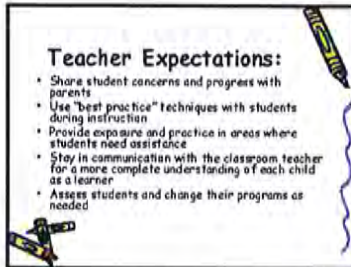
Multiple Measures

- To qualify for RtI Tiers 2 & 3 multiple measures are used
 - State Assessments
 - DIBELS
 - Formative and Summative Guided Reading Assessments
 - STAR Testing
 - Classroom work and test scores
 - Other assessments as needed



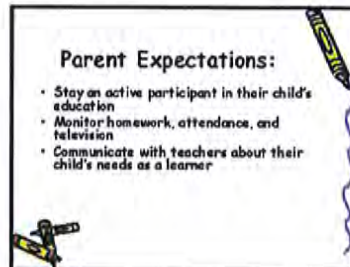
Standards for Student Progress

- Title I helps to ensure students are meeting the rigorous New York State Common Core standards
- Districts are required to make adequate yearly progress (AYP) towards these standards



Teacher Expectations:

- Share student concerns and progress with parents
- Use "best practice" techniques with students during instruction
- Provide exposure and practice in areas where students need assistance
- Stay in communication with the classroom teacher for a more complete understanding of each child as a learner
- Assess students and change their programs as needed



Parent Expectations:

- Stay an active participant in their child's education
- Monitor homework, attendance, and television
- Communicate with teachers about their child's needs as a learner



Helpful Resources

- Think Central
- www.readingo-z.com
- www.engagenv.org
- www.ixl.com



Questions?

After the presentation Mrs. Wroblecki asked if all parents are involved to the degree of the teachers' liking.

Mrs. Sparacino said there is always room for improvement. We encourage and are supportive. It's all about what we can do to help meet their needs. It could be technology or old fashioned books and flash cards. There are a lot of different methods. What works for one student may not work for another.

Mr. King said to encourage the PTSO to put this on their web page as well.

2. Communications

2.1 From the Floor - N/A

2.2 President's Messages

a. Committee Report(s)

1. Facilities Health & Safety Committee - R. Ross

Mr. Ross said the committee met on October 11th. They discussed the initial Lead Testing and the follow-up tests that were recently completed. Another meeting will be scheduled for the spring.

2. Policy Committee – J. Wroblecki

Mrs. Wroblecki said the committee will meet on November 3rd.

3. Transportation Committee – R. Surprenant

Mr. Surprenant said a meeting is scheduled for November 8th at 6:30 p.m.

4. Finance Committee – T. Welch

Mrs. Welch said the committee reviewed purchase orders after the October meeting. It was noted that employees are getting quotes as our policy dictates, but they must understand that if it is an emergency, it must be noted on the purchase order.

5. Survey Committee – S. King.

Mr. King said the Survey Committee is planning a meeting.

b. Board Calendar

c. BOCES Representative Report – N/A

3. Consent Agenda

Mr. King made the motion to approve the following Consent Agenda withdrawing the Internal Claims Auditor Report due to a question on the total for August seconded by Mrs. Welch:

- 3.1 Board of Education Minutes for meeting held October 4, 2016
- 3.2 Business Office Reports for Month
 - a. August 2016 non-district student book
 - b. September 2016
 - c. Internal Claims Auditor Report - withdrawn
- 3.3 CSE Reports
 - a. Minutes of meetings held 9/26/16
 - b. Minutes of meeting held 9/28/16
 - c. Minutes of meeting held 10/6/16
 - d. Minutes of meeting held 10/21/16
 - e. Minutes of meeting held 10/24/16

Yes 7 No 0
Motion carried.

4. Old Business

- 4.1 Indoor Track Update – M. Griffith

Mr. Griffith spoke about Indoor track. There are three different avenues: merge with another district, have our own team, or have our own team of one as an independent athlete. To use the Utica College track will cost \$175 per hour. Having our own team seems farfetched. The money is not there. Oriskany Central School practices outside and they just go to the meets. Utica College discourage us using their track. If someone is interested they can participate as an independent athlete. Essentially they would go to meets; we provide transportation and cover the fees.

Mr. Ross, Mr. Surprenant, Mr. Fiore like the individual competitor.

Mr. Ross is all for team of one and likes the individual competitor aspect.

Mr. Surprenant agreed.

Mrs. Welch asked who would coach.

Mrs. Wroblecki said precedent has been set in previous years.

Mr. King said we should consider on a case by case basis and determine how it affects existing teams in each instance before making a decision.

5. New Business

5.1 Personnel Report – Action

Mr. King made the motion to approve the following Personnel Report seconded by Mr. Fiore:

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
I. Resignation							
1. Finnelly, Michael		8th Grade Boys Basketball				11/1/2016	
2. Brockett, Connie		Middle School ELA	Spanish 7-12			11/22/2016	
II. Coaching Appointments							
1. Deitz, Shaun		8th Grade Boys Basketball	TCL	\$1,510	Finnelly, Michael	2016-17 School Year	
2. Fauville, Alexis		Varsity Girls Basketball	Volunteer	-0-		2016-17 School Year	
3. Fauville, Desiree		Varsity Girls Basketball	Volunteer	-0-		2016-17 School Year	
III. Instructional Substitute							
1. Scardino, David		Substitute Teacher	Special Education	\$99 per day		11/2/2016	
2. Welcott, Jeanne		Substitute Teacher	Nursery, Kindergarten & Grades 1-6	\$60 per day		11/2/2016	
3. Taylor, Carleen		Middle School ELA	English Language Arts 7-12 Initial Certificate	\$203.93 per day	Connie Brockett in for Bettina Tubb	11/28/2016	
IV. Non-Instructional Appointment							
1. Nelson, Nina		Bus Driver	1.5 hours daily M-F for a total of 7.5 weekly	\$19.20 per hour	New Run (UCP)	11/2/2016	
V. Unpaid Leave							
1. Schmidt, Tiffany		Elementary	Childhood Education (Grades 1-6)			12/19 - 6/21/17	
VI. Long Term Substitute							
1. Hamer-Gunther, Laura		Grade 4	Early Childhood, K-6	1/202 of \$40,287 per day or \$203.93 per day worked	Tiffany Schmidt	12/16 - 6/21/17	
IV. Mentor							
1. Sroka, Jennifer		Grade 4 Long Term Sub Mentor	Pre-K, K and Grades 1-6	\$500 (previously prorated)		9/6/2016	

Yes 7 No 0
 Motion Carried.

5.2 2016-17 School District Safety Plan

Mr. Fiore made the motion to approve the 2016-2017 School District Safety Plan seconded by Mr. Ross.

Yes 7 No 0
 Motion carried.

5.3 Annual Professional Performance Plan Approval – Action

Mr. Fiore made the motion to approve the Annual Professional performance Plan seconded by Mr. Surprenant.

Yes 7 No 0
 Motion carried.

5.4 Budget Timeline

Mr. King made the motion to approve the following budget timeline seconded by Mr. Fiore:

NYM Board of Education Meeting
November 1, 2016
Page 10 of 16

Monday November 7th through Friday, January 20th	Administration Budget Construction
January 23rd - February 10th	Central Office Budget Process
Monday, February 13th	Commissioner of Taxation and Finance shall calculate the tax base growth factor for school districts
Wednesday, March 1st	School districts must submit information necessary for the calculation of the tax levy limit to the State Comptroller and the Commissioners of Education and Taxation and Finance
Tuesday, March 7th	1st Public Budget Workshop
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)

Mr. King made the motion to approve the following Standard Work Day and Reporting Resolution for Elected and Appointed Officials Resolution seconded by Mr. Fiore:

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

Yes 7 No 0
Motion carried.

6. K-12 Executive Principal and K-12 Principal Report

6.1 Keyboard Update

Mr. Marcus said that keyboarding was implemented three weeks ago. It is going extremely well with 3rd grade students. Typing Club is networked so kids can practice anyplace. It is very positive. Our teacher Mrs. Kirkland is well prepared no loss of time. Third grade has 2 sections that go every other day. The next phase will be to cover over the keyboard to learn touch typing. Third grade is a nice place to start. Kids are ready, excited about it. Down the road, come budget time, you want to fan out from there. Third grade still be the major emphasis but implementation of type assignments to apply what they learned.

6.2 Immunization Requirements

Mr. Spost said students are required to submit proof of immunizations to attend school. We are allowed to admit students that have not completed all the necessary vaccinations, but are in the process meaning they have a scheduled appointment. Students in the process must show evidence by providing the school an appointment card or a note from a doctor. If students fail to submit proof of immunization or being in the process, the principal must inform the students' parents of the necessity to have their child immunized. The only exemption to being immunized is a physician certifying that the vaccine will be detrimental to a child's health or a parent claiming exemption based on a genuine and sincere religious belief. As principals, Mr. Marcus and I are required to exclude students who don't provide the required documentation. A number of correspondences have been sent through e-mail, regular mail and phone calls from both the nurses, Mr. Marcus and I have been made to alert parents the school is lacking proof of immunizations for their child. Most of these situations have been corrected, but not all of them; we still have a small handful out of compliance. We have crafted an exclusion letter to the parents of student that have not met the immunization requirements and will be sending this week. We specify the immunizations the child lacks, indicate information where the immunizations may be received, and provide a date of exclusion if they are not in compliance. We are hopeful that all will be in compliance prior to the exclusion date.

6.3 Teacher Professional Development

Mr. Marcus said we had a great half day last Friday. It was extremely productive with Journeys training and online networking. A professional in-service provider shared a lot of components that we really didn't know about it. It was a productive positive day.

6.4 Ability Awareness Day

Mr. Marcus said it is interesting to focus on different abilities; a time to focus, to show our can do attitude. Join us on November 16th for a great day of learning. The highlight of the day is Sgt. Terry Henagan, one of the first women to have robotic legs after an injury. We will also have the Sitrin Star Basketball Team and therapy dogs.

6.5 Technology Implementation

Mr. Spost said we currently have two PC laptop carts that are housed in the library for grades 7-12. We have purchased a Chromebook cart and intend to implement it specifically targeting all the 12th grade students in the upcoming months since they are nearest to graduation and we have a teacher that is familiar with the capabilities. Some advantages of Chromebooks are that they are more cost effective, have excellent battery life, and boot quickly. They do require however that we use G-Suite which is basically a no cost web based program with tools tailored specifically for educational applications. Our policies that were updated in 2015 provide for us to have the ability to implement this initiative.

In the elementary school we have a laptop cart and an iPad cart that are available for use in grades K-6. We intend to purchase another cart for the upstairs of the elementary in the near future to share among the classes on the second floor. We will continue to progress at a pace that allows for successful implementation, which requires planning as well as ongoing PD and support. In thinking about the progression of mobile devices, in the long term many years down the road, mobile devices could potentially replace fixed computer and open up more instructional space. It is just something to keep in mind as we long range plan for the district.

a. G-Suite Procedures

G-suite will allow students to log in anywhere since it is web based, share documents and files, submit assignments electronically and collaborate on projects and documents with their classmates. All 12th grade students will be issued a New York Mills Google e-mail address that will serve as their login. The student e-mail will only allow them to send and receive e-mail from other NYM G-Suite users. Acceptable use and the Code of Conduct will govern student use. All 12th grade parents and student will receive information explaining the G-Suite procedures and policies.

b. G-Suite for Education FAQ

Mr. Spost showed a youtube video on G-Suite "Overview of Google Classroom".

7. Superintendent's Report

7.1 Every Student Succeeds Act (ESSA) Regional State Plan Development Meeting

On the evening of Thursday, October 20th, a team of six representatives from New York Mills attended the ESSA State Plan Development Regional Meeting at BOCES. Board members, administrators, teachers, and parents from our twelve Oneida-Herkimer-Madison component schools came together at 6:00 p.m. to hear a recorded address by Commissioner Elia regarding the importance of our work

to prioritize the 36 high concept ideas of the plan. Mr. Mettelman, District Superintendent and Dr. Steven Grimm, Clinton Superintendent and our area representative on the state-wide educational leader ‘think tank’ reviewed each of the high concept ideas with us; focusing each work group on a specific cluster of ideas to discuss:

Challenging Academic Standards and Assessments
Accountability Methodologies and Measurements
Supporting Excellent Educators
Supporting English Language Learners
Supporting All Students
Support and Improvement for Schools

Ms. Houghton reported that our school district was paired with Remsen Central Schools and we were asked to discuss and prioritize “Support and Improvement for Schools.” Because we are currently in “School Improvement” due to our accountability status, we were able to share our experience with the DTSDE (Diagnostic Tool for School and District Effectiveness), the process of taking part in an annual review, and finally our current annual CDIP (Comprehensive District Improvement Plan). This dialogue assisted our group in making decisions regarding which concepts to wholly support, which merited recommendations for changes, and which should not be supported. A copy of the program from our meeting, as well as the Feedback Summary Template and High Concept Ideas was provided to the Board for their review. There will be a public hearing on the State ESSA Plan, but it has been postponed from November 30th until later this winter in order to provide more time for revisions prior to the plan’s submission to the US Department of Education next July.

7.2 Emergency Go Home Drill

Ms. Houghton shared that the district will be joining other OHM BOCES area schools in our required annual emergency “go home” drill on Tuesday, November 22nd. Students are dismissed fifteen minutes prior to their regular dismissal time, with grades 7-12 exiting the building at 1:55 and grades K-6 dismissed at 2:45 p.m. There will be no parent pick-ups that day as pick-ups would not be possible in a true emergency evacuation. Parents are required to be notified at least one week before the drill takes place. In New York Mills, the drill is published in our district calendar in August, there will be a notification letter sent to parents via e-mail and in hard copy, and the information will also be posted on the school website. Our principals are also informing parents, students, faculty and staff through newsletters and other communications. In addition, our local emergency preparedness offices and the media have been informed of the drill by OHM BOCES. Copies of the Superintendent’s letter, information from the BOCES Safety Office, and a regional press release have been provided to the Board.

7.3 Capital Project Progress Report

Many staff, parents, students, and community members have commented positively about the new elementary parent pick-up and drop-off loop, the new bus entrance, and other components of our current capital project. However, we have also had many inquiries about the status of our cafeteria, when construction will begin again, and if it will ever be finished. Unfortunately, there is presently a dispute about a portion of the work that the Architect (Hunt-EAS)/Owner (New York Mills UFSD) and our contractors are trying to work through as expeditiously as possible. We hope to resume construction in the near term and complete our capital project construction very soon.

Our Board and administration thank you for your patience, flexibility and understanding during this time of transition. I know that we will all appreciate the outcome when our project is completed!

7.4 Focus District Update

Our ELA and Math teachers have been working diligently with BOCES Curriculum Specialist Amy Lamitie to prioritize and map our curricula. In addition, our Special Education faculty and staff have been working with Special Education School Improvement Specialist Barbara Walls to address program and service models for our students with disabilities. We have also provided professional development for teachers in Differentiated Instruction in order to provide a variety of learning opportunities for all learners in each of our classrooms. Our Data Analyst Becky Nugent is working with administration and faculty to make sure our school district data is accurate and assists teachers in accessing data that will inform their instruction of our students. The Board of Education will be working with our Outside Educational Expert Karen Markoff on November 14th to continue refinement of our new Vision and Mission, as well as development of district goals focused on improving student achievement and supporting all learners. We are optimistic that with these efforts, as well as the cooperation of parents in sending their children to participate in state assessments next spring, we will be successful in removing the Focus District label from our accountability status.

7.5 School Board Appreciation

Ms. Houghton announced that the week just passed was School Board Appreciation Week, during which four members of the Board attending the statewide New York State School Boards convention through Saturday. They attended a variety of workshops, presentations, and demonstrations in order to gain new knowledge that will assist the district in moving forward with our improvement process. Ms. Houghton thanked the Board for their service/e on behalf of the entire school community and presented them with a key chain stating, "Together we make our school a success."

8. Board Discussion

Ms. Houghton has had a senior exit survey. We should put the teacher of the year on the website

Questions were asked about the Path Leadership Conference. Is each school responsible for their own students? Does each District Representative have their own chaperone?

9. Visitors Comments

Ms. Crist asked for a clarification on an Indoor Track Team. The track and field team has grown. Several students are interested in participating in a winter sport. Some students may be cut from the Volleyball tea and other students may be interested. Ms. Edwards referred this questioned to Ms. Houghton and Mr. Griffith.

10. Executive Session - to discuss Pending Litigation with School Attorney and a particular person

Mrs. Wroblecki made the motion to go into Executive Session at 8:16 p.m. seconded by Mr. Fiore to discuss pending litigation with the School Attorney and to discuss a particular person.

Yes 7 No 0
Motion carried.

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

Respectfully submitted,

Paula Ann May
District Clerk

Ms. Edwards called the meeting back into regular session at 8:40 p.m.

Mr. King made the motion to accept Mr. Spost's resignation with regret beginning December 5, 2016 seconded by Mr. Surprenant.

Yes 7 No 0
Motion carried.

11. Adjournment

Mr. King made the motion to adjourn at 9:31 seconded by Mr. Fiore.

Yes 7 No 0
Motion carried.

Respectfully submitted,

Kathy Houghton
Clerk Pro-tem

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
Administrative Appointment							
Ford, Kenneth	N/A	Interim K-12 Executive Principal	School District Administrator	\$500/lay	Michael Spost	11/14/2016	N/A

Mr. King made the motion to approve the following Personnel Report seconded by Mr. Fiore.

Yes 6 No 0
 Motion carried.

5.2 Resolution approving Demand for Mediation - Action

Mrs. Wroblecki made the motion to approve the following resolution seconded by Mr. King:

WHEREAS, a dispute has arisen between the New York Mills union Free School District and its Architect, Hunt Engineers, Architects & Land Surveyors, PC, with respect to the plans and specifications for the District Wide Capital Improvement Project, and administration of the Project; and

WHEREAS, the contract agreement between the School District and the Architect for the District Wide Capital Improvement Project provides that any claim, dispute or other matter arising out of or related to the agreement is subject to mediation as a condition precedent to commencing litigation.

NOW, THEREFORE, BE IT RESOLEVED, the Board of Education resolves to make a demand for mediation and directs School District Counsel to file all appropriate demands for same in accordance with the contract agreement between the Project Architect and the School District.

This Resolution shall take effect immediately.

Yes 6 No 0
 Motion carried.

6. **K-12 Executive Principal and K-12 Principal Report - N/A**

7. **Superintendent's Report - N/A**

8. **Board Discussion**

9. **Visitors Comments - N/A**

10. **Executive Session** – to discuss matters leading to the appointment of a particular person

Mr. Fiore made the motion to go into Executive Session at 5:37 p.m. to discuss matters leading to the appointment of a particular person seconded by Mrs. Welch.

Yes 6 No 0
 Motion carried.

Ms. Edwards called the meeting back into Regular Session at 8:50 p.m.

11. Adjournment

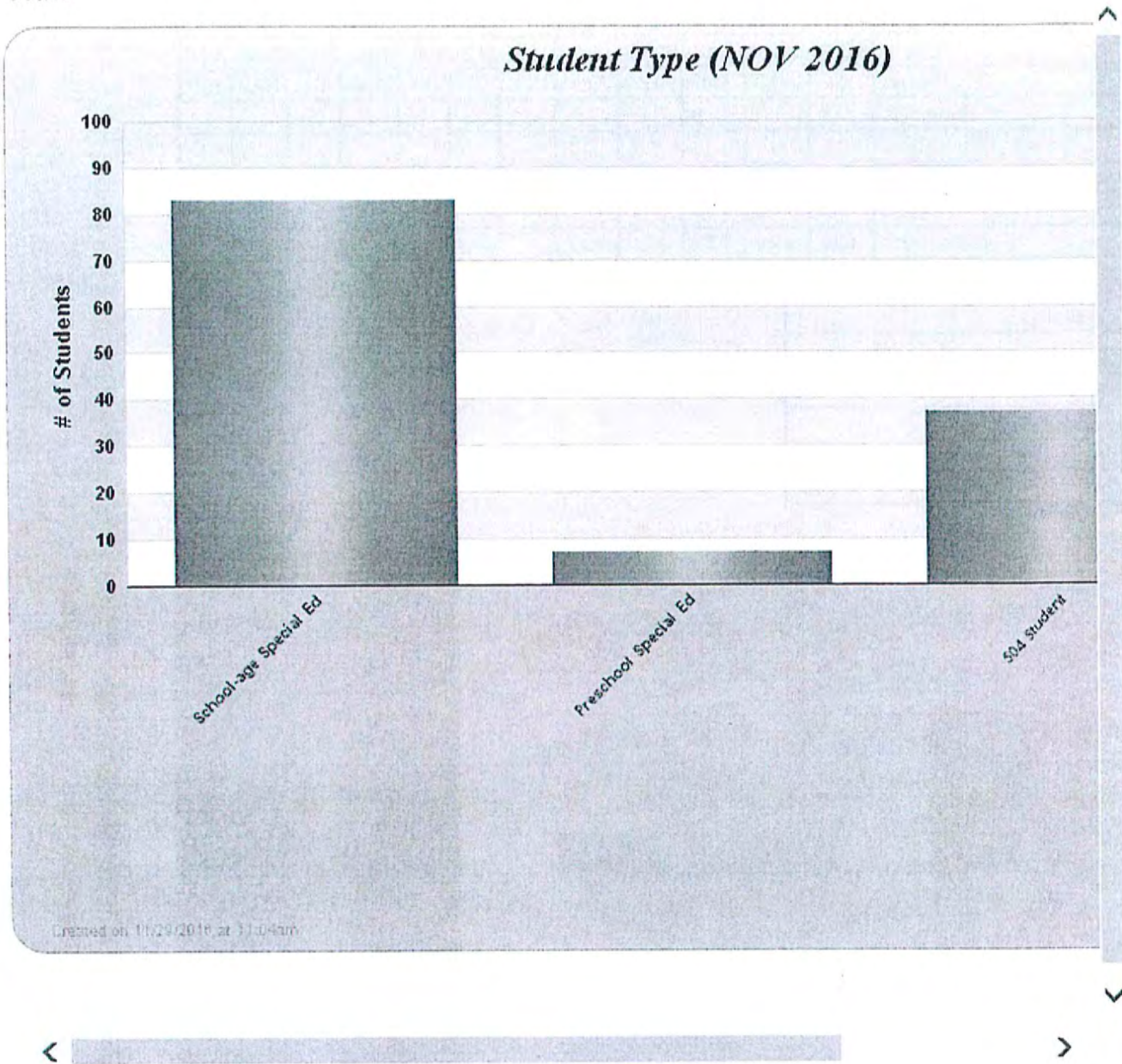
Mr. King made the motion to adjourn at 8:52 seconded by Mr. Ross.

Yes 7 No 0
Meeting adjourned.

Respectfully submitted,

Kathy Houghton
Clerk Pro-tem

All Students with Student Type(s) of School-Age, Preschool, 504 (Created 11/29/2016 @ 11:04am)
Data ▶



U. 2

FUEL AGREEMENT

THIS AGREEMENT, made this ___ day of ___ November 2016, between the TOWN OF NEW HARTFORD, a municipal corporation organized under the laws of the State of New York, party of the first part, and the NEW YORK MILLS UNION FREE SCHOOL DISTRICT, a municipal corporation organized under the laws of the State of New York, party of the second part.

WHEREAS, the party of the first part has a fuel facility located at 111 New Hartford Street in the Town of New Hartford, and the party of the second part has no such fuel facility, and because of the close proximity of the fuel facility of the party of the first part to the party of the second part, and in the spirit of consolidation of services and expedience of the parties hereto, all of which will benefit the taxpayers and residents of the Town of New Hartford and the New York Mills Union Free School.

The party of the first part does hereby agree to allow and provide fuel to the party of the second part, for utilization in its vehicles belonging to and performing services for the party of the second part, and in consideration thereof, the party of the second part does hereby agree to make payment for any and all fuel and services provided by the party of the first part, on a monthly basis. Invoices for fuel provided shall reflect purchase cost the party of the first part plus five cents (\$.05) per gallon. This total cost shall reimburse the party of the first part for actual purchases expense plus normal operation and maintenance (O&M) expenses. Any sharing of costs to the fuel storage/dispensing

system for substantive repairs or to meet regulatory compliance requirements shall be done through a separate and mutually agreed on Agreement.

This Agreement shall be for a period of Three (3) years commencing January 1, 2017 and shall terminate on December 31, 2020. This Agreement is subject to further and earlier termination in the event of misuse of the fuel service system, set forth herein, or upon any disagreement as to expenses involved and payment made. Upon such occurrence, the party of the first part shall terminate this Agreement within ten (10) days after written notice to the party of the second part.

Both parties hereto have been duly authorized to enter into this Agreement by Resolution of its respective boards, and such authority is given to the Supervisor of the party of the first part and the Superintendent of Schools of the party of the second part to enter into this Agreement by executing their signatures herein below.

TOWN OF NEW HARTFORD

By: _____
Town Supervisor

NEW YORK MILLS UNION FREE SCHOOL

By: _____
Superintendent of schools

State of New York)
)SS:
County of Oneida)

On the _____ day of _____, 2016, before me personally came Patrick M. Tyksinski, to me known, who being by me duly sworn, did dispose and say, that he resides in New Hartford, New York, that he is the Supervisor of the TOWN OF NEW HARTFORD, a municipal corporation, described in and which executed the foregoing Agreement; that he knows the seal of said corporation; that the seal affixed to said Agreement is such corporate seal; that it was so affixed by order of the board of the Town of New Hartford, and that he signed his name thereto by like order.

Notary Public

State of New York)
)SS:
County of Oneida)

On the _____ day of _____, 2016, before me personally came _____, to me known, who being by me duly sworn, did depose and say that he resided at _____, that he is NEW YORK MILLS UNION FREE SCHOOL an organization described in and which executed the foregoing Agreement; and that he signed his name by order of _____.

Notary Public

ICE CONTROL AGREEMENT

THIS AGREEMENT, made this _____ day of _____, 2016 between the **TOWN OF NEW HARTFORD**, a municipal corporation organized under the laws of the State of New York, party of the first part, and the **New York Mills Union Free School District**, a district organized under the laws of the State of New York, party of the second part.

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

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

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

This Agreement shall be for a period commencing on the 1st day of November 2016, and terminated on the last day to of October 2017, unless sooner terminated for cause, and if cause shall be the reason for termination, such cause shall be advised to the party of the second part by ten (10) days notice in writing.

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

TOWN OF NEW HARTFORD

By: _____
Town Supervisor

NEW YORK MILLS UNION
FREE SCHOOL DISTRICT

By: _____
Signature

Name (Print)

Title



NEW YORK MILLS UNION FREE SCHOOL DISTRICT

RETURN OF UNCOLLECTED TAXES

Whereas: The Tax Collectors have returned their uncollected tax report which needs to be returned to Oneida County

Resolved: that the Board President of the New York Mills Union Free School District Board of Education is authorized to sign the return of taxes to the Oneida County Office of Finance and application for corrected tax roll and directs the Business Office to process the necessary paperwork.

Uncollected Taxes for Oneida County for Tax Year 2016-2017:

Whitestown:	\$151,349.91
New Hartford:	\$107,427.06

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

2016-17 Undue Burden Independent Evaluator Hardship Waiver - Application Information

Page Last Modified: 11/08/2016

2016-17 Undue Burden Independent Evaluator Hardship Waiver (Education Law §3012-d)

For guidance on the Independent Evaluator Hardship Waiver, see EngageNY: https://www.engageny.org/resource/appr-3012-d.

At its June 2016 meeting, the Board of Regents amended sections 30-3.4 and 30-3.5 of the Rules of the Board of Regents related to the Observation and School Visit Categories of APPRs completed pursuant to Education Law §3012-d to allow districts and BOCES to apply, on an annual basis, for a hardship waiver from the requirement for a second observation/school visit by an impartial independent trained evaluator, commencing with the 2016-17 school year. School districts and BOCES are eligible to apply for this waiver if they believe that compliance with the independent evaluator requirement would create an undue burden in one or more of the following areas:

- 1. Compliance with the independent evaluator requirement would result in a financial hardship to the district/BOCES;
2. The district/BOCES lacks professionally trained staff to comply with the independent evaluator requirement;
3. The district/BOCES has a large number of teachers and principals; and/or
4. Compliance with the independent evaluator requirement could impact safety and management of a building (e.g., would result in the principal being absent from the school building).

In instances where a waiver is granted, districts/BOCES are excused, but not prohibited, from conducting observations/school visits by impartial independent trained evaluators for all educators except those who received an overall composite rating of Ineffective in the prior school year. As an example, school districts would be excused, but not prohibited, from conducting observations/school visits by impartial independent trained evaluators for the 2016-2017 school year for teachers/principals who receive an APPR rating of Highly Effective, Effective, or Developing for the 2015-2016 school year.

However, teachers/principals who are not subject to the independent evaluator requirement pursuant to the hardship waiver must still receive a second observation/school visit. The second observation/school visit may be conducted by the building principal/supervisor or any individual selected and trained by the school district or BOCES. The two observations/school visits for such teachers/principals could be performed by the same individual.

As part of this application, your district/BOCES will be required to submit a plan for conducting observations/school visits by the building principal/supervisor or other trained administrators and for conducting the second observation/school visit by the building principal/supervisor or by an individual selected and trained by the school district or BOCES. For the other teachers/principals in the school district/BOCES who must still receive a second observation/school visit by an impartial, independent trained evaluator (those who, at a minimum, receive an APPR rating of ineffective in the preceding school year), the district/BOCES must submit a plan for conducting such observations/ school visits. Once a hardship waiver is approved by the Department, it shall be considered part of the school district's annual professional performance review plan for such school year. In any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Tasks 4 and 9 of the approved §3012-d APPR plan, the provisions of the approved waiver will apply.

Hardship Waiver Application Timeline and Process

Hardship Waivers must be submitted to the Department by February 1 of each school year in order to be effective in the current school year.

School districts and BOCES must apply for a new Hardship Waiver for each succeeding school year in which it is believed that an undue burden on the district/BOCES exists. Hardship Waivers, once approved, are effective for the current school year only. Districts seeking a Hardship Waiver must submit the completed and signed application to the Department for review within the timeframe noted above. Failure to submit a waiver application using this form and/or by the February 1 deadline will result in a school districts/BOCES implementing the procedures described in Tasks 4 and 9 of the approved §3012-d APPR plan, which includes a process for all educators to receive at least one observation by an impartial independent trained evaluator.

Basis for Application

Please check the applicable boxes below to indicate the reasons for which the implementation of the independent evaluator requirement would create an undue burden on your school district or BOCES during the 2016-17 school year.

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

2016-17 Undue Burden Independent Evaluator Hardship Waiver - Application Information

Page Last Modified: 11/08/2016

	Please complete each row.
Compliance with the independent evaluator requirement would result in a financial hardship to the district/BOCES.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The district/BOCES lacks professionally trained staff to comply with the independent evaluator requirement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The district/BOCES has a large number of teachers and principals.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Compliance with the independent evaluator requirement could impact safety and management of a building (e.g., would result in the principal being absent from the school building).	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Use of Independent Evaluators in Observations/School Visits During the 2016-17 School Year

Please check the box below.

- The district/BOCES will continue to conduct observations/school visits by impartial independent trained evaluators during the 2016-17 school year for, at a minimum, all educators who received a final overall APPR rating of Ineffective for the 2015-16 school year.

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Teacher Observations - Plan for Teachers Not Observed by Independent Evaluator

Page Last Modified: 11/08/2016

Plan for Conducting Observations for All Teachers Who Will Not Receive Observations from an Impartial Independent Trained Evaluator

Please use the boxes below to describe your district's/BOCES' plan for conducting a second observation/school visit for all educators who will not receive observations/school visits from an impartial independent trained evaluator during the current school year, including the personnel who shall conduct such second observations/school visits [1]:

* Please note that such second observations/school visits may be conducted by the building principal/supervisor or any individual selected and trained by the school district. The two observations for such educators may be performed by the same person.

[1] Please note that such process must be consistent with all of the requirements for conducting observations/school visits found in sections 30-3.4 and 30-3.5 of the Rules of the Board of Regents.

Additional Group(s) of Teachers

Please identify any additional group(s) of teachers who will receive at least one observation by impartial independent trained evaluators.

- | | |
|--|--|
| <input type="checkbox"/> Teachers rated Developing in the prior school year | <input type="checkbox"/> Teachers in buildings where there is lack of correlation, as determined locally, between student performance and ratings on the practice rubric (e.g., where the majority of students are not proficient on State-developed or approved assessments, but where the vast majority of educators are rated Effective or Highly Effective on the practice rubric) |
| <input type="checkbox"/> Teachers rated Developing in both of the preceding school years | <input type="checkbox"/> All probationary teachers |
| <input type="checkbox"/> Teachers rated Effective in the prior school year | <input type="checkbox"/> All tenured teachers |
| <input type="checkbox"/> Teachers rated Highly Effective in the prior school year | <input type="checkbox"/> All teachers who request at least one observation by trained impartial independent evaluators |
| <input type="checkbox"/> Teachers rated Highly Effective in both of the preceding school years | <input checked="" type="checkbox"/> Not applicable |
| <input type="checkbox"/> Teachers in buildings where at least 95% of teachers were rated Highly Effective in the Observation Category in the prior school year | |

Please use the box below to identify any teachers who do not fit into the above categories for whom your district/BOCES will continue to conduct observations by impartial independent trained evaluators during the current school year.

None

Process for Weighting Rubric Domains/Subcomponents

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged.

Teacher Observation Subcomponent Weighting

Required Subcomponents:

- Observations by Principal(s) or Other Trained Administrators: Up to 100%, but at least 80%, of the Teacher Observation category score
- Observations by Other Evaluator(s) Trained and Selected by District/BOCES: No more than 20% of the Teacher Observation category score

Optional Subcomponent:

- Observations by Trained Peer Observer(s): No more than 20% of the Teacher Observation category score when selected

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Required - Principal/ Administrator	Optional - Other Evaluator(s) Trained and Selected by District/BOCES	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
100%	0%	N/A	(No Response)

NY MILLS UFSD

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Teacher Observations - Plan for Teachers Not Observed by Independent Evaluator

Page Last Modified: 11/08/2016

Number and Method of Observations

Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.

Tenured Teachers

	Required - Principal/Administrator: Minimum observations	Required - Principal/Administrator: Observation method	Optional - Other Evaluator(s) Trained and Selected by District/BOCES: Minimum observations	Optional - Other Evaluator(s) Trained and Selected by District/BOCES: Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	In person	0	N/A	0	N/A
Announced	1	In person	0	N/A	0	N/A

Probationary Teachers

	Required - Principal/Administrator: Minimum observations	Required - Principal/Administrator: Observation method	Optional - Other Evaluator(s) Trained and Selected by District/BOCES: Minimum observations	Optional - Other Evaluator(s) Trained and Selected by District/BOCES: Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	In person	0	N/A	0	N/A
Announced	2	In person	0	N/A	0	N/A

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Teacher Observations - Plan for Teachers Observed by Independent Evaluator

Page Last Modified: 11/08/2016

Plan for Conducting Observations for All Teachers Who Will Receive Observations From an Impartial Independent Trained Evaluator

Please use the boxes below to describe your district's/BOCES' plan for conducting a second observation/school visit for all teachers who will receive observations from an impartial independent trained evaluator during the current school year, including the personnel who shall conduct such second observations [1].

[1] Please note that such process must be consistent with all of the requirements for conducting observations/school visits found in sections 30-3.4 and 30-3.5 of the Rules of the Board of Regents.

Please check the box below only if applicable.

If the following assurance is checked, the information in the remainder of this section does not need to be completed.

- In the event that the information provided in Task 4 of the most recently approved §3012-d APPR Plan will apply without modification for such educators, please check this assurance.

Process for Weighting Rubric Domains/Subcomponents

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged.

Calculating Observation Ratings

Please check the boxes below.

- Assure that each set of observations (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all observations are complete, the different types of observations will be combined using a weighted average consistent with the weights specified in task 4.5 below, producing an overall Observation category score between 0 and 4. In the event that a teacher earns a score of 1 on all rated components of the practice rubric across all observations, a score of 0 will be assigned.
- Assure that the scoring ranges specified in Tasks 4.3 of the approved §3012-d APPR plan will be used to assign the HEDI rating for the Observation Category.

Teacher Observation Subcomponent Weighting

Required Subcomponents:

- Observations by Principal(s) or Other Trained Administrators: At least 80% of the Teacher Observation category score
- Observations by Impartial Independent Trained Evaluator(s)*: At least 10%, but no more than 20%, of the Teacher Observation category score

Optional Subcomponent:

- Observations by Trained Peer Observer(s): No more than 10% of the Teacher Observation category score when selected

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Required - Principal/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grades and subjects for which Peer Observers will be used
90%	10%	N/A	(No Response)

Number and Method of Observations

Indicate the minimum number of unannounced and announced observations for each type of observer, as well as the method of observation, in the tables below.

Tenured Teachers

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Teacher Observations - Plan for Teachers Observed by Independent Evaluator

Page Last Modified: 11/08/2016

	Required - Principal/Administrator: Minimum observations	Required - Principal/Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	In person	0	N/A	0	(No Response)
Announced	0	N/A	1	In person	(No Response)	(No Response)

Probationary Teachers

	Required - Principal/Administrator: Minimum observations	Required - Principal/Administrator: Observation method	Required - Independent Evaluator(s): Minimum observations	Required - Independent Evaluator(s): Observation method	Optional - Peer Observer(s): Minimum observations	Optional - Peer Observer(s): Observation method
Unannounced	1	In person	0	N/A	(No Response)	(No Response)
Announced	1	N/A	1	In person	(No Response)	(No Response)

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Principal School Visits - Plan for Principals without a School Visit by Independent Evaluator

Page Last Modified: 11/08/2016

Plan for Conducting School Visits for All Principals Who Will Not Receive School Visits from an Impartial Independent Trained Evaluator

Please use the boxes below to describe your district's/BOCES' plan for conducting a second observation/school visit for all educators who will not receive observations/school visits from an impartial independent trained evaluator during the current school year, including the personnel who shall conduct such second observations/school visits [1]:

* Please note that such second observations/school visits may be conducted by the building principal/supervisor or any individual selected and trained by the school district. *The two observations for such educators may be performed by the same person.*

[1] Please note that such process must be consistent with all of the requirements for conducting observations/school visits found in sections 30-3.4 and 30-3.5 of the Rules of the Board of Regents.

Process for Weighting Rubric Domains/Subcomponents

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be weighted equally and averaged.

Additional Group(s) of Principals

Please identify any additional group(s) of principals who will receive at least one school visit by impartial independent trained evaluators.

- | | |
|---|--|
| <input type="checkbox"/> Principals rated Developing in the prior school year | <input type="checkbox"/> Principals in buildings where there is lack of correlation, as determined locally, between student performance and ratings on the practice rubric (e.g., where the majority of students are not proficient on State-developed or approved assessments, but where principals are rated Effective or Highly Effective on the practice rubric) |
| <input type="checkbox"/> Principals rated Developing in both of the preceding school years | <input type="checkbox"/> All probationary principals |
| <input type="checkbox"/> Principals rated Effective in the prior school year | <input type="checkbox"/> All tenured principals |
| <input type="checkbox"/> Principals rated Highly Effective in the prior school year | <input type="checkbox"/> All principals who request at least one school visit by trained impartial independent evaluators |
| <input type="checkbox"/> Principals rated Highly Effective in both of the preceding school years | <input checked="" type="checkbox"/> Not applicable |
| <input type="checkbox"/> Principals in buildings where at least 95% of teachers were rated Highly Effective in the School Visit Category in the prior school year | |

Please use the box below to identify any principals who do not fit into the above categories for whom your district/BOCES will continue to conduct school visits by impartial independent trained evaluators during the current school year.

N/A

Principal School Visit Subcomponent Weighting

Required Subcomponents:

- School Visits by Supervisor(s) or other Trained Administrator(s): Up to 100%, but at least 80%, of the Principal School Visit category score
- School Visits by Other Evaluator(s) Trained and Selected by District/BOCES: No more than 20%, of the Principal School Visit category score

Optional Subcomponent:

- School Visits by Trained Peer Observer(s): No more than 20% of the Principal School Visit category score when selected

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Required - Supervisor/ Administrator	Optional - Other Evaluator(s) Trained and Selected by District/BOCES	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
100%	0%	N/A	(No Response)

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Principal School Visits - Plan for Principals without a School Visit by Independent Evaluator

Page Last Modified: 11/08/2016

Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

Tenured Principals

	Required - Supervisor/ Administrator: Minimum school visits	Optional - Other Evaluator(s) Trained and Selected by District/BOCES: Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	0	0
Announced	1	0	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Optional - Other Evaluator(s) Trained and Selected by District/BOCES: Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	0	0
Announced	2	0	0

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Principal School Visits - Plan for Principals with a School Visit by Independent Evaluator

Page Last Modified: 11/08/2016

Plan for Conducting School Visits for All Principals Who Will Receive School Visits from an Impartial Independent Trained Evaluator

Please use the boxes below to describe your district's/BOCES' plan for conducting a second observation/school visit for all principals who will receive school visits from an impartial independent trained evaluator during the current school year, including the personnel who shall conduct such second school visits [1].

[1] Please note that such process must be consistent with all of the requirements for conducting observations/school visits found in sections 30-3.4 and 30-3.5 of the Rules of the Board of Regents.

Please check the box below only if applicable.

If the following assurance is checked, the information in the remainder of this section does not need to be completed.

- In the event that the information provided in Task 9 of the most recently approved §3012-d APPR Plan will apply without modification for such educators, please check this assurance.

Process for Weighting Rubric Domains/Subcomponents

Please describe the process for weighting the observable domains/subcomponents of the chosen practice rubric (e.g., All observable components will be weighted equally and averaged).

All observable components will be combined and averaged.

Calculating Observation Ratings

Please check the boxes below.

- Assure that each set of school visits (by supervisor/other trained administrator, independent, or peer) will be completed using the selected practice rubric, producing an overall score between 1 and 4. The overall weighted observation score will then be converted into a HEDI rating using the ranges indicated below.
- Assure that once all school visits are complete, the different types of school visits will be combined using a weighted average consistent with the weights specified in task 9.5 below, producing an overall School Visit category score between 0 and 4. In the event that a principal earns a score of 1 on all rated components of the practice rubric across all school visits, a score of 0 will be assigned.
- Assure that the scoring ranges specified in Tasks 9.3 of the approved §3012-d APPR plan will be used to assign the HEDI rating for the School Visit Category.

Principal School Visit Subcomponent Weighting

Please indicate the weighting of each subcomponent and be sure the total of the weights indicated equals 100%.

Required - Supervisor/ Administrator	Required - Independent Evaluator(s)	Optional - Peer Observer(s)	Grade configurations for which Peer Observers will be used
90%	10%	(No Response)	(No Response)

Number of School Visits

Indicate the minimum number of unannounced and announced school visits for each type of observer in the tables below.

Tenured Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	(No Response)	(No Response)
Announced	0	1	(No Response)

Probationary Principals

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Principal School Visits - Plan for Principals with a School Visit by Independent Evaluator

Page Last Modified: 11/08/2016

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	(No Response)	(No Response)
Announced	1	1	(No Response)

Independent Evaluator Hardship Waiver Application - All Districts/BOCES

Certification - Upload Certification Form

Page Last Modified: 11/08/2016

Upload Certification Form

Please download and complete the "All Districts_BOCES Certification Form" available at the left side of this page under the "Documents" heading. Complete the form as instructed and upload at the space provided below.

(No Response)

New York Mills Union Free School District Vision, Core Beliefs & Values, Mission, and Goals

The New York Mills Board of Education commits itself to the following core beliefs, vision, and mission statements in an effort to provide support for its students on their journeys toward success:

VISION

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

CORE BELIEFS and VALUES

We believe that all students:

- should be provided the opportunity to reach their full academic, physical, and social-emotional potential in order to become productive citizens.
- should demonstrate respect, honesty, and integrity as part of maintaining good citizenship.
- should be responsible and accountable contributors to society through leadership and service to others.
- should be treated fairly and equitably based on individual needs.
- should have learning experiences that expand beyond the classroom
- should develop technological awareness, problem-solving, and analytical skills.
- should be empowered to learn and grow through both successes and failures.
- have value and worth and are part of a greater whole.
- must feel welcome and safe
- are valued members of the school community.

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 citizen



New York Mills 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 partnerships and to encourage increased involvement in supporting our staff and students.



New York Mills Union Free School District

Response to Intervention Plan

New York Mills Union Free City School District

Response to Intervention Plan

Table of Contents

1. **History of Regulation** and change in terminology from a more limited Academic Intervention Services (AIS) to Response to Intervention (Rti) Plan which encompasses the academic and social emotional developmental health needs of students
2. **Overview** of regulatory requirements
3. **Response to Intervention Team**- membership, meeting frequency, roles/responsibilities
4. **Referral Process**- Referral form noting differentiation of curriculum and academic/behavioral strategies implemented within the classroom (at least 3 strategies with annotation for at least 6 weeks to improve student academic or behavioral success, forms, notification/inclusion of parents)
5. **Multiple Measures of Screening Data** required by committee for review (academic and SEDH)
6. **Tiered Supports**- Tier 1 supports and strategies are implemented by the general education classroom teacher, in a general classroom instructional setting; Tier 2 supports are supplemental/tutorial in addition to general classroom instruction (formerly called AIS/now Rti) and provided during a designated additional class period and/or after school, through academic content re-teaching and procedures such as check-in/check-out, daily or weekly progress reports; Tier 3 provides daily support during an instructional period by a reading teacher, specialized teacher or through counseling and/or inter-agency support.
7. **Rti Teacher Expectations and Progress Monitoring**: Every intervention teacher providing Rti service needs to maintain an individual file/portfolio/running record of student progress which identifies specific trajectory of content, skills, behaviors that are targeted and maintains a record of student progress. Additional communication must occur at least every other week with general education classroom teachers for consistency of instruction and progress monitoring.
8. **Parent Notification/Communication** of progress
9. **Exit Criteria/Proof of Mastery** – overall mastery of identified content/skills at an 85% level over a 10-week duration for consideration for exiting Rti tiered supports.
10. **Appendix**
 1. NYS AIS July Amendment for using NYS Assessment Data in determining Rti support
 2. Rti Student Referral Meeting Data Analysis Form
 3. Teacher Rti Referral Form

4. Other Classroom Teacher's Input Form
5. Tier 1 Intervention Ideas
6. Parent Notification Letter of RtI Meeting
7. Parent Notification Letter of RtI Recommendations
8. Teacher Communication Log
9. RtI Teacher Communication
10. Behavioral Matrix
11. RtI Cut Scores K-12

1. History of Regulation:

There are two New York State Education regulations and definitions for supplemental instruction to assist students who are not performing well academically because of lack of content or skill knowledge or social-emotional developmental health (sometimes behavioral) issues that are impairing success in academic courses. For the purpose of this plan, we will be replacing the former Academic Intervention Services (AIS) terminology to Response to Intervention (RtI).

Transition from Academic Intervention Services (AIS) to a Response to Intervention (RtI) Program commenced for the 2011-2012 school year based on the following requirements of sections 100.2(ee)(7) and 100.2(ii) of the Commissioner's Regulations, as follows: AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION Pursuant to Education Law sections 101, 207, 305, 308, 309 and 3204 Paragraph (7) of subdivision (ee) of section 100.2 of the Regulations of the Commissioner of Education is added, effective November 10, 2010, as follows: (7) Notwithstanding the provisions of this subdivision, a school district may provide a Response to Intervention (RTI) program in lieu of providing academic intervention services (AIS) to eligible students, provided that: (i) the RTI program is provided in a manner consistent with subdivision (ii) of section 100.2 of this Part; (ii) the RTI program is made available at the grade levels and subject areas (reading/math) for which students are identified as eligible for AIS; (iii) all students who are otherwise eligible for AIS shall be provided such AIS services if they are not enrolled in the RTI program; and (iv) the school district shall submit to the Department no later than September 1st of each school year, a signed statement of assurance that the services provided under the district's RTI program meet the requirements of this paragraph.

- a. **Academic intervention services/(RtI)** means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the State learning standards as defined in subdivision (1) of this section and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance; provided that such services shall not include services provided to students with limited English proficiency pursuant to Part 154 of this Title or special education services and programs as defined in Education Law, section 4401(1) and (2). Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and/or science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments. Academic intervention services shall be made available to students with disabilities on the same basis as nondisabled students, provided, however, that such services shall be provided to the extent consistent with the individualized education program developed for such student pursuant to section 4402 of the Education Law.

2. Overview

Response to Intervention (RtI) is the multi-tiered problem-solving process for providing targeted and differentiated instruction/intervention matched to student needs, and monitoring learning over time to make educational decisions for increased student performance and academic success. These services are intended for all students at risk for academic or social-emotional school success, including the designated subgroups of students such as students with disabilities and English language learners. For the latter groups, this instruction is in addition to the existing supports they receive under their programs, and for many students, the RtI services will be sufficient intervention without the need to seek additional program support. For example, the decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

RtI begins with:

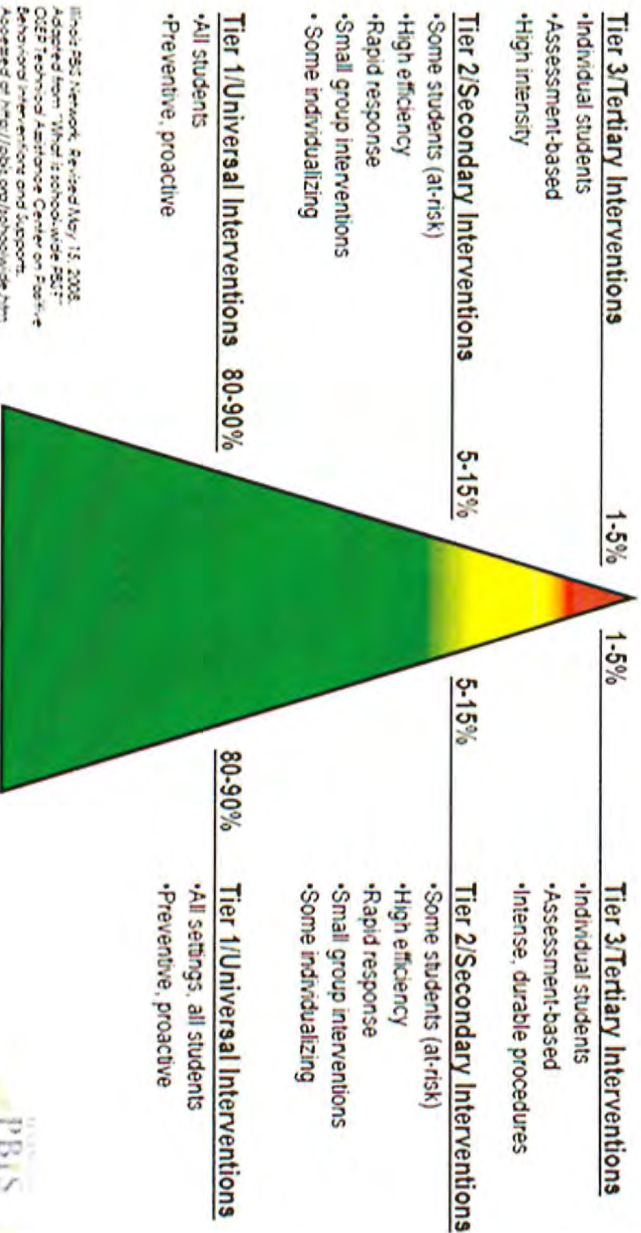
Tier 1, high quality research-based universal instruction in the general education setting provided by the general education teacher. Instruction is matched to student need through differentiated instruction in the core curriculum which includes re-teaching of content and skills in small groups, and/or providing additional targeted practice within the general education classroom.

Tier 2 supports are delivered in small groups of students with common instructional needs. In grades 2-6: 3-5 students; grades 7-12: 6-8 students with supplemental intervention (more students in a class would require principal approval) delivered by classroom intervention specialists using a diagnostic trajectory of student skill needs and then providing programmatic interventions with increased intensity and frequency, and monitoring effectiveness of program and student growth over time. This tier should be delivered at least 5/10 days over a two-week period for a minimum of 30 minutes.

Tier 3 supports for grades K-3 are those provided by a reading/math teacher or student support specialist in a small group 3-5 students in a setting for academics or social-emotional developmental health with focused instruction and daily 30-minute intervention delivery (for social-emotional- behavioral support may be daily check in, but also 2-3 times per week of focused counseling sessions). In grades 7-12 support is a scheduled reading class (10-12 students- increased size is with permission of principal) with a reading, ELA or mathematics teacher for a minimum of 30 minutes/daily. If the student continues to make insufficient progress after receiving Tier 3 intervention, it may be determined that a referral for a comprehensive evaluation to determine eligibility for special education is needed

Academic Systems

Behavioral Systems



Illinois PBIS Network, Revised May/15, 2008
 Adapted from "What is school-wide PBIS?"
 OCEI Technical Assistance Center on Positive
 Behavioral Interventions and Supports
 Accessed at <http://pbis.org/schoolwide-pbis>



Tiered Supports



3. Response to Intervention Teams/Membership

Teams are called Student Support Teams:

Membership: School RtI Facilitator will be the principal, making sure appropriate attendees are at the meeting, and maintaining meeting minutes and RtI performance records.

- Principal
- Reading and/or Math Specialists
- CSE Chairperson

- Social Worker
- Student Counselor
- School Psychologist
- Referring Classroom Teacher
- School Nurse

Additional attendees as determined by the facilitator.

Meetings: 1x/6 days in grades K-6; 2x/month in grades 7-12

Meeting Procedures:

1. Identify: Note-taker and Time-Keeper Role Assignments
2. The principal or his/her designee will assume Student Support Team Case Manager responsibilities to monitor communication and student progress to the referring teacher, other student teachers, and be sure there is consistent flow of communication/feedback between the classroom teachers and the RtI providers as well as parents at least every five weeks.

4. Referral Process

Referral Procedure Narrative:

1. The general classroom teacher has a student who is struggling academically or behaviorally in class, tries and documents at least three strategies as a Tier 1 intervention. (Appendix # 3) Referral should specify intervention strategies tried, copies of student work/observational data, assessment data. Roughly two weeks should be provided for each intervention strategy in order to have ample time to affect student performance. The whole Tier 1 targeted strategy and documentation process takes six weeks for concentrated and targeted effort to improve student performance.

2. The general classroom teacher submits this referral for the respective Rtl school designated team for review. The team adds the student to the next meeting agenda and notifies the referring teacher for his/her attendance and sends out the letter of invitation for parents or guardians to attend. (Appendix # 6) At the same time, other teachers who have the student in class are also asked to provide information about the student to be sure we know whether the struggle is in one or all classrooms. (Appendix # 4)
3. The Rtl Team reviews the referring teacher's Referral, information from other teachers, screening assessment data to identify student strengths and areas of concern in order to make a data-based decision about intervention strategies and tier placement.
4. The Rtl Team sets academic or behavioral goals, the intervention program, method for progress monitoring, and sets the next progress checkpoint/date for the team to review student progress which will be documented in OneNote.
5. The Rtl Team identifies who and how information will be communicated with parents.
6. Parents will be invited to be part of the planning process whenever possible.

5. & 6. Multiple Measures for Screening and Tiered Delivery and Monitoring

Multiple Measures for Academic ELA Screening

Grades K-1	Grades 3-6	Grades 7-8	Grades 9-12
<ul style="list-style-type: none"> ✓ STAR ELA and mathematics administered 3x/year in September, January and May ✓ DIBELS administered 3x/year in September, January and May ✓ Fountas & Pinnell Instructional Reading Assessment in K in January and June ✓ Fountas & Pinnell Instructional Reading Assessment in 1 in September, January and June ✓ Report Cards- end of year & current 	<ul style="list-style-type: none"> ✓ STAR ELA and mathematics administered 3x/year in September, January and May ✓ DIBELS administered 3x/year in September, January and May in grades 2 & 3 ✓ Fountas & Pinnell Instruction Reading Assessment in September & June ✓ Journeys Comprehensive Screening Assessment in September ✓ NYS Assessments for ELA and mathematics for grades 4-6 ✓ Grade Level Curricular 	<ul style="list-style-type: none"> ✓ STAR ELA and mathematics administered in September, January and May in grades 7-8 ✓ NYS Assessments in ELA and mathematics for grades 7-8 ✓ End of year final assessments and beginning of year pre-tests of content and skill knowledge in all core disciplines ✓ Report Cards-end of year & current ✓ NYS Assessments 	<ul style="list-style-type: none"> ✓ NYS Regents Exams and NYS 7-8 NYS ELA and mathematics assessments ✓ End of year final assessments and beginning of year pre-tests of content and skill knowledge in all core disciplines ✓ Report Cards- last year and current

	Fluency Sprints for mathematics		
	<ul style="list-style-type: none"> ✓ Report Cards- end of year & current ✓ NYS Assessments 		

Tiered Academic ELA Curricular Delivery and Monitoring

Tier	K-1	2-6	7-8	9-12
Tier 1: Delivery by Classroom General Education Teacher *Teaching Assistants can be used to deliver differentiated small group	<ul style="list-style-type: none"> ✓ Small Guided Intervention Grouping Student Differentiated Center Instruction Small Group Re-teaching Resources: Leveled Texts, CKLA Curriculum, District Writing Curriculum ✓ Monitoring- running records and 5-week 	<ul style="list-style-type: none"> ✓ Small Guided Intervention Grouping Student Differentiated Center Instruction Small Group Re-teaching Resources: <u>Journeys</u> text and materials, Fountas & Pinnell Leveled Readers, District Writing Curriculum ✓ Monitoring- running records 	<ul style="list-style-type: none"> ✓ Small Guided Intervention Grouping Student Differentiated Center Instruction Small Group Re-teaching Scheduled time for differentiating instruction for re-teaching major content concepts or procedures, providing additional and differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. ✓ Monitoring- 5-week 	<ul style="list-style-type: none"> ✓ Scheduled time for differentiating instruction for re-teaching major content concepts or procedures, providing additional and differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. ✓ Monitoring- 5-week

instruction	progress reporting	and 5-week progress reporting	differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. <ul style="list-style-type: none"> ✓ Resources: District Curriculum for ELA/Writing ✓ Monitoring- 5-week progress reports and report cards 	progress reports and report cards
<p>Tier 2: It is critical that the instructional goals for Tier 2 instruction remain aligned both with the grade/subject-level ELA standards as well as the Tier 1 scope and sequence of general instruction.</p>	<ul style="list-style-type: none"> ✓ Small guided groups (3-5) within the classroom (ELA 90 or 120-minute block) ✓ Intensive re-teaching of foundations of reading skills and practice- duration is 30 minutes every other day ✓ Instruction provided by the classroom, reading 	<ul style="list-style-type: none"> ✓ Small guided groups (3-5) within the 90 or 120 minute ELA blocks ✓ Intensive re-teaching of foundations of reading skills and practice- duration is 30 minutes every other day ✓ Instruction provided by the classroom, reading 	<ul style="list-style-type: none"> ✓ Small guided groups (6-8) assigned outside of ELA classroom period for at least 30 minutes every other ✓ Intensive teaching and practice in foundations of reading and writing ✓ Instruction provided by ELA, 	<ul style="list-style-type: none"> ✓ Small guided groups (6-8) outside of the ELA classroom period for at least 30 minutes every other day. ✓ Intensive teaching and practice in ELA reading and writing i ✓ Instruction provided by ELA, reading or special education teacher ✓ Resources:

	<p>provided by the classroom, reading or special education teacher (push-in)</p> <p>✓ Resources: Fountas & Pinnell leveled texts, Site /High Frequency Words and Academic/Content Vocabulary Lists, phonics and phonemic awareness curricular materials</p> <p>✓ Monitoring-every two-week-written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward</p>	<p>or special education teacher</p> <p>✓ Resources: Journeys Differentiated Intervention</p> <p>✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency</p>	<p>reading or special education teacher.</p> <p>✓ Resources: Prioritized Curriculum which re-teaches all grade level CCLS</p> <p>✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency</p>	<p>Prioritized Curriculum which re-teaches all grade level CCLS</p> <p>✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency</p>
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	grade level proficiency			
<p>Tier 3: Proactive reading strategy instruction by the reading teacher to increase vocabulary, fluency, comprehension in order to close reading gaps and reach grade level standards.</p>	<p>✓ 1-3 students with instruction delivered daily for at least 30 minutes</p> <p>✓ Instruction by reading teacher in push-in or pull-out model</p> <p>✓ Monitoring-weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency</p>	<p>✓ 1-3 students with daily instruction for at least 30 minutes</p> <p>✓ Instruction by reading teacher in push-in or pull-out model</p> <p>✓ Monitoring-weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency</p>	<p>✓ 10-12 students with daily instruction for at least 30 minutes</p> <p>✓ Instruction by reading teacher in push-in or pull-out model or combination of services</p>	<p>✓ Reading Teacher for Grade 9 students with decoding or early foundations of reading deficiencies; grades 10-12 provided by the classroom teacher, 6-8 students with focused instruction in preparation for the NYS English Regents</p> <p>✓ Monitoring-weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency</p>

Multiple Measures for Academic Mathematics Screening

Grades K-1	Grades 2-6	Grades 7-8	Grades 9-12
✓ STAR mathematics administered 3x/year in September, January and May	✓ STAR mathematics administered 3x/year in September, January and May ✓ NYS 3-8 Assessments	✓ STAR mathematics administered 3x/year in September, January and May ✓ NYS 3-8 Assessments ✓ Previous year's report card	✓ NYS Regents Exams and NYS 7-8 NYS ELA and mathematics assessments ✓ Previous year's report card and beginning of year pre-tests of content and skill knowledge in all core disciplines

Tiered Academic Mathematics Delivery and Monitoring

Tier	K-1	2-6	7-8	9-12
Tier 1: Delivery is provided by the general education classroom teacher.	✓ Students receive 30 minutes of math instruction daily with 30 minutes of differentiated math practice (small guided groups, individual or center) ✓ Small guided group	✓ Students receive a minimum of 60 minutes of instruction in Eureka Math with 30 minutes of differentiated math practice (small groups,	✓ Students receive one class period of instruction in Eureka Math Small Guided Intervention Grouping ✓ Student Differentiated	✓ Student receive one class period of mathematics eMath (Algebra I and II) instruction ✓ Scheduled time for differentiating instruction for re-teaching major

<p>instruction and differentiated centers</p> <ul style="list-style-type: none"> ✓ Monitoring- running records and 5-week progress reporting 	<p>individual or center)</p> <ul style="list-style-type: none"> ✓ Monitoring- running records and 5-week progress reporting 	<p>Center Instruction</p> <ul style="list-style-type: none"> ✓ Small Group Re-teaching ✓ Scheduled time for differentiating instruction for re-teaching major content concepts or procedures, providing additional and differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction. ✓ Monitoring- running records and 5-week progress reporting 	<p>content concepts or procedures, providing additional and differentiated practice, enrichment for students who have demonstrated content and skill proficiency within a given unit of instruction.</p> <ul style="list-style-type: none"> ✓ Monitoring- running records and 5-week progress reporting
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<p>Tier 2: It is critical that the instructional goals for Tier 2 instruction remain aligned both with the grade/subject-level mathematics standards as well as the Tier 1 scope and sequence of general instruction.</p>	<p>✓ Small guided groups (3-5) within the classroom (minimum of 15 minutes in-class instruction for re-teaching and extra practice in foundational math skills)</p> <p>✓ Instruction provided by the classroom, mathematics or special education teacher (push-in)</p> <p>✓ Resources: Eureka mathematics modules and material/modification for practice and use of manipulatives</p>	<p>✓ Small guided groups (3-5) for re-teaching and extra practice in engageNY content and process standards as well as enrichment for students at grade proficiency</p> <p>✓ Instruction provided by the classroom, mathematics or special education teacher</p> <p>✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency</p>	<p>✓ Small guided groups of 6-8 students for at least 30 minutes every other day for intensive re-teaching and practice of engageNY content and process standards for growth toward proficiency</p> <p>✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency</p>	<p>✓ Small guide groups of 6-8 students for at least one class period every other day for intensive re-teaching and practice of eMath instruction</p> <p>✓ Instruction provided by mathematics teacher, specialist or special education teacher</p> <p>✓ Monitoring-every two-week- written entry and student work evidence of progress in meeting specific content standards identified in the individual student analysis and trajectory toward grade level proficiency</p>
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<p>Tier 3:</p> <p>Proactive math instruction by the math specialist in all domains with content and process standard trajectory work toward closing the gaps of proficiency in order to meet grade level standards.</p>		<ul style="list-style-type: none"> ✓ 1-3 students with daily instruction for at least 30 minutes ✓ Instruction by reading teacher in push-in or pull-out model ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency 	<ul style="list-style-type: none"> ✓ 10-12 students with daily instruction for at least 30 minutes ✓ Instruction by a mathematics teacher in a separate and additional period of instruction every other day ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency 	<ul style="list-style-type: none"> ✓ 10-12 students with daily instruction for at least 30 minutes every other day for the year of every day for a semester with anticipation of taking and passing the Regents at the close of the semester ✓ Instruction by an algebra or geometry teacher in a separate and additional period of instruction ✓ Monitoring- weekly individualized notation and evidence of skill work and level of growth toward targeted standard work on student trajectory to reach grade level proficiency
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Multiple Measures for Social-Emotional Developmental Health Screening

Grades K-1	Grades 2-6	Grades 7-8	Grades 9-12
<ul style="list-style-type: none"> ✓ Behavioral Observation Checklist ✓ Kindergarten Social History/Screening ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals 	<ul style="list-style-type: none"> ✓ Behavioral Observation Checklist ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals ✓ An SEDH diagnostic tool will be implemented for grades 3 and 5, commencing in September 2017 	<ul style="list-style-type: none"> ✓ Behavioral Observation Checklist ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals ✓ An SEDH diagnostic tool will be implemented for grade 7, commencing in September 2017 	<ul style="list-style-type: none"> ✓ Behavioral Observation Checklist ✓ Teacher Observation Log ✓ Attendance ✓ Disciplinary Referrals ✓ An SEDH diagnostic tool will be implemented for grades 9, commencing in September 2017

Tiered Social-Emotional Developmental Health Delivery and Monitoring

Tier	Grades K-1	Grades 2-6	Grades 7-8	Grades 9-12
<p>Tier 1: Provided by Classroom Teacher</p>	<ul style="list-style-type: none"> ✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/Parent Conversations/Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card 	<ul style="list-style-type: none"> ✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/Parent Conversations/Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card 	<ul style="list-style-type: none"> ✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/Parent Conversations/Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card 	<ul style="list-style-type: none"> ✓ Positive reinforcement in classroom ✓ Clarity of and reinforcement of classroom expectations and rules ✓ Communication and Student/Parent Conversations/Conferences as needed ✓ Monitoring every 5 weeks with progress reports/report card
<p>Tier 2: Provided by classroom teacher or student support personnel</p>	<ul style="list-style-type: none"> ✓ Check-In/Check-out Student Weekly ✓ Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work- 1xweek 	<ul style="list-style-type: none"> ✓ Check-In/Check-out Student Weekly ✓ Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work- 1xweek 	<ul style="list-style-type: none"> ✓ Check-In/Check-out Student Weekly ✓ Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work- 1xweek 	<ul style="list-style-type: none"> ✓ Check-In/Check-out Student Weekly ✓ Monitoring Report ✓ Mentoring ✓ Guidance Counseling/Social Work 1xweek

<p>Tier 3: Provided by student support personnel or outside agency provider</p>	<p>✓ Touch-base counseling support daily with guidance counselor or social worker</p> <p>✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Child Protective Services</p> <p>✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress</p>	<p>✓ Counselor/Social Worker/Drug & Alcohol Counselor 3-5 times/week</p> <p>✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Probation, Child Protective Services</p> <p>✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress from assigned counselor/case manager</p>	<p>✓ Counselor/Social Worker/Drug & Alcohol Counselor 3-5 times/week</p> <p>✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Probation, Child Protective Services</p> <p>✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress from counselor/case manager</p>	<p>✓ Counselor/Social Worker/Drug & Alcohol Counselor 3-5 times/week</p> <p>✓ Inter-agency supports: Kids Oneida, St; Luke's, House of Good Shepherd, Pinefield, Neighborhood Center Utica, S. Elizabeth's Hospital Child Mobile Assessment Team, Probation, Child Protective Services</p> <p>✓ Parent or Guardian needs to meet with or have communication weekly regarding school-home connection and progress from counselor/case manager</p>
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Providing AIS supports for Science 8-12 and Social Studies 9-12:

Due to scheduling difficulty at these levels, students who are receiving RtI in ELA will also be working on some of the literacy components that are holding students from success in the areas of science and social studies. There are RtI sections for science and social studies to support student success in passing the corresponding NYS Regents Examinations in these subject areas. In addition, teachers work with students in after school tutoring to re-teach major concepts and to provide content area CC literacy support. Subject area classroom teachers use differentiated practice and learning tools to provide targeted study for students in these subject areas to improve student achievement on Regents Examinations and for students to meet graduation requirements.

7. RtI Teacher Expectations

1. The RtI teacher will review the information on the student receiving RtI tiered support. The teacher will then do any additional diagnostic assessment or review of existing data to identify all areas of student weakness. The teacher will identify a trajectory of content and skills the student requires to gain proficiency status and document this. (Appendix # 8)
2. The teacher will open and maintain a student folder for each student receiving RtI instruction, noting daily strategies and content/skills worked on each day and including copies of student work for the day.
3. The teacher will monitor progress for students every other week in Tier 2, assessing and marking where the student is on the trajectory for improvement. The progress monitoring will be done weekly for students in Tier 3.
4. After using the intervention with fidelity for five weeks, if there is no student improvement, and the RtI teacher questions whether this program can improve student academic or social-emotional success, the RtI teacher will ask for the student to be put back on the agenda for the school's RtI Team.
5. The RtI teacher will be responsible for providing explicit information to the student and parent about his/her improvement on the learning goal trajectory at least every five weeks.
6. The RtI teacher will maintain a work communication log regarding strategies/resources that are used and working for student progress which will be sent to the classroom referring teacher (and other student teachers if appropriate) for consistency and reinforcement of what is working and producing student progress in reaching proficiencies. This same form will have a column for the classroom teacher(s) to send back communication the RtI teacher may need regarding classroom instruction or skills/strategies used in the general classroom. This communication is necessary for consistent and continuous student progress in order for everyone to be on the same page.
7. This communication log will be part of the RtI teacher's student portfolio/folder for each student. We want to move toward establishing this system in order for easy communication flow between the RtI and general classroom teachers. (Appendix # 9)

8. Parent Communication

1. The principal will send a Parent Notification Letter (Appendix# 7) notifying them of the RtI decision regarding services, what services are to be provided and the frequency, and specific expectations for student improvement. The same Parent Notification is required if a student is exiting RtI tiered support.
2. Parents must be offered the opportunity to meet with the general education teacher and/or RtI teacher each semester by regulation, and parents must receive communication via report card/progress reporting at least once every quarter.
3. Because MTSS is grounded in data-based decision making, the district and school should make every effort to ensure that parents understand what the data are, what they mean, and how they are used. The ultimate goal is to give parents the skills that they need to monitor their child's progress independently. Parents should be able to understand the current status and level of their child's academic performance, what goal or performance level is being sought, the level of progress necessary to reach the goal, and the student's rate of progress. Parents will better support and embrace interventions, regardless of their student's current performance, if they have the information to tell them that their child will reach appropriate goals at some point in the future.

9. Exit Criteria/Mastery of Skills Required for Discontinuation of RtI Supports

K-GR3	
English Language Arts	Mathematics
<input type="checkbox"/> At grade-level I&P	<input type="checkbox"/> 40PR STAR Math
<input type="checkbox"/> Tier I DIBELS	<input type="checkbox"/> Grade-level fluency expectations met
<input type="checkbox"/> 85% or higher classroom average for at least six weeks	<input type="checkbox"/> 85% or higher classroom average for at least six weeks
<input type="checkbox"/> 40PR STAR Reading	

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GR4-GR8	
English Language Arts	Mathematics
<input type="checkbox"/> At grade-level F&P	<input type="checkbox"/> 40PR STAR Math
<input type="checkbox"/> 40PR STAR Reading	<input type="checkbox"/> Grade-level fluency expectations met
<input type="checkbox"/> 85% or higher classroom average for at least six weeks	<input type="checkbox"/> 85% or higher classroom average for at least six weeks
9-12	
English Language Arts	Mathematics
<input type="checkbox"/> 85% or higher classroom average for at least six weeks	<input type="checkbox"/> 85% or higher classroom average for at least six weeks

10. APPENDIX

Appendix # 1 –RtI Cut Scores K-12 and NYSED 2016 Amendments

2016 AIS/RtI Proposed Amendment to Subdivision (ee) of Section 100.2 of the Regulations of the Commissioner of Education Relating to the Methodology by Which School Districts Shall Identify Students in Grades 3-8 Who Receive Academic Intervention Services

At its July 2016 meeting, the Board of Regents adopted amendments to subdivision (ee) of section 100.2 of the Commissioner's Regulations relating to the methodology by which school districts identify students in Grades 3 - 8 who receive academic intervention services (AIS).

Based upon discussions with school district superintendents, principals, AIS instructors, teachers trained in Response to Intervention, and other key stakeholders, the Board of Regents amended section 100.2 of the Commissioner's Regulations pertaining to the identification of students eligible for AIS in Grades 3 - 8 ELA and mathematics. The amendment includes the following:

- For the 2016-17 school year, districts shall identify students for AIS through a two-step process:
 - All students performing at or below a median cut point score between a level 2/partially proficient and a Level 3/proficient will 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.
- Beginning with the 2017-18 school year, districts shall identify students for AIS through a two-step process:
 - All students performing at or below a cut score established through a standard setting process shall be considered for AIS. The standard setting process shall be conducted by a panel of educators led by the Department to recommend the level of performance for the Grades 3-8 ELA and mathematics assessments for which a student could 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, determining which students shall receive AIS.

Later this year, the Department will provide additional recommendations to the Board of Regents relating to AIS. The amendment to Section 100.2 will become effective as a permanent rule on Wednesday, July 27, 2016.

Appendix # 2



RtI Members Present:

RtI Student Referral Meeting Data Analysis Form

Student Name: _____

Grade Level: _____

Referring Teacher: _____

Date: _____

	Social-Emotional/Behavioral
Academic	Attendance/Tardiness: Excused/Illegal, Reasons, Number of Days
Content Knowledge:	
Reading Level?	
Writing?	
Vocabulary?	Disciplinary Referrals:
Reading Fluency/Comprehension?	
Decoding?	Classroom Behaviors/Student Motivation/Engagement:
Math Numeracy?	

<p>Math Vocabulary?</p> <p>Math Fluency and Comprehension?</p> <p>Math Modeling/Application?</p>	
<p>Recommendations:</p>	
<p>2nd Meeting and Review Date for Intervention:</p> <p>Effectiveness/Improvement in Tiered Support (Identify resources and strategies being used):</p>	<p>RtI Team Members Present:</p>
<p>Next Steps:</p>	



Teacher Response to Intervention Referral Form

Student Name _____ Grade Level _____

Referring Teacher _____ Date of Referral _____

Reasons for Referral: (circle one) Academic or Social Emotional Developmental Health

Content Area:

As the referring teacher, you need to have implemented at least three Tier I strategies during a 5-6 period (for ideas, see Appendix #5). You must include documented evidence of student academic progress or observational behaviors/interactions for each strategy tried. Please include copies of student work as evidence.

Academic Reason:

- Reading
- Writing
- Content Vocabulary
- Content Area Skills
- Content Area Assessment Scores

Social/Emotional Developmental Health Reason:

- Attendance
- Student Motivation/Engagement
- Interpersonal Relationships
- Behavior that Impedes Learning
- See Behavioral Matrix in Appendix

- Other _____

<p>Week 1 Dates</p>	<p>Strategy(ies):</p>	<p>Notes:</p>
<p>Week 2 Dates</p>	<p>Strategy(ies):</p>	<p>Notes:</p>
<p>Week 3 Dates</p>	<p>Strategy(ies):</p>	<p>Notes:</p>
<p>Week 4 Dates</p>	<p>Strategy(ies):</p>	<p>Notes:</p>

Week 5 Dates	Strategy(ies):	Notes:
Week 6 Dates	Strategy(ies):	Notes:

When does this problem occur most often?

How many minutes of explicit instruction/support does this student receive in the area of concern daily?

You are expected to contact parents or guardians before submission of this referral. Please document below.

Date of Parental/Guardian Contact regarding referral to RtI Team _____

Appendix # 4



Other Classroom Teacher's Input to Response to Intervention Referral

Student Name _____ Grade Level _____

Referring Teacher _____ Date of Referral _____

Reasons for Referral: (circle one) Academic or Social Emotional Developmental Health

Content Area:

The above student was referred to the RtI Team for possible supports. The referring teacher noted the following concern:

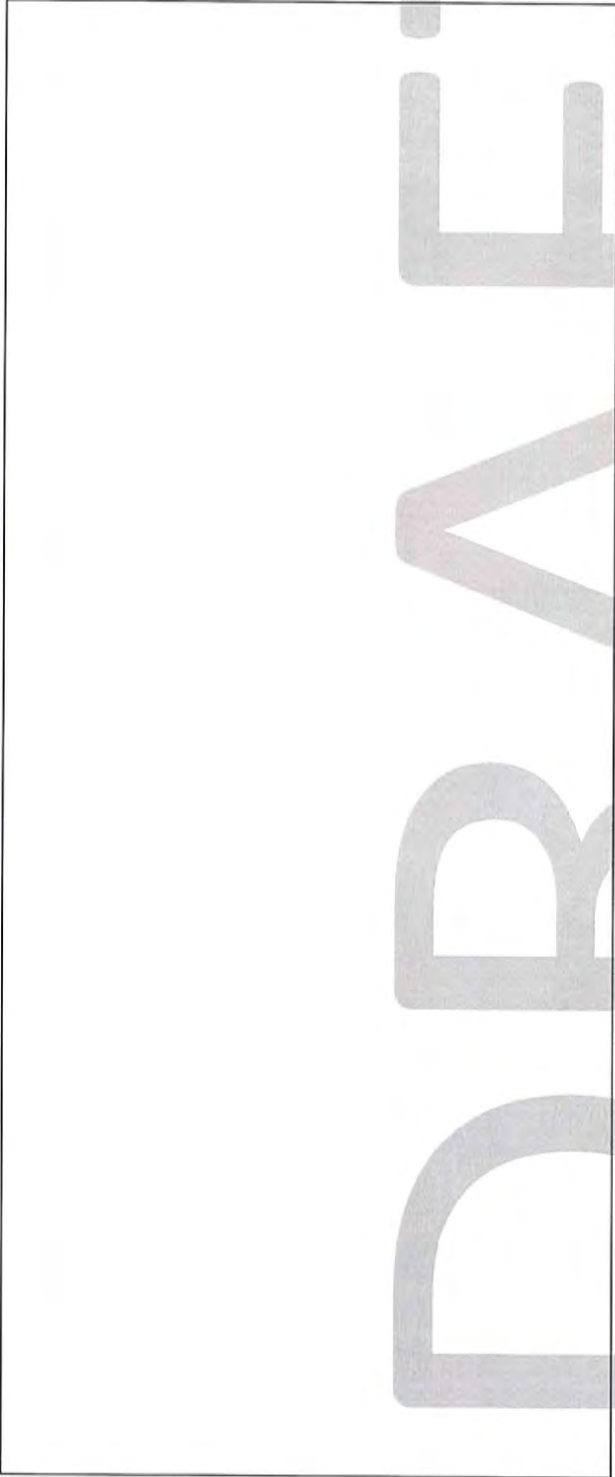
Academic Reason:

- Reading
- Writing
- Content Vocabulary
- Content Area Skills
- Content Area Assessment Scores
- Other

Social/Emotional Developmental Health Reason:

- Attendance
- Student Motivation/Engagement
- Interpersonal Relationships
- Behavior that Impedes Learning
- See and include Behavioral Matrix in Appendix

Please provide relevant input for the RtI Team regarding the student's academic or social/emotional development in your class in order for us to determine if the student is struggling in all classes.



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Appendix # 5

Tier 1 Intervention Ideas

- Seating student near teacher
- Seating near positive role model
- Standing near student when giving directions or presenting lessons
- Avoiding distracting stimuli (high traffic area, windows, heat systems)
- Increasing the distance between desks
- Giving extra time to complete tasks
- Simplifying complex directions
- Handing worksheets out one at a time
- Providing study skills training/learning strategies
- Providing student with an assignment notebook
- Check homework daily
- Setting short term goals for work organization
- Assigning volunteer homework buddy
- Pairing students to check work
- Writing key points on the board
- Providing visual aids
- Making sure directions are understood
- Having student review key points orally
- Teaching through multi-sensory modes
- Include a variety of activities in each lesson
- Allowing open book exams
- Giving take home tests
- Giving frequent short quizzes, not long exams
- Giving more objective items (fewer essay responses)
- Providing frequent, immediate, positive feedback

- Increasing the immediacy of rewards
- Using “prudent” reprimands, avoiding lecturing
- Using nonverbal cues to stay on task
- Praising specific behaviors
- Allowing legitimate opportunity to move
- Giving extra rewards and privileges
- Implementing time-out procedures
- Allowing short breaks between assignments
- Allowing student to correct answers, not mistakes
- Ignoring minor inappropriate behaviors
- Supervising during transition time
- Provide reassurance and encouragement
- Speak softly in non-threatening manner if student is nervous
- Focus on student’s talents, strengths, and accomplishments
- Make time to talk alone with student
- Look for signs of stress build up, provide encouragement/reduced work load
- Compliment positive behavior and work
- Look for opportunity for student to display leadership role in class
- Send positive notes home
- Reinforce frequently when student is frustrated
- Use mild, consistent consequences
- Give student choices (do you want to do this problem first or this activity first?)
- Utilize mnemonic cues (e.g., songs, cartoons, rhymes, stories, images: for teaching math facts, vocabulary, or steps in a process)
- Build frequent opportunities for movement during instruction to address needs of students who are kinesthetic learners
- Circulate among students and observe and question as they are working
- Make eye contact with students before giving directions and have students repeat the directions (e.g. turn to a partner, individually)
- Provide clearly written directions and instructions in a step-by-step manner with illustrations and use a few words as possible
- Write instructions on the board as well as say them aloud
- Use reading partners and skilled peer or adult mentors to provide academic support
- Provide varied texts or supplementary materials at different levels of reading difficulty
- Use multiple and flexible grouping opportunities for students (e.g., teams, partners, whole group, independent, by interest, by learning style, teacher-assigned, self-selected)

- Divide instruction into shortened segments and provide feedback to students before moving to the next segment
- Break assignments into smaller chunks to give students opportunities to respond frequently
- Integrate cooperative experiences into instruction
- Use direct, systematic instruction for students who show areas of concern
- Use technological tools or computer software to allow students to access content in multiple ways
- Use multi-sensory techniques to present information
- Use visuals, charts, and models for concept reinforcement
- Use graphic organizers to focus attention on key elements, concepts, or ideas
- Provide practice opportunities using multiple modalities
- Provide opportunities for students to respond in a variety of ways (e.g., questions, dry-erase boards, thumbs-up, partner share, graphic organizers)
- Offer materials, tasks, and learning options at varied levels of difficulty
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner
- Explain clearly each academic task and the specific criteria needed to successfully complete the task
- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out)
- Work collaboratively on tasks with a student and gradually withdraw the support
- Anchor new knowledge to previously learned knowledge
- Provide a master set of notes, when notetaking is required, to improve student's notes
- Integrate learning into a game-show format
- Create and provide students an easy-to-follow visual that specified problem-solving steps in a clear manner that students may reference as needed
- Display poster-size versions of problem-solving steps in the classroom, refer to the posters often, and encourage students to follow the steps
- Design a signal on the desk (e.g., brightly colored index card folder like a tent)
- Review and practice previously taught materials frequently
- Present new concepts using a logical instructional sequence that maximizes the likelihood a skill will be learned (e.g., model, guided practice, independent practice)
- Integrate real-life experiences into instruction
- Use storytelling, theatrics, and props to capture and focus the attention of students as a new concept is introduced
- Activate prior student knowledge by promoting a discussion that enables a student to make connections to learned information/experiences prior to the introduction of a lesson

- Employ auditory signals to attract and maintain focus of students (e.g., play chimes, ring a bell, use a clap patten, play music)
- Use visual signals to attract and maintain focus of students (e.g., illustrations, raised hand, overhead timer)
- Use a laser pointer, stick pointer, highlighter tape, or colored pens to focus on key information in the text
- Allow students to readjust seating if they are not positioned where they can see the board or media screen
- Present instruction at a lively pace using humor
- Use an egg timer or an hourglass timer as a guide to complete tasks
- Have students record notes or make illustrations of key points during instruction
- Use illustrations, diagrams, demonstrations, charts, and manipulatives to present instruction
- Illustrate key points, no matter the level of artistic ability, to focus attention and increase comprehension of concepts to be learned
- Incorporate names of student when telling stories or presenting problems to capture student attention
- Make use of color in gaining attention of students (e.g., colored dry-erase pens on dry-erase boards, colored highlighting tape, colored post-it notes)
- Have earphones/earplugs available for students who have auditory distractibility
- Seat reluctant students close to students who remain focused throughout instruction
- Stop often to summarize key elements in a lesson
- Invite students to use their own words to summarize key points in a lesson to a partner
- Allow students opportunities to move about the room during instruction when appropriate
- Alternate between passive and active instructional activities
- Pause during instruction to ask questions and check students' levels of understanding or any misunderstandings or content
- Use Think-Pair-Share to give each student an opportunity to think prior to forming a response and to allow each student an opportunity to share ideas

Instruction Outcome-Based Strategies

- Academic Tier 1: Universal

To communicate clearly with students:

- Post a daily classroom schedule. Preview the schedule with students and highlight academic and behavioral expectations for each activity. Leave the schedule up through the entire day.
- Speak in a clear voice that all students can hear easily ('strong teacher instructional signal'). Be sure that all students can see the board or projection screen without difficulty.
- Make eye contact with the student before giving directions. Have the student repeat directions back to you before beginning

- assignment:
- Use simple, clear language when communicating with the child.
 - Keep instructions brief. Break multi-step directions into smaller subsets and have the student complete one subset before advancing to another.
 - Write assignments or complex directions on the board in addition to saying them.
 - Use mnemonic cues (ie. Songs, cartoons, rhymes, stories, images for teaching facts, vocabulary or steps in process)
 - Use laser pointer, stick pointer, highlighter tape, colored pens, etc. to focus on key information (while modeling on white board).

To ensure student understanding of newly introduced academic material:

- Structure lessons so that they contain no more than one-quarter new material. (Students are most successful when they can 'anchor' new concepts to known information.)
- Match student's level of instruction to ability level to guarantee him or her high rate of success (80% or greater).
- Use a 'think-aloud' approach: Talk through the steps of a problem-solving strategy as you teach it so that students can understand and internalize those steps. Then have them use the same 'think-aloud' approach as they work through the strategy, so that you can observe them and offer feedback.
- Give the student your master notes as a guide for improving or expanding his or her own notes. Or at the end of each class period, have the student compare his or her notes for thoroughness and accuracy against those of a classmate who takes thorough notes.
- Model all processes and procedures; utilize the "I do, we do, You do" release of learning to student level.
- Adjust and extend time as needed.
- Use technical tools and computers software to motivate, inform and provide multiple ways for students to demonstrate learning.
- Provide practice through differing and matched learning modalities of the students.
- Monitor continuous progress and work completion, providing positive and explicit feedback for increased student understanding of material.
- Use diagrams, charts, graphic organizers, manipulatives, demonstrations.
- Anchor new knowledge to prior knowledge.
- Pause during instruction to pose questions and check for understanding.
- Vary work between passive and active engagement.
- Invite students to summarize information, to apply information, problem-solve, etc.

To promote student attention and motivation in group instruction:

- Seat the student at the front of the room, so that you face him or her as you teach (the teaching 'action zone')

- Use alerting cues to get the class's attention before giving a directive or assignment.
- Integrate learning into game-like tasks that allow students to win praise, points, privileges, or rewards; promote friendly competition between student teams; or use puzzles, riddles, or other novel vehicles to kindle student interest.
- Present instructional material in short sessions at a brisk pace.
- Require that students engage in some type of active responding to teacher instruction (e.g., students respond to teacher question in unison; students write down their response and then the teacher calls randomly on one student to share his or her answer; students break into small groups and use cooperative-learning strategies to solve a problem).
- Use Kagan structures for classbuilding, teambuilding and instructional collaboration with flexible groupings to provide frequent student movement and opportunity during instruction to address needs of students who are kinesthetic and oral learners.
- Circulate around the room and observe what students are working on.
- Use prompts, theatrics, storytelling, and real-life experiences to focus student attention.
- Be prepared for class; no instructional lag time.
- Deliver instruction in lively, energetic format and pace.
- Make use of color- at least three colors on posters/charts.

To increase the student's persistence with independent academic tasks:

- Decrease assignment length (e.g., reduce number of items, shorten the required length of an essay)
- Break assignment into smaller, more manageable 'chunks'. Acknowledge, praise, or reward student for completion of each chunk.
- Explicitly recognize, praise, and reward the effort that a student puts into an assignment-no matter how imperfect the outcome. Students can become more motivated as they learn that effort (a factor is entirely within their control) can actually pay off!
- Have student monitor and chart own work completion as a motivation-builder.
- Provide the student with a copy of reading material (e.g., expository article) with main ideas already highlighted.
- Post a range of modest classroom 'work accommodations' that any student in the room can take advantage of (e.g., moving to a different part of the classroom to work; choosing which of several in-class assignments to do first; using a tape recorder to dictate the first draft of an essay, etc.). Encourage students to choose those accommodations that help them to work most productively.
- Use timer to guide completion of tasks.
- Have earphones or way for students who have auditory distractibility to focus and work.

To ensure that students who need help with independent classwork get it promptly:

- Create easy-to-follow 'strategy' sheet that lays out academic problem-solving steps in a clear manner for student to refer to as needed.
- Give copies of this model to each student, and mount poster-size versions on classroom walls.
- Teach students acceptable, unobtrusive ways to get academic assistance from peers.

- Put together 'help-signal' program: when a student gets 'stuck' on seatwork, he or she displays help-signal (e.g., brightly colored index card) on desk, switches to other work until teacher is freed up to approach and provide assistance.
 - Train classmates (or even older students from another classroom) to serve as floating 'peer-tutors' during seatwork, circulating around classroom to help students in difficulty.
 - Provide explicit and targeted frequent feedback to students.
- To promote student retention of information that you have taught:
- Review previously taught material frequently ('distributed review & drill'). Come up with high-interest learning activities that allow the student to practice skills without drudgery.
 - Train the student to 'help out' as a tutor in younger classrooms. The tutor can help children on academic material that the tutor has already mastered but should continue to practice (e.g., multiplication skills)
 - Create reading and skill collaborative partnerships to add to provide academic support.
 - Differentiate instruction by using all levels of Bloom's Taxonomy to ask questions and plan learning practice and activities; differentiate complexity of text materials and length of assignments to meet needs of students.
- Behavioral Strategies:
 - Establish a positive, predictable climate in the classroom.
 - Establish and clearly communicate routines (entering room, handing in homework, working in groups or partners, working independently, etc.).
 - Clearly articulate classroom expectations and rules.
 - Develop positive relationships with students, greet all students at the door.
 - Use positive feedback and motivational talk.
 - Teach social skills lessons and reinforce social behaviors through role play.
 - Devise smooth flow of classroom, and do not be afraid to make changes to the layout- desk arrangement, etc.
 - Make materials quickly and easily accessible to students.
 - Move around the room during instruction; maintain visibility and supervision.
 - Reduce/eliminate down time.
 - Eliminate disruptions.
 - Play soft music in the background (without words).
 - Post and adhere to weekly schedules.
 - Use daily warm-ups/ do-it-nows to focus and ready students for instruction.
 - Provide transition and processing of information time.

- Use varied voice intonation.
- Provide incentives and reinforcers.
- Deal with misbehavior promptly, fairly, consistently, equitably and not in an embarrassing environment or manner.
- Do not engage in a power struggle because you will lose in front of student peers.
- Allow and encourage students to ask questions to increase understanding and clear up any misconceptions in learning.
- Repeat directions if needed; even stop instruction and go back if you see several students struggling with the same thing.
- Encourage students to share information and process information through regular and intermittent discourse (roughly at least once during a 10-15-minute period of time).
- Establish relationships with parents and communicate with them regularly.

DRAFT



New York Mills Union Free School District
1 Marauder Drive
New York Mills, New York 13417
1-315-768-8127

RtI Meeting Parent Notification Letter

Date _____

Dear Parent/Guardian,

Student _____

Your son/daughter has been recommended for additional support in order for him/her to meet grade level proficiency expectations. Under New York State Education Department regulation, all schools must identify students who need targeted support to meet all grade level proficiencies and be on-track for graduation. The district has a Response to Intervention Plan posted on our website which details supports available to help students.

Based on review of your student's New York State 3-8 Assessments in English language arts and mathematics, Regents Exams if taken, report card grades, progress reports and student work/ progress in his/her current classes, and/or disciplinary referrals, classroom behaviors or social-emotional observation, the Response to Intervention Team will be meeting to review data and to establish an intervention plan to support and accelerate your student's academic or behavioral/social-emotional success in school. The scheduled data and time is _____.

We invite you to the meeting and to work with us as we know that it is critical for us to work as a unified support team, and you know your child best. Please contact the RtI Team Facilitator _____ by calling _____ to confirm your attendance at the meeting.

Thank you for working with us to improve your son's/daughter's success at New York Mills Union Free School and to help prepare him/her for college/career readiness.

Sincerely,

Principal

DRAFT



New York Mills Union Free School District
1 Marauder Drive
New York Mills, New York 13417
1-315-768-8127

Parent Notification Letter of RtI Supports

Date _____

Dear Parent or Guardian of _____,

Under New York State Department of Education regulation, the district must provide a multi-tiered, problem-solving approach to identify students who are struggling in academic and/or behavioral areas to provide them with targeted supports in order for them to meet all graduation requirements and to be college and career ready. Consequently, all students who are at risk of meeting proficiency levels on New York State 7-8 English language arts and mathematics assessments or New York Sates Regents Assessments in Comprehensive English Language Arts, Global and World History, United States History, Algebra, Living Environment or other Regents in Geometry, Trigonometry, Earth Science, Chemistry or Physics are to receive additional support under our district Response to Intervention Plan. Additionally, the Response to Intervention supports extend to the social-emotional developmental health needs of students. Therefore, the Response to Intervention Team met on _____ date.

Student Performance Data reviewed:

Identified Areas of Support to improve academic success: _____ (academic subject area(s), behavioral areas)

Intervention Level of Tiered Support: (check one) Level 1 _____ Level 2 _____ Level 3 _____

Intervention/Materials to be Used:

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Strategies to be used:

Frequency of RtI support:

Intervention Specialist:

Service Start Date:

You will receive progress reports every five weeks, so you and your son/daughter know improvements are being made. If you have any questions regarding this support, please feel free to contact me at _____ or your son/daughter's student support counselor at _____.

I truly believe if we work as a team, we can improve your son's/daughter's academic success. Thank you in advance for working with us.

Sincerely,

Principal

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Appendix # 8



RtI Teacher Communication Log

Student _____

Skill Trajectory for Student to reach Grade Level Proficiency:

•

Date	Skill(s) Worked On	Evidence of Growth/Achievement



RTI Teacher Communication Log with Referring/Student's Teachers

Student: _____

Date: _____

I have been working with the above student on _____. Please make any suggestions for me to tie in this skill work within your discipline.

Comments:

Date: _____

I have been working with the above student on _____ . Please make any suggestions for me to tie in this skill work within your discipline.

Comments:

Date: _____

I have been working with the above student on _____ . Please make any suggestions for me to tie in this skill work within your discipline.

Comments:

Appendix # 10

Behavioral Matrix

Behavior exhibited	Date behavior occurred													
Avoidance refuses work stays on iPad walks out of class wandering in classroom lays on floor hides in corner refuses to come to class														
	Disruptive interrupts teacher interrupts other students makes random noises													
	Disrespectful													

KINDERGARTEN

STAR Early Literacy *		Fall (September)	Winter (January)	Spring (May)			
Tier III		437	500	574			
Tier II		496	568	644			
Tier I (grade level)		530	608	685			
Enrichment		587	670	744			
F&P Instructional Levels		Fall (September)	Winter (January)	Spring (May)			
Tier III		n/a	Below A	Below C			
Tier II		n/a	A	C			
Tier I (grade level)		n/a	B	D/E			
Enrichment		n/a	C+	E+			
DIBELS Letter-Naming Fluency		DIBELS Phoneme Segmentation Fluency					
	September **	January	May	September	January	May	
Tier III	0-5	0-26	0-41	Tier III	n/a	0-27	n/a
Tier II	6-10	27-33	42-46	Tier II	n/a	27-33	n/a
Tier I	11+	34+	47+	Tier I	n/a	33+	n/a
Quantity Discrimination		Missing Number					
	September	January	May	September	January	May	
Tier II	8	8	12	Tier II	0	3	7
Tier I	15	20	23	Tier I	3	10	14
Enrichment	22	32	34	Enrichment	7	17	21
Number Identification		Addition/Subtraction within 5 (± MIN)					
	September	January	May	September	January	May	
Tier II	0	27	38	Tier II			
Tier I	14	45	56	Tier I			
Enrichment	28	63	74	Enrichment			

STAR Early Literacy		Fall (September)	Winter (January)	Spring (May)
Tier III		558	628	696
Tier II		606	678	742
Tier I (grade level)		651	720	776
Enrichment		720	774	815
F&P Instructional Levels		Fall (September)	Winter (January)	Spring (May)
Tier III		Below C	Below E	Below I
Tier II		C	E	I
Tier I (grade level)		D/E	F	J/K
Enrichment		E+	G+	K+
DIBELS		Fall (September)	Winter (January)	Spring (May)
Tier III				
Tier II				
Tier I (grade level)				
Quantity Discrimination		Missing Number		
		September	January	May
Tier II		Tier II		
Tier I		Tier I		
Enrichment		Enrichment		
Number Identification		Addition/Subtraction within 10 (2 MIN)		
		September	January	May
Tier II		Tier II		
Tier I		Tier I		
Enrichment		Enrichment		

FIRST

SECOND			
STAR Reading	Fall (September)	Winter (January)	Spring (May)
Tier III (<10PR)	25	628	696
Tier II (<25PR)	606	678	742
Tier I (<40PR)	651	720	776
Enrichment (75PR)	720	774	815
F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
Tier III	Below I	Below J	Below L
Tier II	I	J	L
Tier I (grade level)	J/K	K	M/N
Enrichment	K+	L+	N+
DIBELS	Fall (September)	Winter (January)	Spring (May)
Tier III			
Tier II			
Tier I (grade level)			
STAR Math	Fall (September)	Winter (January)	Spring (May)
Tier III (<10PR)	87	107	164
Tier II (<25PR)	126	183	239
Tier I (<40PR)	189	239	291
Enrichment (75PR)	322	370	427
Math Fluencies	Fall (September)	Winter (January)	Spring (May)
Tier III			
Tier II			
Tier I			
STAR Reading	Fall (September)	Winter (January)	Spring (May)
Tier III (<10PR)	177	215	255
Tier II (<25PR)	259	294	334
Tier I (<40PR)	319	357	
Enrichment (75PR)	461	500	547
F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
Tier III	Below L	Below M	Below O
Tier II	L	M	O
Tier I (grade level)	M	N	N
Enrichment	N+	O+	P+
DIBELS			
Tier III			

THIRD

Tier II			
Tier I (grade level)			
STAR Math			
Tier III (<10PR)	177	215	255
Tier II (<25PR)	259	294	334
Tier I (<40PR)	319	357	436
Enrichment (75PR)	461	500	547

DRAFT

FOURTH		Fall (September)	Winter (January)	Spring (May)
STAR Reading				
Tier III (<10PR)	265	287	318	
Tier II (<25PR)	350	375	406	
Tier I (<40PR)	415	449	476	
Enrichment (75PR)	568	612	659	
F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)	
Tier III	Below O	Below P	Below R	
Tier II	O	P	R	
Tier I (grade level)	P	Q	S	
Enrichment	Q+	R+	T+	
STAR Math	Fall (September)	Winter (January)	Spring (May)	
Tier III (<10PR)	265	287	318	
Tier II (<25PR)	350	375	406	
Tier I (<40PR)	415	449	476	
Enrichment (75PR)	568	612	659	
Math Fluencies	Fall (September)	Winter (January)	Spring (May)	
Tier III				
Tier II				
Tier I (grade level)				
Enrichment				
STAR Reading	Fall (September)	Winter (January)	Spring (May)	
Tier III (<10PR)	337	363	386	
Tier II (<25PR)	444	465	492	
Tier I (<40PR)	514	544	573	
Enrichment (75PR)	560	779	846	
F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)	
Tier III	Below R	Below S	Below U	
Tier II	R	S	U	
Tier I (grade level)	S	T	V	
Enrichment	T+	U+	W+	
STAR Math	Fall (September)	Winter (January)	Spring (May)	
Tier III (<10PR)	337	363	386	
Tier II (<25PR)	444	465	492	
Tier I (<40PR)	514	544	573	
Enrichment (75PR)	707	779	846	
Math Fluencies	Fall (September)	Winter (January)	Spring (May)	

FIFTH

	Tier III			
	Tier II			
	Tier I (grade level)			
	Enrichment			

DRAFT

SIXTH		Fall (September)	Winter (January)	Spring (May)
STAR Reading				
Tier III (<10PR)	414	439	459	
Tier II (<25PR)	525	554	578	
Tier I (<40PR)	614	647	684	
Enrichment (75PR)	897	939	997	
F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)	
Tier III	Below U	Below V	Below X	
Tier II	U	V	X	
Tier I (grade level)	V/W	W	Y	
Enrichment	W+	X+	Z	
STAR Math	Fall (September)	Winter (January)	Spring (May)	
Tier III (<10PR)	414	439	459	
Tier II (<25PR)	525	554	578	
Tier I (<40PR)	614	647	684	
Enrichment (75PR)	897	939	997	
Math Fluencies	Fall (September)	Winter (January)	Spring (May)	
Tier III				
Tier II				
Tier I (grade level)				
Enrichment				
STAR Reading	Fall (September)	Winter (January)	Spring (May)	
Tier III (<10PR)	464	474	497	
Tier II (<25PR)	585	611	638	
Tier I (<40PR)	696	736	790	
Enrichment (75PR)	1026	1103	1175	
F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)	
Tier III	Below X	Below X	Below Y	
Tier II	X	X	Y	
Tier I (grade level)	Y	Y	Z	
Enrichment	Z	Z	Z+	
STAR Math	Fall (September)	Winter (January)	Spring (May)	
Tier III (<10PR)	464	474	497	
Tier II (<25PR)	585	611	638	
Tier I (<40PR)	696	736	790	
Enrichment (75PR)	1026	1103	1175	
Math Fluencies	Fall (September)	Winter (January)	Spring (May)	

SEVENTH

	Tier III			
	Tier II			
	Tier I (grade level)			
	Enrichment			

DRAFT

EIGHTH

STAR Reading	Fall (September)	Winter (January)	Spring (May)
Tier III (<10PR)	517	536	557
Tier II (<25PR)	665	696	729
Tier I (<40PR)	830	865	899
Enrichment (75PR)	1202	1241	1288
F&P Instructional Levels	Fall (September)	Winter (January)	Spring (May)
Tier III	Below Y	Below Y	Below Y
Tier II	Y	Y	Y
Tier I (grade level)	Z	Z	Z
Enrichment	Z+	Z+	Z+
STAR Math	Fall (September)	Winter (January)	Spring (May)
Tier III (<10PR)	517	536	557
Tier II (<25PR)	665	696	729
Tier I (<40PR)	830	865	899
Enrichment (75PR)	1202	1241	1288
Math Fluencies	Fall (September)	Winter (January)	Spring (May)
Tier III			
Tier II			
Tier I (grade level)			
Enrichment			



Resolution to Appoint Search Consultant

Resolved, that the New York Mills Union Free School District Board of Education appoint Howard D. Mettelman of Oneida-Herkimer-Madison BOCES as search consultant to oversee the process of selection of a superintendent of Schools for the New York Mills Union Free School.

Ayes: _____ Nays: _____ Abstains: _____ (etc)

Superintendent Search Process

New York Mills Union Free School District



Howard D. Mettelman
District Superintendent
Oneida-Herkimer-Madison BOCES
December 6, 2016



OHM BOCES

Search Methodology

- Board Conducts the Search
- Consultant Conducts the Search
- District Superintendent Conducts the Search



OHM BOCES

Superintendent Search Communication Plan

- Develop Brochure & Application with Salary Range
- Develop Advertising & Media Campaign
- Develop Community Involvement Plan



OHM BOCES

Candidate Review Process

- Applications to District Superintendent
- Initial Screening of Application Material by District Superintendent
- Round I Interviews with BOE – Executive Session
- Round II Interviews with BOE – Executive Session



OHM BOCES

Finalist(s) Review Process

- Committee Interviews for Input
- Public Forum for Input
- Board Interview and Follow-up Discussion



OHM BOCES

Candidate Selection and Contract Development Process

- Board Makes Selection of Final Candidate
- Contract Development with Attorney
- Board Appointment and Public Announcement



OHM BOCES

Mentoring Plan

- Meetings with new Superintendent
- Assignment of Mentor Superintendents from Cabinet
- Mentor Meetings with District Superintendent to Design Professional Development Plan



OHM BOCES

Required Board Action Items

- Approval of Search Consultant
- Approval of Salary Range
- Approval of Brochure and Application
- Approval of Vacancy Announcement
- Approval of Advertising/Media Campaign
- Approval of Community Involvement Plan



OHM BOCES

Questions?



OHM BOCES

Thank You!



OHM BOCES

Regulation

Delete Draft 11/15/2016

6100.18

PERSONNEL

JOB DESCRIPTION - SCHOOL PRINCIPAL

The Building Principal shall serve under the direct supervision of the Superintendent and shall be responsible for the following duties:

1. Administering of the programs, services and personnel of the school building.
2. Providing creative leadership in program and curricular development, implementation and instructional improvement.
3. Under the direction of the Superintendent, providing for coordination and articulation of the various school programs.
4. Developing meaningful and timely in-service education programs.
5. Assisting the Superintendent in the recruitment and selection of instructional and non-instructional personnel.
6. Providing leadership in staff development including orientation, evaluation and instructional improvement.
7. Making recommendations to the Superintendent relative to the continuing employment of instructional staff members.
8. Providing leadership in the interpretation of school policies and programs to parents and community.
9. Coordinating and supervising the preparation of budget proposals for the school building.
10. Providing leadership in the development and implementation of a successful public relations program.
11. Attending and participating in professional association conferences and educational meetings.
12. ~~Adhering to/enforcing all~~ He/she will adhere to and enforce applicable provisions of the law and the policies, rules and regulations of the Board of Education ~~as they relate to the school program.~~
13. Establishing procedures and regulations for the implementation of board policies designed to produce an efficient and effective educational program.

REGULATION

Delete Draft 11/15/2016

6100.18

PERSONNEL

JOB DESCRIPTION - SCHOOL PRINCIPAL

14. Maintaining student discipline of the school on a day-to-day basis.
15. Performing such other duties as may be assigned by the Superintendent or are deemed necessary to fulfill the responsibilities of the position.

New York Mills Union Free School District

Adopted: 6/11/74

Revised: 6/1/99, 07/10/12, _____

Regulation

Delete 11/15/2016 – Replaced by Policy 2103, Duties of the Treasurer

PERSONNEL

6100.19

JOB DESCRIPTION: SCHOOL DISTRICT TREASURER

The Business Manager shall serve under the direct supervision of the Superintendent and shall be responsible for the accurate and efficient management of school district financial and business affairs. Immediate supervision is exercised over clerical assistants and heads of operating departments. The duties include, but are not limited to:

1. General supervision and responsibility for the business functions of the School District, including financial accounts, records, reports, receipts and expenditures, balances, etc.
2. Compilation of all basic data in the preparation of the annual School Budget; development of long range financial planning.
3. Administration and interpretation of the salary schedule (in close cooperation with the Superintendent) so that all employees are paid in conformance with existing contractual agreements and school policies.
4. Completing tax warrants and tax rolls for collection.
5. Supervising the districts banking program including investment deposits withdrawals, transfers, and records of bonded indebtedness.
6. Administration of tuition payments.
7. Preparation of annual reports to the State Education Department and the Department of Audit and Control concerning financial, statistical, census reports and budgetary data, etc.
8. Administration of inventories of school equipment and materials.
9. Serve as a liaison with the Board of Cooperative Educational Services regarding shared services and state aid.
10. The administration and supervision of the School District's insurance programs.
11. The preparation of specifications for supplies and equipment to be purchased in cooperation with other staff members and the responsibility for the legal procurement thereof.
12. Consultation services in conjunction with contract negotiations.
13. Supervision of the Food Service Program, Transportation Supervisor and Operations and Maintenance budgets.

REGULATION

Delete 11/15/2016 – Replaced by Policy 2103, Duties of the Treasurer

PERSONNEL

6100.19

JOB DESCRIPTION: SCHOOL DISTRICT TREASURER

14. Perform the duties of the Purchasing Agent for the School District upon designation by the Board of Education.
15. Any other duties assigned by the Superintendent which will assist in providing administrative services to the School District.

New York Mills Union Free School District

Adopted: 07/10/12

Regulation

Delete 11/15/2016 Replaced by Policy 2102, Duties of the District Clerk

PERSONNEL

6100.20

JOB DESCRIPTION: SCHOOL DISTRICT CLERK

I. Distinguishing Features of the Class:

This work calls for the exercise of mature business judgment in carrying out an established routine. The incumbent is responsible for performing a variety of clerical duties in connection with the business management of a school district. Employees in this class are under general supervision of the Trustees or Board of Education, which formulates policy and checks on the work by means of periodic reports. This work may involve the use of stenographic skill in taking and transcribing minutes of board meetings. In common school districts this position is elective and therefore not subject to Civil Service. In most districts the position is part-time. Does related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Records proceedings of all meetings of voters;
- B. Gives notices of time and place of district meetings;
- C. Attends all meeting of Trustees or Board of Education and keeps a record of their proceedings;
- D. Sorts, indexes, and files material alphabetically and numerically;
- E. Posts to ledger accounts from expense and appropriation records;
- F. Writes vouchers and checks;
- G. Keeps a record of all contracts and other legal forms.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Good knowledge of elementary account-keeping procedures; some knowledge of modern business administration procedures, public personnel practices, and governmental budgetary procedures; familiarity with the laws, regulations, practices and policies of the New York State school system; tact and courtesy, good judgment, ability to present oral and written opinions clearly and concisely; thoroughness and dependability; physical condition commensurate to do the job.

IV. Minimum Qualifications:

Graduation from high school or possession of a high school equivalency diploma and three (3) years of clerical experience, of which one (1) shall have involved keeping or auditing accounts or an equivalent combination of training and experience as defined above.

New York Mills Union Free School District

Adopted: 07/10/12

Regulation

PERSONNEL

Draft 11/15/2016
6100.21

JOB DESCRIPTION: OFFICE SPECIALIST I

I. Distinguishing Features of the Class:

The incumbent in this entry level class performs routine office and clerical functions. Detailed instructions are provided for new or difficult assignments and accuracy of work is reviewed in process or upon completion. Duties of this class may involve public contact and/or work of a confidential nature. The work is performed under the direct supervision of a higher level supervisor. Supervision is not a responsibility of this class. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Types, sorts, processes and files correspondence, forms, rosters, payrolls, bills, invoices, vouchers, records, purchase orders, catalog card, reports, index cards, memoranda, clinic reports, and other material.
- B. Prepares from copy, rough draft and/or dictating machine, office documents which include but are not limited to: letters, memoranda, contracts, leases, vouchers, etc.
- C. Operates various office equipment.
- D. Answers telephone, takes messages and furnishes routine information.
- E. Receives, sorts and processes mail.
- F. Orders, inventories and issues supplies.
- G. Prepares file folders containing office documents.
- H. Receives, greets and provides information and assistance to the general public.
- I. Will perform all other duties as assigned by the Supervisor or Principals.
- J. He/she will adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Working knowledge of office terminology, procedures and equipment; working knowledge of basic arithmetic and English; ability to learn word processing programs to type letters, reports, documents, etc. on a computer; ability to understand and follow oral and written directions; ability to get along well with others; possess a positive and friendly attitude.

IV. Minimum Qualifications:

Graduation from high school or possession of a high school equivalency diploma.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016
6100.22

PERSONNEL

JOB DESCRIPTION:

CONFIDENTIAL SECRETARY TO THE DISTRICT SUPERINTENDENT

I. Distinguishing Features of the Class:

Employees in this class perform highly difficult, complex and responsible office work for the District Superintendent. The work of employees in this class is distinguished by the level of responsibility involved for independently performing complex clerical operations and for relieving the Superintendent of various administrative details. This position involves independent judgment regarding policies and practices in planning office activities. Employees receive detailed instructions only for work where policies have not been determined. The duties involve public contact and work of a confidential nature. The work is performed using both micro-computers and typewriters. The incumbent serves at the pleasure of the Superintendent, because of the exempt classification of this position. Work is performed under general direction of the Superintendent. Supervision is exercised over subordinate clerical personnel. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Serves as confidential secretary to the Superintendent;
- B. Facilitates and coordinates the activities of the Office of the Superintendent;
- C. Prepares data and layouts for brochures, reports, calendars, newsletters and other publications;
- D. Types letters, news releases, speeches, and other correspondence and reports dealing with defined administrative activities;
- E. Has access to sensitive reports, documents and correspondence;
- F. Works independently with all administrators and building principals;
- G. Takes dictation, transcribes and types correspondence, reports and other written materials for the Superintendent and the Board of Education;
- H. Opens, reads, sorts and distributes mail to the Superintendent unless otherwise directed;
- I. Reroutes material at the direction of the Superintendent;
- J. Maintains pending file of routed material requiring response;
- K. Receives visitors and answers phones, responding to inquiries and referring to appropriate department.
- L. Maintains calendar of Superintendent, including meetings and appointments;
- M. Arranges travel, hotel accommodations, registration fees and conference arrangements for the Superintendent and Board of Education;
- N. Files and makes copies of material, including those of a highly confidential nature, such as negotiations and grievance material, legal briefs, and similar documents;
- O. Deals directly with the Superintendent in all matters dealing with the collective bargaining units in the District;

POLICY

Draft 11/15/2016

6100.22

PERSONNEL

JOB DESCRIPTION:

CONFIDENTIAL SECRETARY TO THE DISTRICT SUPERINTENDENT

- P. Oversees collection of information and records data, as directed by the Superintendent;
- Q. Schedules meetings and oversees duplication and distribution of all Board of Education agendas and administrative meeting agendas;
- R. Maintains confidential personnel records for teaching and administrative staff;
- S. Coordinates and records minutes of Superintendent's Hearings and other legal hearings;
- T. Operates micro-computer, typewriter, copier and other office machines;
- U. Will perform all other duties as assigned by the Superintendent.
- V. He/she will adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Thorough knowledge of office terminology, practices and equipment; thorough knowledge of the rules, regulations, procedures and policies of the Superintendent's office; ability to handle routine administrative details independently, including the composition of letters and memoranda; ability to plan, assign and supervise the work of clerical assistants; ability to establish and maintain good working relationships with others; ability to deal effectively and courteously with the public; ability to type accurately at an acceptable rate of speed; ability to take and transcribe dictation; clerical aptitude; tact and courtesy; accuracy; confidentiality; initiative; resourcefulness.

IV. Minimum Qualifications:

Appointed on the basis of administrative secretarial experience and other such qualifications, as the Superintendent may determine appropriate.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

PERSONNEL

Draft 11/15/2016
6100.23

JOB DESCRIPTION: CHAIRPERSON OF COMMITTEE ON SPECIAL EDUCATION (CSE)

The Chairperson of Committee on Special Education (CSE) shall serve under the direct supervision of the Superintendent and shall be responsible for the following duties:

1. Coordinates, schedules, and chairs all meetings of the CSE and CPSE (preschool) ~~in the area of special education.~~
2. Acts as a resource to the Board of Education, Superintendent, ~~Building Principals, Supervisor of Transportation and School District Treasurer and Transportation Department Designee.~~
3. Reports to the Board of Education, as needed, on the status of all district children who receive special education services.
4. Reports to the Board of Education on status of programs, services and other information as requested, at least annually as required by law.
5. Assists in coordination and evaluation of all district special education programs and services.
6. Assures ~~that~~ the district is in compliance with New York State Education Department special education regulations.
7. Keeps ~~CSE Board of Education members, Superintendent, and Principals, and CSE members~~ updated on changes in New York State special education regulations.
8. Develops and updates district-wide plan on status of special education; including programs, services, budget, enrollment, and space allocation.
9. Works with applicable BOCES personnel (~~administrators, teachers, social workers and psychologists~~) to coordinate and assure appropriate placement of district students who attend BOCES special education programs.
10. Attends Oneida-Herkimer-Madison BOCES CSE chairpersons meetings to provide input on special education services provided by BOCES.

REGULATION

Draft 11/15/2016
6100.23

PERSONNEL

JOB DESCRIPTION: CHAIRPERSON OF COMMITTEE ON SPECIAL EDUCATION (CSE)

11. Plans and researches special education projects of concerns as assigned by the Superintendent.
12. Works with School District Treasurer and/or BOCES staff to complete System to Track and Account for Children (STAC) forms used to generate funding for children receiving special education services.
13. Completes all other special education reports as required by New York State Education Department, BOCES and the school district.
145. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.
154. Performs other duties as required by the Building Principals or Superintendent.

New York Mills Union Free School District

Legal Ref: Ed 4402 (1)(b)(3)(f)

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016

6100.24

PERSONNEL

JOB DESCRIPTION: DEPARTMENT COORDINATOR

Department coordinators are directly responsible to the ~~Junior-Senior High School~~ Principals for fulfillment of the following duties within their discipline:

1. Providesing leadership in the development, revision and implementation of courses of study.
2. Providesing for vertical and horizontal articulation among courses of study.
3. Providesing members of their department with instructional assistance relative to both method and content.
4. Assistsing in the communication of enforcement of school policies, procedures and programs with students and parents.
5. Assistsing in the recruitment, selection, orientation and supervision of instructional staff members.
6. Makesing recommendations to the ~~Junior-Senior High~~ Principals relative to all aspects of the instructional program.
7. Conductsing an annual inventory of departmental equipment, supplies and textbooks and keeping necessary associated records.
8. Coordinatesing and supervisesing—the development of departmental budgets and administration of departmental budgets once adopted.
9. Assistsing in the development of a master schedule and the scheduling of students for various courses of study.
10. Serves as a resource to the Board of Education and administration ~~Assistsing~~ in the development of junior-senior high school ~~policies~~ procedures concerning instruction, curriculum and student affairs.
11. Maintainsing records and preparing reports as required by the ~~Junior-Senior High School~~ Principals.
- ~~1213.~~ Adheres to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.
- ~~1312.~~ Performsing other related duties as may be assigned by the ~~Junior-Senior High School Superintendent or Principals or Superintendent~~ as deemed necessary to fulfill the responsibilities of the position.

New York Mills Union Free School District

Adopted: 8/13/74, 12/13/88

Regulation

ADMINISTRATION PERSONNEL

Draft 11/15/2016
6100.24

JOB DESCRIPTION:
DEPARTMENT COORDINATOR

Revised: 07/10/12, _____

Regulations

PERSONNEL

Draft 11/15/2016
6100.25

JOB DESCRIPTION: TEACHER

- I. The Teacher reports directly to the Principal assigned by the Superintendent.
- II. The Teacher shall perform the following duties and responsibilities:
 - A. The Teacher is responsible for the ~~conduct~~ delivery of the instructional program and all activities in support of the instructional program of the School District as outlined by the Principals or Superintendent.
 - B. The Teacher will perform the following:
 1. Direct Services to Students:
 - a. Develops and implements course curriculum designed to assure student learning.
 - b. Evaluates student performance through formal and informal measures.
 - c. Maintains performance standards.
 - d. Maintains and insures the security of permanent records.
 - e. Assures safety and emergency first-aid prior to the school nurses intervention.
 - f. Maintains official attendance records.
 - g. Prepares, renews and revises the Section 504 Plan Individualized Education Plan (IEP) for each student in cooperation with the special education teacher and Committee on Special Education.
 - h. Prepares and presents instruction designed to meet objectives of the Individual Education Plans or Section 504 Plan.
 - i. Provides classroom intervention and differentiated instruction as appropriate.
 - j. Conducts student and/or parent conferences as required.
 - k. Provides effective classroom management conducive to learning and safety.

PERSONNEL

JOB DESCRIPTION: TEACHER

2. Indirect Services:
 - a. Consults with other professional staff.
 - b. Develops courses of study, revises/adapts curriculum.
 - c. Completes Purchase Orders supplies and equipment.
 - d. Maintains inventories.
 - f. Maintains the security of supplies.
 - g. Directs and supervises School Monitors assigned to their students or classroom.
 - h. Serves on committees as requested by the Principal or ~~District~~ Superintendent.
 - i. Attends Committee on Special Education and Child Study Team meetings as requested.
3. ~~The Teacher will perform any additional duties as assigned by the appropriate administrator.~~

- III. Qualifications: The Teacher will hold the certificate appropriate to the assigned subject area.
- IV. AB. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.
BA. Other duties as required by the ~~Building~~ Principal or Superintendent.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.26

JOB DESCRIPTION:
LIBRARY AIDE

I. Distinguishing Features of the Class:

Employees in this class work under continual supervision, primarily in the shelving of books and in the performing of minor clerical tasks. Duties may include, at the discretion of the Library Director ~~Media Specialist~~ Media Specialist or higher ranking employee, the operation of the circulation desk for short periods of time. This work requires no prior knowledge of library work as employees are trained on the job. Incumbents perform related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. ~~Get~~ Retrieves books from the shelves;
- B. ~~Sorts, and shelves, and straightens~~ Sorts, and shelves, and straightens books;
- C. ~~Reads and straightens shelves;~~
- ~~DC.~~ Shifts books and library materials;
- ~~ED.~~ Clears tables and keeps library rooms in order;
- F. ~~Runs errands and distributes mail;~~
- ~~GE.~~ Performs simple clerical tasks within the library;
- H. ~~May operate the circulation desk for short periods of time at the discretion of the library director.~~

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Ability to understand and carry out oral and written directions; accuracy; industrious; mental alertness; neatness; tact; willingness to follow a prescribed routine; ability to get along well with others.

IV. Minimum Qualifications: (Either)

- A. Graduation from high school or possession of a high school equivalency diploma;
OR
- B. One (1) year of clerical experience.

V. A. Other duties as required by the Principal or Superintendent.

- B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Reviewed: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 3/13/2014

PERSONNEL

6100.27

JOB DESCRIPTION: SCHOOL MONITOR

I. Distinguishing Features of the Class:

This is responsible work calling for the exercise of good judgment and special ability to get along well with children. Employees in these positions guide children safely across streets and intersections and; oversees students in corridors, locker rooms as passengers on school district buses and in other designated school building rooms and areas including the playground and cafeteria. A school monitor must be firm, yet courteous and congenial, in exercising his/her influence on students. Work is performed under supervision of a teacher or other appropriate school administrator. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Guides children safely across streets and intersections in accordance with operating traffic lights;
- B. Oversees and maintains order of students passing in hallway between classes and other designated rooms and on school premises;
- C. Performs miscellaneous clerical duties as assigned;
- D. Helps children in lower grades with wearing apparel;
- E. Has Maintains charge of students during rest periods;
- F. ~~Assist teachers~~ Supervises with recess, playtime supervision and with lunches;
- G. ~~May be responsible for~~ Performs required security procedures, such as, checking the condition of building rooms and unlocking/securing doors and windows before and after school activities;
- H. May Acts as monitor on school district buses when required.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Good general intelligence; ability to be firm, yet courteous, with the public; ability to get along well with children; ability to work as part of a team; some knowledge of first aid methods; good powers of observation; physical condition commensurate to do the job.

IV. Minimum Qualifications:

None required, but High School Diploma and experience with children is desirable. Preference will be given to applicants with Early Childhood Certificate.

V. Special Requirements:

A person appointed to this position does not have the authority to direct traffic. This is a function of a police officer only.

REGULATION

**Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 3/13/2014**

PERSONNEL

6100.27

JOB DESCRIPTION: SCHOOL MONITOR

- VI. A. Other duties as required by the Principal or Superintendent.
- B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.28

JOB DESCRIPTION:
SCHOOL PHYSICIAN PART-TIME

I. Distinguishing Features of the Class:

The incumbent in this position performs professional medical services in the examination and care of school children. The professional work is performed ~~with considerable leeway for the exercise of~~ using independent judgment in the examination and treatment of individual students according to established medical procedures and objectives outlined by school authorities. A School Physician assumes final responsibility for all related professional medical work ~~done. Does related work~~ as required.

II. Typical Work Activities: (Illustrative Only)

- A. ~~Makes~~ Performs periodic examinations of school children to detect the presence of contagious diseases and physical defects;
- B. Advises parents and other physicians regarding the correction of such defects;
- C. Advises teachers on the teaching of general public health courses;
- D. Handles emergency cases arising in school children;
- E. Conducts school clinics.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Thorough knowledge of the principles and practices of medicine; good knowledge of the principles and practices of public health, epidemiology, and child health; ability to get along well with children; ability to establish and maintain cooperative relations with teachers and the general public; conscientiousness and thoroughness; neatness; interest in maintaining a high standard of professional ethics; physical condition commensurate to do the job.

IV. Minimum Qualifications:

A license to practice medicine in New York State.

V. A. Other duties as required by the Principal or Superintendent.

B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Reviewed: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.29

JOB DESCRIPTION: TRANSPORTATION SUPERVISOR

I. Distinguishing Features of the Class:

This is a supervisory position involving responsibility for the safe and efficient operation and maintenance of the transportation system of a school district. Because the transporting of children is involved, the safety factor is of utmost importance. Consequently, the incumbent must be aware at all times of the need to observe special cautionary measures activities. This class differs from Head Bus Driver, Head Automotive Mechanic or other equivalent titles because of the overall direction of the transportation program including the supervision of maintenance and repair staff as well as Bus Drivers. The work is performed under general supervision of the Superintendent of ~~Assistant Superintendent for Business~~ or other school administrative official, allowing ~~considerable leeway~~ for the exercise of independent judgment. Supervision is exercised over the work of all subordinate transportation personnel. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Oversees the establishment of routes to be followed and preparation of time schedules for buses for public and non-public pupils in the school district;
- B. Supervises service, maintenance, cleaning, and repair of school district vehicles and insures vehicles meet all accepted safety standards and requirements;
- C. Prepares periodic reports which include routine data information, mileage usage, bus utilization, repair costs, inspections and employee payrolls;
- D. Recommends appointment and dismissal of transportation employees and sets standards of performance;
- E. ~~May~~ Assigns substitute bus drivers for extracurricular trips including those for athletic teams, as per CSEA contract.
- F. Establishes a preventive maintenance schedule and insures adherence by drivers and mechanics;
- G. Supervises loading and recommends stopping places for buses;
- H. ~~Purchases or~~ Oversees the purchase of bus supplies including gasoline, tires, lubricants, anti-freeze, and repair parts;
- I. Directs the preparation of accident reports and the filling of necessary insurance forms and department of transportation records;
- J. Processes complaints regarding bus routine and scheduling, designation of bus stops, transportation personnel and student bus discipline;
- K. ~~May p~~ Participates as needed on negotiation committee and handle formal grievances from transportation employees;
- L. Coordinates in-service training programs for transportation staff required by State Education Department and school district;
- M. Assures there are adequate trained substitute bus drivers available when needed;

REGULATION

Draft 11/15/2016 Civil Service Job Description

6100.29

PERSONNEL

JOB DESCRIPTION: TRANSPORTATION SUPERVISOR

- N. Prepares and submits the annual transportation budget;
- O. Insures that transportation personnel comply with policies of the School Board as they relate to safety, courtesy, reporting and self responsibility;
- P. Monitors and records transportation personnel work hours for payroll purposes;
- Q. ~~May p~~Prepares as required specifications for new vehicles and equipment;
- R. Prepares a variety of records and reports related to the work;
- S. Maintains safety standards in conformance with state and insurance regulations and develops a district program of preventive safety;
- T. Advises the Superintendent on road hazards for decision on school closing during inclement weather;
- U. Acts as liaison with Town Highway Superintendent for consultation on road hazards for decision on school closing during inclement weather;
- V. Develops recommendations for future equipment and personnel needs based on accurate and accountable data.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Thorough knowledge of standard transportation methods and the operation of buses; thorough knowledge of the geography of the district; ~~good~~ knowledge of automotive repair methods and of the terminology and tools of the trade; ~~good~~ knowledge of safe driving practices; good knowledge of the New York State Motor Vehicle Law and applicable regulations of the Public Service Commission; ability to plan and supervise the work of others; ability to prepare and maintain written reports; ability to get along well with others.

IV. Minimum Qualifications:

Graduation from high school or possession of a high school equivalency diploma and either:

- A. Four (4) years of experience in the operation of multi-passenger vehicles and the dispatching of motor vehicles and two (2) years of supervisory experience; or
- B. Five (5) years of experience in the maintenance and repair of automotive equipment and tow (2) years of supervisory experience.

V. Special Requirements

Eligibility for the Class B or higher level New York State commercial driver's license with passenger endorsement and without airbrake restriction. Possession of a valid CDL license at time of appointment. This license must be maintained throughout appointment. Candidates must be at least 21 years of age.

REGULATION

Draft 11/15/2016 Civil Service Job Description

6100.29

PERSONNEL

JOB DESCRIPTION: TRANSPORTATION SUPERVISOR

VI. A. Other duties as required by the Principals or Superintendent.

B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Reviewed: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 09/21/2012

PERSONNEL

6100.30

JOB DESCRIPTION: BUS DISPATCHER

I. Distinguishing Features of the Class:

The primary duty of employees in this class is to provide continuous bus service to a large number of students ~~or the community~~ by maintaining bus schedules which involveing a large number of buses and drivers. Employees in this class are responsible for the operation of telephone and two-way radio equipment to dispatch buses and drivers to their assigned routes. Employees must be able to function calmly in emergencies and to take appropriate action. The work is performed under established policies and under the general direction of an administrative official. The work involves the supervision of a large number of bus drivers. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Assigns bus drivers to routes;
- B. Operates radio equipment to dispatch buses and drivers to assigned routes;
- C. Maintains continuous status and location records of all buses and drivers;
- D. Instructs bus drivers on the safety precautions which must be observed while in route;
- E. Makes necessary arrangements to provide transportation services for special projects and special occasions;
- F. Prepares drivers daily bulletins containing information on changes in assignments, as well as, new driving assignments;
- G. Records and files complaints and accident reports;
- H. ~~Periodically~~ eChecks correct operation of radio and telephone equipment to ensure continuity of service, as required;
- I. Performs a variety of tasks related to the transportation program;
- J. Keeps records on bus drivers for payroll purposes;
- K. ~~May~~ operates a variety of office machines and performs clerical tasks in connection with the work of the department;
- L. Prepares bus routes;
- M. Prepares orientation and training courses for new bus drivers;
- N. ~~May~~ operates a bus in an emergency or on a regular schedule.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Good knowledge of driving safety practices and traffic laws and regulations; good knowledge of the operation and maintenance of radio and telephone equipment; good knowledge of the geography of the transportation routes; ability to perform calmly and efficiently in emergency situations; ability to understand and follow oral and written directions; ability to maintain records and prepare reports; ability to assign work to subordinates; good hearing and clear dictation; good judgment; courtesy.

REGULATION

**Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 09/21/2012**

PERSONNEL

6100.30

JOB DESCRIPTION: BUS DISPATCHER

IV. Verifiable part-time experience as stated in (B) above will be pro-rated toward meeting full-time experience requirements.

V. Minimum Qualifications:

A. Graduation from high school or possession of a high school equivalency diploma;
OR

B. Two (2) years of experience in the operation of buses.

VI. Special Requirement:

The District requires bus driving; candidate must possess a valid Class A or B CDL with school bus and passenger endorsement at time of appointment and throughout appointment. Applicants must be able to maintain eligibility and certification under the New York State Department of Motor Vehicles Article 19A of the Vehicle and Traffic Law.

VII. A. Other duties as required by the Principal or Superintendent.

B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.31

JOB DESCRIPTION: BUS DRIVER

I. Distinguishing Features of the Class:

The incumbent in this position is responsible for the operation of a bus or ~~mini-van~~ other school vehicle on an assigned route. In addition, the incumbent is expected to perform minor maintenance tasks on vehicles to which he or she is assigned, as well as, to ensure the safety and proper conduct of passengers boarding, riding and departing from the bus. The work is performed under the general supervision of the department head, immediate supervisor or other official, permitting leeway in carrying out the details of the work. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Operates a bus or ~~mini-van~~ other school vehicle on a regular schedule or on special occasions, picking up and transporting passengers to designated locations;
- B. Checks the operating condition of the van or bus before starting on a trip;
- C. Reports any operational defect to immediate superior;
- D. Encourages passengers to utilize seat belts;
- E. Assists elderly passengers in getting on and off vehicle, as needed;
- F. Keeps interior and exterior of vehicle clean and neat;
- G. Maintains records of mileage, routes, times and incidents;
- H. Prepares and maintains maps of routes and pick-up points;
- I. Attends staff and training meetings and sessions;
- J. ~~May apply~~ Applies first aid and/or CPR techniques in an emergency with passengers;
- K. ~~May be required to perform~~ Performs minor maintenance tasks and gas fuels vehicle.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

~~Good~~ Good knowledge of driving safety practices and traffic laws and regulations; ability to operate a bus or multi-passenger van under all driving and road conditions; ability to understand and follow simple oral and written directions; ability to get along well with ~~the elderly and others~~ passengers; mental alertness; dependability.

IV. Minimum Qualifications:

Graduation from high school or possession of a high school equivalency diploma.

V. Additional Qualifications:

- A. In accordance with New York State Vehicle and Traffic Law, Article 19-A, § 509-b. Qualifications of bus drivers. Notwithstanding any other provision of law, a person shall be qualified to operate a bus only if such person:

REGULATION

Draft 11/15/2016 – Civil Service Job Description

6100.31

PERSONNEL

JOB DESCRIPTION:BUS DRIVER

- (1) is at least twenty-one years old (~~at least eighteen years old, with restrictions—no—Interstate commerce, cannot transport hazardous materials, and cannot operate a school bus~~);
- (2) has been issued a currently valid driver's license, ~~or permit~~ which is valid for the operation of the bus in this state;
- (3) has passed the bus driver physical examination administered pursuant to regulations established by the commissioner; and
- (4) is not disqualified to drive a motor vehicle pursuant to section five hundred nine-c or any other provision of this article.

B. Applicants must be able to maintain eligibility and certification under New York State Department of Motor Vehicles Article 19A of the Vehicle and Traffic Law. In addition, candidates may be required to complete or present data indicating completion of basic first aid and CPR courses during the probationary period upon appointment.

VI. A. Other duties as required by the Principals or Superintendent.

B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Legal Ref: 15 NYCRR 156.3

Cross Ref: 6201, Drug and Alcohol Testing for Bus Drivers

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.32

JOB DESCRIPTION: BUS DRIVER - LABORER

I. Distinguishing Features of the Class:

The incumbent in this position is responsible for the safe transportation of school children on an assigned bus route. The incumbent performs routine manual work involving responsibility for assisting in various maintenance operations. The work is performed under general supervision in accordance with established policies and procedures, but allows ~~some leeway~~ for independent judgment. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Operates a school bus on a regular schedule or on special occasions;
- B. Loads and unloads trucks, excavates and backfills for new construction and repairs;
- C. Collects and disposes of rubbish;
- D. Performs unskilled work in connection with painting and maintenance;
- E. Digs and refills trenches for water and sewer pipelines;
- ~~FG.~~ Works on refuse collection route, lifting cans from curb to truck or dumpster, or emptying cans in truck or dumpster;
- ~~GF.~~ Cuts grass, trims shrubs, rakes leaves, spades flower beds and assists in ground maintenance activities;
- H. Oversees and participates in ash dumping, dump cleaning and leveling;
- I. Performs general building and grounds cleaning tasks.
- J. Performs other duties as assigned by supervisors(s).

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

~~Good~~ Knowledge of the operation of a bus and of traffic safety practices and regulations; willingness to perform routine manual work; ability to lift heavy weights; willingness to work under all weather conditions; physical endurance; dependability; good moral character; mechanical aptitude; mental alertness.

IV. Minimum Qualifications:

Graduation from high school or possession of a high school equivalency diploma.

V. Additional Qualifications:

- A. In accordance with New York State Vehicle and Traffic Law, Article 19-A, § 509-b. Qualifications of bus drivers. Notwithstanding any other provision of law, a person shall be qualified to operate a bus only if such person:

REGULATION

Draft 11/15/2016 – Civil Service Job Description

6100.32

PERSONNEL

JOB DESCRIPTION: BUS DRIVER –LABORER

- (1) is at least ~~eighteen~~ twenty-one years old;
- (2) has been issued a currently valid driver's license or permit which is valid for the operation of the bus in this state;
- (3) has passed the bus driver physical examination administered pursuant to regulations established by the commissioner; and
- (4) is not disqualified to drive a motor vehicle pursuant to section five hundred nine-c or any other provision of this article.

B. Applicants must be able to maintain eligibility and certification under New York State Department of Motor Vehicles Article 19A of the Vehicle and Traffic Law.

V. A. Other duties as required by the Principals or Superintendent.

B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 5/15/12

PERSONNEL

6100.33

JOB DESCRIPTION: CUSTODIAN-BUS DRIVER

I. Distinguishing Features of the Class:

The incumbent in this position is responsible for the safe transportation of school children on an assigned bus route. The incumbent performs routine manual work involving responsibility for assisting in various maintenance operations. The work is performed under general supervision in accordance with established policies and procedures, but allows some leeway for independent judgment. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Operates a school bus on a regular schedule or on special occasions;
- B. Loads and unloads trucks, excavates and backfills for new construction and repairs;
- C. Collects and disposes of rubbish properly.
- D. Performs unskilled work in connection with painting and maintenance;
- E. Digs and refills trenches for water and sewer pipelines;
- F. Works on refuse collection route, lifting cans from curb to truck or dumpster, or emptying cans in truck or dumpster;
- G. Cuts grass, trims shrubs, rakes leaves, spades flower beds and assists in ground maintenance activities;
- H. Oversees and participates in ash dumping, dump cleaning and leveling;
- I. Performs general building and grounds cleaning tasks.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Good knowledge of the operation of a bus and of traffic safety practices and regulations; willingness to perform routine manual work; ability to lift heavy weights; willingness to work under all weather conditions; physical endurance; dependability; good moral character; mechanical aptitude; mental alertness.

IV. Minimum Qualifications:

Graduation from high school or possession of a high school equivalency diploma.

V. Additional Qualifications: In accordance with New York State Vehicle and Traffic Law, Article 19-A, § 509-b. Qualifications of bus drivers. Notwithstanding any other provision of law, a person shall be qualified to operate a bus only if such person:

- A. is at least ~~eighteen~~ twenty-one years old;
- B. has been issued a currently valid driver's license or permit which

REGULATION

**Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 5/15/12**

PERSONNEL

6100.33

- is valid for the operation of the bus in this state;
 - C. has passed the bus driver physical examination administered pursuant to regulations established by the commissioner; and
 - D. is not disqualified to drive a motor vehicle pursuant to Section 509-c ~~five hundred nine-e~~ or any other provision of this article.
- VI. Special Requirement: Applicants must be able to maintain eligibility and certification under New York State Department of Motor Vehicles Article 19A of the Vehicle and Traffic Law.
- VII. A. Performs other duties as required by the Principals or Superintendent.
- B. Adheres to and enforces all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District
Adopted: 07/10/12
Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.34

JOB DESCRIPTION: SCHOOL BUS MECHANIC

I. Distinguishing Features of the Class:

This is skilled work involving responsibility for the efficient and workmanlike performance of a variety of school bus repair tasks, requiring a thorough knowledge of the trade. General instructions are received from a foreman or supervisor regarding tasks to perform, permitting considerable leeway for planning the details of each assignment. Supervision may be exercised over other skilled or unskilled workers as required. The incumbent performs skilled operations in the repair and overhaul of gasoline and diesel motor equipment, including school busses, trucks and tractors. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Repairs or replaces motor pumps, fuel pumps, generators, carburetors, shock absorbers and other school bus parts;
- B. Repairs ignition systems, transmissions, brake systems, clutches, and front and rear axles;
- C. Adjusts connecting rods and bearings;
- D. Adjusts steering mechanisms and aligns wheels;
- E. Makes minor welding repairs to school bus equipment;
- F. Greases vehicles and changes oil and oil filters;
- G. Tunes engines and sets the timing;
- H. Inspects for damage or deterioration and straightens, repairs and finishes damaged bus bodies or parts;
- I. Operates a variety of equipment such as sanders, paint sprayers, pneumatic hammers and jacks, hand tools, welding torch, metal blocks, forming tools, steam cleaners and other tools applicable to the repair and replacement of damaged equipment;
- J. Prepares surfaces for painting; paints bus bodies;
- K. Mends and repairs bus body interiors such as seats and cushions;
- L. Makes estimates of work costs and prepares requisitions for materials;
- M. Keeps records on supplies and equipment that is used.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Thorough knowledge of standard automotive vehicle repair methods, and of the terminology and tools of the trade; demonstrated ability to make difficult repairs to light and at times heavy automotive and other mechanical equipment; familiarity with welding techniques; ability to work from plans and specifications, and to follow rough draft sketches and oral instructions; good motor and hand and eye coordination; manual dexterity; physical condition commensurate with the demands of the position.

REGULATION

Draft 11/15/2016 – Civil Service Job Description

6100.34

PERSONNEL

JOB DESCRIPTION: SCHOOL BUS MECHANIC

IV. Minimum Qualifications: (Either)

(A) One (1) year of experience as a skilled School Bus Mechanic; **OR**

(B) Two (2) years of experience as a skilled Automotive Mechanic.

V. A. Performs other duties as required by the Principals or Superintendent.

B. Adheres to and enforces all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.36

JOB DESCRIPTION: BUILDING MAINTENANCE MECHANIC

I. Distinguishing Features of the Class:

This position involves a variety of building maintenance and repair tasks of a skilled or semiskilled nature. Employees in this class are required to work in various mechanical trades as the occasion demands. In this respect, the class differs from such classes as Painter, Carpenter, Plumber, etc., which limit incumbents to a single trade. The duties of this class differ from Maintenance Worker due to the more skilled nature of the work involved. Incumbents perform their duties with some latitude for independent planning or laying out of the work details. In those cases where supervisory responsibilities are involved, the incumbent acts as supervisor of a number of workers, who perform maintenance and repair jobs of a semiskilled nature. The incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Supervises or leads in repairs to plumbing, steam lines, electric wiring and equipment, furniture, doors and windows, hardware, and varied mechanical equipment and machinery;
- B. Installs shelving, storage cabinets and new hardware;
- C. Does skilled painting work;
- D. Oversees and takes part in ordinary building cleaning operations;
- E. Oversees the operation of a central heating system;
- F. Makes inspections of property to ascertain repair needs;
- G. Estimates material required for repairs;
- H. Supervises and participates in a general grounds maintenance program.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Thorough knowledge of the practices, processes, materials and tools of the principal trade to which assigned; good knowledge of one or more additional trades; good knowledge of modern buildings and grounds maintenance and repair practices; familiarity with the operation and maintenance of high pressure heating systems; ability to plan and supervise the work of others; ability to understand oral and written directions; mechanical aptitude.

IV. Minimum Qualifications:

- A. Two (2) years of experience in either building construction or building trades work in one or more of the standard trades such as carpentry, plumbing or electrical work.

V. NOTE:

REGULATION

Draft 11/15/2016 – Civil Service Job Description

6100.36

PERSONNEL

JOB DESCRIPTION: BUILDING MAINTENANCE MECHANIC

- B. _____ Verifiable part-time experience as described above will be pro-rated toward meeting full-time experience requirements.

- V. _____
 - A. _____ Performs other duties as required by the Principals or Superintendent.

 - B. _____ Adheres to and enforces all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 10/24/12

PERSONNEL

6100.37

JOB DESCRIPTION: BUILDING MAINTENANCE WORKER

I. Distinguishing Features of the Class:

This is semi-skilled work involving responsibility for independently performing a variety of mechanical and other building maintenance tasks or for serving as a helper to a journeyman tradesman. In either case, although a working knowledge of one or more trades is usual, a maintenance worker does not utilize the more skilled journeyman techniques for any considerable portion of his time. In addition, the work may involve the part-time operation of a truck, automobile, or other automotive equipment or supervision of others. General instructions are received and work is performed under immediate or general supervision depending upon the nature of the task. ~~When employed at the Oneida County Airport, the incumbent may be required to complete in-house training in fire and rescue techniques in order to assist fire and rescue crews in an emergency.~~ Does related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Performs general building and grounds maintenance and housekeeping duties;
- B. Serves as general handyman performing a variety of semi-skilled duties;
- C. Supervises other employees as directed;
- D. Performs semi-skilled work in masonry, carpentry, electrical and painting operations;
- E. Helps to install and repair wiring systems, and electric fixtures and equipment;
- F. Repairs windows, doors, floors, walls and other parts of buildings;
- G. Does interior and exterior painting where quantity rather than fine quality of work performed is the principle object;
- H. Helps to install and repair general plumbing equipment, such as sinks and baths;
- I. Assists in cleaning and repairing boilers, pumps, heaters, pipe lines, valves and traps;
- J. Mixes plaster and concrete and assists in laying brick, plastering walls, finishing concrete work, etc.;
- K. Operates trucks, automobiles, air compressors, and other motorized equipment;
- L. ~~When employed at the Oneida County Airport, the employee may assist fire and rescue crews in an emergency.~~

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Good knowledge of modern buildings and grounds maintenance and repair practices; working knowledge of the practices and techniques of one or more of the standard trades; mechanical aptitude, industry; dependability; manual dexterity; ~~when employed at the Oneida County Airport, ability to learn aircraft rescue, fire rescue and disaster techniques.~~

REGULATION

Draft 11/15/2016 – Civil Service Job Description
Oneida County Revised 10/24/2012

6100.37

PERSONNEL

JOB DESCRIPTION: BUILDING MAINTENANCE WORKER

IV. Minimum Qualifications:

- A. Two (2) years of experience in either general building maintenance, maintenance and repair of roads or streets, **OR** in building trades work which has involved one or more of the standard trades, such as carpentry, plumbing or electrical.

V. ~~NOTE:~~ B. Verifiable part-time and/or volunteer experience will be pro-rated toward meeting full-time experience requirements.

V. A. Performs other duties as required by the Principals or Superintendent.

B. Adhere to and enforce all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.38

JOB DESCRIPTION: GROUNDWORKER

I. Distinguishing Features of the Class:

This is routine manual work requiring some knowledge of grounds maintenance activities. The work is performed under general supervision in accordance with established policies and procedures but allowing some leeway for the exercise of independent judgment. Does related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Mows, rakes and cuts grass;
- B. Keeps grounds free of litter;
- C. ~~Prepares graves, and is~~ Responsible for the upkeep of ~~burial plots~~ memorials;
- D. Plants and cares for trees, shrubs and plants;
- E. Removes snow and ice from walks, pathways and steps;
- F. ~~May P~~erforms minor maintenance tasks;
- G. Does other routine manual work ~~W~~hen not working as a Grounds-worker, ~~does other routine manual work~~

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Working knowledge of grounds maintenance activities; willingness to perform routine manual work; physical condition commensurate to do the job.

IV. Minimum Qualifications:

None required, but some experience in park or grounds maintenance activities is desirable.

V. A. Performs other duties as required by the Principals or Superintendent.

B. Adheres to and enforces all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.39

JOB DESCRIPTION: CUSTODIAN

I. Distinguishing Features of the Class:

This position involves manual work calling for the efficient and economical performance of building cleaning and occasional minor maintenance tasks. Cleaning and maintenance tasks are performed according to a well established routine. An incumbent may be responsible for the cleanliness and minor maintenance in a small school building or work under supervision of a higher ranking employee at a larger school. Supervision may be exercised over the work of cleaners or helpers. Incumbent performs related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Sweeps, mops and waxes floors, washes walls, windows and blackboards, cleans erasers, dusts, and performs other cleaning duties;
- B. Cleans and mops lavatories and locker rooms;
- C. Dusts desks, woodwork, furniture, and other equipment;
- D. Makes minor repairs to furniture, electrical fixtures, windows, and window shades, locks, faucets, heating system, and other equipment;
- E. Empties waste baskets, collects, and disposes of rubbish;
- F. Replaces soap, towels, light bulbs, and other supplies;
- G. Keeps simple clerical records related to cleaning and maintenance tasks;
- H. Mows lawns, trims shrubs, rakes leaves, removes snow and ice from walks and driveways, and performs a variety of other grounds-keeping tasks as assigned;
- I. Receives, moves, and stores incoming school supplies;
- J. Arranges chairs and tables and other equipment for special use of school buildings;
- K. May operate oil or gas fired low-pressure steam, hot water or hot air heating system;
- L. May operate a light motor vehicle in transporting supplies, equipment, food, and mail;
- M. May maintain, set up and tear down athletic fields for athletic events;
- N. May operate a computer to receive, maintain, manage and disperse information as required;

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Working knowledge of building cleaning practices, supplies, and equipment, and ability to use them economically and efficiently; ability to acquire knowledge of the operation and maintenance of school building heating and ventilation equipment; ability to make minor plumbing, electrical, carpentry and mechanical repairs, and perform a variety of routine maintenance tasks; ability to understand and carry out simple oral and written

REGULATION

Draft 11/15/2016 – Civil Service Job Description

6100.39

PERSONNEL

JOB DESCRIPTION: CUSTODIAN

directions; ability to operate a computer; ability to get along well with others; willingness to perform custodian and other manual tasks.

IV. Minimum Qualifications: (Either)

(A) Graduation from high school or possession of a high school equivalency diploma;

OR

(B) One (1) year of experience in building cleaning or minor building maintenance activities; or other work of a similar nature.

V. — NOTE: (C) Verifiable part-time and/or volunteer experience will be pro-rated toward meeting full-time experience requirements.

VI.V. SPECIAL REQUIREMENT: If the position requires the operation of a motor vehicle, the following applies:

Eligibility for an appropriate level New York State Driver's License at time of application. Possession of a valid New York State Driver's License at time of appointment. Incumbent must maintain license throughout appointment.

VI. A. Performs other duties as required by the Principals or Superintendent.

B. Adheres to and enforces all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

Draft 11/15/2016 – Civil Service Job Description

PERSONNEL

6100.40

JOB DESCRIPTION: CLEANER

I. Distinguishing Features of the Class:

A Cleaner performs routine building cleaning duties under supervision. The work of employees in this class involves only the execution of tasks which follow a well-established routine. Does related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Washes windows, walls, woodwork, toilets, tubs and bowls;
- B. Picks up, washes and dries laundry and garbage;
- C. Dusts chairs, tables, desks and other furniture;
- D. Sweeps, mops and washes floors and other minor custodial duties;
- E. Gathers and disposes of garbage and other refuse;
- F. Cleans and polishes furniture and brass.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Working knowledge of cleaning methods, materials and equipment; ability to understand and follow simple oral and written directions; ability to get along well with others; ability to read and write.

IV. Minimum Qualifications:

None required.

V. A. Performs other duties as required by the Principals or Superintendent.

B. Adheres to and enforces all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

Regulation

DELETE Draft 11/15/2016

6100.41

PERSONNEL

JOB DESCRIPTION: LAUNDRY WORKER

I. Distinguishing Features of the Class:

This is routine work involving responsibility for the operation of automatic laundry machines and appliances, and familiarity with the uses of laundry materials and equipment. Work is performed under the supervision of a ~~Laundry S~~supervisor or other superior. Does related work as required.

II. Typical Work Activities: (Illustrative Only)

- A. Sorts incoming and outgoing laundry;
- B. Sterilizes incoming soiled clothes;
- C. Operates flat work ironers, extractors and dry tumblers;
- D. Folds and checks finished laundry;
- E. Finishes laundry with hand irons and presses;
- F. Makes/Uses soap, bluing and starch when necessary;
- G. May perform minor custodial duties.

III. Full Performance Knowledge, Skills, Abilities and Personal Characteristics:

Some knowledge of laundry methods and operation such as washing, ironing and folding of articles by hand or machine; some knowledge of the use of common laundry cleaning appliances and materials; skill in the performance of simple laundry and possible custodial tasks; ability to understand and follow simple oral and written directions.

IV. Minimum Qualifications:

None required.

V. A. Performs other duties as required by the Principal or Superintendent.

- B. Adheres to and enforces all applicable provisions of the law and the policies rules and regulations of the Board.

New York Mills Union Free School District

Adopted: 07/10/12

Revised: _____

PILOT PAYMENTS

2016-17

UPPER MOHAWK VALLEY REG. WATER BOARD	MONTHLY PAYMENT	2,622.12
PARCO 89% 2013 OFF PILOT 2017-18	BILLED BY CORKY	94,406.04
BROADSTREET WAREHOUSE 2030	BILLED BY CORKY	40,320.00
VICKS LITHOGRAPH 2014	BILLED BY CORKY	23,616.00
PINNACLE PARK-CONNED 2017	BILLED BY ONEIDA CO.	76,101.31
HUBBELL'S 2017	BILLED BY CORKY	10,069.34
BURRSTONE ENERGY 2021	BILLED BY NYM	22,401.12
		269,535.93

7.2



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

Commissioner of Education
President of the University of the State of New York
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Albany, New York 12234

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November 23, 2016

Revised

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

Dear Superintendent Houghton:

Congratulations. I am pleased to inform you that your Annual Professional Performance Review (APPR) plan meets the criteria outlined in Education Law §3012-d and Subpart 30-3 of the Commissioner's Regulations and has been approved. As a reminder, we are relying on the information you provided on your APPR form, including the certifications and assurances that are part of your approved APPR plan. If any material changes are made to your approved plan, your district/BOCES must submit such material changes to us for approval. Please see the attached notes for further information.

Please be advised that, pursuant to Education Law §3012-d, the Department will be analyzing data supplied by districts, BOCES, and/or schools and may order a corrective action plan if there are unacceptably low correlation results between the Student Performance category and the Teacher Observation or Principal School Visits category, and/or if the teachers' or principals' overall ratings and subcomponent scores show little differentiation across educators and/or the lack of differentiation is not justified by equivalently consistent student achievement results, and/or if schools or districts show a pattern of anomalous results in the Student Performance category and/or the Observation/School Visits category.

The New York State Education Department and I look forward to continuing our work together, with the goal of ensuring that every school has world-class educators in the classroom, every teacher has a world-class principal to support his or her professional growth, and every student achieves college and career readiness.

Thank you again for your hard work.

Sincerely,

MaryEllen Elia
Commissioner

Attachment

c: Howard Mettleman

NOTE:

Pursuant to sections 30-2.14 and 30-3.17 of the Rules of the Board of Regents, during the 2015-16 through 2018-19 school years, your district/BOCES must calculate transition scores and ratings for teachers and principals that exclude the results of grades 3-8 ELA and math State assessments and any State-provided growth scores. For the 2016-17 through 2018-19 school years, your district/BOCES must establish alternate SLOs for affected teachers and principals who, as a result of the above exclusions, have no remaining measures in the Student Performance Category.

Only documents that are incorporated by reference in your APPR have been reviewed and are considered as part of your APPR; therefore, any supplemental documents such as memorandums of agreement or understanding that were uploaded with your APPR but are not incorporated by reference in your APPR have not been reviewed. However, the Department reserves the right to review the uploaded attachments at any time for consistency with your APPR plan and/or to ensure compliance with applicable laws and regulations; and as a result of such review, the Department may reject your APPR plan and/or require corrective action.