



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

**1. Meeting Call to Order**

- 1.1 Pledge to the Flag
- 1.2 Acceptance of Agenda
- 1.3 Teacher Leader Report
  - a. BOCES Update - Howard Mettelman, BOCES District Superintendent
  - b. Title I: Response to Intervention Presentation – M Jarosz and C Sparacino

**2. Communications**

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

**3. Consent Agenda**

- 3.1 Board of Education Minutes for meeting held October 4, 2016
- 3.2 Business Office Reports for Month
  - a. August 2016
  - b. September 2016
  - c. Internal Claims Auditor Report
- 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

**4. Old Business**

- 4.1 Indoor Track Update – M. Griffith

**5. New Business**

- 5.1 Personnel Report – Action

- 5.2 2016-17 School District Safety Plan
- 5.3 Annual Professional Performance Plan Approval – Action
- 5.4 Budget Timeline
- 5.5 Standard Work Day and Reporting Resolution - Action
- 5.6 Standard Work Day and Reporting Resolution for Elected and Appointed Officials – Action

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

- 6.1 Keyboard Update
- 6.2 Immunization Requirements
- 6.3 Teacher Professional Development
- 6.4 Ability Awareness Day
- 6.5 Technology Implementation
  - a. G-Suite Procedures
  - b. G-Suite for Education FAQ

**7. Superintendent's Report**

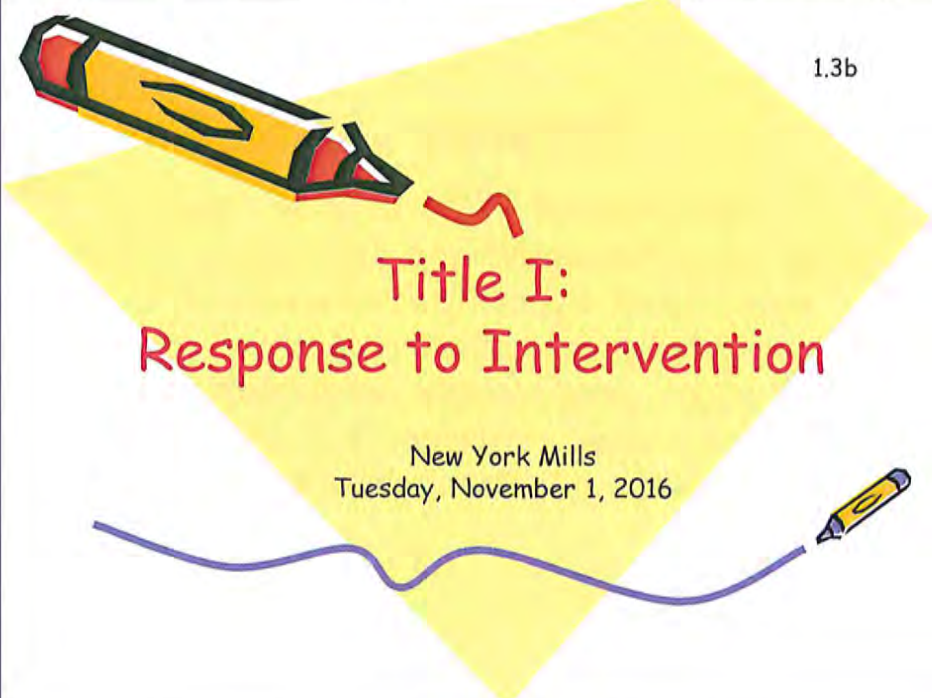
- 7.1 Every Student Succeeds Act (ESSA) Regional State Plan Development Meeting
- 7.2 Emergency Go Home Drill
- 7.3 Capital Project Progress Report
- 7.4 Focus District Update
- 7.5 School Board Appreciation

**8. Board Discussion**

**9. Visitors Comments**

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

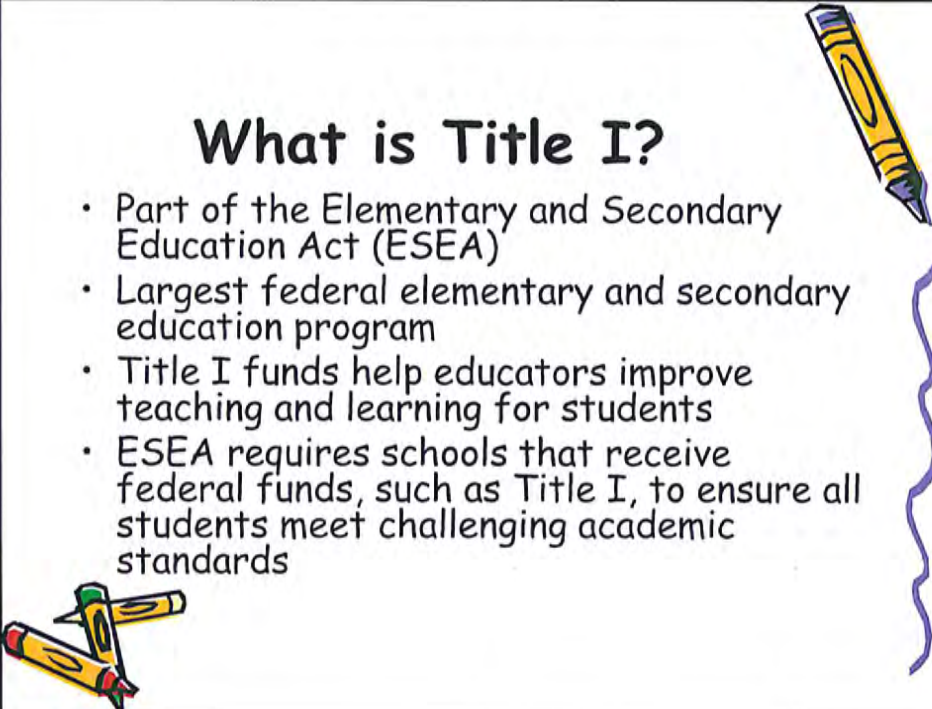
**11. Adjournment**



1.3b

## Title I: Response to Intervention

New York Mills  
Tuesday, November 1, 2016

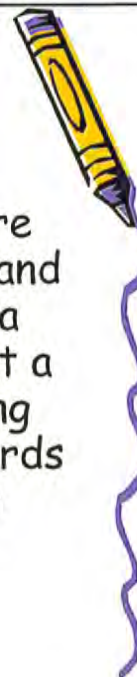


## What is Title I?

- 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.

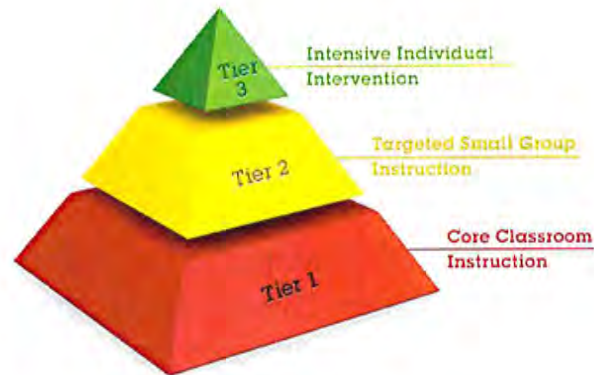


## Title I Funded Opportunities

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



## Response to Intervention



RTI (Response To Intervention)  
**3 Tiers of Support**

## Multiple Measures

- To qualify for RtI Tiers 2 & 3 multiple measures are used
  - State Assessments
  - DIBELS
  - Fountas and Pinnell 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.readinga-z.com](http://www.readinga-z.com)
- [www.engageny.org](http://www.engageny.org)
- [www.ixl.com](http://www.ixl.com)









# November 2016

## Schedule of Events

- Tuesday, 11/1—Board of Education Meeting, 6:30 p.m.
- Thursday, 11/3—Policy Subcommittee Meeting
- Friday, 11/4—Elementary Musical, “Flat Stanley”
- Monday, 11/7—DSC Meeting, 6:30 p.m.
- Tuesday, 11/8—Transportation Subcommittee Meeting, 6:30 p.m.
- Thursday, 11/10—SBI Legal Issues Workshop, 6:00 p.m. Oneida BOCES
- Monday, 11/14—Meeting with Karen Markhoff, 5:00 p.m.
- Tuesday, 11/15— Superintendent Search Discussion, 6 p.m.
- Thursday, 11/17-Genesis “11th Annual Celebration of Education” 5:30 p.m. Hart’s Hill Inn
- Saturday, 11/19—Annual Turkey Trot, 9:30 a.m.
- Wednesday-Friday, 11/23-25—School Closed for Thanksgiving

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



# December 2016

## Schedule of Events

- Monday, 12/5—K-3 Holiday Concert
- Tuesday, 12/6—School Board Meeting, 6:30 p.m..
- Monday, 12/12—SBI Executive Committee Meeting
- Thursday, 12/15—Jr. Sr. HS Band & Chorus Concert, 7:30 p.m.
- Tuesday, 12/20 Elementary Chorus & Band Holiday Concert, 7 p.m.
- 12/26—1/2/17 NO SCHOOL

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



Jacqueline Edwards  
President

Jonathan Fiore  
Vice President



3.1

Richard Ross  
Rick Surprenant  
Traci Welch  
Janet Wroblecki

**BOARD OF EDUCATION MEETING & PUBLIC HEARING  
TUESDAY, OCTOBER 4, 2016  
JR./SR. HIGH SCHOOL LIBRARY – 6:30 P.M.**

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

**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 10 visitor and guests.

**1. Meeting Call to Order**

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

1.1 Pledge to the Flag

Mr. Fiore led the Pledge of Allegiance.

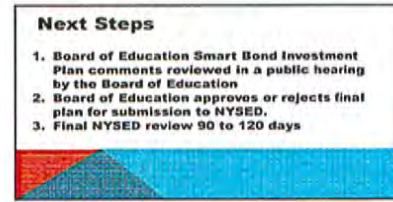
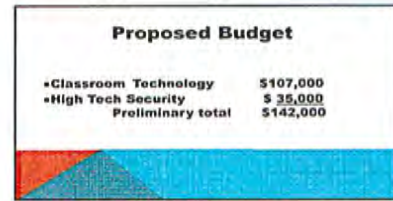
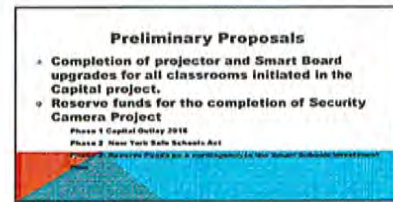
1.2 Acceptance of Agenda

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

Yes 7 No 0  
Motion carried.

1.3 Public Hearing on Smart Schools Investment Plan

Mr. Joseph Riley presented the following PowerPoint for the Public Hearing on the Smart School Investment Plan.



1.4 2015-16 Audit Report by Bonadio Group – Mary E. Polimino (Action needed 5.2)

Mr. Gary Gubbins from the Bonadio Group said the 2015-16 audit went well. Financial statements materials are correct, but not the capital **assets assessments**. Many districts are having problems with this report. The concern will go away by next year **as the District works with Industrial Appraisal Company to work on the corrections**. He did note some capital **work in progress** ~~project money~~ left on financial statements from last year with a correct fixed assets report. This project should have been closed and depreciation should have been booked. Fund Balance went down by \$600,000 and we are now at 4% where the state wants you to be.

Our new employees introduced themselves to the Board Members and told them a little about themselves.

## 2. Communications

### 2.1 From the Floor

N/A

### 2.2 President's Messages – SBI “Meet the Candidates” NYS Assembly and Senate Candidates, October 24<sup>th</sup> (reservations due 10/19)

#### a. Committee Report(s)

##### 1. Facilities Health & Safety Committee

Mr. Ross reported that there will be a meeting next week, October 11<sup>th</sup> at 6:30 p.m. in the Home & Careers Room.

##### 2. Policy Committee

Mrs. Wroblecki said the Policy Committee will be scheduling a meeting and the committee will be pulling Policy #6001, Recruitment, Selection and Appointment of Personnel from the 2<sup>nd</sup> reading.

##### 3. Finance Committee – T. Welch

Mrs. Welch said the Finance Committee will be meeting on October 6<sup>th</sup> at 6:30 p.m.

##### 4. Survey Committee – S. King

Mr. King will be meeting with the committee in November.

#### b. Board Calendar

#### c. BOCES Representative Report

Dr. Porcelli forwarded the following BOCES Representative Report:

Among the items which came before the Cooperative Board were the following:

1. The Board moved to appoint Mr. Gary Nelson of Holland Patent and Mr. Russell Stewart of Waterville to vacant positions on the Cooperative Board. Mr. Nelson and Mr. Stewart took the Oath of Office and were seated.

2. The Board recognized Susan Carlson, the Director of the Regional Program of Excellence and Kelsie Potts, RPE Program Coordinator. They introduced:

Christina Malinowski of New York Mills  
Alexis Wadsworth of Utica



The students presented a report regarding their recent internship experiences as part of the Regional Program. They were both presented with a Certificate of Recognition and Achievement by the Board President.

3. As part of the Board's Personnel report, the Cooperative Board
  - a) approved a new member to the School Library System Council
  - b) approved a new member to the P-TECH Consultant Committee
  - c) created and staffed the position of Assistant Safety Coordinator
  
4. Approved to join in a resolution with 20 other BOCES and school districts seeking legislation to amend the current limitations on compensation for the BOCES District Superintendents.
  
5. The Cooperative Board further discussed its position with respect to a BOCES redistricting survey.
  
6. The Board received a comprehensive report from the District Superintendent and senior council regarding the Emergency Management Planning.
  
7. Discussed the upcoming SBI programs and made note of material from the 9/12/16 "Meet the Congressional Candidates" forum.

### **3. Consent Agenda**

Mrs. Welch made the motion to approve the following Consent Agenda seconded by Mr. Surprenant.

- 3.1 Board of Education Minutes
  - a. Minutes of September 6, 2016 Meeting ttaci surprentant 7-0
  - b. Minutes of September 27, 2016 Meeting
- 3.2 Business Office Reports
  - a. June 2016
  - b. July 2016
- 3.3 CSE Reports
  - a. Meetings held 9/09/16
  - b. Meetings held 9/12/16
  - c. Meeting held 9/14/16
  - d. Meeting held 9/15/16
  - e. Meeting held 9/16/16
  - f. Meeting held 9/19/16
  - g. Meeting held 9/20/16
  - h. Meeting held 9/23/16

Yes 7 No 0  
Motion carried.



**4. Old Business**

- 4.1 2<sup>nd</sup> reading of Policy #4402, Non-Bid Purchasing; Regulation #~~6001~~, Recruitment, Selection and Appointment of Personnel; Regulation #7003.3 Parent/Guardian Affidavit; #7003.4, Affidavit of Receiving Party or Person in Parent Relation steve ross

Mr. King made the motion to approve Policy #4402, Non-Bid Purchasing; Regulation#7003.3 Parent/Guardian Affidavit; #7003.4, Affidavit of Receiving Party or Person in Parent Relation seconded by Mr. Ross.

Yes 7 No 0  
 Motion carried.

**5. New Business**

- 5.1 Personnel Report – Action

Mr. Steve made the motion to approve the Personnel Report seconded by Mrs. Welch. Mr. Ross questioned the salary on Roman Numeral I.1 and asked if it was discussed with the candidate ahead of time. He wanted to discuss it in Executive Session. Mr. King amended his motion to approve Roman Numeral II - VII seconded by Mrs. Welch.

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE	END OF PROBATIONARY APPOINTMENT
<i>The commencement dates of the appointments are *subject to the employees' obtaining all necessary clearances from the State Education Department*.</i>							
<b>II. Substitute Appointments</b>							
1 Ellason, Clinton		Sub Teacher	N/A	\$70		10/5/2016	
2 Priefrock, Ben		Sub School Monitor		\$9.00/hour		10/5/2016	
<b>III. Mentor</b>							
1 Sparacito, Colleen		Grade 6 Mentor	Pre-K, K and Grades 1-6	\$500		9/6/2016	
<b>IV. Advisor</b>							
1 Babula, Melissa		Class of 2021 Advisor		\$941	Grogan, Melissa	2016-17 School Year	
<b>V. Medical Unpaid Leave</b>							
1 West, Kelly		School Monitor				9/8/16 - Unknown	
<b>VI. Medical Leave w/Pay</b>							
1 Houle, Deborah		School Monitor				9/22/16 - Unknown	
<b>VII. Administrative Appointment</b>							
***1 Dodge, Brent		K-12 Principal	School Building Leader, Initial Certificate and School District Leader, Professional Certificate	\$86,000 prorated		11/7/2016	

Yes 7 No 0  
 Motion carried.

- 5.2 Audit Resolution

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

**Whereas:** the New York Mills Board of Education has received the audit of fiscal year 2015-2016 from The Bonadio Group CPAs, Consultants & More and

**Whereas:** the New York Mills Board of Education has had the opportunity to review said audit:

**Therefore:** the New York Mills Board of Education accepts the audit from The Bonadio Group CPAs, Consultants & More

Yes 7 No 0  
Motion carried.

### 5.3 Comptroller's Audit Corrective Action Plan – Action

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

Recommendation #1 – The Board should develop realistic estimates of expenditures and the use of fund balance in the annual budget

Response - We have historically carried and appropriated fund balance in order to offset any tax increase implications for our school district residents and we will continue to do so.

Recommendation #2 – Ensure that the amount of the District's unrestricted fund balance is in compliance with the limit established by Real Property Tax Law (RPTL).

Response - The District will insure that our fund balance remains within the guidelines set forth by the New York State Comptroller's Office.

Recommendation #3 – Develop a plan to reduce the amount of unrestricted fund balance in a manner that benefits District residents. Such uses could include, but are not limited to, using surplus funds as a financing source, funding one-time expenditures, funding reserves to finance future capital needs or reducing property taxes

Response - Before the Comptroller's Audit began, the district was in the process of developing a plan for the systemic use of unrestricted fund balance in the manner that best benefits our district residents and our K-12 students.

Recommendation #4 – Return moneys improperly residing in the Debt Services Fund to the General Fund.

Response - The returning of monies in the Debt Service Fund was an integral component of the district's planned use of unrestricted fund balance. Examples of this plan include our newly created Building Capital Reserve Fund and Transportation & Vehicle Reserve Fund, as well our plan to have no tax impact to taxpayers during the 2016-17 school year.

Recommendation #5 – Develop and adopt a multiyear financial plan for a three- to five-year period that addresses the District's use of fund balance and economic or environmental factors.



Response - We have enlisted the assistance of Bernie P. Donegan Associates, our financial advisors for the development of a 3-5 year financial plan that addresses our use of fund balance and economic and environmental factors of the school district.

Recommendation #6 – The Business Official should only report those encumbrances that remain outstanding that the end of the fiscal year.

Response - The Board of Education initiated a Capital Outlay Project cycle, beginning with the 2015-16 school year. It is properly budgeted and accounted for per the New York State Education Department. All other encumbrances are reported in accordance with Generally Accepted Accounting Practices (GAAP) at the end of each fiscal year.

Yes 7 No 0  
Motion carried.

#### 5.4 Resolution approving final Smart Schools Investment Plan

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

**WHEREAS**, the District accepted a preliminary Smart Schools Investment Plan (“SSIP”) on August 16, 2016 pursuant to The Smart Schools Bond Act (the “Act”); and

**WHEREAS**, the preliminary SSIP was posted on the District’s website for at least 30 days, and the District included an address to which any written comments on the preliminary SSIP should be sent; and

**WHEREAS**, the Board of Education conducted a public hearing that enabled stakeholders to respond to the preliminary SSIP, for which adequate notice of the public hearing was provided through local media and the District website for at least two weeks prior to the hearing; and

**WHEREAS**, the Board of Education has considered all public comments, completed a final SSIP, and determined that approval of the final SSIP is in the best interest of the District.

**NOW, THEREFORE, BE IT RESOLVED**, that the final Smart Schools Investment Plan to install Smart Boards and upgrades and the security video surveillance system as more fully described in the District Plan is hereby approved.

Yes 7 No 0  
Motion carried.

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

### 6.1 Class Enrollments/Class Load

Mr. Spost said Senior Seminar is going well. He was disappointment that only 13 students are enrolled in the class but they are kids that want to be there. If we made it a graduation requirement, there would be more students enrolled, but many would not be willing participants in the class.

Mr. Marcus said Keyboarding was discussed for both the long and short term. Grade 3 will be the starting point. Students will then be able to build upon their skills. Cursive handwriting is usually started in grade 3. In 3 to 4 years you will see the benefits as Keyboarding instruction cycles in. It will be implemented in a structured manner and students attend every other day.

## 6.2 Academic Progress

Mr. Spost said he wanted to mention that we have successfully added three dual credit classes through MVCC for the 2016-17 school year. He said he will continue to work to expand and grow the capacity each year to offer dual credit as he believes there are still a few courses that may fit both the course and the teacher criteria. We continue to provide an academic program that allows student to graduate from here and enter college as sophomores. That does not mean that every student will be on that pathway though, as there are several students that prefer vocations that do not require college. We need to broaden the definition of success. Using a very narrow definition is shortsighted

Homecoming – Mr. Spost said first, Student Council will be keeping track of “spirit” this week by designating specific theme days. Each grade level is encouraged to dress in a specific fashion in order to compete for bragging rights of which class has the most school spirit. Spirit is tallied by the percentage of which grade has the most participation based on each class size.

The spirit days are as follows:

Friday, 10/7 – Twin Day

Tuesday, 10/11 – Pajama Day

Wednesday, 10/12 – Decade Day 1980's

Thursday, 10/13 – Cowboys and Indians

Friday – 10/14 – Blue and Orange Day – Student may wear any Marauder/Mills attire or the colors blue and orange to depict spirit!

The traditionally hallway decorating will take place Thursday, October 13<sup>th</sup> in the evening with some adjustments to locations. Each class may spend up to \$50 to on decorations.

On the evening of Friday, October 14<sup>th</sup>, Student Council will host a “Game Night” in the school cafeteria for students in grades 7-12. Prizes are typically candy and gift cards. We have a live DJ to play music. Game night is from 7:00-9:00 pm and is a \$3.00 entry

On Saturday, October 15<sup>th</sup> our Marauder football team will not have an opponent.

However, on Saturday, October 15<sup>th</sup>, there will be a semi-formal dance for students in grades 7-12. Ticket sale prices will be \$8.00 presale and \$10.00 at the door and include food and drink for all attending. The dance will be from 7:00-10:00 pm at the high school.

Finally, on Sunday, October 16<sup>th</sup>, Student Council is hosting a Powder Puff football game at 2:00 pm on our home field. It will be the ladies turn to play football – junior girls versus senior girls!

Kudos to Ms. Viel and our Student Council for arranging such vast array of activities for our students!



Mr. Marcus said it is great to watch the progress in all K-12 classes and how the students are adjusting to school. It is great to see the excitement. People work really hard to get through the logistics. We have a beautiful group of students. Every day they look really good. It is a credit to their families. Simple saying is "you dress to impress." The other thing is that we have a very polite population which is worthy to mention. Social skills will always help you progress. We are doing our snippets of assessments to see where kids are. We are now creating a baseline with a great emphasis on growth.

The Musical Adventures of Flat Stanley is being directed and implemented by Jennifer Goodfriend and we have approximately 56 kids. There is a lot of great excitement. They are actually quite good. The Music Department is doing a great job. Breakfast and lunches are working out pretty well in the gym. Hallways are pretty quiet still. Car loop is going interestingly. It is nice to see the parents. We are still short on immunizations and physicals. Families have been contacted. Special Persons Day/Arts Fest is being postponed to May 16<sup>th</sup> with an evening concert.

## 7. Superintendent's Report

### 7.1 Capital Project Update

Ms. Houghton introduced Mr. Chad Snowburg, Capital Project Manager from our architects, Hunt-EAS. Mr. Snowburg provided a project update to the Board and public.

#### Highlights:

- Completed new parent drop off loop
- 1<sup>st</sup> round of signage complete
- 2<sup>nd</sup> round of signage ordered
- Job meeting tomorrow expect next week to two week
- Track replacement scheduled
- Beekman - foundation and roof work completed. All exterior work is completed. Doors are in the possession of the general contract. Hardware forthcoming and that leaves just the plumbing fixtures.
- School Building ceilings all completed, CSE office completed, a large portion of the cabling upgrades has been pulled if not all of it. Now we can begin to focus on data closets.
- Fifteen or 18 Smart Boards have been purchased.

Kitchen and cafeteria -- Now we have an issue with the excavation and the earth work. Most recently we met with the bonding company and we are waiting for that determination. The request for additional information seems like dragging feet. Although we are waiting on this work to occur it drives when other work can occur. The arrival of steel as of two weeks ago was 2 to 3 weeks out. Once we can resolve this issue, we will have all the materials. Exterior doors are on hand waiting for coordination between Day Automation and the card reader.

We believe that we are approximately a month behind.

### 7.2 School Improvement Efforts

Ms. Houghton shared with the Board improvement efforts now in progress as a result of our Focus District Designation:

Tenet 1 – District Leadership and Capacity – The Board of Education has completed their work on the district mission and vision, and is currently working on district goals. There will be another work session with Karen Markoff, Outside Education Expert/Evaluator next month.

Tenet 2 – School Leader Practices and Decisions – PLC Associates is providing mentoring and coaching to school leaders in order to support communication, feedback to faculty, staff, and community, family engagement, classroom instructional walk-throughs with feedback, data-driven instruction (supported by RIC Data Analyst Becky Nugent), curriculum work (coordinated by Amy Lamitie, BOCES Curriculum Specialist/Instructional Coach), and monitoring of district/building improvement plans.

Tenet 3 – Curriculum Development & Support – Ms. Houghton reminded the Board that she shared with them last week a memo from Amy Lamitie summarizing the recommended revisions to Common Core Learning Standards in ELA, Literacy across the curriculum, and Math. Ms. Lamitie also provided a written progress report regarding our school district curriculum work, including high praise for our ELA and Math teachers for their hard work and positive attitudes about this opportunity to collaboratively plan and discuss the curricula:

- As of 9/30, all K-12 ELA/Math teachers had participated in their first work session to map their classes and prioritize classes ending in a NYS assessment. There is an organized schedule that includes substitute arrangements that allows for additional work sessions so that all ELA/Math curricula will be completed and reviewed during this school year.
- Consistently formatted curriculum maps will be submitted to the Board in May, with the goal of Board approval in June. These maps will then be posted on the school district website for public access.
- Additional monthly work sessions will include unit planning in ELA and Math, using a common district unit-planning format.

Tenet 4 – Teacher Practices & Decisions - Karen Markoff, OEE is currently working with the School Improvement Team to finalize a multi-year professional development plan that includes not only traditional training through BOCES, but additional onsite support in district from our Curriculum Specialist, Instructional Coach, Data Analyst, OEE, and SESIS (Special Education School Improvement Specialist). Turnkey training opportunities will be provided for teacher leaders in the areas of Data-Driven Instruction, Differentiated Instruction/Homework, essential questions, and learning targets.

Tenet 5 – Student Social & Emotional Developmental Health – A new K-12 RtI (Response to Intervention) Plan has been developed and communicated to faculty and staff by the K-12 Executive Principal and K-12 Principal. An RtI/Student Support Team is establishing meeting protocols and monitoring implementation of the plan. In addition, we are adding grades 7-8 STAR testing in ELA and Math this fall as a diagnostic tool to identify student in need of interventions prior to the spring NYS ELA and Math assessments. Without last year's NYS assessment results for many students, we do not have sufficient multiple measures to designate students for extra help in ELA and Math. STAR will assist us in assessing students' mastery of ELA and Math skills.

We are also reaching out to area pre-schools in order to communicate Kindergarten readiness skills to parents through the pre-school programs. A group of principals worked collaboratively to develop a visual representation of academic, social/emotional, and physical & developmental readiness. They



have also created a draft of a BOCES-wide readiness scale, which we plan to use throughout our component schools in order to identify students in need of support before they enter Kindergarten and assist families and pre-school providers with readiness preparation tools and strategies. There are copies of these tools in your Board folders and BOCES will be finalizing and distributing them to all component districts prior to our spring Kindergarten Screenings.

Tenet 6 – Family and Community Engagement – All teachers are providing monthly reciprocal communication with parents in order that all parents are contacted and invited to respond regarding their child’s school performance as monitored by the K-12 Principals.

Ms. Houghton thanked the District Review Team, School Improvement Team, K-12 Principals, and all faculty & staff for their unwavering support and commitment to address our Focus District designation by striving for system-wide improvements. These, along with obtaining the required 95% participation rate on NYS Assessments should help us to succeed in our efforts to earn a “District in Good Standing” designation in future years.

#### 7.3 Emergency Preparedness Drill

Ms. Houghton shared with the Board of Education the changes in drill requirements from 12 fire drills last year, to 8 evacuation and 3 lockdown drills; for a total of 12 drills each year. This fall, we conducted 6 evacuation drills and three lockdown drills. Mr. Mike Spost, K-12 Executive Principal coordinated these drills with Deputy Nancy Nicholl, our School Resource Officer. Thank you to both of them for their excellent planning and execution of these drills, and to our teachers, staff and students for participating in all of these drills with fidelity.

#### 7.4 District Safety Plan

Ms. Houghton shared that a draft of the 2016-17 District Safety Plan will be reviewed by the Facilities Health & Safety Committee at their meeting next Tuesday, October 11<sup>th</sup>. This plan includes the new evacuation and lockdown drill requirements that just went into effect this school year. The Board of Education was provided a copy of the draft last week and once Committee reviews it, the draft plan will be posted on our website. She will ask the Board to approve the plan at their November meeting.

#### 7.5 Letter from Parent regarding Indoor Track Team

Ms. Houghton reminded the Board that a parent had written a letter to them this summer to request that the district add a sport to our winter season; indoor track. She told the Board and public that our previous Athletic Director did not recommend adding any additional sports due to our small enrollment and concern that participation in our current sports would be compromised by an additional offering. She has forwarded the parent’s request to our current Athletic Director and our K-12 Executive Principal for their review and consideration. Ms. Houghton then asked the Board of Education if they would like to act on this request, or continue to consider the addition of additional sports. Currently, we have no stipend in the NYMTA Agreement for a winter track coach.

### 8. Board Discussion

Ms. Edwards said a computer is needed for lot of different assignments. It’s a natural assumption that everyone has that accessibility. We already acknowledge that demographics have changed. Are we committed to providing accessibility to all children?

Mr. Spost said we will keep students after school and put them on a late bus. We inform the library to stay open. We accommodate all students. If needed, we will print off assignments. We work around the issue to make sure all students can access the information.

Mr. King asked if there is a initiative for connectivity throughout the tsate. Is there some other way to get them connected? Is it part of the Smart Schools Bond Act funding?

Ms. Edwards asked if we could incorporate Moring Program on a smaller scale?

Mr. Spost said he thinks it is a favorable community activity. He will take that charge and get back on it.

Ms. Houghton spoke about new requirements for immunization of students.

## 9. Visitors Comments

Mrs. Hubley said she noticed today that there is only one spot for temporary parking. Maybe we should have a 15 minute lime.

A elementary parent spoke about her two elementary children that come home excited about being in school and how they talk about the Jr. Sr. High School students that assist them from time to time. They learn a lot from their peers.

Mrs. Linaker said last week she attended continuing education training on long term effects of concussion. As it starts to hit the media, more parents may not want their kids in put in these types of situation for a concussion risk. Very disturbing .

Mrs. Hubley said it hit the PTSO Facebook page about football versus doing another sport. A lot of parents shared interest in soccer. If we are having trouble fielding a team maybe we need to see what the kids really want to do.

## 10. Executive Session - To discuss individual agreements and potential contract negotiations regarding CSEA position – D. Pellow, Labor Relations Specialist

Mrs. Wroblicki made the motion to go into Executive Session at after taking a 5 minute break at 8:25 p.m. seconded by Mr. Ross to discuss 1.1 on the Personnel Report and individual agreements, potential contract negotiations regarding a CSEA position.

Yes 7 No 0  
Motion Carried.

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



Respectfully submitted,

Paula Ann May  
District Clerk

Ms. Edwards called the meeting back into regular session at 9:46 p.m.

NAME	TENURE AREA/CIVIL SERVICE TITLE	ASSIGNMENT	CERTIFICATION	SALARY/RATE OF PAY*	EMPLOYEE REPLACING	EFFECTIVE DATE
<b>I. Long Term Substitute</b>						
1 Brockett, Connie		Middle School ELA	Spanish 7-12	\$250 per day worked	Hettina Toti	On or about 10/12/16 - 1/26/17

Mr. King made the motion to approve 1.1 on the Personnel Report below seconded by Mr. Surprenant.

Yes 5 No 2  
Mrs. Wroblecki and Mr. Ross voting  
nay. Mrs. Wroblecki said she was  
concerned with paying the person  
this amount. Mr. Ross was concerned  
with the procedure used.  
Motion carried.

Mrs. Welch made the motion to approve 5.1 a. The Agreement for Terms and Conditions of  
Employment for K-12 Principal seconded by Mr. Fiore.

Yes 7 No 0  
Motion carried.

## 11. Adjournment

Mr. King made the motion to adjourn at 9:48 p.m. seconded by Mr. Fiore.

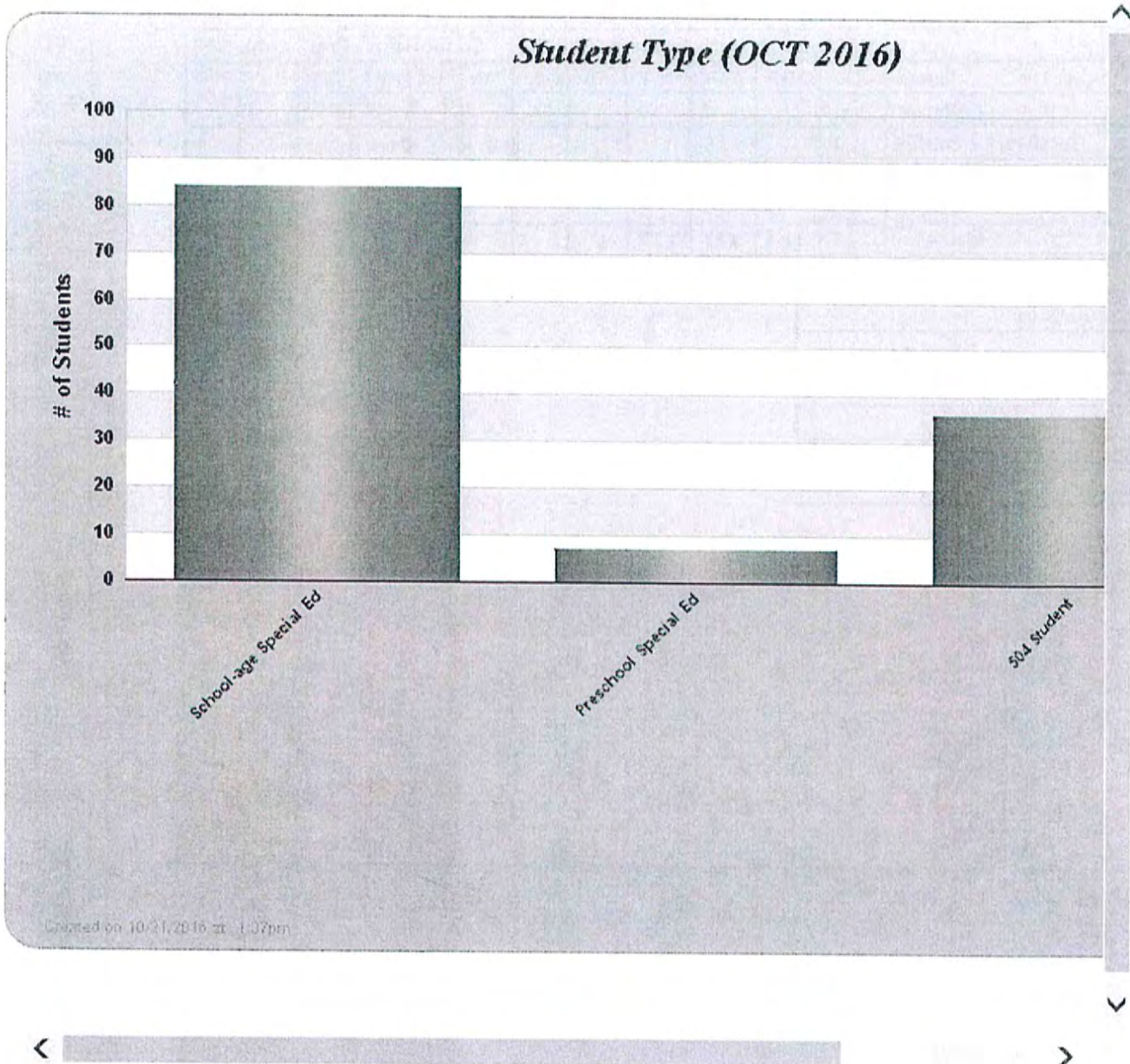
Yes 7 No 0  
Meeting adjourned.

Respectfully submitted,


Kathy Houghton  
Clerk Pro-tem



All Students with Student Type(s) of School-Age, Preschool, 504 (Created 10/21/2016 @ 1:37pm)  
Data ▾



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

Statistics	
Student Type 	# Students
School-age Special Ed	84
Preschool Special Ed	7
504 Student	36
Total	127

# 2016-17 School District Safety Plan

New York Mills Union Free School District

11/1/2016

DRAFT



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DRAFT



PROJECT SAVE  
(Safe Schools Against Violence in Education)

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

**Introduction**

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

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

## **Section I: General Considerations and Planning Guidelines**

### **A. Purpose**

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



## B. Identification of School Teams

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

<b>Members Name</b>	<b>Title</b>
Kathy Houghton	Superintendent of Schools
Dick Ross (Chair), Jacqueline Edwards	School Board Members
Michael Spost K-12 Principal	Administrator Administrator
Mark Griffith Audrey Foote, Kim Zogby, Kevin Getman	Athletic Director Teacher/NYMTA
Jim Greene	CSEA President
Debbie Price Adam Cleveland	Bus Dispatcher BOCES Technology
Theresa Inkawhich, Kate Despins, Ken McCoy, Steve Abel, Gary Hadfield, Ken McCoy	Community Members/Parents
John Bialek Chief Donald Wolain Rick Ulinski Kevin Gubbins	Village of NYM Mayor NYM Police Department NYM Fire Department Edwards Ambulance
Nancy Nicholl (SRO)	Oneida County Sheriff's Office
Donna Wegrzyn, Deborah Corsi-Dee	School Nurses
William Lachut	Maintenance Supervisor
Mike Colangelo, Christy Colangelo	BOCES Safety Specialist

## C. Concept of Operations

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

this document to meet the needs of the district and have addressed feedback from staff, students, and members of the community in its development.

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

#### **D. Plan Review and Public Comment**

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



## Section II: Risk Reduction/Prevention and Intervention

### A. Prevention/Intervention Strategies

#### ***Program Initiatives***

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

- ◆ Conflict resolution for students
- ◆ K-12 RtI (Response to Intervention) Team
- ◆ Behavior Improvement Plan (BIP)
- ◆ Functional Behavior Assessments (FBA)
- ◆ Mediation
- ◆ In-school Counseling
- ◆ School safety programs presented to students and/or staff (local law enforcement, BOCES, fire department)
- ◆ Referrals to community agencies ex: Juvenile Probation, Kids Oneida, Mental Health and/or Substance Abuse Agencies
- ◆ DARE (Drug Abuse Resistance Education)
- ◆ K-6 Character Education Program/PBIS (Positive Behavioral Intervention Support)
- ◆ Social Skills Groups
- ◆ K-12 Code of Conduct
  
- ◆ Reporting mechanisms for school violence (through School Counselors, Social Worker, School Resource Officer, Principals, staff)
  
- ◆ Use of camera surveillance equipment externally, internally, and on school buses
  
- ◆ Threat Evaluation/Assessment and Procedures Team - Our elementary and secondary PPS Teams serve as Threat Evaluation/Assessment and Procedures Teams for grades K-6 and 7-12, respectively.
  
- ◆ Dignity for All Students Anti-Bullying Training for all K-12 Students.

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

#### ***Training, Drills, and Exercises***

- ◆ Amendments to Education Law §807 (1-a),b: Fire and Emergency Drills requirements have expanded to also include emergency drills to prepare

students to be able to respond appropriately in the event of a sudden emergency.

- ◆ The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills.
- ◆ There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.
- ◆ The District conducts emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures are explained and practiced in a variety of ways including early go-home drill; tabletop exercise; live drill; and District Crisis Team exercise. Training takes place on Superintendent's Conference Days and/or other training days as deemed appropriate by the Superintendent, and will utilize the resources of local law enforcement, New York State Police, Oneida-Herkimer-Madison BOCES Safety Office, and Oneida County Emergency Management Office.
- ◆ When appropriate, and at the discretion of the District-Wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. For security purposes, details of these drills and exercises have not been included in this plan. All Federal and State required drills are completed during the course of each year.
- ◆ Front desk attendance staff receives front door training through BOCES Safety Office. Administrators and School Social Workers are trained including first aid, CPR/AED training, de-escalation techniques, and other staff development opportunities as appropriate.

#### ***Implementation of School Security***

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

#### ***Vital Educational Agency Information***

- ◆ In an emergency, the Superintendent may be responsible for contacting other educational agencies in the district or general vicinity. The following chart contains information about each educational agency located in the



school district, including school population, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

School	Contact person	Phone #	# Pupils	Needs
Notre Dame Jr.-Sr. High School	Sister Anna Mae Collins	724-5118	360	Notification
Jr. Junction, Inc.	Debra George, Lori Geer	624-6273	30-35	Notification
House of Good Shepherd	William Holcky Executive Director	235-7600	120	Notification
Utica College	Wayne Sullivan, Director of Campus Security	(w) 792-3201, (c)725-7741	Approx. 4500 inc. staff	Notification
New Hartford Central School District	Robert Nole	(w) 624-1218, (c) 985-2509	2,531	Notification

**B. Early Detection of Potentially Violent Behaviors**

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

**C. Hazard Identification**

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

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

**Section III: Response**

**A. Notification and Activation (Internal and External Communications)**

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

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

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



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

## B. Situational Responses

### **Emergency Response**

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

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

### **Responses to Acts of Violence: Implied or Direct Threats**

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

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

### **Administrators**

Kathy Houghton, Superintendent  
Michael Spost, K-12 Executive Principal  
K-12 Principal

### **Keyed Staff**

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

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

### ***Acts of Violence***

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plan. The following types of procedure(s) have been considered:

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

### ***Response Protocols***

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

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

### ***Arrangements for Obtaining Emergency Assistance from Local Government***

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



**Procedures for Obtaining Advice and Assistance from Local Government Officials**

The District will contact the County Emergency Management Office for advice and assistance for implementation of Article 2-B of the Executive Law. A list of emergency response agencies including the Red Cross, fire department, police, mental health services, hospitals, private industry, private individuals, and religious organizations is included in the Appendix 1.

**District Resources Available for Use in an Emergency**

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

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

**Community Resources Available for Use in an Emergency**

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

<b>Equipment/423-1300 Dispatch</b>	<b>Location</b>	<b>Phone #</b>
Portable generators/Lighting	National Grid	(800) 642-4272 or Account Info
Water pump, medical equipment, generators	New York Mills Fire Department	911
Trucks, equipment	Department of Public Works	736-3204
Tents, medical supplies, generators	Army Reserve Center	793-8400 x401/793-8411
Pumps, emergency equipment	Mohawk Upper Regional Water Board Anne Milograno 794-4532	792-0302

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

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

<b>Name</b>	<b>Role, skill, or assignment</b>
Kathy Houghton, Michael Spost, K-12 Principal, Nancy Nicholl, William Lachut	District Coordination, Bomb Threat, Reasonable Suspicion Search/ID of drugs alcohol use
Dominick Stewart, Michael Spost, Nancy Nicholl, Kathy Houghton, K-12 Principal, Michelle Hall, Kim Zogby, Tammy Maciol, Romana Davis,	De-escalation, restraint
Donna Wegrzyn, Deborah Corsi-Dee	Medical, first aid, CPR, etc.
Bus Drivers	Medical, first aid, CPR, etc.
Andrea Dziekan, Anthony Ricco, Michael Keating, Nicole Greico, Bernice Edwards, Sharron Ferrara, Laura Fryc, Eliesa Fitzgerald, Melinda Schmelcher, Cindy St. James, Marie Joswick, Deborah Corsi-Dee, Ellen Diskin, Lisa Soja, Nancy Nicholl, Tammy Maciol, Kathy Houghton, Mary Sroka, Mandy Bara, Deborah Houle, Betsy Janicki, Kim Zogby, Jessica Powers, Jacqueline Pylman, Bonnie Milone	First Aid/CPR/AED
Audrey Foote	Hazardous materials/chemical management
Mike Spost, K-12 Executive Principal and K-12 Principal	Coordinator K-12 Bomb Threat Response, De-escalation, Restraint, First Aid

### ***Protective Action Options***

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

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

- **School cancellation**
  - ◆ Monitor any situation that may warrant a school cancellation.
  - ◆ Make determination.
  - ◆ Contact local media.
  - ◆ Utilize Messenger System.
  
- **Early dismissal**
  - ◆ Monitor situation.
  - ◆ If conditions warrant, close school.
  - ◆ Contact Transportation Supervisor to arrange transportation.
  - ◆ Contact local media to inform parents of early dismissal.



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

## Section IV: Recovery

### A. District Support for Buildings

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

**B. Disaster Mental Health Services**

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



## Appendix 1:

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

1. New York Mills Union Free School (K-12 Building)  
1 Marauder Boulevard  
New York Mills, NY 13417

Phone Numbers:

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

Michael Spost, K-12 Executive Principal; K-12 Main Office – 768-8124

K-12 Principal; K-12 Main Office – 768-8129

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

3. William Lachut, Director of Facilities I - 768-8516 or 768-8127 or  
292-8422

## **Appendix 2:**

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

- District Office
- K-12 Main Office
- School Resource Officer's Office
- New York Mills Police Department
- State Police Barracks
- Oneida County Sheriff's Office
- BOCES Safety Office
- New Hartford Police Department

## Annual Professional Performance Review - Education Law §3012-d

5.3

## Task 1. School District Information - Tasks 1.1, 1.2

Page Last Modified: 09/01/2016

**Task 1) Disclaimers**

For guidance related to Annual Professional Performance Review plans, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

The Department will review the contents of each school district's/BOCES' Annual Professional Performance Review (APPR) plan as submitted using this online form, including required attachments, to determine if the plan rigorously complies with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. Department approval does not imply endorsement of specific educational approaches in a district's/BOCES' plan.

The Department reserves the right to request further information from a district/BOCES to monitor compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents. As such, each district/BOCES is required to keep detailed records on file for each section of the currently implemented APPR plan. Such detailed records must be provided to the Department upon request. The Department reserves the right to disapprove or require modification of a district's/BOCES' plan that does not rigorously adhere to the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.

The Department will not review any attachments other than those required in the online form. Any additional attachments supplied by the school district/BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional attachments have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR plan approved by the Department. The Department also reserves the right to request further information from the school district/BOCES, as necessary, as part of its review of this plan.

If the Department reasonably believes through investigation, or otherwise, that statements made in this APPR plan are not true or accurate, it reserves the right to reject this plan at any time and/or to request additional information to determine the truth and/or accuracy of such statements.

**1.1) Assurances****Please check all of the boxes below**

- Assure that the content of this form represents the district's/BOCES' entire APPR plan and that the APPR plan is in compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that a detailed version of the district's/BOCES' entire APPR plan is kept on file and that a copy of such plan will be provided to the Department upon request for review of compliance with Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents.
- Assure that this APPR plan will be posted on the district/BOCES website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur.
- Assure that it is understood that this district's/BOCES' APPR plan will be posted in its entirety on the NYSED website following approval.

**1.2) Submission Status**

**Is this a first-time submission under Education Law §3012-d or the submission of material changes to an APPR plan approved pursuant to Education Law §3012-d?**

First-time submission under Education Law §3012-d



# NY MILLS UFSD

## Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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### Task 2) Original Required Student Performance Subcomponent

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

*100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.*

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

### 2.1) Assurances

*Please note: NYS Grades 3-8 ELA/Math Assessments and State-provided growth scores cannot be used for the purposes of providing transition scores and ratings during the 2015-16 through 2018-19 school years, and should be used for advisory purposes only until the 2019-20 school year. Alternate SLOs to be used during the 2016-17 through 2018-19 transition period should be entered in Task 2 (Transition).*

Please check the boxes below.

- Assure that the growth score provided by NYSED will be used, where required.
- Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all 4-8 ELA and Math teachers in the event that a State-provided growth score cannot be generated for that teacher.
- For the 2019-20 school year and thereafter, for any grade/subject that requires a back-up SLO, but for which there are not enough students, not enough scores, or data issues that prevent a teacher-specific SLO from being created, the superintendent or another trained administrator shall develop a school-wide back-up SLO using available State/Regents assessments.
- Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.

### 2.2) Grades 4-8 ELA and Math: Assessments (Original)

#### STATE-PROVIDED MEASURES OF STUDENT GROWTH

For teachers in grades 4 - 8 Common Branch, ELA, and Math, NYSED will provide a growth score and rating. That rating will incorporate students' academic history compared to similarly academically achieving students and takes into consideration students with disabilities, English language learners, students in poverty, and, in the future, any other student-, classroom-, and school-level characteristics approved by the Board of Regents. While most teachers of 4-8 Common Branch, ELA and Math will have State-provided scores and ratings, some may teach other courses where there is no State-provided growth measure. Teachers with 50 - 100% of students covered by State-provided growth measures will receive a growth score and rating from the State for the full Student Performance category of their evaluation. Teachers with 0 - 49% of students covered by State-provided growth measures must have SLOs for the Student Performance category of their evaluation and one SLO must use the State-provided measure if applicable for any courses. (See APPR Guidance and SLO Guidance for more detail on teachers with State-provided growth measures and SLOs.)

For the 2019-20 school year and thereafter, for those teachers who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that teacher.

Using the drop-down boxes below, please select the assessment(s) that will be used for the back-up SLOs for the grade/subject listed beginning in the 2019-20 school year.

	Grade 4 ELA	Grade 4 Math
State Assessment	Grade 4 ELA	Grade 4 Math

Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.1 (Assurances), 2.2 (4-8 ELA/Math)

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	<b>Grade 5 ELA</b>	<b>Grade 5 Math</b>
State Assessment	Grade 5 ELA	Grade 5 Math

	<b>Grade 6 ELA</b>	<b>Grade 6 Math</b>
State Assessment	Grade 6 ELA	Grade 6 Math

	<b>Grade 7 ELA</b>	<b>Grade 7 Math</b>
State or Regents Assessment(s)	Grade 7 ELA	Grade 7 Math

	<b>Grade 8 ELA</b>	<b>Grade 8 Math</b>
State or Regents Assessment(s)	Grade 8 ELA	Grade 8 Math



# NY MILLS UFSD

## Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.3 (3 ELA/Math), 2.4 (4/8 SCI)

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### 2.3) Grade 3 ELA and Math: Assessments (Original)

**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), *required if one exists*

Using the drop-down boxes below, please select the assessment that will be used for the SLOs for the grade/subject listed.

	Grade 3 ELA	Grade 3 Math
State Assessment	Grade 3 ELA	Grade 3 Math

### 2.4) Grades 4 and 8 Science: Assessments (Original)

**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies courses associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), *required if one exists*

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

	Grade 4 Science	Grade 8 Science
State or Regents Assessment(s)	Common Core	Grade 8 Science



Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

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**2.5) High School Courses Ending in a Regents Exam: Assessments (Original)**

Note: Additional high school courses may be included in the "All Other Courses" section of this form (Task 2.10).

**STUDENT LEARNING OBJECTIVES: Courses Ending with State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs are the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For grade 3 ELA and math; grades 4 and 8 science; high school math, science, and social studies associated with Regents exams or, in the future, with other State assessments, the following must be used as the evidence of student learning within the SLO for students taking such assessments:

- State assessments (or Regents or Regent equivalents), *required if one exists*

Using the drop-down boxes below, please select the assessment(s) that will be used for the SLOs for the grade/subject listed.

	Global 2	US History
Regents Assessment	Global 2	US History

	Living Environment	Earth Science	Chemistry	Physics
Regents Assessment	Living Environment	Earth Science	Chemistry	Physics

	Algebra I	Geometry	Algebra II/Trigonometry
Regents Assessment(s)	Common Core Algebra	Common Core Geometry	Common Core Algebra II and Algebra II/Trigonometry

**2.6) High School English Language Arts Courses: Measures and Assessments (Original)**

Note: Additional high school English Language Arts courses may be included in the "All Other Courses" section of this form (Task 2.10).

**STUDENT LEARNING OBJECTIVES: High School English Language Arts**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For high school English Language Arts, the following must be used as the evidence of student learning within the SLO:

- State assessments (or Regents or Regent equivalents), required in at least one year of high school English Language Arts

For grade levels where the Regents exam is not used:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

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**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.5, 2.6 (High School Courses)

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Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
9 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
10 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
11 ELA	Teacher-specific results	<input checked="" type="checkbox"/> Common Core English		
12 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	



Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Task 2.7 (K-2 ELA/Math)

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**2.7) Grades K-2 ELA and Math: Measures and Assessments (Original)**

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

**For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:**

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

**Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.**

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
K Math	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
1 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
1 Math	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
2 ELA	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
2 Math	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	



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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

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**2.8) Grades 6-7 Science and Grades 6-8 Social Studies: Measures and Assessments (Original)**

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for the grade/subject listed.

	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
6 Science	Common branch			
7 Science	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
6 Social Studies	Common branch			
7 Social Studies	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	
8 Social Studies	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	

**2.9) Regents Global Studies 1: Measure and Assessment(s) (Original)**

Note: Additional high school social studies courses may be included in the "All Other Courses" section of this form (Task 2.10).

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Using the table below, please select the measure and assessment(s) that will be used for SLOs for Global Studies

1.

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Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.8 (6-8 SCI/SS) 2.9 (Global 1)

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	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
Global 1	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	



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**Annual Professional Performance Review - Education Law §3012-d**

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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**2.10) All Other Courses (Original)**

**STUDENT LEARNING OBJECTIVES: Courses without State Assessments or Regents Exams**

For guidance on SLOs, see NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

SLOs shall be used for the required student performance measure for teachers who do not receive a State-provided growth score. (Please note that for teachers with more than one grade and subject, SLOs must cover the courses taught with the largest number of students, combining sections with common assessments, until a majority of students are covered.)

For other grades/subjects: district-determined assessments from options below may be used as evidence of student learning within the SLO:

- District-determined assessments from list of State-approved 3rd party assessments; or
- State-approved district, regionally or BOCES-developed course-specific assessments; or
- School- or program-wide, group, team, or linked results; or
- District- or BOCES-wide results

Fill in the following, as applicable, for all other teachers in additional grades/subjects that have SLOs (you may combine into one course listing any groups of teachers for whom the measure and assessment(s) are the same including, for example, "All courses not named above"):

- Column 1: lowest grade that corresponds to the course
- Column 2: highest grade that corresponds to the course
- Column 3: subject of the course
- Column 4: measure used
- Columns 5-6: assessment(s) used

Follow the examples below to list other courses.

	(1) lowest grade	(2) highest grade	(3) subject	(4) measure	(5-6) assessment(s)
All Other Courses	K	12	All courses not named above	District- or BOCES-wide results	Common Core English, Common Core Algebra
K-3 Art	K	3	Art	Teacher-specific results	Questar III BOCES
Grades 9-12 English Electives	9	12	English Electives	School- or program-wide, group, team, or linked results	All Regents given in building/district

To add additional courses, click "Add Row".

Grade From	Grade To	Subject	Measure	State or Regents Assessment(s)	Locally-developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	12	All courses not named above	Teacher-specific results		<input checked="" type="checkbox"/> NY Mills	

**2.11) HEDI Scoring Bands**

Highly Effective	Effective	Developing	Ineffective
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# Annual Professional Performance Review - Education Law §3012-d

Task 2. Original Student Performance - Required (Teachers) - Original Tasks 2.10 (Other Courses), 2.11-2.14

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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

## 2.12) Teachers with More Than One Growth Measure (Original)

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one 0-20 score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Common branch teacher with State-provided growth measures for both ELA and Math in grade 4; middle school math teacher with both 7th and 8th grade math courses.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

## 2.13) Assurances

For guidance on SLOs and the development of back-up SLOs, please see NYSED APPR Guidance and SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

Please check the boxes below.

- Assure that the teacher has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learner status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a teacher's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands (listed in task 2.11), then the teacher's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each teacher will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

## 2.14) Use of the Optional Subcomponent and Student Performance Category Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

**NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.**



**NY MILLS UFSD**

**Annual Professional Performance Review - Education Law §3012-d**

**Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs**

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**Task 2) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

For guidance on the use of alternate SLOs during the transition period, see: <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.

*100% of the Student Performance category if only the Required subcomponent is used or at least 50% when used with the Optional subcomponent.*

(A) For a teacher whose course ends in a State-created or administered test for which there is a State-provided growth model and at least 50% of a teacher's students are covered under the State-provided growth measure, such teacher shall have a State-provided growth score based on such model.

(B) For a teacher whose course does not end in a State-created or administered test or where less than 50% of the teacher's students are covered by a State-provided growth measure, such teacher shall have a Student Learning Objective (SLO) developed and approved by his/her superintendent or another trained administrator, using a form prescribed by the Commissioner, consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any teacher whose course ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, grades 3-8 NYS ELA/math assessments and any State-provided growth scores may only be used for advisory purposes and may not be used for the purpose of calculating transition scores and ratings.

If grades 3-8 ELA/math State assessments and any State-provided growth scores are the entirety of the Student Performance category, districts/BOCES must also develop an alternate SLO based on assessments that are not grade 3-8 ELA/math State assessments and/or on State-provided growth scores for the Required subcomponent of the Student Performance category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

**2.2-2.10) Alternate SLOs (Transition Period, 2016-17 through 2018-19)**

Using the table below, please first select a measure and assessment(s) that will be used for the alternate SLO during the 2016-17 through 2018-19 school years, then indicate the applicable courses.

Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)	Applicable Course(s)
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 4 Science			<input checked="" type="checkbox"/> 3 ELA
				<input checked="" type="checkbox"/> 3 Math
				<input checked="" type="checkbox"/> 4 ELA
				<input checked="" type="checkbox"/> 4 Math
				<input checked="" type="checkbox"/> 5 ELA
				<input checked="" type="checkbox"/> 5 Math
				<input checked="" type="checkbox"/> 6 ELA
School- or program-wide group, team, or linked results	<input checked="" type="checkbox"/> Grade 8 Science			<input checked="" type="checkbox"/> 7 ELA
				<input checked="" type="checkbox"/> 7 Math
				<input checked="" type="checkbox"/> 8 ELA
				<input checked="" type="checkbox"/> 8 Math

**2.11) HEDI Scoring Bands**

Highly Effective	Effective	Developing	Ineffective
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Annual Professional Performance Review - Education Law §3012-d

Task 2. Transition Student Performance - Required (Teachers) - Task 2 Alternate SLOs

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20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

**2.12) Teachers with More Than One Growth Measure (Transition)**

For more information on teachers with more than one growth measure, please see NYSED APPR Guidance and NYSED SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.



# NY MILLS UFSD

## Annual Professional Performance Review - Education Law §3012-d

### Task 3.1. Optional Subcomponent Use (Teachers) - Task 3.1 (Subcomponent Use and Weighting)

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#### Task 3) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance measure, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all classrooms in the same grade/subject in the district/BOCES and be either:

- (A) a second State-provided growth score on a State-created or administered test, provided that the State-provided growth measure is different than that used in the Required subcomponent, or
- (B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

#### 3.1) Use of the Optional Subcomponent of the Student Performance Category

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NQ, the Optional subcomponent WILL NOT be used in the Student Performance category for any teacher.

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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

4.1) Teacher Practice Rubric

Select a teacher practice rubric from the menu of State-approved rubrics to assess performance based on the observable NYS Teaching Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of teachers each rubric applies to.
Danielson's Framework for Teaching	(No Response)

4.2) Assurances

Please check all of the boxes below.

- Assure that all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations.
- Assure that the process for assigning points for the Teacher Observation category will be in compliance with the locally-determined subcomponent weights and overall Observation category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all classroom teachers in a grade/subject across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for teachers who teach different grades and/or subjects during the school year.
- Assure that the same rubric(s) is used for all observations of a classroom teacher across the observation types in a given school year.

4.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Teacher Observation category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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.

4.4) Calculating Observation Ratings

Assurances

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 HBDI 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.

Please also check the boxes below.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second observation(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator. See Section 30-3.4(d)(2)(i)(b)(1) of the Rules of the Board of Regents.
- Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective; and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 4 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.4(d)(2)(i)(b)(2) of the Rules of the Board of Regents.

Teacher Observation Scoring Bands



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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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	Overall Observation Category Score and Rating	
	Minimum	Maximum
<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	1.49 to 1.74

**HEDI Ranges**

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

**4.5) 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 be sure the total of the weights indicated equals 100%.

\* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the observation(s) required to be performed by the principal/supervisor or other trained administrator.

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



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Task 4. Teacher Observation Category - Tasks 4.1-4.6

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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	n/a

4.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the teacher(s) they are evaluating.
- Assure that, if observations are being conducted by trained peer observer(s), these teacher(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a teacher's Observation category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback, use of professional goal-setting as evidence of teacher effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all observations for teachers will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required observations will be unannounced.

4.7) 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	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	0	N/A	1	In person	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	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	N/A
Announced	1	In person	1	In person	0	N/A



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Task 5. Overall Scoring (Teachers) - Tasks 5.1-5.3

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For guidance on APPR scoring, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

**5.1) Scoring Ranges**

**Student Performance**

HEDI ratings must be assigned based on the point distribution below.

**Teacher Observation**

HEDI ratings must be assigned based on locally-determined ranges consistent with the constraints listed below.

	Overall Student Performance Category Score and Rating			Overall Observation Category Score and Rating	
	Minimum	Maximum		Minimum	Maximum
<b>H</b>	18	20	<b>H</b>	3.5 to 3.75	4.0
<b>E</b>	15	17	<b>E</b>	2.5 to 2.75	3.49 to 3.74
<b>D</b>	13	14	<b>D</b>	1.5 to 1.75	2.49 to 2.74
<b>I</b>	0	12	<b>I</b>	0	1.49 to 1.74

**5.2) Scoring Matrix for the Overall Rating**

		Teacher Observation Category			
		Highly Effective (H)	Effective (E)	Developing (D)	Ineffective (I)
Student Performance Category	Highly Effective (H)	H	H	E	D
	Effective (E)	H	E	E	D
	Developing (D)	E	E	D	I
	Ineffective (I)	D*	D*	I	I

\* If a teacher is rated Ineffective on the Student Performance category, and a State-designed supplemental assessment was included as an Optional subcomponent of the Student Performance category, the teacher can be rated no higher than Ineffective overall (see Education Law §3012-d (5)(a) and (7)).

**5.3) Assurances**

Please check all of the boxes below.

- Assure that each subcomponent and category score and rating and the Overall rating will be calculated pursuant to the requirements specified in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that it is possible to obtain a zero in each subcomponent.
- Assure the overall rating determination for a teacher shall be determined according to the evaluation matrix.
- Assure that a student will not be instructed, for two consecutive school years, by any two teachers of the same subject in the same school district who have received ineffective ratings under Education Law §3012-d in the year immediately prior to the school year in which the student is placed in the teacher's classroom unless the district has received a waiver from the Department.

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## Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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For more information on the additional requirements for teachers, see NYSED APPR Guidance: <https://www.cngageny.org/resource/appr-3012-d>.

**6.1) Assurances: Teacher Improvement Plans**

Please check all of the boxes below.

- Assure that the district/BOCES will formulate and commence implementation of a Teacher Improvement Plan (TIP) for all teachers who receive a Developing or Ineffective rating by October 1 following the school year for which such teacher's performance is being measured or as soon as practicable thereafter.
- Assure that TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of their pedagogical judgment, and subject to collective bargaining to the extent required under article 14 of the Civil Service Law shall include: identification of needed areas of improvement, a timeline for achieving improvement, the manner in which the improvement will be assessed, and, where appropriate, differentiated activities to support a teacher's improvement in those areas.

**6.2) Attachment: Teacher Improvement Plan Forms**

All TIP plans developed and implemented by the superintendent or his/her designee, in the exercise of his/her pedagogical judgment, must include:

- 1) identification of needed areas of improvement;
- 2) a timeline for achieving improvement;
- 3) the manner in which the improvement will be assessed; and, where appropriate,
- 4) differentiated activities to support a teacher's improvement in those areas.

As a required attachment to this APPR plan, upload the TIP forms that are used in the school district/BOCES.

TIP Revised\_3012-d\_Revised.doc

**6.3) Assurance: Appeals**

Please check the box below.

- Assure the district/BOCES has collectively bargained appeal procedures that are consistent with the regulations and that they provide for the timely and expeditious resolution of an appeal.

**6.4) Appeals**

Pursuant to Education Law §3012-d, a teacher may only challenge the following in an appeal to their district/BOCES:

- (1) the substance of the annual professional performance review; which shall include the following:
  - (i) in the instance of a teacher rated Ineffective on the Student Performance category, but rated Highly Effective on the Observation category based on an anomaly, as determined locally;
- (2) the school district's/BOCES' adherence to the standards and methodologies required for such reviews, pursuant to Education Law §3012-d; and
- (3) the adherence to the regulations of the Commissioner and compliance with any applicable locally negotiated procedures, as well as the school district's/BOCES' issuance and/or implementation of the terms of the teacher or principal improvement plan, as required under Education Law §3012-d.



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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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**Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.**

Appeals may only be filed for an overall composite rating of ineffective or developing. The scope of the appeal will be limited to the three items outlined above from Regents Rules Section 30-3.12. Multiple appeals regarding the same composite rating or the improvement plan may not be filed. Any grounds not raised at the time of the appeal shall be deemed waived. The teacher has the burden of demonstrating a clear legal right to the relief being requested as the burden of proof lies with the teacher filing the appeal. Each appeal must be filed in writing with copies being sent to the administrator completing the review, the Superintendent and the organization President no later than 15 calendar days after receiving the final evaluation (or 15 calendar days after receiving the TIP).

Within 15 calendar days of receipt of the appeal by the Superintendent, the administrator who issued the final evaluation in question must submit a detailed written response to the appeal. The response must include any and all documentation specific to the point(s) of disagreement that will support the district's response to the appeal. Any information not included at that time will not be considered.

The teacher initiating the appeal, the Superintendent, and the organization President shall receive copies of the administrator's documentation. The Superintendent will render a decision in writing no later than 30 calendar days from the date the administrator submitted their detailed written response to the appeal. All decisions by the Superintendent are final.

The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a teacher performance review and/or improvement plan. A teacher may not resort to any other contractual grievance procedures for resolutions, except as authorized by law.

#### 6.5) Assurance: Evaluators

Please check the box below.

- The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a teacher's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

#### 6.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the duration (how many hours, days) of such training.



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Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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**Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.**

Lead evaluators and independent evaluators of teachers and principals will be annually trained by Oneida BOCES – Program and Professional Development Division. Lead evaluators will be certified and re-certified through the Board of Education’s official action. Inter-rater reliability will be maintained through the annual training provided and periodic review of each evaluator’s evaluations. The training provided by Oneida BOCES will be at least 9 hours in duration. The training will include:

(1) the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable; (2) evidence-based observation techniques that are grounded in research; (3) application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart; (4) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal’s practice; (5) application and use of any assessment tools that the district utilizes to evaluate its classroom teachers or building principals; (6) application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district to evaluate its teachers or principals; (7) use of the statewide instructional reporting system; (8) the scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category, how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher’s or principal’s overall rating and their category ratings; and (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities. Evaluators of Principals will be trained by Oneida BOCES – Program and Professional Development Division annually (see above). New evaluators will receive their initial training from Oneida BOCES – Program and Professional Development Division annually (see above). Previously trained evaluators will receive their recertification training from Oneida BOCES – Program and Professional Development Division annually (see above).

Independent Evaluators will receive training from Oneida BOCES annually. Impartial independent observers will receive training on the following elements: (1) the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable; (2) evidence-based observation techniques that are grounded in research; and (3) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal’s practice.

**6.7) Assurances: Teacher Evaluation**

Please check all of the boxes below.

- Assure that the district/BOCES shall compute and provide to the teacher their score and rating for the Student Performance category, if available, and for the Teacher Observation category for the teacher’s Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the teacher is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher’s performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that teachers will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any teacher’s evaluation: evidence of student development and performance derived from lesson plans, other artifacts of teacher practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of teacher effectiveness; any district or regionally-developed assessment that has not been approved by the Department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless each artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide teachers whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher’s performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide each teachers with their original composite rating by September 1 of the school year next following the school year for which the teacher’s performance is being measured, or as soon as practicable thereafter.

**6.8) Assurances: Assessments**



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## Task 6. Additional Requirements (Teachers) - Tasks 6.1-6.9

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Please check all of the boxes below.

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

## 6.9) Assurances: Data

Please check all of the boxes below.

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all teachers will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that enrolled students in accordance with teacher of record policies are included and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

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Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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**Task 7) Original Required Student Performance Subcomponent**

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

**7.1) State-Provided Measures of Student Growth (Original)**

For principals with at least 30% of their students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model. Please list the grade configurations of the school(s)/program(s) in your district/BOCES where it is expected that 30-100% of a principal's students are taking assessments with a State-provided growth measure, (e.g., K-5, PK-6, 6-8, 6-12, 9-12, etc.). For principals where less than 30% of their students are covered under a State-provided growth measure, such principals shall have an SLO consistent with a goal setting process determined or developed by the Commissioner that results in a student growth score; provided that for any grade-level/course that ends in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO. (See Guidance for more detail on principals with State-provided measures and SLOs.)

For the 2019-20 school year and thereafter, for those principals who would typically receive a State-provided growth score, the district/BOCES must also include a back-up SLO in the event that there are not enough students, not enough scores, or data issues that prevent a State-provided growth score from being calculated for that principal.

Please list the grade configurations of the schools or principals where State-provided growth measures will apply beginning in the 2019-20 school year (please list, e.g., K-5, PK-6, 6-8, 6-12, 7-12, 9-12). For each configuration, also indicate assessment(s) used for the back-up SLO beginning in the 2019-20 school year.

For each grade configuration indicate the following:

- Column 1: lowest grade that corresponds to the building or program
- Column 2: highest grade that corresponds to the building or program
- Column 3: assessment(s) used

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) assessment(s)
Grades K-6 Building	K	6	NYS Grade 4 ELA, NYS Grade 5 ELA, NYS Grade 6 ELA, NYS Grade 4 Math, NYS Grade 5 Math, NYS Grade 6 Math
Grades 7-12 Building	7	12	All applicable Regents assessments which are used to generate the principal's State-provided growth score



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Task 7. Original Student Performance - Required (Principals) - Original Task 7.1 (State-Provided Growth Measures)

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Using the table below, please select the assessment(s) that will be used for the back-up SLOs beginning in the 2019-20 school year for each grade configuration listed. The SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Grade From	Grade To	State or Regents Assessment(s)
K	6	<input checked="" type="checkbox"/> Grade 4 ELA <input checked="" type="checkbox"/> Grade 5 ELA <input checked="" type="checkbox"/> Grade 6 ELA <input checked="" type="checkbox"/> Grade 4 Math <input checked="" type="checkbox"/> Grade 5 Math <input checked="" type="checkbox"/> Grade 6 Math
7	12	<input checked="" type="checkbox"/> Grade 7 ELA <input checked="" type="checkbox"/> Grade 8 ELA <input checked="" type="checkbox"/> Grade 7 Math <input checked="" type="checkbox"/> Grade 8 Math <input checked="" type="checkbox"/> All applicable Regents assessments which are used to generate the principal's State-provided growth score

**7.1) Assurances**

Please check the boxes below.

- Assure that the growth score provided by NYSED will be used, where required.
- Assure that, starting in the 2019-20 school year, back-up SLOs will be set by the superintendent or another trained administrator for all principals who receive a State-provided growth score in the event that a State-provided growth score cannot be generated for that principal.
- Assure that, during the 2015-16 through 2018-19 school years, the results of the NYS Grades 3-8 ELA/Math assessments and State-provided growth scores will continue to be used to calculate an original score and rating for advisory purposes only.



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Task 7. Original Student Performance - Required (Principals) - Original Tasks 7.2 (SLOs), 7.3-7.6

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7.3) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

7.4) Principals with More Than One Growth Measure (Original)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one State-provided growth score and rating, those scores and ratings will be combined into one score and HEDI rating for the Required Student Performance subcomponent provided by the Department. (Examples: Principals of K-8 schools with growth measures for ELA and math grades 4-8.)

If educators have more than one SLO (or a State-provided growth measure and an SLO), the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO (or in the State-provided growth measure and the SLO).

7.5) Assurances

Please check all of the boxes below.

- Assure that the principal has an SLO or a back-up SLO, where applicable, consistent with the goal setting process developed by the Commissioner that results in a student growth score.
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator. Such targets, as determined by the superintendent or another trained administrator, may only take the following characteristics into account: poverty, students with disabilities, English language learners status and prior academic history.
- Assure that all growth targets are approved by the superintendent or another trained administrator.
- Assure that any disagreement between parties regarding the content of the SLO, including the growth target, will be resolved by the superintendent or another trained administrator.
- Assure that if a principal's SLO is based on a small n size population and the district/BOCES chooses not to use the HEDI scoring bands listed in task 7.3, then the principal's 0-20 score and HEDI rating will be determined using the HEDI scoring bands specified by the Department in APPR Guidance.
- Assure that processes are in place for the superintendent to monitor SLOs.
- Assure that the final Student Performance category rating for each principal will be determined using the weights and growth parameters specified in Subpart 30-3 of the Rules of the Board of Regents and the approved APPR plan.

7.6) Student Performance Subcomponent Weighting

- If the Optional subcomponent is not used, the Required subcomponent will comprise 100% of the Student Performance category.
- If the Optional subcomponent is used, the Required subcomponent must comprise at least 50% of the Student Performance category.

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

NO, the Optional subcomponent WILL NOT be used; the Required subcomponent will comprise 100% of the Student Performance category.



**NY MILLS UFSD**

**Annual Professional Performance Review - Education Law §3012-d**

**Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs**

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**Task 7) Required Student Performance Subcomponent (Transition Period, 2016-17 through 2018-19)**

*The measures indicated in this section only apply during the 2016-17 through 2018-19 school years.*

For guidance on the Required subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

For guidance on the use of alternate SLOs during the transition period, see: <https://www.engageny.org/resource/guidance-on-new-york-s-annual-professional-performance-review-law-and-regulations>.

**100% of Student Performance category if only the Required subcomponent is used or at least 50% when used with Optional subcomponent**

(A) For a principal of a building which includes grades 4-8 ELA, math and/or high school courses with State or Regents assessments (or principals of programs with any of these assessments) who have at least 30% of his/her students covered under a State-provided growth measure, such principal shall have a State-provided growth score based on such model.

(B) For a principal where less than 30% of his/her students are covered under the State-provided growth measure, such principal shall have a Student Learning Objective (SLO), consistent with the SLO process determined or developed by the Commissioner, that results in a student growth score; provided that, for any principal whose building or program includes courses that end in a State-created or administered assessment for which there is no State-provided growth model, such assessment must be used as the underlying assessment for such SLO.

During the 2016-17 through 2018-19 school years, pursuant to the requirements of §30-3.17 of the Rules of the Board of Regents, if excluding grade 3-8 ELA/math State assessments and any State-provided growth scores results in no remaining student performance measures, districts/BOCES must develop alternate SLOs based on assessments that are not grade 3-8 ELA/math State assessments for the Required subcomponent of the Student Performance Category during the transition to higher standards through new State assessments aligned to revised learning standards and a revised State-approved growth model.

**7.1-7.2) Alternate SLOs (Transition Period, 2016-17 through 2018-19)**

Please list the grade configurations of the schools or principals where alternate SLOs will apply. For each configuration, also indicate the measure and assessment(s) used for the alternate SLO.

For each grade configuration indicate the following:

- Column 1: lowest grade that corresponds to the building or program
- Column 2: highest grade that corresponds to the building or program
- Column 3: measure used
- Column 4: assessment(s) used

Follow the examples below.

	(1) lowest grade	(2) highest grade	(3) measure	(4) assessment(s)
Grades K-2 Building	K	2	District- or BOCES-wide results	Common Core English, Common Core Algebra, Living Environment, Global 2, US History
Grades 11-12 Building	11	12	Principal-specific results	Common Core English, US History

Using the table below, please select the assessment(s) that will be used for the alternate SLOs during the 2016-17 through 2018-19 school years for each grade configuration listed. In all other school years, the SLO will be based on the largest grades/courses in the principal's school building, using State or Regents assessments as the underlying evidence for such SLOs where they exist.

Annual Professional Performance Review - Education Law §3012-d

Task 7. Transition Student Performance - Required (Principals) - Task 7 Alternate SLOs

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Grade From	Grade To	Measure	State or Regents Assessment(s)	Locally-Developed Course-Specific Assessment(s)	Third Party Assessment(s)
K	6	Principal-specific results		<input checked="" type="checkbox"/> NY Mills	
?	12	Principal-specific results		<input checked="" type="checkbox"/> NY Mills	

7.3) HEDI Scoring Bands

Highly Effective			Effective			Developing		Ineffective												
20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
97-100%	93-96%	90-92%	85-89%	80-84%	75-79%	67-74%	60-66%	55-59%	49-54%	44-48%	39-43%	34-38%	29-33%	25-28%	21-24%	17-20%	13-16%	9-12%	5-8%	0-4%

7.4) Principals with More than One Growth Measure (Transition)

For more information on principals with more than one growth measure, please see NYSED APPR Guidance and SLO Guidance: <https://www.engageny.org/resource/appr-3012-d>.

If educators have more than one alternate SLO, the measures will each earn a score from 0-20 points which districts/BOCES must weight proportionately based on the number of students in each SLO.



# NY MILLS UFSD

## Annual Professional Performance Review - Education Law §3012-d

### Task 8.1. Optional Subcomponent Use (Principals) - Task 8.1 (Subcomponent Use and Weighting)

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#### Task 8) Optional Student Performance Subcomponent

For guidance on the Optional subcomponent of the Student Performance category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

*Up to 50% of Student Performance category, if selected.*

Such second measure shall apply in a consistent manner, to the extent practicable, across all buildings with the same grade configuration or program in the district/BOCES and be either:

- (A) a second State-provided growth score on a State-created or administered test, provided that a different measure is used than that for the Required subcomponent in the Student Performance category, or
- (B) a growth score based on a State-designed supplemental assessment, calculated using a State-provided or approved growth model.

#### 8.1) Use of the Optional Subcomponent for Student Performance Measures

Please indicate if the Optional subcomponent will be used by making the appropriate selection below.

*NO, the Optional subcomponent WILL NOT be used in the Student Performance category for any principal.*

Annual Professional Performance Review - Education Law §3012-d

Task 9. Principal School Visit Category - Tasks 9.1-9.6

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For guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

9.1) Principal Practice Rubric

Select a principal practice rubric from the menu of State-approved rubrics to assess performance based on ISLLC 2008 Standards.

Rubric Name	If more than one rubric is utilized, please indicate the group(s) of principals each rubric applies to.
Multidimensional Principal Performance Rubric	(No Response)

9.2) Assurances

Please check all of the boxes below.

- Assure that all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits.
- Assure that the process for assigning points for the Principal School Visit category will be in compliance with the locally-determined subcomponent weights and overall School Visit category score and rating based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents.
- Assure that the same rubric(s) is used for all principals in the same or similar programs or grade configurations across the district/BOCES, provided that districts/BOCES may locally determine whether to use different rubrics for a principal assigned to different grade level configurations or building types.
- Assure that the same rubric(s) is used for all school visits for a principal across the school visit types in a given school year.

9.3) Process for Weighting Rubric Domains/Subcomponents

For guidance on the Principal School Visit category, see NYSED APPR Guidance: <https://www.engageny.org/resource/appr-3012-d>.

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.

9.4) Calculating School Visit Ratings

Assurances

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 school visit score will be converted into a HBDI 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 observations, a score of 0 will be assigned.

Please also check the boxes below.

- Assure that if the district is granted an annual Rural/Single Building District Independent Evaluator Hardship Waiver by the Department, the second school visit(s) shall be conducted by one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or his/her designee. See Section 30-3.5(d)(1)(ii)(a) of the Rules of the Board of Regents.
- Assure that if the district/BOCES is granted an annual Undue Burden Independent Evaluator Hardship Waiver by the Department, the terms of such waiver shall apply for the school year during which the waiver is effective and, that in any school year for which there is an approved waiver and such waiver contains information that conflicts with the information provided in Task 9 of the district's/BOCES' approved §3012-d APPR plan, the provisions of the approved waiver will apply. See Section 30-3.5(d)(1)(ii)(b) of the Rules of the Board of Regents.



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Task 9. Principal School Visit Category - Tasks 9.1-9.6

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	Overall School Visit Category Score and Rating	
	Minimum	Maximum
H	3.5 to 3.75	4.0
E	2.5 to 2.75	3.49 to 3.74
D	1.5 to 1.75	2.49 to 2.74
I	0	1.49 to 1.74

**HEDI Ranges**

Using the dropdown menus below, please indicate the locally-determined rubric scoring ranges based on the constraints prescribed by the Commissioner in Subpart 30-3 of the Rules of the Board of Regents for each of the rating categories.

	Minimum Rubric Score	Maximum Rubric Score
Highly Effective:	3.50	4.00

	Minimum Rubric Score	Maximum Rubric Score
Effective:	2.50	3.49

	Minimum Rubric Score	Maximum Rubric Score
Developing:	1.50	2.49

	Minimum Rubric Score	Maximum Rubric Score
Ineffective:	0.00	1.49

**9.5) Principal School Visit Subcomponent Weighting**

**Required Subcomponents:**

- School Visits by Supervisor(s) or other Trained Administrator(s): At least 80% of the Principal School Visit category score
- School Visits by Impartial Independent Trained Evaluator(s)\*: At least 10%, but no more than 20%, of the Principal School Visit category score

**Optional Subcomponent:**

- School Visits by Trained Peer Observer(s): No more than 10% of the Principal School Visit category score when selected

\* If the district is granted an annual Independent Evaluator Hardship Waiver by the Department, this subcomponent will be satisfied through the use of one or more evaluators selected and trained by the district, who are different than the evaluator(s) who conducted the school visit(s) required to be performed by the Superintendent/supervisor or their designee.

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

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Task 9. Principal School Visit Category - Tasks 9.1-9.6

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

9.6) Assurances

Please check all of the boxes below.

- Assure that independent evaluator(s) are not employed in the same school building, as defined by BEDS code, as the principal(s) they are evaluating.
- Assure that, if school visits are being conducted by trained peer observer(s), these principal(s) received an overall rating of Effective or Highly Effective in the previous school year.
- Assure that the following elements will not be used in calculating a principal's school visit category score and rating: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the Department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that the length of all school visits for principals will be conducted pursuant to the locally-determined durations.
- Assure that independent evaluator(s) will be trained and selected by the district/BOCES.
- Assure that peer observer(s), as applicable, will be trained and selected by the district/BOCES.
- Assure that at least one of the required school visits will be unannounced.
- Assure that school visits will not be conducted via video.

9.7) 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	0	1	0
Announced	1	0	0

Probationary Principals

	Required - Supervisor/ Administrator: Minimum school visits	Required - Independent Evaluator(s): Minimum school visits	Optional - Peer Observer(s): Minimum school visits
Unannounced	1	0	0
Announced	1	1	0



## NY MILLS UFSD

## Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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**Describe the procedure for ensuring that appeals of annual performance evaluations will be handled in a timely and expeditious way.**

Appeals may only be filed for an overall composite rating of ineffective or developing. The scope of the appeal will be limited to the three items outlined above from Regents Rules Section 30-3.12. Multiple appeals regarding the same composite rating or the improvement plan may not be filed. Any grounds not raised at the time of the appeal shall be deemed waived. The principal has the burden of demonstrating a clear legal right to the relief being requested as the burden of proof lies with the principal filing the appeal. Each appeal must be filed on the approved form with copies being sent to the administrator completing the review, the Superintendent and the organization President no later than 15 calendar days after receiving the final evaluation (or 15 calendar days after receiving the PIP).

Within 15 calendar days of receipt of the appeal by the Superintendent, the administrator who issued the final evaluation in question must submit a detailed written response to the appeal. The response must include any and all documentation specific to the point(s) of disagreement that will support the district's response to the appeal. Any information not included at that time will not be considered. The principal initiating the appeal, the Superintendent, and the organization President shall receive copies of the administrator's documentation. The Superintendent will render a decision in writing no later than 30 calendar days from the date the administrator provided their detailed written response. All decisions by the Superintendent are final. The 3012-d appeal procedure shall constitute the exclusive means for initiating, reviewing and resolving any and all challenges and appeals related to a principal performance review and/or improvement plan. A principal may not resort to any other contractual grievance procedures for resolutions, except as authorized by law.

#### 11.5) Assurance: Evaluators

Please check the box below.

- The district/BOCES assures that all evaluators will be properly trained and lead evaluators will be certified on the below elements prior to completing a principal's evaluation. Note: independent observers and peer observers need only be trained on elements 1, 2, and 4 below.

#### 11.6) Training of Lead Evaluators, Evaluators, Independent Observers, and Peer Observers and Certification of Lead Evaluators

The process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators must include:

- 1) the process for training lead evaluators and evaluators, including impartial independent observers and peer observers;
- 2) the process for the certification and re-certification of lead evaluators;
- 3) the process for ensuring inter-rater reliability; and
- 4) the nature (content) and the duration (how many hours, days) of such training.



Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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**Describe the process for training evaluators, including impartial and independent observers and peer observers, and certifying and re-certifying lead evaluators.**

Lead evaluators and independent evaluators of teachers and principals will be annually trained by Oneida BOCES – Program and Professional Development Division. Lead evaluators will be certified and re-certified through the Board of Education’s official action. Inter-rater reliability will be maintained through the annual training provided and periodic review of each evaluator’s evaluations. The training provided by Oneida BOCES will be at least 9 hours in duration. The training will include

- (1) the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable; (2) evidence-based observation techniques that are grounded in research; (3) application and use of the student growth percentile model and any other growth model approved by the Department as defined in section 30-3.2 of this Subpart; (4) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal’s practice; (5) application and use of any assessment tools that the district utilizes to evaluate its classroom teachers or building principals; (6) application and use of any locally selected measures of student growth used in the optional subcomponent of the Student Performance Category used by the district to evaluate its teachers or principals; (7) use of the statewide instructional reporting system; (8) the scoring methodology utilized by the department and/or the district to evaluate a teacher or principal under this Subpart, including the weightings of each subcomponent within a category; how overall scores/ratings are generated for each subcomponent and category and application and use of the evaluation matrix(es) prescribed by the commissioner for the four designated rating categories used for the teacher’s or principal’s overall rating and their category ratings; and (9) specific considerations in evaluating teachers and principals of English language learners and students with disabilities. Evaluators of Principals will be trained by Oneida BOCES – Program and Professional Development Division annually (see above). New evaluators will receive their initial training from Oneida BOCES – Program and Professional Development Division annually (see above). Previously trained evaluators will receive their recertification training from Oneida BOCES – Program and Professional Development Division annually (see above).

Independent Evaluators will receive training from Oneida BOCES annually. Impartial independent observers will receive training on the following elements: (1) the New York State Teaching Standards and their related elements and performance indicators and the Leadership standards and their related functions, as applicable; (2) evidence-based observation techniques that are grounded in research; and (3) application and use of the State-approved teacher or principal rubric(s) selected by the district for use in evaluations, including training on the effective application of such rubrics to observe a teacher or principal’s practice.

**11.7) Assurances: Principal Evaluation**

Please check all of the boxes below.

- Assure that the district/BOCES shall compute and provide to the principal their score and rating for the Student Performance category, if available, and for the Principal School Visit category for the principal’s Annual Professional Performance Review, in writing, no later than the last school day of the school year for which the principal is being measured, but in no case later than September 1 of the school year next following the school year for which the principal’s performance is being measured.
- Assure that the evaluation system will be used as a significant factor for employment decisions.
- Assure that principals will receive timely and constructive feedback as part of the evaluation process.
- Assure that the following prohibited elements listed in Education Law §3012-d(6) are not being used as part of any principal’s evaluation: evidence of student development and performance derived from lesson plans, other artifacts of principal practice, and student portfolios, except for student portfolios measured by a State-approved rubric where permitted by the department; use of an instrument for parent or student feedback; use of professional goal-setting as evidence of principal effectiveness; any district or regionally-developed assessment that has not been approved by the department; and any growth or achievement target that does not meet the minimum standards as set forth in regulations of the Commissioner. Consistent with Subpart 30-3 of the Rules of the Board of Regents, assure that points shall not be allocated based on any artifacts, unless such artifact constitutes evidence of an otherwise observable rubric subcomponent.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall compute and provide principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the principal’s performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such principals with their original composite rating by September 1 of the school year next following the school year for which the principal’s performance is being measured, or as soon as practicable thereafter.

**11.8) Assurances: Assessments**



Annual Professional Performance Review - Education Law §3012-d

Task 11. Additional Requirements (Principals) - Tasks 11.1-11.9

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Please check all of the boxes below.

- Assure that, where applicable, if students in Common Core courses are taking both the 2005 Learning Standards and Common Core versions of the Regents Assessment, then the district/BOCES will use the higher of the two scores to determine whether a student has met his/her growth target.
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by state or federal law for each classroom or program within a grade level does not exceed, in the aggregate, one percent of the minimum required annual instructional hours for the grade.
- Assure that individuals with vested interest in the outcome of their assessments are not involved, to the extent practicable, in the administration and scoring of those assessments.
- Assure that, where applicable, if your district/BOCES has indicated that more than one version of a Regents assessment for a content area will be used as the underlying evidence for an SLO, that the district/BOCES will only administer both assessments within the timeframes prescribed by the Commissioner. Where only one version of a Regents assessment for a content area is administered in a particular school year, assure that only that assessment will be used as the underlying evidence for an SLO.

11.9) Assurances Data

Please check all of the boxes below.

- Assure that SED will receive accurate teacher and student data, including enrollment and attendance data, and any other student, teacher, school, course, and teacher/student linkage data necessary to comply with regulations, in a format and timeline prescribed by the Commissioner.
- Assure that the district/BOCES provides an opportunity for every classroom teacher to verify the subjects and/or student rosters assigned to them.
- Assure scores and ratings for all principals will be reported to NYSED for each category, as well as the overall rating, as per NYSED requirements.
- Assure that expelled students in accordance with policies for student assignment to schools and may not be excluded.
- Assure that procedures for ensuring data accuracy and integrity are being utilized.

## Annual Professional Performance Review - Education Law §3012-d

Task 12. Joint Certification of APPR Plan - Upload Certification Form

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### Task 12) Upload APPR District Certification Form

*Please Note: SED Monitoring timestamps each revision and signatures cannot be dated earlier than the last revision. To ensure the accuracy of the timestamp on each task, please submit from Task 12 only.*

**Please obtain the required signatures, create a PDF file, and upload your joint certification of the APPR Plan using this form: APPR District Certification Form.**

Certificatrion 2016.pdf



## NY MILLS UFSD

## Annual Professional Performance Review - Education Law §3012-d

Additional Documents - Additional Documents

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**Additional Documents**

The Department will not review any documents other than those required in the online form (Tasks 1-12).

Any additional documents supplied by the school district/BOCES are for informational purposes only for the teachers and principals reviewed under this APPR plan. Statements and/or materials in such additional documents have not been approved and/or endorsed by the Department. However, the Department considers void any other signed agreements between and among parties in any form that prevent, conflict, or interfere with full implementation of the APPR Plan approved by the Department. The Department also reserves the right to request further information from the school district/BOCES, as necessary, as part of its review of this plan.

**Upload Documents**

APPR Statement.pdf

**DISTRICT CERTIFICATION FORM: Please download this form, sign and upload to APPR form**

By signing this document, the school district or BOCES certifies that this document constitutes the district's or BOCES' complete Annual Professional Performance Review (APPR) Plan, that all provisions of the APPR that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES. By signing this document, the collective bargaining agent(s) of the school district or BOCES, where applicable, certify that this document constitutes the district's or BOCES' complete APPR Plan, that collective negotiations have been completed on all provisions of the APPR that are subject to collective bargaining, and that such APPR Plan complies with the requirements of Education Law §3012-d and Subpart 30-3 of the Rules of the Board of Regents and has been adopted by the governing body of the school district or BOCES.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that upon information and belief, all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using a comprehensive annual evaluation system that rigorously adheres to Education Law §3012-d as implemented by Subpart 30-3 of the Rules of the Board of Regents.

The school district or BOCES and its collective bargaining agent(s), where applicable, also certify that this APPR Plan is the district's or BOCES' complete APPR Plan and that such plan will be fully implemented by the school district or BOCES; that there are no collective bargaining agreements, memoranda of understanding, or any other agreements in any form that prevent, conflict, or interfere with full implementation of the APPR Plan; and that no material changes will be made to the Plan through collective bargaining or otherwise except with the approval of the Commissioner in accordance with Subpart 30-3 of the Rules of the Board of Regents.

The district/BOCES and its collective bargaining agent(s), where applicable, also certify that during the 2015-16 through 2018-19 school years, transition scores and ratings will be calculated for teachers and principals that exclude the results of grades 3-8 English Language Arts (ELA) and Math State assessments and any State-provided growth scores; that the district/BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures in their approved APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents during the transition period; and that original APPR scores and ratings will be provided for advisory purposes only, and will have no impact on employment decisions, including tenure determinations, or teacher and principal improvement plans.

The school district and its collective bargaining agent(s), where applicable, also acknowledge that if approval of this APPR Plan is rejected or rescinded for any reason, any State aid increases received as a result of the Commissioner's approval of this APPR Plan may be withheld or forfeited by the State pursuant to Education Law §3012-d(11), as added by Chapter 56 of the Laws of 2015.

**The school district or BOCES and its collective bargaining agent(s), where applicable, also make the following specific certifications with respect to their APPR Plan:**

- Assure that, during the 2015-16 through 2018-19 school years, the overall transition rating will be used as a significant factor in employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES will continue to provide teachers and principals with original APPR scores and ratings calculated based on the measures described in this APPR plan without any modifications, substitutions, or replacements pursuant to §30-3.17 of the Rules of the Board of Regents;
- Assure that, during the 2015-16 through 2018-19 school years, original APPR scores and ratings will not be used as the basis for employment decisions and will only be used for advisory purposes;
- Assure that beginning in the 2019-2020 school year, the original overall APPR score pursuant to the district or BOCES approved APPR plan shall be used as the basis for employment decisions, including tenure determinations and teacher and principal improvement plans;
- Assure that, during the 2015-16 through 2018-19 school years, the district or BOCES, shall provide teachers and principals whose Student Performance Category measures are based, in whole or in part, on the grades 3-8 ELA/math State assessments and/or State-provided growth scores with their APPR transition scores and ratings calculated pursuant to §30-3.17 of the Rules of the Board of Regents as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the teacher's performance is being measured.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall provide such teachers and principals with their original composite APPR rating by September 1 of the school year next following the school year for which the teacher's performance is being measured, or as soon as practicable thereafter.
- Assure that, during the 2015-16 through 2018-19 school years, the district/BOCES shall continue to provide teachers and principals whose Student Performance Category measures are not based on the grades 3-8 ELA/math State assessments or State-provided growth scores with their score and rating on the Student Performance category, if



available, and for the Teacher Observation category or Principal School Visit Category of their annual professional performance reviews, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured, and that the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured

- Assure that beginning in the 2019-20 school year, the entire APPR will be completed for each teacher or principal as soon as practicable, but in no case later than September 1 of the school year next following the school year for which the classroom teacher or building principal's performance is being measured;
- Assure that beginning in the 2019-20 school year, the district or BOCES shall compute and provide to the teacher/principal their score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's annual professional performance review, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year next following the school year for which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the district office and made available to the public on the district's or BOCES' website no later than September 10th of each school year, or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that, during the 2015-16 through 2018-19 school year, the district or BOCES will continue to report both the original and transition individual category and subcomponent scores and the overall original and transition ratings to the State for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Certify that the district provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that, during the 2015-16 through 2018-19 school years, any educators who receive a Developing or Ineffective rating as their overall transition rating will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year in which such teacher's or principal's performance is being measured or as soon as practicable thereafter.
- Assure that, beginning in the 2019-2020 school year, any educator who receives a Developing or Ineffective rating on their original overall rating pursuant to this APPR plan will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 in the school year following the school year for which such teacher's or principal's performance is being measured or as soon as practicable thereafter;
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that the district or BOCES has collectively bargained appeal procedures that are consistent with the statute and regulations and that they provide for the timely and expeditious resolution of an appeal to the district/BOCES;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school visits;
- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the district and BOCES shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth across all classrooms in the same grade/subject in the district/BOCES must be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth, as determined by the superintendent or another trained administrator;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year, on a form prescribed by the Commissioner, to the Commissioner for approval;
- Assure that the alternate SLOs described in Tasks 2 and 7 of this APPR plan will be used as the basis for certain teachers' and principals' transition APPR scores and ratings, where applicable and consistent with section 30-3.17 of

- the Rules of the Board Regents, during the 2016-17 through 2018-19 school years only;
- Assure that, beginning in the 2019-20 school year, no transition scores and ratings will be generated and the district or BOCES' original APPR Plan will apply to all classroom teachers and building principals as defined in the statute, regulations, and SED guidance without any modifications, substitutions, or replacements as a result of the requirements of §30-3.17 of the Rules of the Board of Regents;
- Assure that the district or BOCES will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

**Signatures, dates**

Superintendent Signature:

Date:

Teachers Union President Signature:

Date:

Administrative Union President Signature:

Date:

Board of Education President Signature:

Date:





# New York Mills School District

5.4

## 2016-2017 BUDGET CALENDAR for the 2017-2018 SCHOOL YEAR

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





## STANDARD WORKDAY REPORTING RESOLUTION

**BE IT RESOLVED**, that the New York Mills Union Free School District, Location Code 73014, hereby establishes the following as standard work days for its employees and will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system or the record of activities maintained and submitted by these members to the clerk of this body:

<b>Title</b>	<b>Standard Work Day</b>
Building Maintenance/Grounds/Driver	8 hours
Building Maintenance Worker/Driver	8 hours
Building Mechanic	8 hours
Bus Driver	8 hours
Cleaner	8 hours
Custodian	8 hours
Custodian/Bus Driver	8 hours
Dispatcher	8 hours
Grounds Worker	8 hours
Laborer/Bus Driver	8 hours
Library Aides	8 hours
Mechanic	8 hours
Nurse	8 hours
Office Specialist I	8 hours
School Monitor	8 hours
Senior Custodian	8 hours







Office of the New York State Comptroller  
 New York State and Local Retirement System  
 Employees' Retirement System  
 Police and Fire Retirement System  
 110 State Street, Albany, New York 12244-0001

# Standard Work Day and Reporting Resolution for Elected and Appointed Officials

**RS 2417-A**  
 (Rev. 8/15)

BE IT RESOLVED, that the \_\_\_\_\_ / \_\_\_\_\_ hereby establishes the following standard work days for these titles and  
 (Name of Employer) (Location Code)

will report the officials to the New York State and Local Retirement System based on their record of activities:

Title	Standard Work Day (Hrs/day) Min. 6 hrs Max. 8 hrs	Name (First and Last)	Social Security Number (Last 4 digits)	Registration Number	Tier 1 (Check only if member is in Tier 1)	Current Term Begin & End Dates (mm/dd/yy-mm/dd/yy)	Record of Activities Result*	Not Submitted (Check only if official did not submit their Record of Activities)
<b>Elected Officials</b>								
					<input type="checkbox"/>			<input type="checkbox"/>
					<input type="checkbox"/>			<input type="checkbox"/>
					<input type="checkbox"/>			<input type="checkbox"/>
<b>Appointed Officials</b>								
Treasurer	8	Lisa Stamboly	0839	35894567	<input type="checkbox"/>	07/01/16-06/30/17		<input type="checkbox"/>
District Clerk	8	Paula Ann May	9628		<input type="checkbox"/>	07/01/16-06/30/17		<input type="checkbox"/>

**SEE INSTRUCTIONS FOR COMPLETING FORM ON REVERSE SIDE**

I, Paula Ann May, secretary/clerk of the governing board of the New York Mills U.F.S.D. of the State of New York,  
 (Name of secretary or clerk) (Circle one) (Name of Employer)

do hereby certify that I have compared the foregoing with the original resolution passed by such board at a legally convened meeting held on the \_\_\_\_\_ 1st day of  
 November, 2016 on file as part of the minutes of such meeting, and that same is a true copy thereof and the whole of such original.

**IN WITNESS WHEREOF**, I have hereunto set my hand and the seal of the New York Mills U.F.S.D. on this \_\_\_\_\_ day  
 of November, 2016 (Signature of the secretary or clerk) (Name of Employer)



**Affidavit of Posting:** I, Paula Ann May, being duly sworn, deposes and says that the posting of the  
 (Name of secretary or clerk)  
 Resolution began on November 1, 2016 and continued for at least 30 days. That the Resolution was available to the public on the  
 (Date)

- Employer's website at \_\_\_\_\_
- Official sign board at \_\_\_\_\_
- Main entrance secretary or clerk's office at \_\_\_\_\_



### Instructions for completing the Standard Work Day and Reporting Resolution

A.	B.	C.	D.	E.	F.	G.	H.	I.
Title	Standard Work Day (Hrs/day) Min. 6 hrs Max. 8 hrs	Name (First and Last)	Social Security Number (Last 4 digits)	Registration Number	Tier 1 (Check only if member is in Tier 1)	Current Term Begin & End Dates (mm/dd/yy-mm/dd/yy)	Record of Activities Result*	Not Submitted (Check only if official did not submit their Record of Activities)
<b>Elected Officials</b>								
Highway Superintendent	8.00	John Smith	0000	0101010-1		1/1/2010-12/31/2013	32.79	
Receiver of Taxes	6.00	Michelle Jones	1111	0202020-2	X	1/1/2010-12/31/2014	NA	
Town Justice	6.25	Michael Hall	2222	0303030-3		1/1/2010-12/31/2011		X
<b>Appointed Officials</b>								
Planning Board Member	7.00	Joseph Gray	3333	0404040-4		1/1/2010-12/31/2010	17.54	

- A. **Title:** All paid elected and appointed officials (who are active members of the Retirement System) and are not paid hourly and do not participate in an employer's time keeping system that consists of a daily record of actual time worked and time charged to accruals must be listed. For the purpose of the regulation, an "appointed official" is someone who is appointed by an elected official, an appointed official or governing board. They hold an office in an organization or government and participate in the exercise of authority. This also includes appointees of elected and appointed officials such as deputies, assistants or confidential secretaries.
- B. **Standard Work Day:** The minimum number of hours that can be established for a standard work day (SWD) is **six**, while the maximum is **eight**. A SWD is the denominator to be used for the days worked calculation; it is not necessarily always the number of hours a person works. For example, if a board member only attends one three-hour board meeting per month, you must still establish a SWD between six and eight hours as the denominator for their record of activities (ROA) calculation.
- C. **Name:** The official's complete first and last name must be included for identification purposes.
- D. **Social Security Number:** The last four digits of the official's Social Security Number must be included for identification purposes. For security purposes, the last four digits of the Social Security Number can be omitted from the publicly posted version.
- E. **Registration Number:** The official's Registration Number must be included for identification purposes. For security purposes, the Registration Number can be omitted from the publicly posted version.
- F. **Tier 1:** If the official is a Tier 1 member, this box should be checked. Tier 1 members are not required to keep a ROA.
- G. **Current Term Begin & End Dates:** All officials listed on the Resolution must have a specified Term End date. Leaving this column blank or listing 'Tenure/At Pleasure' is not acceptable. If the official does not have a designated term, the current term for the official who appointed them to the position should be used. If they are appointed by the governing board, the chairman of the board's term should be used.
- H. **Record of Activities Result\*:** This column must be left blank if an official does not submit their required sample three-month ROA. To determine the average number of days worked per month, you must divide the total number of hours documented on the three-month ROA by three months to get a one-month average number of hours worked. Then, the one-month average number of hours worked must be divided by the SWD to get the average number of days worked per month.
- I. **Not Submitted:** This column must be checked if an official has not submitted the required sample three-month ROA within the 150 day requirement, regardless of whether they are being reported by another employer for the same period. If the Retirement System receives such a Resolution, it will contact the official to notify them of the consequences of not submitting the ROA.

Once passed, the Resolution must be posted on your public website for a minimum of 30 days or, if a website isn't available to the public, on the official sign-board or at the main entrance to the clerk's office. A certified copy of the Resolution and Affidavit of Posting must be filed with the Office of the State Comptroller within 45 days of the adoption. The Resolution and Affidavit can be submitted online via the Elected and Appointed Officials Reporting (EAOR) program.

\*To determine the number of days worked to include on the monthly report for the various payroll frequencies, please refer to the Calculating Days Worked instructions available in the 'Reporting Elected & Appointed Officials' section of our website: [http://www.osc.state.ny.us/retire/employers/elected\\_appointed\\_officials/index.php](http://www.osc.state.ny.us/retire/employers/elected_appointed_officials/index.php)



Dear Parents,

This year, our class will be working with TypingClub in the classroom and at home.

TypingClub is an educational program that will help students learn to type quickly and accurately on a standard computer keyboard. The program is fully web-based, so students can use it to practice keyboarding in class, at home, or anywhere an internet connection can be found.

To log in to ██████████ TypingClub account, go to the following login URL:  
<https://nymills-union-free.typingclub.com>

Username: ██████████

Password: ██████████

If you would like to help at home, the most important thing for your child to focus on while practicing is to avoid looking at the keyboard while typing.

I am very excited to share TypingClub with you and to work toward developing your child's keyboarding skills. Together, we can help perfect a skill set that will be indispensable to your child in the future.

All the best,  
Kelle Kirkland



## G-Suite Procedures (More information)

### Introduction

As part of continual efforts to provide students with greater opportunities to learn, engage, communicate, and develop skills, the New York Mills Union Free School District (NYM UFSD) provides students with G-Suite for Education accounts. G-Suite for Education is a collection of free programs including email, document creation tools, and collaboration tools that are accessed through a web browser. Commonly referred to as working "in the cloud," G-Suite for Education provides access to documents and projects from any Internet connected computer or other compatible device, enabling faculty and students to access their school documents and projects both in and out of school.

G-Suite for Education services are available through an agreement between Google and NYM UFSD. G-Suite for Education runs on an internet domain purchased and managed by NYM UFSD and is intended for educational use. Accounts and settings are managed by NYM UFSD and all advertising is disabled. 12<sup>th</sup> grade students are issued an @newyorkmills.org email address which also serves as their login for G-Suite for Education.

Student email can only be used within the District between students and teachers. School faculty and staff will monitor student use of G-Suite for Education when students are at school. Parents are responsible for monitoring their student's use of G-Suite for Education when accessing the program at home. Students are responsible for their own behavior at all times.

### What are G-Suite for Education?

G-Suite for Education is a specialized implementation of G-Suite, tailored specifically for educational institutions. Provided by Google at no cost to schools, the web based suite of programs includes some key differences for education, such as the removal of any and all advertising content.

The G-Suite for Education agreement with NYM UFSD provides access to Google Applications and online storage. NYM UFSD maintains the ability to manage users, groups, and settings directly. This means that NYM UFSD can grant and revoke user access and control other settings to ensure a safe and secure collaboration environment for students and teachers.

All of the Google Apps services can be accessed from any compatible device with an internet connection (computers, Chromebooks, smartphones, tablets, etc.). This reduces and replaces the need for flash drives and/or external data drives to transport





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documents and other files. G-Suite for Education is Internet-based, ensuring that faculty and students can log on anytime, anywhere. In addition, G-Suite for Education allows faculty and students to easily share documents and files, enabling students to turn in assignments electronically and collaborate on projects with their classmates.

**G-Suite for Education includes the following programs:**

### **Google Calendar**

An individual calendar providing the ability to organize schedules, daily activities, and assignments.

### **Google Drive**

Google Drive provides cloud storage space for most file formats. Google Drive can be accessed and/or shared from any computer or other compatible device with an Internet connection.

### **Google Docs**

Word processing program similar to Microsoft Word.

### **Google Sheets**

Spreadsheet program similar to Microsoft Excel.

### **Google Slides**

Multimedia presentation program similar to Microsoft PowerPoint.

### **Google Forms**

Survey/data collection tool for creating forms and collecting data.

### **Google Drawings**

Simple graphic design program.

Using these tools, students can collaboratively create, edit and share files and websites for school related projects and communicate via email with other students and teachers. These services are entirely online and available 24/7 from any internet-connected computer. Examples of student use include showcasing class projects, building an



## Information & Instructional Technology

electronic portfolio of school learning experiences, and working in small groups on presentations to share with others.

### Acceptable Use

The NYM UFSD G-Suite for Education domain is intended for educational use. Use of G-Suite for Education is governed by the NYM UFSD Acceptable Use Policy, the NYM UFSD Internet Safety Policy, and the NYM UFSD Student Code of Conduct.

### Privacy

NYM UFSD faculty and administration has access to student email and documents for monitoring purposes. Students have no expectation of privacy on the NYM UFSD G-Suite for Education domain.

### Limited personal use

Students may use G-Suite for Education for personal projects, such as word processing. Examples of inappropriate personal use include (but are not limited to):

- Unlawful activities
- Commercial purposes
- Use for personal financial gain
- Inappropriate sexual or other offensive content
- Threatening or bullying others
- Misrepresentation of the NYM UFSD, faculty, staff or students (G-Suite for Education resources including but not limited to Apps, sites, email, and groups are not public forums - they are extensions of classroom spaces where student free speech rights may be limited)

### Safety

- Students should not post personal contact information about themselves or other people, including addresses and phone numbers
- Students should tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable
- Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account
- Under no conditions should a user provide his or her password to another person





### **Access Restriction**

Access to G-Suite for Education is a privilege accorded at the discretion of NYM UFSD. NYM UFSD maintains the right to immediately withdraw the access and use of G-Suite for Education in accordance with the NYM UFSD Acceptable Use Policy and/or other pertinent NYM UFSD policies.

### **Student G-Suite for Education Account Set-up**

Grade 12 high school students will be assigned an *@newyorkmills.org* email account. This account will be considered the student's official NYM UFSD email address until such time as the student is no longer enrolled at NYM UFSD.

### **Student Gmail Permissions**

NYM UFSD student Gmail accounts cannot receive email from outside of the *newyorkmills.org* domain, and will not be able to send email to anyone outside of the NYM UFSD domain. Therefore, students should not use their NYM UFSD email for registering accounts for third-party sites or services that require email verification, unless specifically pre-approved by the NYM UFSD Information Technology Department or under the direction of NYM UFSD faculty.

### **Uses for Student Gmail**

Email is a powerful communication tool for students that can serve to increase communication and collaboration. Students are encouraged to check their email at least once per day. Teachers may send email to middle and high school students to communicate reminders, course content, pose questions related to class work, or to relay other instructional information. Students may send email to their teachers with questions or comments regarding their courses. Students may also send email to other students with whom they are collaborating on group projects or other assignments, as instructed.

### **Student Email to Faculty**

Students are encouraged to email faculty concerning school-related content and questions. However, there is no requirement or expectation that faculty will answer student email outside of their regular work day, although they will have the ability if they so choose.

### **General Email and Overall Google Domain Guidelines**

Below is a general summary of guidelines related to email:



## Information & Instructional Technology

- Email is to be used for school-related communication only
- Do not send harassing or offensive email or content
- Do not send unsolicited “spam” email or content
- Do not send email containing viruses or other malicious content
- Do not send or read email at inappropriate times, such as during class instruction
- Do not send email to share test answers or promote cheating in any way
- Do not use the account of another person for any reason

### Content Filtering and Monitoring

Email sent within the NYM UFSD domain may be monitored and/or filtered based upon content. Rules and filters are set up to monitor student email for profanity, harassment, and other inappropriate content. Student email that is identified as inappropriate will be reviewed by the school administration.

*Additional information regarding content filtering and monitoring is detailed in the NYM UFSD Acceptable Use Policy.*

### Applicable Laws and Policies

These are the laws and policies that help to protect our students online:

#### G-Suite for Education (Online) Agreement

Full text available at [http://www.google.com/apps/intl/en/terms/education\\_terms.html](http://www.google.com/apps/intl/en/terms/education_terms.html)

#### Child Internet Protection Act (CIPA)

The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. This means that student email is filtered. Mail containing harmful content from inappropriate sites will be blocked.

CIPA Guide available at: <http://www.fcc.gov/guides/childrens-internet-protection-act>

#### Children’s Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Apps





## Information & Instructional Technology

for Education users. No personal student information is collected for commercial purposes. This policy allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

COPPA FAQ available at: <http://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions>

### Family Educational Rights and Privacy Act (FERPA)

FERPA protects the privacy of student education records and gives parents rights to review student records. Under FERPA, schools may disclose directory information (name, phone, address, grade level, etc...) but parents may request that the school not disclose this information. The school will not publish confidential educational records (grades, student ID #, etc...) for public viewing on the Internet.

- The school may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
- Parents may request that photos, names and general directory information about their children not be published.
- Parents have the right to investigate the contents of their child's email and Apps for Education files at any time.

FERPA information available  
at: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>



## G-Suite for Education FAQ

### GENERAL QUESTIONS

#### **In short, what is G-Suite for Education?**

G-Suite for Education (formerly Google Apps for Education / GAFE) is a free cloud-based service that allows students and teachers to communicate, collaborate, and store information in a secure cloud environment.

#### **Do other schools use G-Suite for Education?**

G-Suite for Education is used by millions of students across the world at K-12 schools, colleges, and universities. 66 of the Top 100 colleges in the nation are utilizing G-Suite for Education (according to US News & World Report), as are many school districts in our area.

#### **How much does G-Suite for Education cost?**

G-Suite for Education is completely free for schools and their students.

#### **How is a NYM UFSD G-Suite for Education account different from a personal Google account?**

Only Google apps and services that are applicable to an educational setting are available in our NYM UFSD G-Suite for Education domain. Additionally, logging in to the NYM UFSD G-Suite for Education domain is done through a separate login page other than the login page utilized for personal accounts.

#### **How does G-Suite for Education help students collaborate?**

G-Suite for Education facilitates collaboration in several ways. One key feature is the ability for multiple students to compose and edit a single document at the same time, without having to physically be in the same place. This level of collaboration is not possible with traditional document creation tools, even when in the same classroom.

#### **Can I email my child at his or her NYM UFSD G-Suite for Education account email address?**

No. NYM UFSD G-Suite for Education student email addresses are only able to send and receive email to and from other NYM UFSD G-Suite for Education email addresses or other approved educational services. Any changes to this policy will be communicated to parents in advance.

#### **Can my child send email to family members or friends who do not have a NYM UFSD G-Suite for Education email address?**

No. NYM UFSD G-Suite for Education student email addresses are only able to send





and receive email to and from other NYM UFSD G-Suite for Education email addresses or other approved educational services. Any changes to this policy will be communicated to parents in advance.

**My child is having problems with his or her Google account after school hours, whom can they contact?**

NYM UFSD is not able to offer after-hours support for G-Suite for Education accounts. Student should report any problems to a teacher upon returning to school.

**Are there consequences if my child misuses his or her G-Suite for Education account?**

Your child's use of G-Suite for Education is governed by the Acceptable Use Policy, Internet Use Policy, and Code of Conduct.

### ACCESS

**Will my child be able to access their G-Suite for Education account outside of school?**

Yes, from any Internet-connected Windows or Mac computer, Chromebook, iPad or Android tablet, or any other with a supported web browser and access to the Internet.

**What if my child already has a personal Gmail account? Can he or she use this account instead of the NYM UFSD G-Suite for Education account?**

No. Students must utilize their assigned NYM UFSD G-Suite for Education accounts to take advantage of our G-Suite for Education domain.

**Can parents receive a free NYM UFSD G-Suite for Education account and email address?**

No, NYM UFSD is not able to offer G-Suite for Education accounts to parents. You may create a free personal Google account by visiting <https://accounts.google.com/SignUp>.

**Will my child be able to access their NYM UFSD G-Suite for Education Google account from a smartphone?**

If they choose to do so, students may access their NYM UFSD G-Suite for Education accounts from their smartphones. Please note that this will constitute data usage on their smartphone plan; connecting to Wi-Fi when available will avoid excess data usage. NYM UFSD is not liable for data charges or fees resulting from G-Suite for Education use on personal smartphones or other devices.

**Does my child need a specific device to access G-Suite for Education?**

No. G-Suite for Education works on any Internet-enabled device with a compatible web browser, including Windows PCs, Macs, Chromebooks, iPads, Android tablets, and smartphones.





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**I do not have Internet at home. What resources are available to my child?**

The NYM UFSD G-Suite for Education domain can only be accessed using an Internet connection. Wireless Internet access is provided at NYM UFSD. Access after school may be available in media centers during scheduled hours. Public libraries also offer free Internet access in their buildings and may be helpful for weekend or evening access.

### SECURITY

**Will students see advertisements when they use G-Suite for Education?**

No - as long as students are logged into their NYM UFSD G-Suite for Education account, they will not see advertisements.

**Will email filtering (inappropriate words, etc.) work when my child is sending and receiving emails from home?**

Yes. All email is filtered regardless of where the student accesses the account. All email coming to and leaving from the NYM UFSD G-Suite for Education domain is filtered to ensure the appropriateness of all text and material.

**Does Google own the content created in G-Suite for Education?**

No. In the NYM UFSD G-Suite for Education domain, the District maintains ownership of all content produced and stored in G-Suite for Education.

**Does Google share the information in G-Suite for Education?**

No. Google does not share any data or user information in G-Suite for Education with any other party. Google complies with FERPA (Federal Education Regulation and Privacy Act) regulations.

**Is there a risk that the email my child receives at home on their NYM UFSD G-Suite for Education email account could contain a virus that could infect our home computer?**

Student email from our G-Suite for Education domain is filtered and comes only from other NYM UFSD G-Suite for Education accounts and approved educational domains, reducing this risk of messages with viruses or malware. Email filters are not infallible - there is risk inherent with any email system, that viruses and other malware could infect a computer. It is best practice to ensure that you have a reputable free or paid antivirus/antimalware program on your PC, such as Microsoft's Security Essentials (<http://windows.microsoft.com/en-us/windows/security-essentials-download>). NYM UFSD is not liable any damages resulting from messages received in G-Suite for Education.







THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK  
ALBANY, NY 12234

Howard D. Mettelman, District Superintendent of Schools  
Sole Supervisory District of Oneida-Herkimer-Madison Counties  
4747 Middle Settlement Road, PO Box 70  
New Hartford, New York 13413-0070  
(315) 793-8560

***Every Student Succeeds Act***  
**ESSA State Plan Development**  
**Regional Meeting**

The Learning Center  
Oneida-Herkimer-Madison BOCES  
October 20, 2016  
6:00 p.m.

**Agenda**

- I. Welcome and Introductions
  
- II. Commissioner's Overview and Program Review
  
- III. High Concept Ideas Table Work and Survey Completion
  
- IV. Report Out and Final Comments



High Level Conceptual Ideas	Summary of Comments from Participants
Supporting All Students	<p><b>Strongly support</b> - #28 – Finding strategies that work for particular groups of children.</p> <p><b>Support with modification</b> - #32 – LEA input and collaboration</p> <p><b>Can not support</b> - #27 – May reduce Targeted Assistance programs. May divert resources from kids that need it the most</p>
Supporting English Language Learners	<p><b>Strongly support</b> - #26 – English proficient in 3-6 years. Age will be a factor in this. May impact graduation rates.</p> <p><b>Support with modification</b> - #24 – Age, prior schooling, language acquisition. Band range of growth needs to be clarified.</p> <p><b>Can not support</b> - #25 - Offer funds to develop effective programs. Need for additional support for English in order to support the transition. Disability identification.</p>
Supporting Excellent Educators	<p><b>Strongly support</b> - #21 – It was highlighted that mentoring is a vital part of teacher success especially focusing on instructional effectiveness, promoting professional growth, promoting self-reflection; and pairing new teachers with strong mentors.</p> <p><b>Support with modification</b> - #22 – Add that mentoring requirements include principals and support staff – TAs, Counselors, Social Workers, and OTs and PTs.</p> <p><b>Can not support</b> - #23 – This group discussed issues with taking funds that could be allocated for students and losing control of funds that are earmarked for local districts. The reasoning is that there is already set-aside money in Part IIA that does not become readily available to districts.</p>

High Level Conceptual Ideas	Summary of Comments from Participants
Supports for Improving Schools	<p><b>Strongly support - #36</b> – Once the group re-read that #36 included the word “not” to pursue items on the list, they highly agreed with this line item. School districts know best the services students need. The group had concerns with the family involvement and agreed that having family decide on services would be very problematic. (The key word is flexibility).</p> <p><b>Support with modification - #33</b> – This group discussed that low performing schools should be required to go through this process but all districts should be encouraged to participate in this process. A Superintendent in this group noted that the process may have been painful to go thorough, the gains were worth it.</p> <p><b>Can not support - #34</b> – The group could not support #34 as the turnaround time is too short. The group suggested that this should be totally revamped and instead have a 3 year plan and not a 1 year plan, as it takes longer that 1 year to make changes. In its place, this 3 year plan should include an annual review, steps over time, and monitored each year.</p>

**II. Other Feedback, or Important Notes about the Discussions at the Meeting**

Questions from groups:

What will the state continue to do to address why 95% of students are not taking mandated tests?

Would state consider reducing the number of tests given?

Would the state consider allowing a district to devise an action plan demonstrating how they are trying to meet the 95% test participation?

One factor that is negatively impacting students and our districts is holding students to the 5 required Regents exams if they began 9<sup>th</sup> grade in NY, left the state in the same year and then returned as seniors. They are still required to pass all Regents exams.

Regarding Supporting Students topic – can NYSESLAT be given instead of NYS tests?

Consider the specific proficiency level on NYSESLAT before student can take NYS assessment?

**Please send this completed template, along with the sign-in sheets for the meeting, to [ESSA@nysed.gov](mailto:ESSA@nysed.gov) within two days of the meeting date.**





**New York State Education Department**  
**ESSA State Plan High Concept Ideas**  
**10/14/16**

**Challenging Academic Standards and Assessments**

1. To ensure all schools are provided with accurate measurement of their students' academic proficiencies, New York proposes to determine a State-designed rigorous action that will lead to improvements in the participation rate of schools that do not test 95 percent of their students (as opposed to an action designed by USDE).
2. To ensure all students have access to advanced coursework, New York develop procedures to allow districts to administer and accept multiple types of alternatives to state assessments at the secondary level.
3. To ensure all students have access to advanced coursework, New York will seek USDE approval to allow grade 7 and grade 8 students to take a Regents exam in mathematics in lieu of the grade level math test.
4. To ensure all students have equal access to learning and being able to demonstrate what they have learned, New York proposes to:
  - a. Expand on the current set of testing accommodations that enable students with disabilities to participate in assessment programs on an equal basis with their nondisabled peers.
  - b. Provide accessibility features that will enhance the test experience for all students, including the use of assistive technologies on computer-based tests as they are developed.
5. To ensure that the appropriate assessment is administered to English learners and they are not over tested, New York proposes to seek USDE approval to not require English learners to take multiple English skills tests (i.e., the state ELA test and the NYSESLAT) in a single year to satisfy the English Language Arts (ELA) assessment requirement.
6. To ensure that parents, teachers, principals, other school leaders, and administrators can address specific needs of students in relation to assessments, the State proposes to report assessment sub-scores in student-level reports provided to the parents and school.

**Accountability Methodologies and Measurements**

7. To ensure that schools focus on students with low performance in ELA and math, we will give schools "full credit" for students who are proficient (Level 3 and 4 scores on Grade 3-8 assessments and Levels 4 and 5 on Regents) and "partial credit" for students who are partially proficient (Level 2 scores on grade 3-8 assessments and Level 3 on Regents).
8. To ensure that students are able to meet assessment requirements for graduation, we will give schools credit for a student's best score on state exams within four years of the student entering high school.
9. To incentivize schools to make efforts to have students reach advanced levels of proficiency, we will give "extra credit" to schools for students who are performing at the advanced level.
10. To ensure that all schools value student proficiency, student growth, and improving student outcomes, we will hold schools accountable for percentages of students who are proficient and partially proficient in ELA and math; progress in increasing the percentage of proficient students over time; and growth of students in ELA and math from year to year.
11. To ensure that schools support students until they graduate, we will use 4-, 5-, and 6- year graduation rates to determine how well schools are doing in getting students to graduate.



12. To ensure that schools support students regardless of the subgroup that they are part of, we will hold schools accountable for closing gaps between groups of students.
13. To ensure that schools maximize opportunities for students, we will create a high school "Success Index" that gives partial credit for students who successfully complete the TASC through AHSEP programs and programs at the school, BOCES, or night school; and extra credit for students who earn a Regents diploma with advanced designation, CTE endorsements, or a Seal of Biliteracy.
14. To ensure that all students benefit from access to rigorous coursework, we will measure student participation in advanced coursework and measure the degree to which students score at specified levels on advanced high school assessments or earn college credit.
15. To ensure that students have access to a well-rounded curriculum, we will differentiate school performance by using student results on Grades 4 and 8 Science exams; Science and Social Studies Regents; and approved graduation pathway examinations.
16. To ensure that school districts have time to implement improvement strategies, we will create new lists of Comprehensive Support and Improvement Schools once every three years.
17. To ensure that schools engage students, we will hold schools accountable based on measures of chronic absenteeism and removal of students from instruction (e.g., suspensions).

#### Supporting Excellent Educators

18. To ensure that all students have equitable access to the most effective educators, regardless of their physical location, the Department will support school districts, BOCES and Institutes of Higher Education to develop comprehensive systems of educator support that address five common challenge areas: 1) preparation; 2) recruitment and hiring; 3) professional development and growth; 4) retention of effective teachers; and 5) extending the reach of the most effective educators to the most high-need students; and family and community engagement.
19. To ensure that educators entering the field from preparatory programs understand and are prepared to enter the profession, the Department will increase the minimum placement requirement of 100 hours, require that these placements include a full-time workload for an extended period (e.g., one semester), and require that field experience occur throughout the preparatory program rather than at the end of the program to allow prospective educators exposure to the rigors of the profession before committing to program completion.
20. To ensure that educators entering the field from preparatory programs understand the demands of the profession and are prepared to enter it, the Department will work to expand clinically rich preparatory programs.
21. To ensure that novice educators receive the supports that are necessary to persist in the profession, the Department will seek to revise the current first year mentoring requirement to require a full school year of formal mentoring.
22. To ensure that early career educators (both those new to teaching and to leadership) receive the supports that are necessary to persist in the teaching profession, the Department will develop and encourage districts/Boards of Cooperative Education Services (BOCES) to adopt induction models to support educators during the first three years of their educators' careers.
23. To ensure that principals and other school leaders receive the supports that are necessary, the Department will use the optional 3% set-aside under Title IIA to develop programs that provide for systemic improvements for principals and other school leaders.

### Supporting English Language Learners

24. To ensure that accountability for ELLs/MLLs beginning in their first year of enrollment is equitable and reliable, New York State will use student specific factors (like prior schooling, level of English proficiency, and age) to determine whether a student takes either the ELA or NYSESLAT to set a baseline for accountability in Year 1, after which schools will be held accountable for a student's growth in language arts on that same assessment in Year 2 and beyond Year 2 as appropriate.
25. To ensure that language arts assessments of ELLs/MLLs are equitable and accurate, New York State will seek funding to develop and implement high quality native/home language arts assessments aligned to standards and curricula.
26. To ensure that ELLs/MLLs have enough time and English instruction to understand coursework, New York State ELLs/MLLs will be expected to become English proficient in three to six years, and this timeline should be extended based on factors like age, prior amount of schooling, and the level of proficiency at entry and grade entered.

### Supporting All Students

27. To ensure that all students have access to a well-rounded education, we will allow Title I schools that meet alternative criteria to implement a Schoolwide program, even if their poverty rates are below 40 percent.
28. To ensure that all students benefit from strong home-school partnerships, we will promote state, district, and school-level strategies for effectively engaging parents and other family members in their student's education.
29. To ensure that schools are meeting the diverse academic and non-academic needs of all students, we will support districts in strengthening early intervention strategies for English Learners; Students with Disabilities; Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; Neglected, Delinquent, and At-Risk Students as defined in Title I, Part D; and other at-risk/underserved groups such as girls and LGBTQ Youth.
30. To ensure that LEAs are developing and implementing plans that meet the academic and non-academic needs of all students, we will deploy a data-driven performance management system focused on differentiated technical assistance, progress monitoring, compliance review, and corrective action in support of continuous improvement of student outcomes.
31. To ensure that Migrant Youth; Youth in Foster Care; Homeless Youth; Youth in Temporary Housing; and LGBTQ youth experience the maximum level of educational stability, we will develop and/or update policies, procedures, and guidance related to transportation, disputes and continuous enrollment practices.
32. To ensure that students served in Neglected and Delinquent facilities graduate from high school and meet college- and career- readiness standards, the Department will work closely with the New York State Office of Children and Family Services, the New York State Department of Corrections and Community Supervision, and other agencies as appropriate, to develop a plan for requiring facilities to create a formal transition plan for each student. Additionally, the Department will require each LEA to identify a liaison to support the implementation and monitoring of those plans for all students who return to their district.

### Support and Improvement For Schools

33. To ensure that school improvement plans are tailored to the identified needs of schools, we will require low-performing schools to complete a diagnostic needs assessment that looks at whole school practices and use the results as the basis for school improvement plans.



34. To ensure that plans are driving improvement, schools identified as low-performing will conduct an annual review and develop annual plans in collaboration with the families and school community.
35. To ensure that schools identified as Comprehensive are able to address the specific areas that are contributing to their identification status, Comprehensive schools will have some flexibility in the school reform model they pursue.
36. To ensure that schools and districts identified as low performing have the flexibility to address their specific needs, we will not pursue the Direct Service Set Asides option contained in ESSA.

The Department is also requesting assistance from the public in answering these additional questions:

1. What indicators can the Department use to hold schools accountable for student engagement?
2. Should the Department use part of its 5% Title II set-aside for competitive grants designed to improve the quality of teaching and learning in New York State?
3. Should the Department require LEAs, in their annual Title IIA applications, to describe how funds will be used to address gaps in equitable access to effective educators?
4. Should Title I schools that are identified as Comprehensive (lowest 5%) be required to offer parents the opportunity to transfer their children to another public school in the district, or should it be an option for interested districts?
5. What nationally recognized high school assessments would be appropriate to use in place of the Regents Exams?
6. What testing accommodations should NYSED make available for students with disabilities beyond those already provided?
7. What should be included in New York's State-designed action for schools that do not test 95 percent of their students? The action must be "equally rigorous" to USDE's pre-approved sanctions ("assign a lower summative rating to the school," "assign the lowest performance level on the State's Academic Achievement indicator," or "identify the school for targeted support and improvement")?

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7.2

## ***Emergency "Go Home" Drill - November 22<sup>nd</sup>***

Dear Parents and Guardians;

On Tuesday, November 22<sup>nd</sup>, an Emergency Go Home Drill will be conducted at schools within our Oneida-Herkimer-Madison BOCES area. New York State Education Law requires that we hold this drill each year at least 15 minutes before the normal dismissal time. The purpose of the drill is to prepare students, staff and parents for an emergency that would require us to immediately send all students home. The fastest way to evacuate the building and safely transport students home (or to an alternate safe location) is via our school buses.

You and your child should have a set plan for a safe drop-off within the school district if we need to send all students home in an emergency. Please talk to your child about your plan before Tuesday, November 24<sup>th</sup> so that there is no confusion on that afternoon. Also, for grades K-6 students, it is important to send a revised "Emergency School Closing Plan" to school if your emergency drop-off location has changed. **There will be no parent pick-ups from school during this drill. In a true emergency, parent pick-ups would not be possible in most cases.** Below is the schedule for this year's drill:

**1:55 p.m. - Grades 7-12 students and staff will evacuate the building.** All grades 7-12 students will board buses at that time. No parent pick-ups will be accommodated on November 24<sup>th</sup>. Students scheduled for after-school activities may remain on their bus and will be returned to school after the drill concludes.

**2:45 p.m. - Grades K-6 students and staff will evacuate the building.** All grades K-6 students will board buses at that time. No parent pick-ups will be accommodated on November 24<sup>th</sup> and there will be no K-6 YMCA Child Care Program that day.

Thank you for your assistance with our annual Emergency Go Home Drill. We anticipate a smooth and speedy dismissal on Tuesday, November 24<sup>th</sup>. Please feel free to call your child's school office if you have questions or concerns. There will be no school on November 23 - 25 due to the Thanksgiving break.

Enjoy your Thanksgiving holiday!

Sincerely,

A handwritten signature in black ink that reads "Kathy Houghton".

Kathy Houghton  
Superintendent of Schools





**DRAFT**

Oneida-Herkimer-Madison BOCES  
PO Box 70, 4747 Middle Settlement Road New Hartford, NY 13413-0070  
[www.oneida-boces.org](http://www.oneida-boces.org)

## MEMORANDUM

To: Charles Chafee  
Anna Mae Collins  
William Crankshaw  
Kathleen Davis  
Kathy Houghton  
Bruce Karam  
Gregory Kelahan

Brian Bellair  
Howard D. Mettelman  
Rocco Migliori  
Robert Nole  
James Plows  
Stephen Grimm  
Ronald Wheelock

From: Safety Office

Date: October 6, 2016

Subject: **“Go Home” Drill**

Under the Commissioner of Education’s regulations for Emergency Management (8 NYCRR 155.17), school districts and BOCES must conduct an annual emergency drill to test their “Go Home” procedures. Oneida-Herkimer-Madison BOCES component schools will conduct the drill on Tuesday, November 22nd. A copy of the press release which will be issued by our Public Information Office is attached.

Under the regulations:

- Early dismissal can be no time earlier than 15 minutes before regular dismissal.
- Parents or guardians must be notified of the drill at least one week in advance.
- It is recommended that local county emergency-preparedness offices be aware of the drill.

We anticipate that all component schools will be participating on the 22nd. This should facilitate the coordination of programs, transportation and staff schedules. If for some reason your district is not participating, please notify our office.

Please consider students who are transported to other BOCES or to schools and programs outside our BOCES region in your planning. Many of them implement the “Go Home” drill on a different date. Notification of building administrators, staff, students and parents as to the specifics of the drill is the responsibility of the district.



**DRAFT**

Oneida-Herkimer-Madison BOCES  
P.O. Box 70 - 4747 Middle Settlement Road - New Hartford, NY 13413-0070  
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# News

**Contact:**

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Information and Technology Division  
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FOR IMMEDIATE RELEASE

## **Area Schools to Conduct Emergency "Go Home" Drill Tuesday, Nov. 22, 2016.**

**Nov. 10, 2016 (New Hartford, N.Y.)** - On Tuesday, Nov. 22, 2016, several area school districts will carry out a "Go Home" drill. This drill will fulfill the requirements of **Section 155.17** in the Regulations of the Commissioner of Education that requires each school district and BOCES in New York State to conduct an Emergency Management Plan drill.

In general, students will be dismissed 15 minutes before their normal dismissal time; however, each individual district will notify parents, students and staff members as to the specifics of their "Go Home" drill plans.

The participating school districts include:

Brookfield Central School District  
Clinton Central School District  
Greater Utica Area Catholic Schools  
Holland Patent Central School District  
New Hartford Central School District  
New York Mills Union Free School District  
Oriskany Central School District  
Remsen Central School District  
Sauquoit Valley Central School District  
Utica City School District  
Waterville Central School District  
Westmoreland Central School District  
Whitesboro Central School District  
Oneida-Herkimer-Madison BOCES

For more information, please contact the nearest participating school district's central administrative office.

###





# State of New York

## Executive Chamber

### Proclamation

Whereas, each year, School Board Recognition Week is observed by the more than 700 school boards in school districts throughout the Empire State; and

Whereas, our state's public education system is designed to meet the educational needs of all children and to empower them to become competent, productive contributors to society and an ever-changing world; and

Whereas members of local school boards are dedicated to children, learning, and community, and devote many hours of service to elementary and secondary public education as they continually strive for improvement, excellence, and progress in education, recognizing that all children can be successful learners, especially when education is tailored to the individual needs of the child; and

Whereas, local school board members are strong advocates for public education and are responsible for communicating the needs of the school district to the public, and the public's expectations to the district, by working closely with parents, educational professionals, and other community members to create the educational vision we all hold for today's students and those in the future; and

Whereas, the members of New York State's local school boards respond to the educational needs of the communities they serve and help ensure the solid foundation of our school system; in doing so, these leaders help strengthen our state's educational system and improve future prospects for our children; and

Whereas, during October 24 - 28, 2016, special activities and programs will be held in communities across New York State in observance of School Board Recognition Week and it is fitting to join in acknowledging the commitment and contributions of members of local school boards;

Now, Therefore, I, Andrew M. Cuomo, Governor of the State of New York, do hereby proclaim October 24 - 28, 2016 as

## SCHOOL BOARD RECOGNITION WEEK

in the Empire State.



Given under my hand and the Privy Seal of the State at the Capitol in the City of Albany this twenty-second day of August in the year two thousand sixteen.

Governor

William J. Maloney  
Secretary to the Governor

