



Alexandria Central School Newsletter

Budget Edition

Residents to vote on 2019/20 proposed budget

May 2019

Alexandria Central School District residents will vote on a \$13,652,378 budget proposal for the 2019-20 school year on **Tuesday, May 21, from 7 am to 8 pm** in the **MAKERSPACE-Room 257**. It will be clearly marked where to enter. This change of voting location was made to showcase the new makerspace area. Voters will also select two candidates for open seats on the ACS Board of Education and consider two additional propositions: a proposition for bonding two buses as part of the District routine fleet replacement and a proposition based on the request of the Macsherry library to increase their funding from \$20,000 to \$40,000.

The ACS Board of Education has worked throughout the winter analyzing projected expenditures and anticipated revenues. Cost increases are attributed to contractual salary increases, healthcare, and retirement costs, as well as additional debt service on our capital project. Fortunately, district savings offset much of these cost increases. The District's final budgeted figures represented a year-over-year increase of only .89% (approximately \$120,000), one of the lowest compared to other districts. Alexandria CSD's budget is funded primarily by New York State Aid and Property Taxes. Unfortunately, for the 2019-20 school year, NYS Aid decreased by over \$30,000. The 2018-19 budget was also funded with \$125,000 of our Tax Certiorari Reserve, which has been closed out and is no longer a funding option. This loss of \$155,000 can only be recovered via property taxes. As a result, the proposed budget calls for a projected tax levy increase of 3.39 percent. Next year, this would mean an estimated \$40 increase in the school tax bill for a property assessed at \$100,000.

District voters will also be asked to approve the continuation of the district bus replacement plan. Each year the district maximizes state aid and trade-in value and replaces at least two buses. The goal is to maintain a fleet under five years old, with no more than 100,000 miles per bus. This will allow the district to maintain a neutral debt load, minimize year-to-year fluctuations in the budget, and ensure a safe and reliable fleet. Buses under 5 years old with less than 100,000 miles are covered under the manufacturers' warranty, allowing the district to minimize maintenance and services costs for the fleet.

Proposition #1: 2019-20 Budget

Proposed Budget	\$13,652,378
Budget Change	\$120,853
Tax Levy Increase	\$248,630 + 3.39%

Vote Day Details

Tuesday, May 21
7:00am to 8:00pm
Makerspace
Room 257

PLEASE NOTE
Voting May 21
7:00 am to 8:00 pm
in the
Makerspace
Room 257

A Look Inside

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Proposition #2: Bonding 2 Buses

On May 21, voters will consider a proposition for the purchase of school buses.

If Proposition #2 is approved, the district will borrow up to \$250,000 to purchase two 66-passenger buses. The district will utilize a \$20,000 trade-in discount for two older, high-mileage buses to help reduce the cost. This bus purchase is eligible for approximately \$120,500 in state aid, which is about half of the purchase price. This cost is included in the debt service calculation for the 2019/2020 school year, so it does not increase the proposed budget.

These purchases are part of an on-going effort to maintain a bus fleet under five years old with less than 100,000 miles each. This helps maintain safety while providing coverage under a five-year warranty and preserving resale value.

Proposition #3: Macsherry Library Funding

The trustees of the Macsherry Library are seeking a \$20,000 budget increase.

The annual library tax levy would increase from \$20,000 to \$40,000 per year for support and maintenance of the library's operations. The school district has a legal obligation to put this proposition before the voters when an increase is requested. It is separate and apart from the budget proposition. If not approved by the voters, the amount raised would remain at the current annual level of \$20,000.

Q & A

What is a "tax levy limit" and is ACS below its limit?

The tax levy is the highest allowable tax levy a school district can propose for which only the approval of a simple majority of voters (50% plus one) is required. The limit is calculated using a multi-step formula that takes into account any allowable exclusions (such as pension costs and capital expenditures). Any proposed tax levy above this limit requires budget approval by a super majority of voters (60%). The ACS Board of Education has proposed a budget that includes a tax levy ABOVE its limit. For the 2019-20 fiscal year, ACS was unfortunate to have a NEGATIVE tax cap limit. This was brought on by two reasons: (1) the completion of the 2013 bus bond; and (2) the district's share of the BOCES capital project. Governor Cuomo has denied school districts the exemption for BOCES capital projects, thus having a negative effect on the tax cap limit. This negative tax cap limit requires passage of a super majority of voters.

How is the tax levy different from a tax rate?

The tax levy is the amount of money the district raises from local taxpayers while the tax rate is the amount of tax residents pay per \$1,000 of property value. In 2019/20 the school tax levy would increase by 3.39%. The impact on school tax bills is projected to be an approximate \$40 next year for a property assessed at \$100,000.

With the tax levy limit, does the public still vote on a school budget?

Yes, residents will still vote on a proposed school budget on May 21.

What happens if the budget is defeated?

If the proposed budget is defeated in May, the ACS Board of Education can put another budget – revised or not up for a vote in June or immediately adopt a contingent budget. If the budget is defeated twice, ACS would have to adopt a contingent budget, with a zero percent tax levy increase, which could mean an additional \$286,925 in reductions to programs and services.





Q & A continued...

What is a STAR exemption and how does it reduce my school taxes?

Community members who own a home can significantly reduce their school property taxes through a School Tax Relief (STAR) exemption, which is paid for through state taxes. Homeowners must apply through their town assessor's office to be eligible for this tax break. Learn more at www.tax.ny.gov/pit/property/star/index.html

How is my tax calculated?

Individual tax bills are calculated using:

- the assessed value of each property
- any applicable exemptions (e.g. STAR)
- the current school tax rate

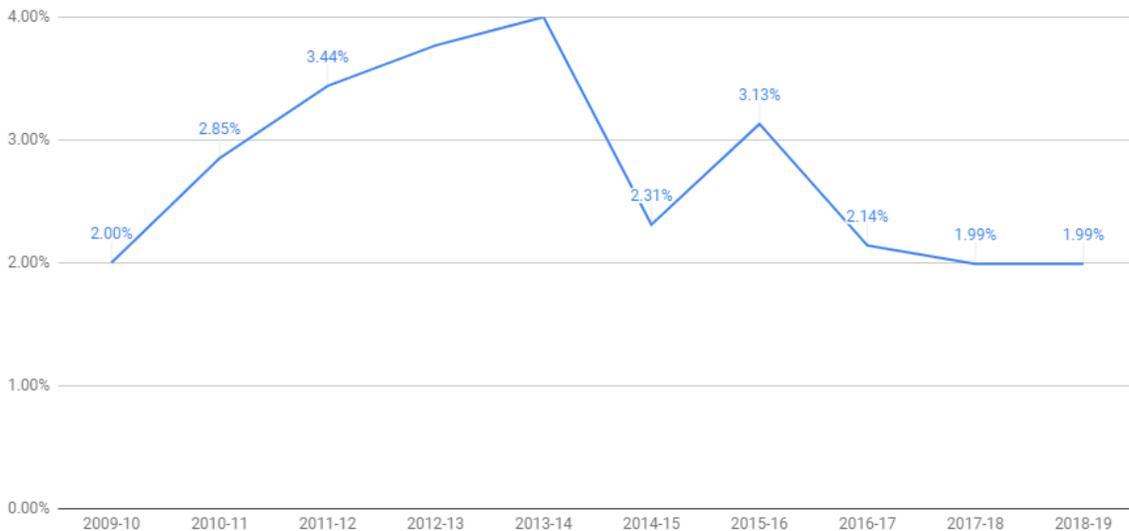


BOCES CAPITAL PROJECT

As a member of the Jefferson-Lewis-Hamilton-Herkimer - Oneida Counties Board of Cooperative Educational Services (BoCES), Alexandria Central School District has a shared financial responsibility in regards to the BoCES upcoming capital project. BoCES has not had a capital improvement project since its inception in 1969. Fifty years have passed by without major improvements or upgrades made to the buildings that house various educational programs for our students and students from participating districts. The cost of this project is expected to be about \$20 million. Alexandria CSD's share of this project is approximately \$500,000. These costs are expected to be paid to BoCES over the next two fiscal years. 60% is scheduled to be paid in the 2019-20 budget, with the remaining 40% to be paid in 2020-21.



Historic Tax Levy Increases

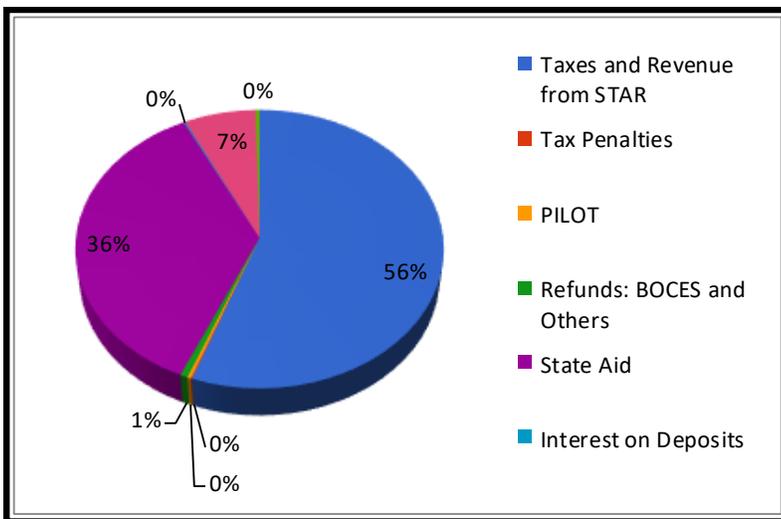


2009-10	2.00%
2010-11	2.85%
2011-12	3.44%
2012-13	3.77%
2013-14	4.00%
2014-15	2.31%
2015-16	3.13%
2016-17	2.14%
2017-18	1.99%
2018-19	1.99%



Where does the money come from?

	Approved <u>2018/19</u>	Proposed <u>2019/20</u>	Percent <u>Change</u>
State and Federal Aid	\$4,962,800	\$4,936,560	-0.53%
Appropriated Fund Balance	\$925,000	\$925,000	0.00%
Miscellaneous Revenue	\$188,440	\$157,440	-16.45%
Property Tax	\$7,331,500	\$7,580,130	3.39%
BOCES Capital Project	-	\$53,248	-
Reserve Funds	\$123,785	-	-100.00%
Total Revenue	\$13,531,525	\$13,652,378	



Taxes and Revenue from STAR	\$7,580,130
Tax Penalties	\$15,000
PILOT	\$37,440
Refunds: BOCES and Others	\$85,000
State Aid	\$4,936,560
Interest on Deposits	\$20,000
Fund Balance	\$925,000
BOCES Capital Project	\$53,248

Under contingency, there would be \$286,925 worth of reductions in programs and capital components.

If the proposed budget is defeated by voters, the ACS Board of Education, as in the past, will have the option of putting the same or a revised budget up for a revote, or adopting a contingent budget. If voters reject the budget twice, the district must adopt a contingent budget.

More significantly, under the law, if ACS adopts a contingent budget, the district would have to keep its 2019/20 tax levy the same as or less than its 2018/19 tax levy; in effect a 0 percent tax levy increase. In other words, the district would have to levy the same amount of taxes as in 2018/19 – or less – without any adjustments for contractual obligations or other costs, whether or not they are mandated.

Adopting a contingent budget would prohibit ACS from spending any money in certain areas, including community use of school facilities (unless all costs are reimbursed to the district); new equipment purchases; non-essential maintenance; capital expenditures (except in emergencies); salary increases for non-instructional, non-unionized employees; and certain field trips and student supplies. Contingency rules also cap the growth of the administrative component of the budget.



Alexandria Central School

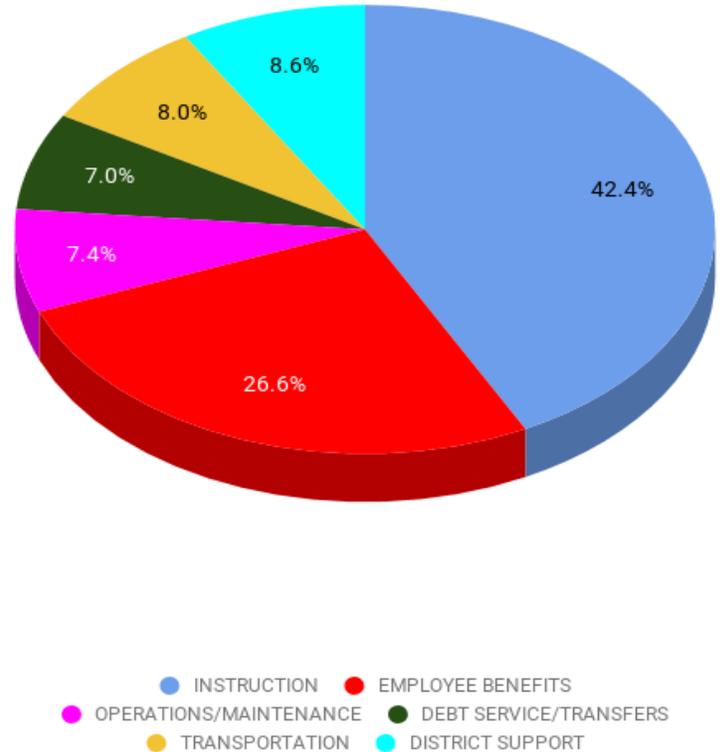
Home of the Purple Ghosts



Where does the \$13,652,378 go?

INSTRUCTION: 42.4% of proposed budget

	<u>2018/19</u>	<u>2019/20</u>
Teaching, Regular School	\$2,981,491	\$2,723,578
Occupational Education	\$469,420	\$517,489
Special Education	\$1,384,503	\$1,457,845
Staff Development	\$103,135	\$36,311
Teaching, Administration	\$267,800	\$336,497
Library	\$31,450	\$40,996
Technology	\$261,370	\$175,812
Guidance	\$195,079	\$183,571
Health Services	\$55,514	\$57,583
Psychological Services	\$114,972	\$39,950
Co-curricular Activities	\$ 41,500	\$52,876
Athletics	<u>\$171,280</u>	<u>\$169,412</u>
Total	\$6,077,514	\$5,791,920
Percent Change		-4.70%



EMPLOYEE BENEFITS: 26.6% of proposed budget

	<u>2018/19</u>	<u>2019/20</u>
Health Insurance	\$2,441,552	\$2,469,634
Teachers' Retirement	\$439,500	\$378,665
Employees' Retirement	\$253,060	\$204,352
Social Security	\$417,628	\$425,271
Workers' Compensation	\$58,629	\$63,646
Unemployment	\$7,000	\$7,000
Other Benefits	<u>\$24,200</u>	<u>\$81,941</u>
Total	\$3,641,569	\$3,630,509
Percent Change		-0.30%

DEBT SERVICE/ TRANSFERS: 7% of proposed budget

	<u>2018/19</u>	<u>2019/20</u>
Energy Perf. Contract	\$80,021	\$80,021
Construction	\$729,690	\$725,888
Buses	\$50,613	\$ -
Interfund Transfer	<u>\$150,000</u>	<u>\$150,000</u>
Total	\$1,010,324	\$ 955,909
Percent Change		-5.39%

OPERATIONS/MAINTENANCE: 7.4% of proposed budget

	<u>2018/19</u>	<u>2019/20</u>
Custodial Services	\$287,241	\$409,485
Maintenance	<u>\$443,408</u>	<u>\$604,951</u>
Total	\$730,649	\$1,014,436
Percent Change		38.84%

DISTRICT SUPPORT: 8.6% of proposed budget

	<u>2018/19</u>	<u>2019/20</u>
Board of Education	\$17,475	\$19,285
Central Administration	\$178,676	\$193,428
Business Administration	\$187,265	\$222,398
Auditing	\$13,800	\$16,800
BOCES Administration/Capital	\$109,348	\$373,625
Tax Collection	\$6,000	\$800
Legal/Fiscal Services	\$55,820	\$47,989
Central Services	\$169,775	\$226,922
Insurance/Special Items	<u>\$71,550</u>	<u>\$69,450</u>
Total	\$809,709	\$1,170,697
Percent Change		44.58%

TRANSPORTATION: 8% of proposed budget

	<u>2018/19</u>	<u>2019/20</u>
Buses	\$254,635	\$ -
Garage	\$85,050	\$117,650
Transportation	<u>\$922,075</u>	<u>\$971,257</u>
Total	\$1,261,760	\$1,088,907
Percent Change		-13.70%

School District Budget Notice

Overall Budget Proposal	Budget Adopted for the 2018-19 School Year	Budget Proposed for the 2019-20 School Year	Contingency Budget for the 2019-20 School Year *										
Total Budgeted Amount, Not Including Separate Propositions	\$13,531,525	\$13,652,378	\$13,365,453										
Increase/Decrease for the 2019-20 School Year		\$ 120,853	\$ 147,463										
Percentage Increase/Decrease in Proposed Budget		.89 %	1.12%										
Change in the Consumer Price Index		2.44%											
A. Proposed Levy to Support the Total Budgeted Amount	\$ 7,331,500	\$ 7,580,130											
B. Levy to Support Library Debt, if Applicable													
C. Levy for Non-Excludable Propositions, if Applicable **													
D. Total Tax Cap Reserve Amount Used to Reduce Current Year Levy													
E. Total Proposed School Year Tax Levy (A + B + C - D)	\$ 7,331,500	\$ 7,580,130	\$ 7,331,500										
F. Total Permissible Exclusions	\$ 602,109	\$ 355,664											
G. School Tax Levy Limit, <u>Excluding</u> Levy for Permissible Exclusions	\$ 6,729,391	\$ 7,224,466											
H. Total Proposed School Year Tax Levy, <u>Excluding</u> Levy to Support Library Debt and/or Permissible Exclusions (E – B – F + D)	\$ 6,729,391	\$ 7,224,466											
I. Difference: G – H (Negative Value Requires 60.0% Voter Approval – See Note Below Regarding Separate Propositions) **	\$ 0	\$ 0											
Administrative Component	\$ 1,416,938	\$ 1,511,386	\$ 1,502,636										
Program Component	\$10,010,361	\$ 9,766,345	\$ 9,739,745										
Capital Component	\$ 2,104,226	\$ 2,374,647	\$ 2,123,072										
<p>A contingency budget would require a \$286,925 reduction in expenditures. This figure includes purchases of equipment, carpeting, furniture, and a capital outlay project.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;">Description</th> <th style="text-align: right;">Amount</th> </tr> </thead> <tbody> <tr> <td>Bus Bond Proposition</td> <td style="text-align: right;">\$ 250,000</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>				Description	Amount	Bus Bond Proposition	\$ 250,000						
Description	Amount												
Bus Bond Proposition	\$ 250,000												
<p>** List Separate Propositions that are not included in the Total Budgeted Amount: (Tax Levy associated with educational or transportation services propositions are not eligible for exclusion and may affect voter approval requirements)</p>													

NOTE: Please submit an electronic version (Word or PDF) of this completed form to: emscmgts@nysed.gov

Under the Budget Proposed for the 2019-20 School Year
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Estimated Basic STAR Exemption Savings ¹	\$327
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The annual budget vote for the fiscal year 2019-20 by the qualified voters of the Alexandria Central School District, Jefferson County, New York, will be held at Alexandria Central School in said district on Tuesday, May 21, 2019 between the hours of 7:00am and 8:00pm, prevailing time in the Alexandria Central School, at which time the polls will be opened to vote by voting ballot or machine.

1. The basic school tax relief (STAR) exemption is authorized by section 425 of the Real Property Tax Law.



On May 21, voters will vote for candidates for two open seats on the Alexandria Central School District Board of Education. Candidates are Jane Aikins and Suzanne Hunter.

The school board is made up of seven non-paid citizens elected to serve overlapping terms of three years each. Together they establish district policies, develop an annual budget proposal, approve or disapprove the superintendent's recommendations on personnel matters and contracts and act as a communication link between residents and the superintendent.

To learn more about the school board, visit www.alexandriacentral.org, click on District in the drop-down menu and then click on Board of Education.

Jane Aikins

Family: husband: Larry children: Christi (Byron), Dana, Megan (Badour), Tisha (Heffron), Jadon, Jordann

Community Service: Alexandria Central Board Of Education (15+ years), Alcohol and Substance Abuse Counsel board member (5 years), Watertown's Downtown Business Association board member (8 years), River Church deaconess (2 years), foster parent to forty-seven children

Why serve on the Board of Education? As a parent, grandparent and community member I feel both a responsibility and duty to be an active part of creating an educational environment to improve student achievement. Being a taxpayer also demands fiscal responsibility while meeting state mandates and wonderful opportunities for our students.

What are the top issues facing our schools? In today's changing culture, keeping abreast of educational requirements, providing a safe and healthy learning environment, and involving parents in student learning while maintaining a strong dedicated staff are key issues for every school board.

What would you like people to know about you? I was born and raised in Central New York, a small community much like ours here, Mt. Upton New York. I earned my cosmetology license and practiced in the Norwich area until my marriage to my husband Larry. After which time I moved to Madison County and opened two salons. I continued my education through Syracuse University in child management. I then worked for several years for an educational company. After the passing of my parents, we moved to Alexandria Bay to be near my brother Glen Gould. Being near family has been vital to us. I worked at several resorts as the Director of Sales, and worked eight years for the Greater Watertown North Country Chamber of Commerce as the Membership Development Director. I have been retired for five years. During that time, I have been blessed with the care of my grandchildren, primarily Kaliber.



Suzanne Hunter

Family: husband: Alan children: Michael, Ann Marie (Hyde), Megan (Klosner), Todd, and E.J.

Community Service: Alexandria Central Board of Education (6 years); Alexandria Community Thrift Store volunteer and Board member; Catholic Community of Alexandria Parish Council member

Why serve on the Board of Education? As a retired teacher, business (farm) owner, senior citizen, and grandparent with 6 grandchildren at ACS, I feel I bring a diverse understanding of the many needs and concerns facing a School Board. I consider it an honor to serve on the Board in order to help provide our children of the community with the best educational opportunities.

What are the top issues facing our schools? The top issues facing our schools is balancing the needs of the district with a sound sensible budget. Also, the recruitment and retention of qualified and dedicated teachers is becoming an increasing challenge.

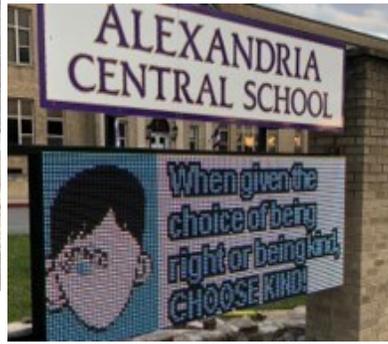
What would you like people to know about you? I was born and raised in Rochester and moved to Alexandria Bay right out of college to begin my teaching career as a Speech Therapist. It was here that I met and married Alan. After five years of teaching, I "retired" to be a stay at home mom and farm wife for several years. I then went back to school and received my Master's degree in elementary education and returned to teaching. I taught for another 20 years as an elementary teacher at LaFargeville Central School. Currently, my husband and I own and operate Hunter's Plessis Farm.



School Improvements



New Digital Signage



Painting and Landscaping



Main Entrance Safety Enhancements:
New Glass Security Doors and Sign-In Window



New Sidewalk & Flagpole



New Library Furniture



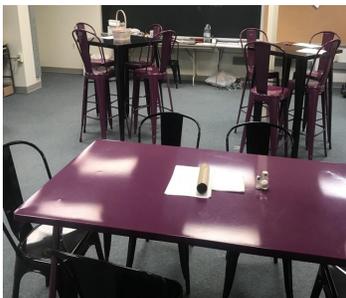
New Makerspace



New Cafeteria Menu Options



New Staff Room Furniture



MPR has been painted



LED lighting has been installed.



Air vents have been replaced.

Alexandria Central School District

May & June Important Dates

- **May 9th - 12th, Senior Trip to Florida**
- **May 14th, Future Farmers of America Annual Banquet**
- **May 22nd - 26th, Odyssey of the Mind World Competition**
- **May 22nd, 4th Grade Science Performance Test**
- **May 29th, 8th Grade Science Performance Test**
- **May 30th, Kindergarten Field Trip to the Nature Center**
- **June 1st, Senior Prom**
- **June 3rd, Science Written Test - 4th and 8th Grades**
- **June 13th, 4th Grade Field Trip to Stone Mills**
- **June 17th, End of the Year Awards - Grades 9th - 11th**
- **June 17th, End of the Year Awards - Junior High**
- **June 19th, 6th Grade Water Safari Trip (rain date - June 20th)**
- **June 21st, End of the Year Awards - Grades 1st - 5th**
- **June 24th, Pre-K Graduation**
- **June 24th, Kindergarten Graduation**
- **June 25th, 6th Grade Graduation**
- **June 25th, Senior Awards Night**
- **June 26th, Senior Graduation Rehearsal**
- **June 26th, Senior Luncheon**



JEFFERSON-LEWIS-HAMILTON-HERKIMER-ONEIDA BOCES 2019-2020 CALENDAR

July						
S	M	T	W	T	F	S
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28	29	30	31			

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August	
September (20)	
2	Labor Day
3	Superintendents Conference Day
4	Superintendents Conference Day
5	Opening of School
October (22)	
14	Columbus Day
15	Superintendents Conference Day
November (17)	
11	Veterans Day
27-29	Thanksgiving Holiday
December (15)	
23-31	Christmas Holiday
January (19)	
1-3	Christmas Holiday
20	Martin Luther King Day
21-24	Regents Exams
February (15)	
17	Winter Recess (President's Day)
18-21	Winter Recess
March (22)	
April (16)	
10	Good Friday
13-17	Spring Recess
May (20)	
25	Memorial Day
June (20)	
2	Regents Day
17-25	Regents Days
26	Rating Day
26	Last Day of School
Total number of days 186	

January						
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June						
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28	29	30				

NOTE: If additional days must be used for emergency closings, the first day taken will be April 17, 16, then 15, 14, etc. In the event of long term emergency closings, the Board of Education reserves which makeup days will be used from any scheduled recess periods and/or holidays, consistent with any language that may exist in district labor agreements.

Dignity For All Students Act (DASA)



The "Dignity for All Students Act" is a New York State law effective July 1, 2012. It is designed to provide a learning environment free of discrimination and harassment. Bullying behaviors may be a larger problem of discrimination and harassment. DASA works to help prevent discrimination and harassment through civility, citizenship and character education.

Patricia Wagoner is Alexandria Central School's DAC, Dignity Act Coordinator. She may be contacted at pwagoner@acsghosts.org or at (315)-482-9971 ext. 1590.

What are the Warning Signs of an Eating Disorder?

Important information from the National Eating Disorders Association regarding eating disorders and some helpful warning signs.

Eating disorders are real, complex, bio-psycho-social diseases that can have serious consequences for health, productivity, and relationships. They are not fads, phases, or lifestyle choices. The most common eating disorders are anorexia nervosa, bulimia nervosa, and binge eating disorder. Other eating disorders include: avoidant/ restrictive food intake disorder, rumination disorder, pica, other specified feeding or eating disorder, and unspecified feeding or eating disorder. People struggling with an eating disorder often become obsessed with food, body image, and/or weight. These disorders can be life threatening if not recognized and treated appropriately. The earlier a person receives treatment, the greater the likelihood of full recovery.

- Preoccupation with weight, food, calories, dieting, and/or body image.
- Development of abnormal, secretive, extreme, or ritualized food or eating habits.
- Withdrawal from usual friends and activities.
- Evidence of binge eating, such as the disappearance of a large amount of food.
- Evidence of purging behaviors, including trips bathroom after meals, self-induced vomiting, periods of fasting or laxative, diet pill, or diuretic abuse.
- Compulsive or excessive exercising.
- Discoloration or staining of the teeth.
- Feelings of isolation, depression, anxiety, or irritability.

CONTACT HELPLINE Call or chat for resources and treatment options: 800-931-2237
nationaleatingdisorders.org helplinechatinfo@nationaleatingdisorders.org
or text 'NEDA' to 741-741 for 24/7 crisis support



Did You Know ? ~ Cannabis & Youth Mental Health

As the New York State Legislature edges closer to legalizing the recreational use of marijuana, parents and educators should be aware of the dangers for youth.

- A new study in the American Journal of Psychiatry suggests that cannabis may actually have a more negative impact on teens' cognitive development than alcohol.
- An even newer study found evidence that low levels of marijuana use - as few as one or two times - may change the teen brain.
- Marijuana use directly increases the chance of psychosis in teens - JAMA Pediatrics.

The good news --when adolescents stop using marijuana - even for just one week - their verbal learning and memory improve. 1.800.344.2666



Resources: Youth in Transition - www.youthnys.org
YOUTHPOWER! - www.youthpowerny.org
National Institute of Mental Health - www.nimh.nih.gov
Alcoholic Anon/Alcoholic Teen Hotline -

2019-20 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). For grades pre-k through 11, intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. Intervals between doses of vaccine DO NOT need to be reviewed for grade 12 except for interval between measles vaccine doses. See footnotes for specific information for each vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements MUST be read with the footnotes of this schedule.

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2, 3, 4 and 5	Grades 6, 7, 8, 9, 10 and 11	Grade 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older	3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (Tdap) ³	Not applicable		1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older	4 doses or 3 doses if the 3rd dose was received at 4 years or older	3 doses
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose	2 doses		
Hepatitis B vaccine ⁶	3 doses	3 doses	3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years	
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses		1 dose
Meningococcal conjugate vaccine (MenACWY) ⁸	Not applicable		Grades 7, 8, 9 and 10: 1 dose	2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses	Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses	Not applicable		

1. Demonstrated serologic evidence of measles, mumps, rubella, hepatitis B, varicella or polio (for all three serotypes) antibodies is acceptable proof of immunity to these diseases. Diagnosis by a physician, physician assistant or nurse practitioner that a child has had varicella disease is acceptable proof of immunity to varicella.
2. Diphtheria and tetanus toxoids and acellular pertussis (DTaP) vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a 5-dose series of DTaP vaccine at 2 months, 4 months, 6 months and at 15 through 18 months and at 4 years or older. The fourth dose may be received as early as age 12 months, provided at least 6 months have elapsed since the third dose. However, the fourth dose of DTaP need not be repeated if it was administered at least 4 months after the third dose of DTaP. The final dose in the series must be received on or after the fourth birthday.
 - b. If the fourth dose of DTaP was administered at 4 years or older, the fifth (booster) dose of DTaP vaccine is not required.
 - c. For children born before 1/1/2005, only immunity to diphtheria is required and doses of DT and Td can meet this requirement.
 - d. Children 7 years and older who are not fully immunized with the childhood DTaP vaccine series should receive Tdap vaccine as the first dose in the catch-up series; if additional doses are needed, use Td vaccine. If the first dose was received before their first birthday, then 4 doses are required, as long as the final dose was received at 4 years or older. If the first dose was received on or after the first birthday, then 3 doses are required, as long as the final dose was received at 4 years or older. A Tdap vaccine (or incorrectly administered DTaP vaccine) received at 7 years or older will meet the 6th grade Tdap requirement.
3. Tetanus and diphtheria toxoids and acellular pertussis (Tdap) vaccine. (Minimum age: 7 years)
 - a. Students 11 years or older entering grades 6 through 12 are required to have one dose of Tdap. A dose received at 7 years or older will meet this requirement.
 - b. Students who are 10 years old in grade 6 and who have not yet received a Tdap vaccine are in compliance until they turn 11 years old.
4. Inactivated polio vaccine (IPV) or oral polio vaccine (OPV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive a series of IPV at 2 months, 4 months and at 6 through 18 months, and at 4 years or older. The final dose in the series must be received on or after the fourth birthday and at least 6 months after the previous dose.
 - b. For students who received their fourth dose before age 4 and prior to August 7, 2010, 4 doses separated by at least 4 weeks is sufficient.
 - c. If the third dose of polio vaccine was received at 4 years or older and at least 6 months after the previous dose, the fourth dose of polio vaccine is not required.
 - d. Intervals between the doses of polio vaccine do not need to be reviewed for grade 12 in the 2019-20 school year.
 - e. If both OPV and IPV were administered as part of a series, the total number of doses and intervals between doses is the same as that recommended for the U.S. IPV schedule. If only OPV was administered, and all doses were given before age 4 years, 1 dose of IPV should be given at 4 years or older and at least 6 months after the last OPV dose.
5. Measles, mumps, and rubella (MMR) vaccine. (Minimum age: 12 months)
 - a. The first dose of MMR vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. Measles: One dose is required for prekindergarten. Two doses are required for grades kindergarten through 12.
 - c. Mumps: One dose is required for prekindergarten and grade 12. Two doses are required for grades kindergarten through 11.
- d. Rubella: At least one dose is required for all grades (prekindergarten through 12).
6. Hepatitis B vaccine
 - a. Dose 1 may be given at birth or anytime thereafter. Dose 2 must be given at least 4 weeks (28 days) after dose 1. Dose 3 must be at least 8 weeks after dose 2 AND at least 16 weeks after dose 1 AND no earlier than age 24 weeks.
 - b. Two doses of adult hepatitis B vaccine (Recombivax) received at least 4 months apart at age 11 through 15 years will meet the requirement.
7. Varicella (chickenpox) vaccine. (Minimum age: 12 months)
 - a. The first dose of varicella vaccine must have been received on or after the first birthday. The second dose must have been received at least 28 days (4 weeks) after the first dose to be considered valid.
 - b. For children younger than 13 years, the recommended minimum interval between doses is 3 months (if the second dose was administered at least 4 weeks after the first dose, it can be accepted as valid); for persons 13 years and older, the minimum interval between doses is 4 weeks.
8. Meningococcal conjugate ACWY vaccine. (Minimum age: 6 weeks)
 - a. One dose of meningococcal conjugate vaccine (Menactra or Menveo) is required for students entering grades 7, 8, 9 and 10.
 - b. For students in grade 12, if the first dose of meningococcal conjugate vaccine was received at 16 years or older, the second (booster) dose is not required.
 - c. The second dose must have been received at 16 years or older. The minimum interval between doses is 8 weeks.
9. Haemophilus influenzae type b (Hib) conjugate vaccine. (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive Hib vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. If 2 doses of vaccine were received before age 12 months, only 3 doses are required with dose 3 at 12 through 15 months and at least 8 weeks after dose 2.
 - c. If dose 1 was received at age 12 through 14 months, only 2 doses are required with dose 2 at least 8 weeks after dose 1.
 - d. If dose 1 was received at 15 months or older, only 1 dose is required.
 - e. Hib vaccine is not required for children 5 years or older.
10. Pneumococcal conjugate vaccine (PCV). (Minimum age: 6 weeks)
 - a. Children starting the series on time should receive PCV vaccine at 2 months, 4 months, 6 months and at 12 through 15 months. Children older than 15 months must get caught up according to the ACIP catch-up schedule. The final dose must be received on or after 12 months.
 - b. Unvaccinated children ages 7 through 11 months of age are required to receive 2 doses, at least 4 weeks apart, followed by a third dose at 12 through 15 months.
 - c. Unvaccinated children ages 12 through 23 months are required to receive 2 doses of vaccine at least 8 weeks apart.
 - d. If one dose of vaccine was received at 24 months or older, no further doses are required.
 - e. For further information, refer to the PCV chart available in the School Survey Instruction Booklet at: www.health.ny.gov/prevention/immunization/schools

For further information, contact:

**New York State Department of Health
Bureau of Immunization
Room 649, Corning Tower ESP
Albany, NY 12237
(518) 473-4437**

**New York City Department of Health and Mental Hygiene
Program Support Unit, Bureau of Immunization,
42-09 28th Street, 5th floor
Long Island City, NY 11101
(347) 396-2433**

Odyssey of the Mind Team Advances to World Competition

~ Coach Ms. Lowe ~

The ACS Senior Odyssey of the Mind team has qualified for and is going to the Odyssey of the Mind World competition. The team placed first in their long-term presentation and second overall at the NYS Odyssey competition held in Binghamton on Saturday, March 23rd. The team consists of Chet Sourwine, Colby Herrington, Erina Haddock, Colby Burrows and Abigail Wolfe. The team has put in over 95 hours meeting as a team two to three days a week since the beginning of November. In addition to many individual hours outside of the team meetings.

The teams problem was to create and present an 8 minute performance that tells an original story about Leonardo Da Vinci that includes a workshop setting, a Patron character who presents a problem to be solved, and recreation of some of Da Vinci's works. These include a recreation of one of Da Vinci's paintings, a three dimensional representation of one of his works, and another work recreated in any form the team wishes. There will also be a "de-bunked" creation, something that Leonardo made but discarded because it was mocked by a Naysayer character. The item shown will be something commonly used today. The recreation of the painting must recreate the appearance using a different or unconventional medium. The team chose Da Vinci's St. John the Baptist and recreated the painting using string art. For the 3D recreation the team created a full size Vetruvian man, nicknamed Vlad, using a tape sculpting technique and includes a light up brain. In addition the team used Da Vinci's Madonna of the Rocks and Virgin of the Rocks to create an optical illusion. When you look at the creation from one angle you see Madonna of the Rocks, when you look at the creation from the opposite angle you see Virgin of the Rocks. The team first sketched and painted each recreation, they then cut the paintings into strips, laminated them and adhered the strips to an accordion back piece. The debunked invention was a Painting Etching Necessity or P.E.N. for short. The oversized P.E.N. actually has a chalk point that extends and retracts much the way a ball point pen can. As part of the style portion of the judged performance the team was tasked with finding a creative way to use a material. The team built a mini-glider using only aluminum cans and aluminum foil. The team also built a miniature version of Da Vinci's Ideal City. The city is primarily made of various sized cardboard boxes including a cathedral with stained glass windows, a bell tower with a small cardboard bell, and various and sundry other buildings. The stained glass was created by melting down Jolly Rancher candies, pouring it into cardboard molds and then freezing it. The required team sign was made to represent Da Vinci's Aerial Screw along with a wood burned sign created in the ACS MakerSpace classroom. In addition the team has a living representation of the Mona Lisa painting. The skit is presented as taking place in an art class and a dream and contains both humor and song.

This is only the second time an ACS team has progressed to World Competition since the programs adoption in 1975. The first time was in 2004 and was also a senior high team of upperclassmen. The team will represent Alexandria Central and New York State in East Lansing, Michigan. The World competition takes place May 22 through May 25 and is held on the Michigan State University campus. While ACS is backing a major portion of the trip the team will also be visiting local civic groups and businesses as well as holding team fundraising to defray the cost of the trip. Anyone interested in donating to the team fund may contact the team Coach, Teri Lowe or the ACS Principal's Office at Alexandria CS. 315-482-9971.





Music News from Mrs. Taylor



Select Choir before their competition on the Grand Ole Opry stage in January! They received an **OUTSTANDING** rating and were 2nd place in their plateau!



"AcousChix" after their fantastic performance in the junior varsity quartet contest in Nashville!



Students from ACS & General Brown at the "SAYacaFEST" a cappella youth festival in Liverpool in February!

ACS's spring musical, MAMMA MIA, was a huge hit, and SO much fun to perform for our community! Thank you to EVERYONE that was involved in the production in any way! We greatly appreciate it and we couldn't do it without you!!! Here are some pictures from the show! See you next year!

MAMMA MIA!



Second Graders Acts of Kindness

Mr. Hudon and Mrs. Putnam

Mr. Hudon and Mrs. Putnam's second grade classes are each participating in a Kindness Challenge. Each student received a checklist of kind activities they need to complete in school. Some examples of the challenge include writing a thank-you note to an ACS staff member, give a classmate a compliment, and smile at 25 people during the school day. Once the task is completed the students mark it off on their sheet and move to another one. Each classroom has special group meetings to discuss the benefits of being kind and the harm that bullying can cause. Weekly winners will receive a box of donuts and 5 grand prize winners will each receive \$250 to spend on classroom supplies. The students have enjoyed working on their kindness tasks and vow to continue to be kind to their classmates and everyone they meet. The challenge is sponsored by NBC/Watertown.



Students in Mr. Hudon's class wrote thank you notes and gave a candy bar to our hallway janitor.



Mrs. Putnam's students drew pictures for staff members and are shown here delivering one to Mrs. Lambert in the main office.

Fun times in First Grade!



Ms. Branch's first grade class created "Thankful Turkeys" and wrote about things that they are thankful for.



Ms. Branch's first grade class made predictions for Groundhog's Day.



First graders take to the ice during Winter Carnival week.

Spelling Bee Winners

Ronaldo Prophete (center) won the local spelling bee that was held at ACS in February. Kayden Anderson (left) finished in 3rd place and Gabbi Hoffberg (right) finished in 2nd place. Ronaldo advanced to the regional spelling bee held at General Brown Central School in March.

Congratulations!



THE SCHOLASTIC BOOK FAIR IS COMING!

Dates and Times

May 20: 8:30am-3:00pm

May 21: 7:30 am-8:00pm *open during our Community Breakfast and the School Budget Vote*

May 22: 8:30am-3:00pm

May 23: 8:30am-12:00pm

Place: The Library

Profits will benefit the school library.



What's Happening in the Library! ~ Mrs. Tidd & Mrs. Millett

Students in grades, PreK through 6 have been busy reading at home for our *Spring Into Reading Incentive*. Students are tracking their minutes and turning in reading logs each week. Raffles have been held each week for students who are participating and turning in their reading logs and some have won a free book! At the end of the 5 weeks, students who have met or exceeded the 6 hour total of required reading will be invited to an outdoor celebration with games and ice cream sundaes. Prizes will also be awarded to all participants.

We have been busy with all kinds of activities. In March, we celebrated Dr. Seuss' Birthday! Elementary students and teachers enjoyed a week-long celebration including different themed dress up days. Some wore hats for Cat in the Hat day. Others dressed up for Wacky Wednesday by wearing mismatched clothes and clothes on backwards! Everyone was treated to a slice of birthday cake.

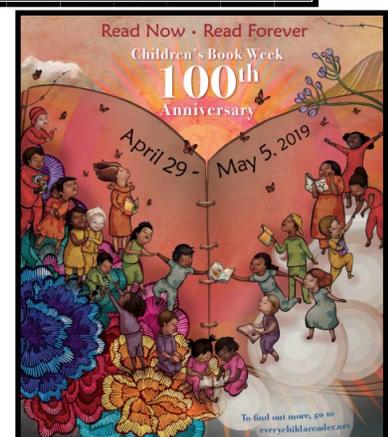
5th and 6th graders enjoyed participating in "March Madness for Books" sponsored by the BOCES School Library System. Each week during the month of March, students voted on their favorite books. They were very excited to view the weekly bracket results and to see their favorite books that won!

On April 24, 3 teams of 6th graders participated in the Battle of the Books competition at the Macsherry Library. The teams have been reading books since October to get ready for the battle. The winning team was "The War of the Words"; members were River Costello, Jake Aznoe, Evan Sanford, and Charlie Gorman. They will be moving on to the regional battle in Gouverneur in May and will compete against approximately 15 teams from across the North Country.

During the last week of April, the Library celebrated the 100th anniversary of Children's' Book Week. This year's theme is "*Read Now - Read Forever*". We read stories written by some of our favorite children's authors, explored new books, and made related crafts.



PACE is sponsoring a Community Breakfast on **Tuesday, May 21th** at ACS. Be sure to vote on the school budget and visit the book fair also!



Cafeteria News ~ Anne Remington

The cafeteria staff has been very busy working on a variety of choices for our students. We have been doing monthly taste testing in the high school cafeteria, with the assistance of Mr. Clapper and a few board members. The feedback from the students have been overwhelming. We have tried Southwest Burgers, Chicken Quesadillas, and a chicken burrito bowl.

This year we also started offering a fresh salad bar to our 4-12 grades. With a large variety of choices, ranging from homemade macaroni salad to homemade hummus. Our PK-3 grades may order a fresh salad every day as one of their lunch options.

Once again, a reminder that parents or guardians may fill out a free/reduced lunch application at any time during the school year if income has changed. You may call for an application or one is available online. If you are eligible for free or reduced lunches, the same eligibility is at breakfast.



May is Mental Health Awareness Month

According to the National Alliance on Mental Illness, 1 in 5 children ages 13-18 have, or will have, a serious mental illness. Warning signs include:

- Drastic changes in behavior, personality, or sleeping habits
- Intense worries or fears that get in the way of daily activities like hanging out with friends or going to classes
- Out-of-control, risk-taking behaviors that can cause harm to self or others
- Severe mood swings that cause problems in relationships
- Repeated use of drugs or alcohol
- Extreme difficulty in concentrating or staying still that can lead to failure in school
- Sudden overwhelming fear for no reason, sometimes with a racing heart, physical discomfort or fast breathing

4 Steps Parents Can Take:

- Talk with your pediatrician
- Get a referral to a mental health specialist
- Work with your child's school
- Connect with other families affected by mental health concerns

(Information courtesy of the National Alliance on Mental Health; www.nami.org)





Scholarships for the Class of 2019

Please visit our webpage www.alexandriacentral.org for important information and scholarship listings! In addition to being on our announcements, being publicized in class, and mentioned in our newsletter, **all scholarships are available to download from my webpage in the Scholarship Application Download Area!** Please contact me at 482-9971 extension 3070 if you do not have internet access and would like to know the most recent scholarships available.

The following Scholarships are available at this time:

[American Legion Nursing Scholarship](#)

Scholarship for any student entering a certified Nursing Program. No Deadline. Submit before attending college.

[Caring.com Scholarship](#)

Scholarships are available for any student who has been a caregiver for another person. Essay or video must be submitted online www.caring.com/caregivers/scholarships-for-student-caregivers by June 15.

[Horatio Alger Career & Technology Scholarship](#)

Scholarship for students who have demonstrated integrity, perseverance in overcoming adversity, strength of character, financial need, commitment to pursue career or technical certification/degree, and a desire to contribute to society. Application is online and due by June 15.

[Miracle On The River Scholarship](#)

Scholarship application for any student who is entering a medical field. Application is due by May 30th.

[NYS Excelsior Scholarship](#)

Scholarship open to all students who plan on attending a SUNY College and residing/working in NYS and can cover up to full tuition. Application opens May 1 and closes July 1. Application is online only: www.hesc.ny.gov

[Society of Military Engineers Scholarship](#)

Scholarship for any student who is pursuing a career/degree in any field of Engineering. Application deadline is May 30.

[Thousand Islands Foundation Scholarship](#)

Scholarship for students who attend ACS, TI, LaFargeville and Lyme only and must be accepted to a an institution of Higher Education. Application deadline is May 10.

FAFSA – Need Help?

A reminder that all students and parents must complete the FAFSA (Free Application for Federal Student Aid). Please contact Mr. Durr if you need any assistance with the FAFSA and set up an appointment - this can be done during the school day or immediately after school.

JUNIORS - College Admission Exams:

Reminder: all Juniors who are interested in attending a 4-year college should take a college admissions exam (SAT or SAT). Juniors should take these exams this spring. The registration deadline is May 3rd for the June SAT and ACT exams. Two-year colleges recommend that students take one of these exams, but they are not required for acceptance. This includes taking either the Scholastic Aptitude Test (SAT) or the American College test (ACT). Students may register online at www.collegeboard.com for the SAT, or www.actstudent.org for the ACT. The test dates and deadlines to register for these exams are available on the SAT and ACT websites.

Eighth Grade Parents:

Career Jam will be taking place on Thursday May 16th – students will be bussed out to the event during the school day and visit different local career presentations.



Get Well Charlie!

High School students flocked to create and sign a card wishing a speedy recovery to area legend, Charlie Rexford, upon hearing of his recent hospital stay. Students and athletes created a card with many good wishes including some of Charlie's favorite quotes. Mason Gorman created the card and Taitt Heath, Landon McCauley, and Blake Hunter delivered it to Charlie once he was safely home in his favorite of the "three river towns."

*No act of kindness,
no matter how small,
is ever wasted.*
- Aesop

Vaping and E-Cigarettes

What are they?

They are battery-operated devices designed to deliver nicotine with flavorings and other chemicals to users in vapor instead of smoke.



They resemble traditional tobacco cigarettes, cigars, pipes or everyday items like pens or USB memory sticks.

There are more than **250** different e-cigarette brands currently on the market.

- ◆ Promoted as safer alternative to traditional cigarettes.
- ◆ Increasingly popular among teens.
- ◆ Ease of availability (online, mall kiosks, convenience stores / gas stations, etc.)
- ◆ Wide array of cartridge flavors (coffee, mint, candy, fruit, etc.) that are appealing to youth.
- ◆ E-cigarette use may serve as an introductory product for youth who then go on to use other tobacco products.
- ◆ A recent study showed that students who have used e-cigarettes by 9th grade are more likely than others to start smoking traditional cigarettes and other smokable tobacco products within the next year.



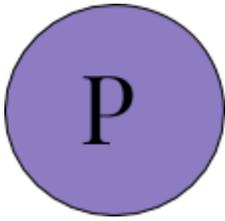
More info? Contact Mrs. Eberle, Student Assistance Counselor 315-482-9971 ext. 3350, Pivot 315-788-4660 or visit www.pivot2health.com

ACS PBIS Updates

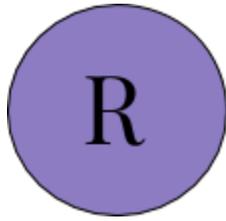
Spring 2019



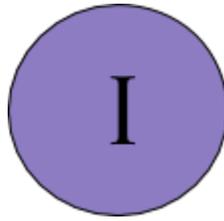
Mission Statement: The mission of Alexandria Central School is to ensure that all students become responsible lifelong learners in a positive and safe environment that promotes academic excellence. (approved by the BOE)



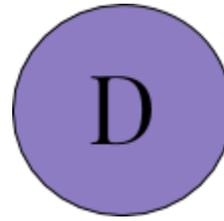
*I am...
Positive*



*I am...
Responsible*



*I demonstrate...
Integrity*



*I demonstrate...
Dignity*



*I demonstrate...
Empathy*

Team Members:

Kristin Youngs...Co-Coach
Sherry McCarthy...Note Taker
Patty Wagoner
Kristie Hunter

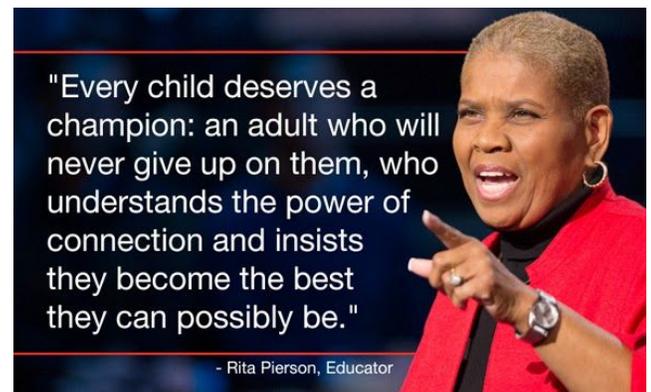
Mary Cole...Co-Coach
Dawn VanCour
Todd Marshall
Renee Besaw

Jared Plantz...Data Analyst
Justin West
Dan Hammond

What is PBIS? P = Positive B = Behavioral I = Interventions S = Supports

What is School Climate

The National School Climate Center (NSCC) defines school climate as “the quality and character of school life.” It’s the way a building feels when you walk into it. It’s the way students talk to each other. It’s the way adults support each other and the way they work with kids. When a school has a positive school climate, everyone feels engaged, respected and safe; everyone succeeds. We imagine it’s a school either led by or full of people just like Rita Pierson.



<https://embed.ted.com/bff8d242-fa7e-44ba-8b39-a8196477a525>

“Your positive action combined with positive thinking results in success.” *Shiv Khera*

Updates...

~ The committee members have been working diligently to set a solid foundation for the implementation process to secure the success of our PBIS program once it's ready to be rolled out.

~ School luncheon = March 27

~ The committee is in need of a high school representative.

~ 50/120ish staff members completed the SAS (self-assessment survey). According to the SAS, the highest priority items are: **defining expectations, teaching expectations and a violations system.** This data will be the driving force as we move forward.

~ We are finalizing the list of "major behavior definitions" for our matrix. After the major definitions have been completed, we will start the "minor behavior definitions" list. These terms will be part of our referral process and in school tools.



Infraction Summary Report to Date

Month	# of Referrals	Most Common Infraction	How many
September	31	Bus Misconduct	8
October	61	Bus Misconduct	16
November	43	Disruptive Conduct	15
December	13	Bus Misconduct	13
January	31	Bus Misconduct	8

~ We will be placing "positive suggestion boxes" throughout the school for your input. It's imperative that your voice is heard. For this process to be successful, we all need to be transparent. (More details to follow)

Teach by Design Resources

Suspension Doesn't Work: There's Gotta be a Better Way!

<https://www.pbisapps.org/community/Pages/Suspensions.aspx>

Motive, Motivate, Motivation: Why Are My Students Doing That?!

<https://www.pbisapps.org/community/Pages/Motivation-of-Problem-Behavior.aspx>

The Future is Now for Students Who Need More Support

<https://www.pbisapps.org/community/Pages/The-October-Catch-with-Middle-School-Data.aspx>

Next Meeting: April 8



Tools for Schools

Support Our Students at ALEXANDRIA CENTRAL SCHOOL

Enroll your Price Chopper AdvantEdge® Card and help our school earn FREE educational equipment every time you shop.

www.pricechopper.com

— or —

complete the form below

Our 5 digit school code is:

16916



If you wish, you can complete the form below, and have your student return it to his/her homeroom teacher.

Take this form to family, friends, co-workers & neighbors to get as many signed-up as possible.

Ten Digit Price Chopper Card Number*	Customer Name	E-mail Address**
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

* Print name
** Depending on email card, you may agree to receive emails from Price Chopper regarding the Tools for Schools Program.

TOOLS for SCHOOLS

Our School participated in the Price Chopper Tools for Schools Program from August 12th through December 29th, 2018. In March, we were able to redeem the points that our supporters earned, while shopping at their local Price Chopper. With the 23,630 points earned, the school was able to purchase outdoor recess equipment and other supplies. Last year we earned 18,000 points and this year we earned 23,630. We would like to thank all those who made this possible! This year, we are hoping to have even more participants enrolled in the Price Chopper Tools for Schools Program. By enrolling your Price Chopper AdvantEdge Card, Alexandria Central earns points each time you shop. The next opportunity for Alexandria Central to earn points will start in August and run through December. If you would like to enroll your Price Chopper AdvantEdge Card, please fill out the form and return it to Alexandria Central School. You may also enroll online at pricechopper.com. Thank you for all your help!



Alexandria Central School
34 Bolton Ave
Alexandria Bay, NY 13607

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Postal Customer

Vote Day Details

What exactly will I be voting on?

- * Budget; \$13,652,378
- * Bonding of Buses
- * Macsherry Library Funding

When and where is the vote?

Tuesday, May 21, from 7:00am-8:00pm in the Makerspace; Room 257

Who is eligible to vote?

American citizens at least 18 years of age and who have lived in the district for at least 30 days prior to the vote.

Do I need to pre-register to vote?

No, pre-registration is not required.

How do I vote by absentee ballot?

Obtain an application at the district office or by calling 315-482-9971. The application must be returned by May 15 if the absentee ballot is to be mailed to the voter or by May 20 if it will be picked up by the voter. Absentee ballots must be returned no later than 5:00 pm on May 21.

The Budget Hearing is scheduled for Tuesday, May 7, 7:00 pm in the Auditorium.

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Alexandria Central School
Home of the Purple Ghosts

