

Regular meeting of the
Oneida City School District
Board of Education

October 13, 2020
at the Otto Shortell Middle School



District Mission: To educate, inspire and empower.
District Vision: Students reaching their fullest potential.

Agenda

- I. Meeting Called to Order**
- II. Pledge of Allegiance**
- III. Public Forum (20 Minutes)**
- IV. Consent Agenda**
 - a. Meeting Minutes
 - i. September 8, 2020 Regular Meeting
 - ii. September 9, 2020 Special Meeting
 - b. Special Education
 - i. Committee on Special Education
 - ii. 504 Committee
 - iii. Committee on Preschool Special Education
- V. Audit**
 - a. Audit Report – D’Arcangelo
- VI. Finance**
 - a. Financial Reports
 - b. Appropriation Transfers
- VII. Resolutions**
 - a. Personnel
 - b. Excessing Library Materials
 - c. Excessing Middle School ELA books
 - d. Project Account Expenditure
 - e. Resolution of Necessity
 - f. Resolution to Hold Referendum
 - g. Bond Resolution and Referendum Proceedings
 - h. New York State Environmental Quality Review Act – Elementary
 - i. New York State Environmental Quality Review Act – MS
 - j. New York State Environmental Quality Review Act – HS
 - k. Donation – Willard Prior Elementary School

- l. Donation – Otto Shortell Middle School
- m. Donation – Seneca Street Elementary School
- n. Flex Plan Amendment
- o. Extension of Contract for Pupil Transportation Form CE
- p. Textbook for Review: Exploring Microsoft Office Excel 2019 Comprehensive
- q. Textbook for Review: I'm Not Dying With You Tonight
- r. Textbook for Review: Patron Saints of Nothing
- s. Textbook for Review: Clap When You Land
- t. Textbook for Review: American Street

VIII. Communications

- a. Committee Chair Reports
- b. BOE President Report
- c. Discussions
 - i. BOE Retreat
 - ii. Building Project
 - iii. Legal Services
 - iv. Technology Support
- d. Superintendent Report
- e. Assistant Superintendent for Finance Report

IX. Adjournment

Upcoming Events:

Wednesday, October 21

- ✦ BOE Finance & Facility Committee Mtg 5:00 PM at Administrative Offices
- ✦ BOE Governance Committee Mtg 6:00 PM at Administrative Offices

Wednesday, October 28

- ✦ BOE Policy Committee Mtg 5:00 PM at Administrative Offices

Tuesday, November 10

- ✦ BOE CIT Committee Meeting 4:30 PM at Willard Prior Elementary School
- ✦ Board of Education Meeting 6:00 PM at Willard Prior Elementary School

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: CONSENT ITEMS
DATE: OCTOBER 13, 2020

The following consent items are submitted for your approval:

- Meeting Minutes
 - i. September 8, 2020 Regular Meeting
 - ii. September 9, 2020 Special Meeting
- Special Education
 - iii. Committee on Special Education
 - iv. 504 Committee
 - v. Committee on Preschool Special Education

RECOMMENDED ACTION

Motion to approve consent items as submitted for October 13, 2020.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

REGULAR MEETING OF THE
ONEIDA CITY SCHOOL DISTRICT'S
BOARD OF EDUCATION

September 8, 2020
6:00 PM at Costello Transportation Conference Room

MEMBERS PRESENT: Mr. Robert Group, President
Mr. James Maio, Vice President
Ms. Melinda Bowe
Ms. Heather Denby
Mr. Martin Kelly
Mr. Brad Myatt
Ms. Jennifer Parker

MEMBERS ABSENT:

ADMINISTRATORS PRESENT: Ms. Mary-Margaret Zehr, Superintendent
Mr. James Rowley, Assistant Superintendent for
Finance and Clerk of the Board

SPECTATORS PRESENT: Jessica Poyer, Genevieve Brauner, Mr. Denby

The regular meeting of the Oneida City School District's Board of Education for September 8, 2020 was called to order by President Mr. Robert Group at 6:01 PM. The Pledge of Allegiance was said and President Group referred to the agenda. Mr. Denby commented on start of school and expressed his gratitude for hard work teachers and administrators are doing.

CONSENT ITEMS

Consent Items
ACTION NO. 64

MOVED BY Maio, SECONDED BY Bowe, to approve the consent items for the September 8, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED

FINANCE

Finance
ACTION NO. 65

MOVED BY Denby, SECONDED BY Kelly, to approve the financial reports for the September 8, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED

APPROPRIATION TRANSFERS

Appropriation
Transfers
ACTION NO. 66

MOVED BY Parker, SECONDED BY Bowe, to approve the appropriation transfers for the September 8, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED

PERSONNEL

MOVED BY *Maio*, SECONDED BY *Kelly*, to approve the personnel items for the September 8, 2020 Board of Education meeting including administrative leave request for D. Mullen; instructional leave request for R. Sayles; rescinding of LTS appt for M. Stagnitta; LTS appts for A. Pascale, and J. Wagner; one time salary adjustments for M. Hawthorne and D. Hawthorne; instructional resignation of T. Charles as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

INTERIM ASSISTANT PRINCIPAL

MOVED BY *Parker*, SECONDED BY *Kelly*, to approve the appointment of Mr. John Wells as the Interim Assistant Principal starting approximately the beginning of October 2020 for approximately 6-8 weeks at the rate of \$350 per day as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

SUPERVISION OF SPEECH THERAPISTS STIPEND

MOVED BY *Denby*, SECONDED BY *Myatt*, to approve a stipend for Jessica Weaver and Rachel Sayles in the amount of \$900 each for the supervision of the Speech Therapist for the 2020-2021 school year as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

2020-2021 EXTRA CURRICULAR ASSIGNMENTS,
DEPARTMENT CHAIRS AND DIRECTORS

MOVED BY *Parker*, SECONDED BY *Maio*, to approve the 2020-2021 Extra-duty assignments, Department Chairs and Directors as submitted.

VOTE ON THE MOTION AYES 5 NAYS 0 ABSTAINED 2
MOTION CARRIED _____ (Kelly & Denby)

REVISED 2020-2021 SCHOOL CALENDAR

MOVED BY *Kelly*, SECONDED BY *Bowe*, to approve the 2020-2021 revised school calendar as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

Personnel

ACTION NO. 67

D.Mullen, R.Sayles – leave requests; Rescinding M.Stagnitta – LTS appt; A.Pascale, J.Wagner LTS appts; D.Hawthorne, M.Hawthorne – one time salary adj; T.Charles –resignation;

Interim Assistant
Principal

ACTION NO. 68

Supervision of Speech
Therapists Stipend

ACTION NO. 69

Jessica Weaver and Rachel Sayles

2020-2021 Extra
Curricular
Assignments, Dept
Chairs and Directors

ACTION NO. 70

2020-21 Revised School
Calendar

ACTION NO. 71

TEXTBOOK FOR APPROVAL – HOME OF THE BRAVE

MOVED BY *Parker*, SECONDED BY *Myatt*, to approve the middle school textbook Home of the Brave as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

TEXTBOOK FOR APPROVAL – BIG JAVA-EARLY OBJECTS 7TH EDITION

MOVED BY *Kelly*, SECONDED BY *Bowe*, to approve the high school textbook Big Java-Early Objects 7th Edition as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

TEXTBOOK FOR APPROVAL – HORNGREN’S ACCOUNTING

MOVED BY *Parker*, SECONDED BY *Kelly*, to approve the high school textbook Horngren’s Accounting as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

TEXTBOOK FOR APPROVAL – PERSONAL FINANCIAL LITERACY

MOVED BY *Bowe*, SECONDED BY *Myatt*, to approve the high school textbook Personal Financial Literacy as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

SCHOOL RESOURCE OFFICER EMPLOYMENT AGREEMENT

MOVED BY *Maio*, SECONDED BY *Denby*, to approve the School Resource Officer Employment Agreement as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

POLICY FOR REVIEW

The following policy was submitted for a first reading. Vote for approval will be at a future Board of Education Meeting. #8011 Computing Final Grade Averages for Rank in Class as submitted.

FOR REVIEW ONLY

Textbook for Approval – Home of the Brave
ACTION NO. 72

OSMS

Textbook for Approval – Big Java Early Objects 7th Edition
ACTION NO. 73

OHS

Textbook for Approval – Horngren’s Accounting
ACTION NO. 74

OHS

Textbook for Approval – Personal Financial Literacy
ACTION NO. 75

OHS

School Resource Officer Employment Agreement
ACTION NO. 76

Policy for Review
NO ACTION

8011-Computing Final Grade Averages for Rank in Class

WAIVING OF SECOND READING OF POLICY

MOVED BY *Bowe*, SECONDED BY *Denby*, to approve the waiving of the second reading for Policy #8011 Computing Final Grade Averages for Rank in Class as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

Waiving of Second Reading of Policy
ACTION NO. 77

8011-Computing Final Grade Averages for Rank in Class

APPROVAL OF POLICY

MOVED BY *Maio*, SECONDED BY *Parker*, to approve Policy #8011 Computing Final Grade Averages for Rank in Class as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

Approval of Policy
ACTION NO. 78

8011-Computing Final Grade Averages for Rank in Class

COMMITTEE CHAIR REPORTS

The Committee Chair Audit, Curriculum, Instruction & Technology, Finance & Facility, and Governance Reports were presented.

FOR INFORMATION ONLY

Committee Chair Reports
NO ACTION

BOE PRESIDENT REPORT

Mr. Robert Group presented his BOE President Report.

FOR INFORMATION ONLY

BOE President Report
NO ACTION

SUPERINTENDENT REPORT

Ms. Mary-Margaret Zehr presented her Superintendent's Report.

FOR INFORMATION ONLY

Superintendent Report
NO ACTION

ASSISTANT SUPERINTENDENT FOR FINANCE REPORT

Mr. Jim Rowley presented his Assistant Superintendent for Finance Report.

FOR INFORMATION ONLY

Asst Supt for Finance Report
NO ACTION

EXECUTIVE SESSION

MOVED BY Denby, SECONDED BY Bowe, that the board of education meeting of September 8, 2020 move to executive session at 7:15 PM for purposes of discussion collective negotiations pursuant to Article Fourteen of the Civil Service Law; and the Employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED _____

The Board of Education returned to regular session at 7:46 PM

2020-2021 YEARLY DUTY APPOINTMENTS

MOVED BY Maio, SECONDED BY Myatt, to approve the 2020-2021 Yearly Duty Appointments as submitted.

VOTE ON THE MOTION **AYES 6 NAYS 0 ABSTAINED 1**
MOTION CARRIED _____ **(Kelly)**

MEMORANDUM OF AGREEMENT - OTA


MOVED BY Parker, SECONDED BY Kelly, to approve the Memorandum of Agreement between the Oneida City School District and the Oneida Teachers' Association as submitted.

VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED _____

ADJOURNMENT

MOVED BY Kelly, SECONDED BY Myatt, that the Board of Education meeting of September 8, 2020 be adjourned at 7:48 PM.

VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED _____



James Rowley
Clerk of the Board

Executive Session
ACTION NO. 79

2020-2021 Yearly Duty
Appointments
ACTION NO. 80

Memorandum of
Agreement - OTA
ACTION NO. 81

Adjournment
ACTION NO. 82

**SPECIAL MEETING OF THE
ONEIDA CITY SCHOOL DISTRICT'S
BOARD OF EDUCATION**

September 9, 2020
4:30 PM via Zoom Meeting

MEMBERS PRESENT: Mr. James Maio, Vice President
Ms. Heather Denby
Mr. Martin Kelly
Mr. Brad Myatt
Ms. Jennifer Parker

MEMBERS ABSENT: Mr. Robert Group, President
Ms. Melinda Bowe

ADMINISTRATORS PRESENT: Ms. Mary-Margaret Zehr, Superintendent
Mr. James Rowley, Assistant Superintendent for
Finance and Clerk of the Board

SPECTATORS PRESENT: Genevieve Brauner, Jessica Poyer, Kevin Healy,
Stacey Tice

The special meeting of the Oneida City School District's Board of Education for September 9, 2020 was called to order by Vice President Mr. Jim Maio at 4:30 PM. The Pledge of Allegiance was said and Vice President Maio referred to the agenda.

**SECTION III ATHLETIC VOTE AND NYSPHSAA
GUIDANCE**

Discussion regarding Section III Athletic Vote and NYSPHSAA
Guidance.

FOR DISCUSSION ONLY

**Section III Athletic
Vote and NYSPHSAA
Guidance**


NO ACTION

ADJOURNMENT

MOVED BY *Denby*, SECONDED BY *Myatt*, that the Special Board of
Education meeting of September 9, 2020 be adjourned at 5:34 PM.

Adjournment
ACTION NO. 83

VOTE ON THE MOTION AYES 5 NAYS 0
MOTION CARRIED


James Rowley
Clerk of the Board

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: AUDIT REPORT – D’ARCANGELO
DATE: OCTOBER 13, 2020

A representative of D’Arcangelo and Company will review the Annual Audit for the fiscal year ending June 30, 2020.

The audit indicates that the District is in sound financial condition in terms of general operations and ongoing capital improvement programs.

A copy of the audit will be made available at the table.

RECOMMENDED ACTION

Motion to approve the Annual Audit for the year ending June 30, 2020 as submitted.

MOTION MADE BY _____

SECONDED BY _____

A_____ N_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: FINANCIAL REPORTS
DATE: OCTOBER 13, 2020

Financial reports for the month of August 2020:

General Fund Revenue Report
Treasurer's Report
OHS Classroom Activity Funds
OSMS Student Activity Accounts

RECOMMENDED ACTION

Motion to approve the financial reports as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

ONEIDA CITY SCHOOL DISTRICT

TREASURER'S REPORT - GENERAL FUND

Cash Per Books:	August 1, 2020	\$	<u>6,917,239.90</u>	
Cash receipts - State/BOCES Aid			<u>352,219.20</u>	
- Other			<u>383,454.99</u>	
Receipts and Cash Balance			<u>7,652,914.09</u>	
Cash Disbursements		(<u>1,815,480.62</u>)
Cash Per Books:	August 31, 2020	\$		<u>5,837,433.47</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>182,559.43</u>	
	CD/Savings		<u>5,769,702.55</u>	
	subtotal		<u>5,952,261.98</u>	
Less:				
Outstanding Checks:		(<u>114,828.51</u>)
Reconciled Balance:	August 31, 2020	\$		<u>5,837,433.47</u>

TREASURER'S REPORT - SCHOOL LUNCH FUND

Cash Per Books:	August 1, 2020	\$	<u>20,379.49</u>	
	Cash receipts:		<u>59,325.85</u>	
	Receipts and Cash Balance		<u>79,705.34</u>	
	Cash Disbursements		(<u>7,465.41</u>)	
Cash Per Books:	August 31, 2020			\$ <u>72,239.93</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>72,239.93</u>	
Less:				
	Outstanding Checks		(<u>0.00</u>)	
Add:				
	Lunch deposits		0.00	
	MSB In-Transit		0.00	
	Heartland In-Transit		<u>0.00</u>	
Reconciled Balance:	August 31, 2020			\$ <u>72,239.93</u>

TREASURER'S REPORT - SPECIAL AID FUND

Cash Per Books:	August 1, 2020	\$	<u>144,322.93</u>	
	Cash receipts:		<u>117,787.79</u>	
	Receipts and Cash Balance		<u>262,110.72</u>	
	Cash Disbursements		(<u>68,305.59</u>)	
Cash Per Books:	August 31, 2020			\$ <u>193,805.13</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>193,805.13</u>	
	subtotal		<u>193,805.13</u>	
Less:				
	Outstanding Checks		(<u>0.00</u>)	
Reconciled Balance:	August 31, 2020			\$ <u>193,805.13</u>

TREASURER'S REPORT - CAPITAL FUND

Cash Per Books: August 1, 2020		\$ <u>1,048,010.58</u>	
Cash receipts:		<u>13.13</u>	
Receipts and Cash Balance		\$ <u>1,048,023.71</u>	
Cash Disbursements		<u>(3,109.75)</u>	
Cash Per Books: August 31, 2020			\$ <u>1,044,913.96</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$ <u>851,863.97</u>	
	CD/Savings	<u>193,049.99</u>	
	Subtotal	\$ <u>1,044,913.96</u>	
Less:			
Outstanding Checks		<u>(0.00)</u>	
Reconciled Balance: August 31, 2020			\$ <u>1,044,913.96</u>

TREASURER'S REPORT - TRUST AND AGENCY/SCHOLARSHIP FUNDS

Cash Per Books: August 1, 2020		\$ <u>730,754.44</u>	
Cash receipts:		<u>1,197,846.39</u>	
Receipts and Cash Balance		\$ <u>1,928,600.83</u>	
Cash Disbursements		<u>(1,233,207.16)</u>	
Cash Per Books: August 31, 2020			\$ <u>695,393.67</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$ <u>634,424.17</u>	
	Payroll Checking	<u>5,724.38</u>	
	Scholarship Savings	<u>62,157.28</u>	
	Subtotal	\$ <u>702,305.83</u>	
Plus:			
ERS - 3 employees that had ERS issues		<u>226.37</u>	
Less:			
Outstanding Checks: Trust & Agency		<u>(1,686.99)</u>	
Payroll		<u>(4,867.22)</u>	
Payroll (ERS wires less than was posted to nVision)		<u>(584.32)</u>	
Reconciled Balance: August 31, 2020			\$ <u>695,393.67</u>

ONEIDA CITY SCHOOL DISTRICT - GENERAL FUND REVENUE REPORT


Month Ending August 31, 2020

		<u>Budgeted</u> <u>Revenues</u>	<u>Revenues</u> <u>Received</u>	<u>Balance</u> <u>Unearned</u>
A1001	Real Property Tax	\$ 15,252,094.00	\$ 0.00	\$ 15,252,094.00
A1081	Payments in Lieu of Taxes	132,440.00	0.00	132,440.00
A1085	School Tax Relief Reimbursement	2,870,700.00	0.00	2,870,700.00
A1090	Interest & Penalties on Taxes	70,000.00	2,256.13	67,743.87
A1310	Day School Tuition (Includes Foster)	0.00	0.00	0.00
A1330	Textbook Charges from Individuals	300.00	0.00	300.00
A1410	Admissions	15,000.00	0.00	15,000.00
A1489	Other Charges/Services	0.00	0.00	0.00
A2280	Health Services-Other Districts	25,000.00	0.00	25,000.00
A2308	Transportation-BOCES	0.00	0.00	0.00
A2401.A	Interest and Earnings	4,000.00	1,012.32	2,987.68
A2410	Rental of Property	11,000.00	0.00	11,000.00
A2413	Rental of Property-BOCES	76,000.00	0.00	76,000.00
A2414	Rental of Buses	12,000.00	0.00	12,000.00
A2450	Commissions	0.00	17.60	(17.60)
A2650	Sale of Scrap and Excess	0.00	0.00	0.00
A2655	Minor Sales/Machine	0.00	0.00	0.00
A2660	Sale of Real Property	0.00	0.00	0.00
A2665	Sale of Equipment	3,500.00	0.00	3,500.00
A2666	Sale of Transportation Equipment	0.00	0.00	0.00
A2670-2	Sale of Instr. Supplies	0.00	0.00	0.00
A2680	Insurance Recoveries	0.00	0.00	0.00
A2690	Other Compensation for Loss	0.00	0.00	0.00
A2700	Reimb. Medicare Part D Expenditures	150,000.00	0.00	150,000.00
A2701	Refund-Prior Yrs. Expenditures/BOCES aided	150,000.00	0.00	150,000.00
A2703	Refund-Prior Yrs. Expenditures	100,000.00	21.89	99,978.11
A2705	Gifts and Donations	0.00	0.00	0.00
A2707	Special Program Revenue	0.00	0.00	0.00
A2725	VLT/Tribal Compact Monies	0.00	0.00	0.00
A2770	Miscellaneous Revenues	100,000.00	7.01	99,992.99
A3089	Star Program/Reimbursement/Admin.	0.00	0.00	0.00
A3101.A	Basic Aid & Building	16,358,207.00	0.00	16,358,207.00
A3101.E	Excess Cost Aid	2,674,279.00	0.00	2,674,279.00
A3102	Lottery Aid	2,604,567.00	0.00	2,604,567.00
A3103	BOCES	2,334,376.00	0.00	2,334,376.00
A3104	Tuition Aid/Students w/Disabilities	0.00	0.00	0.00
A3260	Textbooks	114,546.00	0.00	114,546.00
A3262	Computer Software Aid	70,011.00	0.00	70,011.00
A3263	Library Loan Program	12,858.00	0.00	12,858.00
A3289.A	Other State Aid-Incar. Youth	50,000.00	0.00	50,000.00
A3289	Other State Aid	0.00	0.00	0.00
A4286	Federal Aid - CARES Act Education Stabilization Fund	837,525.00		
A4289	Federal Aid -Misc. - PL 874 Impact Aid	0.00		0.00
A4601	Medicaid Assistance	115,000.00	5,314.70	109,685.30
A5031	Interfund Transfers - Other than Debt	0.00	0.00	0.00
A5031.E	Transfers From Debt Service Fund	50,000.00	0.00	50,000.00
A5050	Interfund Transfer for Debt	0.00	0.00	0.00
	Subtotal	\$ 44,193,403.00	\$ 8,629.65	\$ 43,347,248.35
20-21	Appropriated Fund Balance	2,428,689.50	0.00	2,428,689.50
	Appropriated Reserves	32,500.00	0.00	32,500.00
	TOTAL REVENUES	\$ 46,654,592.50	\$ 8,629.65	\$ 45,808,437.85

EXTRA CLASSROOM ACTIVITY FUNDS

ONEIDA SENIOR HIGH SCHOOL

Report of Accounts

Month Ended				As of:	31-Aug-20
	Beginning				Ending
Activity	Balance	Receipts	Total	Disbursements	Balance
Advanced Placement	4,727.15		4,727.15		4,727.15
Art Club	404.72		404.72		404.72
Banking Fees & Interest	144.99	3.36	148.35		148.35
Business Club	-		-		-
Class of 2021	4,124.22		4,124.22		4,124.22
Class of 2022	4,661.64		4,661.64		4,661.64
Class of 2023	2,000.18		2,000.18		2,000.18
Class of 2024	-		-		-
Concert Choir	2,649.07		2,649.07		2,649.07
Drama Club--Fall Play	2,723.50		2,723.50		2,723.50
Drama Club--Spring Musical	9,634.21		9,634.21		9,634.21
Environmental Club	6.28		6.28		6.28
French Travel	164.68		164.68		164.68
Future Bus. Leaders of America	183.41		183.41		183.41
International Relations Club	2,170.75		2,170.75		2,170.75
Japanese Exchange Club	517.14		517.14		517.14
LGBTQ	20.00		20.00		20.00
Marching Band	568.89		568.89		568.89
National Honor Society	1,202.30		1,202.30		1,202.30
NYS Sales Tax Due	264.00		264.00		264.00
Photography Club	80.39		80.39		80.39
Projects (Yearbook)	2,372.44		2,372.44		2,372.44
Retailers (Bookstore)	2,581.92		2,581.92		2,581.92
Ski Club	851.45		851.45		851.45
Spanish Club	42.61		42.61		42.61
Sports Club	1,206.11		1,206.11		1,206.11
Stage Band	2,992.90		2,992.90		2,992.90
Student Council	1,364.24		1,364.24		1,364.24
Technology	6,561.01		6,561.01		6,561.01
Technology Student Association	479.87		479.87		479.87
Teens For A Better World	31.17		31.17		31.17
Wind Ensemble	742.92		742.92		742.92
Z Club	2,209.98		2,209.98		2,209.98
Total	57,684.14	3.36	57,687.50	-	57,687.50
Checking Account ... 9146		19,336.42			
Money Market Account ... 4977		39,599.08			
Deposits in Transit		-			
Less Checks Outstanding		1,248.00			
Working Balance		<u>57,687.50</u>			
 Laura J. Reff, Central Treasurer					
This report and supporting evidence examined and approved except as follows:					
Date	Auditor				

**OTTO SHORTELL MIDDLE SCHOOL
EXTRACURRICULAR ACTIVITY FUND
REPORT OF ACCOUNTS**

For the month

Aug-20

ACTIVITY	BEGINNING BALANCE	MONTHLY RECEIPTS	Total RECEIPTS	Monthly PAYMENTS	ENDING BALANCE
STUDENT COUNCIL	\$ 19,340.88		\$ 19,340.88		\$ 19,340.88
	\$ -		\$ -	\$ -	\$ -
MUSIC CLUB (Band/Chorus)	\$ 6,674.23		\$ 6,674.23		\$ 6,674.23
LIBRARY CLUB	\$ 862.31		\$ 862.31		\$ 862.31
FOREIGN LANGUAGE	\$ 1,225.19		\$ 1,225.19		\$ 1,225.19
DRAMA	\$ 6,628.98		\$ 6,628.98		\$ 6,628.98
ART	\$ 478.20		\$ 478.20		\$ 478.20
YEARBOOK	\$ 4,210.78		\$ 4,210.78		\$ 4,210.78
TOTALS	\$ 39,420.57	\$ -	\$ 39,420.57	\$ -	\$ 39,420.57

OUTSTANDING CHECKS

4375	\$	15.00
4513	\$	70.00
4525	\$	70.00

STATEMENT OF BANK BALANCE #614309154

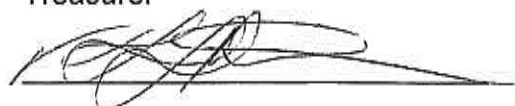
CHECKING	\$ 39,575.57
Less Outstanding Chks.	\$ 155.00
Plus Outstanding Deps.	\$ -
Working Balance	\$ 39,420.57

\$155.00

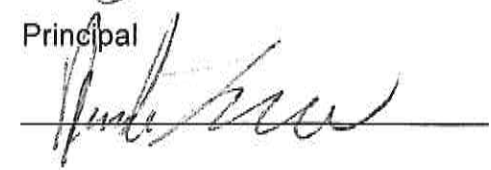
This report and supporting evidence examined and approved except as follows:

Auditor

Treasurer



Principal



9-16-20
DATE

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: APPROPRIATION TRANSFERS
DATE: OCTOBER 13, 2020

The attached Appropriation Transfers for October 2020 are submitted for your review and approval.

RECOMMENDED ACTION

Motion to approve the appropriation transfers as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

**BUDGET MODIFICATION
REQUEST FORM**

GENERAL FUND X OTHER: _____

REQUESTED BY: J. Rowley

DATE: 9/30/2020

FOR BOARD APPROVAL XX PRESENTATION: _____

2020-21

INCREASE (BUDGET CODE)	AMOUNT	COMMENTS
1 A 9020.800-00-0100 A 2110.500-00-0100	\$10,000.00	Teachers Retirement to Teach Matl & Suppl
2 A 9020.800-00-0100 A 2110.500-00-0100	\$20,000.00	Teachers Retirement to Teach Matl & Suppl
3 A 9020.800-00-0101 A 2630.220-00-0900	\$33,900.00	Teachers Retirement to Computer Assisted Instr Equip
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

Approved Disapproved _____

[Signature]
Assistant Superintendent for Finance 10/2/20
Date

Approved Disapproved _____

[Signature]
Superintendent 10/5/20
Date

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: PERSONNEL
DATE: OCTOBER 13, 2020

We are recommending approval of the attached personnel items for the October 13, 2020 Board of Education Meeting as submitted.

RECOMMENDED ACTION

Motion to approve the attached personnel items for the October 13, 2020 Board of Education Meeting as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District
 Personnel Report
 October 13, 2020
 Board of Education Meeting

RECOMMENDED INSTRUCTIONAL APPOINTMENT

Personnel	Building	Position	Effective
Carter, Michael	OHS	.5 FTE Physical Educ	September 21, 2020

RESCINDING YEARLY DUTY APPOINTMENT

Staff	Building	Duty
Kelly, Megan	OSMS	Lunch Duty retroactive 9/22/2020

RECOMMENDED YEARLY DUTY APPOINTMENTS

Staff	Building	Duty	Rate of Pay
Dewayne Cronk	OHS	AM Bus Duty	\$4,073 retroactive
Jeffrey Skibitski	OHS	AM Bus Duty	\$4,073 retroactive
Heather Cigeroglu	OHS	Sophomore Class Advisor	\$935
Michaleen Mahoney	DV	Lunch duty split position	\$1,404
Phil Ottaviano	OSMS	Additional period Dean of Students	\$1,879 for a total stipend of \$5,636.50
Quenneville, Matt	OSMS	Lunch Duty	\$3,132 prorated 9/22/2020

RECOMMENDED INSTRUCTIONAL LEAVE

Personnel	Building	Position	Effective
Pawlikowski, Nichole	DV	Special Education	Approx November 27, 2020 through approx. February 5, 2021
Lambe, Jenna	OSMS	English	Extend leave through Feb. 12, 2021
McCall, Kelly	SS	Elementary	Through approx. October 28, 2020

RECOMMENDED INSTRUCTIONAL LONG TERM SUBSTITUTE APPOINTMENT

Personnel	Building	Position	Effective
Dupuis-Cormier, Mikaela	DV/SS	LTS Art	Approx. beginning of October 2020 for approx. 12 weeks
Pascale, Alan	OSMS	LTS English	Extend LTS English position through February 12, 2021

Oneida City School District
Personnel Report
October 13, 2020
Board of Education Meeting

RECOMMENDED STUDENT TEACHER

Personnel	Building	Effective
Jones, Alexandria	Otto Shortell Middle School with Mrs. Grow/Physical Education	September 21, 2020- December 18, 2020

RECOMMENDED ONE-TIME SALARY ADJUSTMENT

Staff	Building	Tenure Area	Effective
Skibitski, Jacquelyn	OSMS	Spec Education	2021-2022 School Year
Kirkpatrick, Thomas	OHS	English	2021-2022 School Year

INCREMENT REQUESTS

AS ATTACHED

RECOMMENDED SUBSTITUTE TEACHERS

AS ATTACHED

CLASSIFIED PERSONNEL

AS ATTACHED

RECOMMENDED APPOINTMENT

NAME: Michael Carter

TENURE AREA: Physical Education .5 FTE

EFFECTIVE: September 21, 2020

EDUCATION: Master of Science in Education – Physical Education
Canisius College, Anticipated Summer 2021

Bachelor of Science in Physical Education
SUNY Cortland, Spring 2017

EXPERIENCE: Physical Education Long Term Teacher
Ray Middle School, Baldwinsville School District
March 2020 - April 2020

Substitute Teacher
West Genesee, Baldwinsville, West Hill and Jordan-
Elbridge School Districts
2018 - Current

Downtown Syracuse YMCA
Childcare Supervisor
2013 – June 2019

CERTIFICATION: Physical Education, Initial

SALARY: \$26,454 (prorated) as per OTA contract

**ONEIDA CITY SCHOOL DISTRICT
OCTOBER 13, 2020
BOARD OF EDUCATION
Earned Salary Increment Requests**

Teacher Name	BOE Date of Approval	Total Credits
Barbano, Andrew	10/13/2020	6
Blom, Melissa	10/13/2020	6
Cretaro, Matthew	10/13/2020	12
Faniglula, Emily	10/13/2020	12
Lefort, Ellen	10/13/2020	6
Murphy, Elizabeth	10/13/2020	12
Niles, Mindy	10/13/2020	6
Piccola, Rebecca	10/13/2020	6
Poulos, Beth	10/13/2020	12
Total credits		78

Oneida City School District
October 13, 2020
Board of Education Meeting

Recommended Substitute Teachers

Substitute Teacher	Area(s) to Sub	Certification
Patrick Mercer	OSMS Only; Will do LTS in other bldgs;	Certified
Heather DiLapi	Any	Non-Certified
Bonnie Doane	Any	Non-Certified
Mikaela Dupuis- Cormier	Any; LTS Art in DV/SS for approx. 12 weeks;	Non-Certified
Andrew Vaccaro	K-5 ONLY	Non-Certified

Oneida City School District
 Personnel Report
 October 13, 2020
 Board of Education Meeting

CLASSIFIED PERSONNEL

RECOMMENDED CLASSIFIED PROBATIONARY APPOINTMENT

NAME	TITLE	LOCATION	PAYRATE	EFFECTIVE DATE
Susan Hartley	School Secretary (Temporary through 12/1/20)	DV	15.65 per/hour	9/1/20 – 12/1/20
Elaine Smith	Teacher Aide – 4 hrs./day (Temporary through 6/30/21)	NB	11.80 per/hour	9/29/20 – 6/30/21

RECOMMENDED CLASSIFIED RESIGNATION

NAME	TITLE	LOCATION	EFFECTIVE
MaryLou Chaires	Food Service Helper	SS	10/6/20
Dawn Krueger	Licensed Practical Nurse	District Wide	9/15/20
Brenda Stevens	Teacher Aide	WP	9/4/20

RECOMMENDED CLASSIFIED TERMINATION

NAME	TITLE	LOCATION	EFFECTIVE
Susan Clark	Teacher Aide – 4 hrs./day (was temporary through 6/30/21)	NB	9/25/20

RECOMMENDED CLASSIFIED UNPAID LEAVE OF ABSENCE

NAME	TITLE	LOCATION	EFFECTIVE
Michele Cyphert	Teacher Aide	DV	9/10/20 – 6/30/21

Oneida City School District
Personnel Report
October 13, 2020
Board of Education Meeting

CLASSIFIED PERSONNEL

RECOMMENDED CLASSIFIED SUBSTITUTE APPOINTMENTS

NAME	TITLE	LOCATION	EFFECTIVE DATE
MaryLou Chaires	Food Service Helper	District Wide	10/6/20 – 6/30/21
Carla Crysler	Teacher Aide	District Wide	9/1/20 – 6/30/21
Nancy Duncan	Clerical, Teacher Aide	District Wide	9/15/20 – 6/30/21
Johnathan Whitbeck	Custodian	District Wide	9/21/20 – 6/30/21

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EXCESSING LIBRARY MATERIALS
DATE: OCTOBER 13, 2020

We are requesting approval to excess library records. These records are being deleted for the following reasons:

- Excessed books that are out of date or in poor condition
- Inaccurate records in database
- Multiple records in database
- Volume housed in another library or moved to another library
- Removed from library collection and placed in teacher's room

Building	Weeded
Oneida High School	262

(The documents from each building listing the individual items are available in electronic form if you would like to review prior to the meeting.)

RECOMMENDED ACTION

Motion to approve the excessing of library materials as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EXCESSING MIDDLE SCHOOL ELA BOOKS
DATE: OCTOBER 13, 2020

We are requesting approval to excess the attached middle school ELA books. These records are being deleted for the following reasons:

1. Books sustained damage from a water leak which resulted in mold and mildew

RECOMMENDED ACTION

Motion to approve the excessing of middle school ELA books as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Damaged ELA titles
 Submitted by: Deb Becker, Librarian
 9/24/2020

The following books sustained damage from a water leak I was made aware of by the maintenance department earlier this month. These items had to be disposed of due to mold and mildew.

# Copies	Title	author	publisher	ISBN	Year of pub	format
19	Bound	Donna Jo Napoli	Simon Pulse	978-0-689-86178-9	2004	paperback
17	The 7 Habits of Highly Effective Teens	Sean Covey	Simon Schuster, Franklin Covey	13-978-0-7432-5815-9	1998	Hardcover
1	Unbroken	Laura Hillenbrand	Random House	978-1-338-34114-0	2010	paperback
4	Knockout	K.A.Holt	Scholastic	978-1-338-34114-0	2018	paperback
1	House Arrest	K.A.Holt	Chronicle Books	978-1-4521-5648-4	2018	paperback
1	Stones in water	Donna Jo Napoli		0-439-08733-3	1997	paperback
26	Wonder	RJ Palacio	Alfred A Knopf	978-0-375-86902-0	2012	hardcover

*The ones highlighted in yellow have been determined not to need replacement.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: PROJECT ACCOUNT EXPENDITURE
DATE: OCTOBER 13, 2020

We are recommending the approval of the following expenditures from the Oneida Castle Building Sale proceeds project account (H008) in the approximate amount of \$3,095.

1. Installation of flooring into high school computer lab

RECOMMENDED ACTION

Motion to approve the expenditure from the Project Account as submitted.

MOTION MADE BY _____

SECONDED BY _____

A_____ N_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: RESOLUTION OF NECESSITY
DATE: OCTOBER 13, 2020

The Resolution of Necessity is attached for your review and approval as submitted.

RECOMMENDED ACTION

Motion to approve the Resolution of Necessity as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

RESOLUTION OF NECESSITY

At a meeting of the Board of Education of City School District of the City of Oneida, Madison County, New York, held at 200 Markell Drive, in Oneida, New York, in said School District, on the 13th day of October, 2020, at 6:00 o'clock P.M., Prevailing Time.

The meeting was called to order by _____ and upon roll being called, the following were

PRESENT:

ABSENT:

The following resolution was offered by _____, who moved its adoption, seconded by _____, to-wit:

RESOLUTION DATED OCTOBER 13, 2020.

A RESOLUTION SPECIFYING THE NECESSITY FOR THE RECONSTRUCTION OF AND CONSTRUCTION OF IMPROVEMENTS TO VARIOUS SCHOOL DISTRICT BUILDINGS IN AND FOR THE CITY SCHOOL DISTRICT OF THE CITY OF ONEIDA, MADISON COUNTY, NEW YORK.

WHEREAS, it is the judgment of the Board of Education of the City School District of the City of Oneida, Madison County, New York, that the needs of said School District require the reconstruction of and construction of improvements to various School District buildings at a maximum estimated cost of \$21,600,000, including, in each case, site improvement, original furnishings, equipment, machinery, apparatus and other improvements and costs incidental thereto; and

WHEREAS, subdivision 3 of Section 2512 of the Education Law requires that whenever in the judgment of such Board of Education a building should be constructed or reconstructed, such Board shall prepare a resolution specifying in detail the necessity therefor and estimating the amount of funds necessary for such purpose; NOW, THEREFORE

BE IT RESOLVED, by the Board of Education of the City School District of the City of Oneida, Madison County, New York, as follows:

Section 1. It is hereby determined that the reconstruction of and construction of improvements to various School District buildings referred to in the preambles hereof are necessary in order to ensure the health, safety and welfare of students and staff, to improve deteriorated facilities and replace equipment and to enhance energy efficiency.

Section 2. It is hereby estimated that the total amount of funds necessary for the aforesaid purposes is \$21,600,000.

Section 3. This resolution shall take effect immediately.

The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows:

_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____

The resolution was thereupon declared duly adopted.

CERTIFICATION FORM

STATE OF NEW YORK)
) ss.:
COUNTY OF MADISON)

I, the undersigned Clerk of the City School District of the City of Oneida, Madison County, New York (the "Issuer"), DO HEREBY CERTIFY:

1. That a meeting of the Issuer was duly called, held and conducted on the 13th day of October, 2020.
2. That such meeting was a **special regular** (circle one) meeting.
3. That attached hereto is a proceeding of the Issuer which was duly adopted at such meeting by the Board of the Issuer.
4. That such attachment constitutes a true and correct copy of the entirety of such proceeding as so adopted by said Board.
5. That all members of the Board of the Issuer had due notice of said meeting.
6. That said meeting was open to the general public in accordance with Section 103 of the Public Officers Law, commonly referred to as the "Open Meetings Law".
7. That notice of said meeting (the meeting at which the proceeding was adopted) was caused to be given PRIOR THERETO in the following manner:

PUBLICATION (Oneida Daily Dispatch – on or about September 30, 2020)

POSTING (All District buildings and website, by September 29, 2020)

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Issuer this ____ day of _____, 2020.

(CORPORATE SEAL)

School District Clerk

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: RESOLUTION TO HOLD REFERENDUM
DATE: OCTOBER 13, 2020

The Resolution to hold referendum is attached for your review and approval as submitted.

RECOMMENDED ACTION

Motion to approve Resolution to hold Referendum as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

The following resolution was offered by _____, who moved its adoption, seconded by _____, to-wit:

RESOLUTION DATED OCTOBER 13, 2020.

A RESOLUTION PROVIDING FOR THE HOLDING OF A SPECIAL CITY SCHOOL DISTRICT REFERENDUM IN AND FOR THE CITY SCHOOL DISTRICT OF THE CITY OF ONEIDA, MADISON COUNTY, NEW YORK, AND PROVIDING FOR OTHER MATTERS IN CONNECTION THEREWITH.

WHEREAS, the Board of Education of the City School District of the City of Oneida, Madison County, New York, has heretofore at this meeting duly adopted a bond resolution which will take effect only after its approval at a Special City School District Referendum; and

WHEREAS, it is now desired to provide for the calling of such Referendum, the submission of a proposition for the approval of said bond resolution, and for other matters in connection with said Referendum; NOW, THEREFORE, BE IT

RESOLVED, by the Board of Education of the City School District of the City of Oneida, Madison County, New York, as follows:

Section 1. A Special City School District Referendum in and for the City School District of the City of Oneida, Madison County, New York, shall be held on December 9, 2020, at the several voting sites hereinafter set forth, and the polls shall be kept open for voting by voting machines between the hours of 12:00 o'clock Noon and 9:00 o'clock P.M., Prevailing Time, on said date. The proposition hereinafter set forth in the notice of said Referendum shall be submitted thereat.

Section 2. Voting at said Referendum shall be conducted by the use of hand ballots, to the extent permitted in light of COVID-19 and by absentee ballots.

Section 3. The Clerk of said City School District is hereby authorized and directed to cause a notice of said Referendum in substantially the following form to be published in Oneida Daily Dispatch and Rome Sentinel, two newspapers having a general circulation in said School District, such publication to be made so that such notice shall appear in said newspapers four times within the seven weeks next preceding such Special City School District Referendum, the first publication to be at least forty-five days before said Referendum, and to give such other notice as may be deemed desirable. Such notice may be amended to reflect modifications to voting procedures in light of COVID-19.

NOTICE OF SPECIAL CITY SCHOOL DISTRICT REFERENDUM

City School District of the
City of Oneida, Madison County, New York

PLEASE TAKE NOTICE that a Special City School District Referendum of the City School District of the City of Oneida, Madison County, New York, will be held on December 9, 2020, at which the polls will be kept open between the hours of 12:00 o'clock Noon and 9:00 o'clock P.M., Prevailing Time, for the purpose of voting upon the following proposition:

PROPOSITION

Shall the bond resolution adopted by the Board of Education of the City School District of the City of Oneida, Madison County, New York, on October 13, 2020, authorizing the reconstruction of and construction of improvements to various School District buildings, including site improvement, original furnishings, equipment, machinery, apparatus and other improvements and costs incidental thereto, at a maximum estimated cost of \$21,600,000; authorizing the issuance of not exceeding \$21,600,000 bonds of said School District to pay the cost thereof to mature over a period not exceeding thirty years; providing that such bonds shall be payable from amounts to be levied in annual installments on taxable real property of said School District; pledging the faith and credit of said School District for the payment of the principal of and interest on said bonds; delegating powers to the chief fiscal officer with respect to the issuance and sale of bond anticipation notes and such bonds; containing an estoppel clause and providing for the publication of an estoppel notice, be approved?

NOTICE IS HEREBY FURTHER GIVEN that the aforesaid proposition will appear on the ballot used at such Special City School District Referendum in the following abbreviated form:

PROPOSITION

Shall the October 13, 2020 bond resolution authorizing the reconstruction of and construction of improvements to various School District buildings at a maximum cost of \$21,600,000; authorizing the issuance of \$21,600,000 bonds (30 year maximum maturity); providing for a tax levy therefor in annual installments; pledging the District's faith and credit for debt service; delegating powers with respect to bonds and notes; and providing for an estoppel procedure, be approved?

A copy of the bond resolution referred to in said proposition is on file in the office of the School District Clerk, located at 565 Sayles Street, in Oneida, New York, where the same is available for inspection by any interested person during regular business hours.

NOTICE IS ALSO HEREBY GIVEN that applications for absentee ballots may be applied for at the office of the School District Clerk. Any such application must be received by the District Clerk at least seven days before the date of the aforesaid Special City School District Referendum if the ballot is to be mailed to the voter, or the day before such Referendum , if the ballot is to be delivered personally to the voter. A

list of all persons to whom absentee voter's ballots shall have been issued shall be available for public inspection in the office of the School District Clerk not less than five days prior to the date of the Special City School District Referendum (excluding Saturday and Sunday) during regular office hours until the date of the aforesaid Special City School District Referendum. In addition, such list shall also be posted conspicuously at the place of voting during the hours of such Special City School District Referendum.

Voting at said Referendum will be by the use of hand ballots at the following voting sites:

<u>School Election District</u>	<u>Polling Place</u>
Durhamville Elementary	5462 Main Street, Durhamville, NY
Oneida Senior High School	560 Seneca Street, Oneida, NY

An accurate description of the boundaries of the aforesaid school election districts into which said City School District is divided is on file and may be inspected at the Office of the Board of Education.

NOTICE, is also given that any person, otherwise qualified to vote, who is currently registered for any general election, pursuant to Section 352 of the Election Law, shall be entitled to vote without further registration pursuant to Section 2014 of the Education Law.

The Board of Education of said School District, on or before February 15 of this year, has heretofore appointed a Board of Registration for each of the foregoing School Election Districts. The Board of Registration for each such Election District shall meet on the 25th day of November, 2020, between the hours of 10:00 o'clock A.M. and 4:00 o'clock P.M., Prevailing Time, at 565 Sayles Street, in Oneida for the purposes of registering any person not currently registered under permanent personal registration since the last date of such personal registration. Any person not presently registered under permanent personal registration or any person who has not voted at an intervening election since the last date of permanent registration must, in order to be entitled to vote at said Special City School District Referendum, present himself or herself personally for registration. According to the records furnished by the Board of Elections to said Board of Education, the last date of such permanent personal registration was

October 13, 2020.

Dated: Oneida, New York,
_____, 2020.

BY ORDER OF THE BOARD OF EDUCATION OF THE
CITY SCHOOL DISTRICT OF THE CITY OF ONEIDA,
MADISON COUNTY, NEW YORK.

By _____
School District Clerk

Section 4 This resolution shall take effect immediately.

The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows:

_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____

The resolution was thereupon declared duly adopted.

* * * * *

CERTIFICATION FORM

STATE OF NEW YORK)
) ss.:
COUNTY OF MADISON)

I, the undersigned Clerk of the City School District of the City of Oneida, Madison County, New York (the "Issuer"), DO HEREBY CERTIFY:

1. That a meeting of the Issuer was duly called, held and conducted on the 13th day of October, 2020.
2. That such meeting was a **special** **regular** (circle one) meeting.
3. That attached hereto is a proceeding of the Issuer which was duly adopted at such meeting by the Board of the Issuer.
4. That such attachment constitutes a true and correct copy of the entirety of such proceeding as so adopted by said Board.
5. That all members of the Board of the Issuer had due notice of said meeting.
6. That said meeting was open to the general public in accordance with Section 103 of the Public Officers Law, commonly referred to as the "Open Meetings Law".
7. That notice of said meeting (the meeting at which the proceeding was adopted) was caused to be given PRIOR THERETO in the following manner:

PUBLICATION (Oneida Daily Dispatch, on or about September 30, 2020)

POSTING (All District buildings and website, by September 29, 2020)

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Issuer this ____ day of _____, 2020.

(CORPORATE SEAL)

School District Clerk

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOND RESOLUTION AND REFERENDUM PROCEEDINGS
DATE: OCTOBER 13, 2020

The Bond Resolution and Referendum Proceedings are attached for your review and approval as submitted.

RECOMMENDED ACTION

Motion to approve the Bond Resolution and Referendum Proceedings as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

BOND RESOLUTION
AND
REFERENDUM PROCEEDINGS

At a regular meeting of the Board of Education of the City School District of the City of Oneida, Madison County, New York, held at 200 Markell Drive, in Oneida, New York, in said School District, on the 13th day of October, 2020, at 6:00 o'clock P.M., Prevailing Time.

The meeting was called to order by _____, and upon roll being called, the following were

PRESENT:

ABSENT:

The following resolution was offered by _____, who moved its adoption, seconded by _____, to-wit:

BOND RESOLUTION DATED OCTOBER 13, 2020

A RESOLUTION AUTHORIZING THE RECONSTRUCTION OF AND CONSTRUCTION OF IMPROVEMENTS TO VARIOUS SCHOOL DISTRICT BUILDINGS IN AND FOR THE CITY SCHOOL DISTRICT OF THE CITY OF ONEIDA, MADISON COUNTY, NEW YORK, AT A MAXIMUM ESTIMATED COST OF \$21,600,000, AND AUTHORIZING THE ISSUANCE OF NOT EXCEEDING \$21,600,000 BONDS OF SAID SCHOOL DISTRICT TO PAY THE COST THEREOF.

BE IT RESOLVED, by the Board of Education of the City School District of the City of Oneida, Madison County, New York, as follows:

Section 1. The reconstruction of and construction of improvements to various School District buildings in and for the City School District of the City of Oneida, Madison County, New York, including site improvements, original furnishings, equipment, machinery, apparatus and other improvements and costs incidental thereto, is hereby authorized at a maximum estimated cost of \$21,600,000.

Section 2. The plan for the financing of such maximum estimated cost is by the issuance of not exceeding \$21,600,000 bonds of said School District hereby authorized to be issued therefor pursuant to the provisions of the Local Finance Law. Such bonds are to be payable from amounts which shall be levied in annual installments on all the taxable real property in said School District, and the faith and credit of said City School District of the City of Oneida, Madison County, New York, are hereby pledged for the payment of said bonds and the interest thereon.

Section 3. It is hereby determined that the period of probable usefulness of the aforesaid class of objects or purposes is thirty years, pursuant to subdivision 97 of paragraph a of Section 11.00 of the Local Finance Law.

Section 4. Subject to the provisions of the Local Finance Law, the power to authorize the issuance of and to sell bond anticipation notes in anticipation of the issuance and sale of the bonds herein authorized, including renewals of such notes, is hereby delegated to the President of the Board of Education, the chief fiscal officer. Such notes shall be of such terms, form and contents, and shall be sold in such manner, as may be prescribed by said President of the Board of Education, consistent with the provisions of the Local Finance Law.

Section 5. The validity of such bonds and bond anticipation notes may be contested only if:

- 1) Such obligations are authorized for an object or purpose for which said School District is not authorized to expend money, or
- 2) The provisions of law which should be complied with at the date of publication of this resolution are not substantially complied with, and an action, suit or proceeding contesting such validity is commenced within twenty days after the date of such publication, or
- 3) Such obligations are authorized in violation of the provisions of the Constitution.

Section 6. All other matters except as provided herein relating to the serial bonds herein authorized including the date, denominations, maturities and interest payment dates, within the limitations prescribed herein and the manner of execution of the same, including the consolidation with other issues, and also the ability to issue serial bonds with substantially level or declining annual debt service, shall be determined by the President of the Board of Education, the chief fiscal officer of such School District. Such bonds shall contain substantially the recital of validity clause provided for in Section 52.00 of the Local Finance Law, and shall otherwise be in such form and contain such recitals, in addition to those required by Section 51.00 of the Local Finance Law, as the President of the Board of Education shall determine consistent with the provisions of the Local Finance Law.

Section 7. This resolution shall constitute a statement of official intent for purposes of Treasury Regulations Section 1.150-2. Other than as specified in this resolution, no monies are, or are reasonably expected to be, reserved, allocated on a long-term basis, or otherwise set aside with respect to the permanent funding of the object or purpose described herein.

Section 8. Upon this resolution taking effect, the same shall be published in full or summary form in ***Oneida Daily Dispatch*** and ***Rome Sentinel***, which are hereby designated as the official newspapers of said School District for such purpose, together with a notice of the School District Clerk in substantially the form provided in Section 81.00 of the Local Finance Law.

Section 9. This resolution is adopted subject to approval at a Special City School District Referendum to be held on December 9, 2020, and a proposition for such approval shall be submitted at such referendum as shall be determined by a further resolution to be adopted by this Board.

The question of the adoption of the foregoing resolution was duly put to a vote on roll call, which resulted as follows:

_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____
_____ VOTING _____

The resolution was thereupon declared duly adopted.

* * * * *

CERTIFICATION FORM

STATE OF NEW YORK)
) ss.:
COUNTY OF MADISON)

I, the undersigned Clerk of the City School District of the City of Oneida, Madison County, New York (the "Issuer"), DO HEREBY CERTIFY:

1. That a meeting of the Issuer was duly called, held and conducted on the 13th day of October, 2020.
2. That such meeting was a **special regular** (circle one) meeting.
3. That attached hereto is a proceeding of the Issuer which was duly adopted at such meeting by the Board of the Issuer.
4. That such attachment constitutes a true and correct copy of the entirety of such proceeding as so adopted by said Board.
5. That all members of the Board of the Issuer had due notice of said meeting.
6. That said meeting was open to the general public in accordance with Section 103 of the Public Officers Law, commonly referred to as the "Open Meetings Law".
7. That notice of said meeting (the meeting at which the proceeding was adopted) was caused to be given PRIOR THERETO in the following manner:

PUBLICATION (Oneida Daily Dispatch, on or about September 30, 2020)

POSTING (All District buildings and website, by September 29, 2020)

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Issuer this ____ day of _____, 2020.

(CORPORATE SEAL)

School District Clerk

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: NEW YORK STATE ENVIRONMENTAL QUALITY REVIEW ACT – DURHAMVILLE, NORTH BROAD, SENECA STREET, AND WILLARD PRIOR ELEMENTARY SCHOOLS
DATE: OCTOBER 13, 2020

The resolution for the New York State Environmental Quality Review Act for the elementary buildings is attached for your review and approval as submitted.

RECOMMENDED ACTION

Motion to approve the New York State Environmental Quality Review Act (SEQRA) for the elementary schools as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

**Oneida City School District
Resolution No. _____**

**Determining that Action for Capital Improvement Project at certain of the District's
Elementary Schools is a Type II Action and is not Subject to Further Review**

WHEREAS, the Oneida City School District (the "District") is the sponsor of certain work as described in Exhibit A at Willard Prior Elementary School, North Broad Elementary School, Seneca Street Elementary School, and Durhamville Elementary School (the "Project"); and

WHEREAS, the Project includes certain repair and/or replacement work at each of the referenced schools as identified in Exhibit A; and

WHEREAS, the District facilities identified above are not located on the same campus or within close proximity to other District facilities;

WHEREAS, the District now desires to comply with the New York State Environmental Quality Review Act ("SEQRA") and the regulations in 6 NYCRR Part 617 adopted by the New York State Department of Environmental Conservation (the "Regulations") with respect to the Project; and

WHEREAS, pursuant to the Regulations, the District has considered the Project in light of the actions included on the Type I list specified in Section 617.4 of the Regulations and in light of the actions included on the Type II list specified in Section 617.5 of the Regulations; and

WHEREAS, the courts of this state have held that segmentation cannot occur if one or more of the projects are Type II actions.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The District has determined that the Project constitutes a “Type II action” (as the quoted term is defined in the Regulations) because it falls clearly within the ambit of three actions included on the Type II list specified in Section 617.5 of the Regulations:

- (a) “routine activity of an educational institution” (617.5(c)(8)); and/or
- (b) “maintenance or repair involving no substantial changes in an existing structure or facility” (617.5(c)(1)); and/or
- (c) “replacement, rehabilitation or reconstruction of a structure or facility, in kind, on the same site;” (617.5(c)(2)); and

2. The Project is not subject to further review under SEQRA; and

3. Notwithstanding that the Project is not subject to further review under SEQRA, the District will continue to comply with the New York State Education Department Guidelines for School District Implementation of the State Environmental Quality Review (SEQR) and Associated Changes in the SED Building Permit Process, which requires consultation with the New York State Office of Parks, Recreation and Historic Preservation; and

4. A copy of this resolution shall be provided to the New York State Education Department.

Signed: _____

Dated: _____

Exhibit A

Williard Prior Elementary School

Replacement of entry doors; replacement of windows; replacement of boilers; replacement of exhaust fans, updating the PA system; improvements to exterior lighting; resealing and restriping parking area; etc.

North Broad Elementary School

Sidewalk replacement; fence repairs; seal and restripe parking area; removal of pavement and return to lawn; replacement of doors; replacement of carpeting; bathroom renovations; boiler replacement; updating the PA system; improvements to exterior lighting; etc.

Seneca Street Elementary School

Repair of fences; replacement of sidewalk panels; seal and restripe parking area; replacement of doors and windows; replace boiler, valves and water heater; update the PA system; etc.

Durhamville Elementary School

Replace curbing; seal and restripe driveway; replace doors and windows; replace boilers and valves; replace exterior lighting; update PA system; etc.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
**RE: NEW YORK STATE ENVIRONMENTAL QUALITY REVIEW
ACT – OTTO SHORTELL MIDDLE SCHOOL**
DATE: OCTOBER 13, 2020

The resolution for the New York State Environmental Quality Review Act for the middle school is attached for your review and approval as submitted.

RECOMMENDED ACTION

Motion to approve the New York State Environmental Quality Review Act (SEQRA) and the Short Environmental Assessment form for the middle school as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District
Resolution No. _____

**Determining that Action for Capital Improvement Project at Otto Shortell Middle School
will not have a Significant Adverse Environmental Impact**

WHEREAS, the Oneida City School District (the “District”) is the sponsor of certain work at Otto Shortell Middle School, (the “Project”); and

WHEREAS, the Project consists of various building and site improvements, including boiler replacement, toilet room upgrades, security upgrades, door replacements, gymnasium bleacher replacement and replacement of exterior building lighting with LED; and

WHEREAS, the Project also involves site improvements including parking lot renovations, parking lot expansion (21 new spaces), and a renovated parent/student drop-off loop that will require a new curb cut onto Markell Drive; and

WHEREAS, the Project site work will disturb approximately 0.75 acres of land; and

WHEREAS, Otto Shortell Middle School is not located within close proximity to other District facilities;

WHEREAS, the District now desires to comply with the New York State Environmental Quality Review Act (“SEQRA”) and the regulations in 6 NYCRR Part 617 adopted by the New York State Department of Environmental Conservation (the “Regulations”) with respect to the Project; and

WHEREAS, pursuant to the Regulations, the District has considered the Project in light of the actions included on the Type I list specified in Section 617.4 of the Regulations and in light of the actions included on the Type II list specified in Section 617.5 of the Regulations; and

WHEREAS, the District has reviewed Part 1 of the Short Environmental Assessment Form (“EAF”) prepared for the Project; and

WHEREAS, the courts of this state have held that segmentation cannot occur if one or more of the projects are Type II actions.

NOW, THEREFORE, BE IT RESOLVED, THAT:

Based upon an examination of the EAF and other available supporting information, and considering both the magnitude and importance of each relevant area of environmental concern, and based further upon the District’s knowledge of the area surrounding the Project and such further investigation of the Project and its potential environmental impacts as the District has deemed appropriate, the District makes the following findings and determinations:

1. The Project is described above and in the EAF; and
2. The District wishes to undertake a coordinated review for the Project and has determined that it will act as the “lead agency” for the Project (as the quoted term is defined in the Regulations) because the New York State Education Department, the only other involved agency for the Project, has declared by regulation that it will no longer act as the lead agency for SEQRA review of District projects; and
3. The Project at Otto Shortell Middle School constitutes an “Unlisted action” (as the quoted term is defined in the Regulations); and
4. The District has completed Part 2 and Part 3 of the short EAF as required by the Regulations and has determined that no significant adverse environmental impacts are noted in the EAF for the Project and none are known to the District; and

5. The District's review of the Project does not amount to unlawful segmentation and is protective of the environment. The Project does not share a geographic location with other District projects, is functionally independent of other District projects such that approval of one does not commit the District to undertaking all actions. There are also no common cumulative impacts given the nature and location of the District projects. The case law is also clear that there can be no segmentation when one or more of the projects is a Type II action; and

6. Therefore, the District hereby determines that the Project will not have a significant adverse environmental impact, and the District will not require the preparation of an environmental impact statement with respect to the Project; and

7. As a consequence of the foregoing, the District approves the Negative Declaration (Part 3 of the short EAF) and authorizes the Superintendent to cause the Negative Declaration to be filed and distributed in accordance with SEQRA and the Regulations, and to maintain copies of the Negative Declaration in the District office in a file that will be readily accessible to the public; and

8. A copy of the EAF and this resolution shall be provided to the New York State Education Department;

9. The District will continue to comply with the New York State Education Department Guidelines for School District Implementation of the State Environmental Quality Review (SEQR) and Associated Changes in the SED Building Permit Process, which requires consultation with the New York State Office of Parks, Recreation and Historic Preservation.

617.20
Appendix B
Short Environmental Assessment Form

Instructions for Completing

Part 1 - Project Information. The applicant or project sponsor is responsible for the completion of Part 1. Responses become part of the application for approval or funding, are subject to public review, and may be subject to further verification. Complete Part 1 based on information currently available. If additional research or investigation would be needed to fully respond to any item, please answer as thoroughly as possible based on current information.

Complete all items in Part 1. You may also provide any additional information which you believe will be needed by or useful to the lead agency; attach additional pages as necessary to supplement any item.

Part 1 - Project and Sponsor Information							
Oneida City School District - 2020 Capital Improvement Project							
Name of Action or Project: Otto Shortell Middle School Capital Improvements							
Project Location (describe, and attach a location map): Markell Drive PO Box 716, Wampsville, NY 13163							
Brief Description of Proposed Action: The project consists of various building and site improvements, including boiler replacement, toilet room upgrades, security upgrades, door replacements, gymnasium bleacher replacement and replacement of exterior building lighting with LED. Site improvements include parking lot renovations, parking expansion, (21 new spaces), and a renovated parent/ student drop-off loop that will require a new curb cut onto Markell Drive. A curb cut permit will be required for Markell Drive.							
Name of Applicant or Sponsor: Oneida City School District - Robert Group, School Board President		Telephone: 315-363-2550					
		E-Mail: rgroup@oneidacsd.org					
Address: 565 Sayles Street							
City/PO: Oneida		State: NY	Zip Code: 13421				
1. Does the proposed action only involve the legislative adoption of a plan, local law, ordinance, administrative rule, or regulation? Public referendum vote If Yes, attach a narrative description of the intent of the proposed action and the environmental resources that may be affected in the municipality and proceed to Part 2. If no, continue to question 2.			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">NO</td> <td style="width: 50%; text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	NO	YES	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NO	YES						
<input type="checkbox"/>	<input checked="" type="checkbox"/>						
2. Does the proposed action require a permit, approval or funding from any other governmental Agency? If Yes, list agency(s) name and permit or approval: New York State Education Department funding			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">NO</td> <td style="width: 50%; text-align: center;">YES</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	NO	YES	<input type="checkbox"/>	<input checked="" type="checkbox"/>
NO	YES						
<input type="checkbox"/>	<input checked="" type="checkbox"/>						
3.a. Total acreage of the site of the proposed action?		_____ 13.1 acres					
b. Total acreage to be physically disturbed?		_____ 0.75 acres					
c. Total acreage (project site and any contiguous properties) owned or controlled by the applicant or project sponsor?		_____ 13.1 acres					
4. Check all land uses that occur on, adjoining and near the proposed action.							
<input type="checkbox"/> Urban <input type="checkbox"/> Rural (non-agriculture) <input type="checkbox"/> Industrial <input type="checkbox"/> Commercial <input checked="" type="checkbox"/> Residential (suburban)							
<input type="checkbox"/> Forest <input checked="" type="checkbox"/> Agriculture <input type="checkbox"/> Aquatic <input checked="" type="checkbox"/> Other (specify): <u>Playfields and parking</u>							
<input type="checkbox"/> Parkland							

5. Is the proposed action, a. A permitted use under the zoning regulations?	NO	YES	N/A	
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
b. Consistent with the adopted comprehensive plan?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
	6. Is the proposed action consistent with the predominant character of the existing built or natural landscape?			
			NO	YES
			<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. Is the site of the proposed action located in, or does it adjoin, a state listed Critical Environmental Area? If Yes, identify: _____			NO	YES
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. a. Will the proposed action result in a substantial increase in traffic above present levels?			NO	YES
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Are public transportation service(s) available at or near the site of the proposed action?			<input type="checkbox"/>	<input checked="" type="checkbox"/>
c. Are any pedestrian accommodations or bicycle routes available on or near site of the proposed action?			<input type="checkbox"/>	<input checked="" type="checkbox"/>
9. Does the proposed action meet or exceed the state energy code requirements? If the proposed action will exceed requirements, describe design features and technologies: Interior/ exterior lighting replaced with LED fixtures. _____			NO	YES
			<input type="checkbox"/>	<input checked="" type="checkbox"/>
10. Will the proposed action connect to an existing public/private water supply? If No, describe method for providing potable water: _____			NO	YES
			<input type="checkbox"/>	<input checked="" type="checkbox"/>
11. Will the proposed action connect to existing wastewater utilities? If No, describe method for providing wastewater treatment: _____			NO	YES
			<input type="checkbox"/>	<input checked="" type="checkbox"/>
12. a. Does the site contain a structure that is listed on either the State or National Register of Historic Places?			NO	YES
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Is the proposed action located in an archeological sensitive area?			<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. a. Does any portion of the site of the proposed action, or lands adjoining the proposed action, contain wetlands or other waterbodies regulated by a federal, state or local agency?			NO	YES
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Would the proposed action physically alter, or encroach into, any existing wetland or waterbody? If Yes, identify the wetland or waterbody and extent of alterations in square feet or acres: _____			<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. Identify the typical habitat types that occur on, or are likely to be found on the project site. Check all that apply: <input type="checkbox"/> Shoreline <input type="checkbox"/> Forest <input checked="" type="checkbox"/> Agricultural/grasslands <input type="checkbox"/> Early mid-successional <input type="checkbox"/> Wetland <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban				
15. Does the site of the proposed action contain any species of animal, or associated habitats, listed by the State or Federal government as threatened or endangered?			NO	YES
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. Is the project site located in the 100 year flood plain?			NO	YES
			<input checked="" type="checkbox"/>	<input type="checkbox"/>
17. Will the proposed action create storm water discharge, either from point or non-point sources? If Yes, a. Will storm water discharges flow to adjacent properties? <input type="checkbox"/> NO <input checked="" type="checkbox"/> YES			NO	YES
			<input type="checkbox"/>	<input checked="" type="checkbox"/>
b. Will storm water discharges be directed to established conveyance systems (runoff and storm drains)? If Yes, briefly describe: <input type="checkbox"/> NO <input checked="" type="checkbox"/> YES				
Drainage flows and managed storm water will discharge to municipal system. NYS General SPDES Permit not required.				

18. Does the proposed action include construction or other activities that result in the impoundment of water or other liquids (e.g. retention pond, waste lagoon, dam)? If Yes, explain purpose and size: _____ _____	NO	YES
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. Has the site of the proposed action or an adjoining property been the location of an active or closed solid waste management facility? If Yes, describe: _____ _____	NO	YES
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. Has the site of the proposed action or an adjoining property been the subject of remediation (ongoing or completed) for hazardous waste? If Yes, describe: _____ _____	NO	YES
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I AFFIRM THAT THE INFORMATION PROVIDED ABOVE IS TRUE AND ACCURATE TO THE BEST OF MY KNOWLEDGE		
Applicant/sponsor name: _____ Date: _____		
Signature: _____		

Part 2 - Impact Assessment. The Lead Agency is responsible for the completion of Part 2. Answer all of the following questions in Part 2 using the information contained in Part 1 and other materials submitted by the project sponsor or otherwise available to the reviewer. When answering the questions the reviewer should be guided by the concept "Have my responses been reasonable considering the scale and context of the proposed action?"

	No, or small impact may occur	Moderate to large impact may occur
1. Will the proposed action create a material conflict with an adopted land use plan or zoning regulations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Will the proposed action result in a change in the use or intensity of use of land?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Will the proposed action impair the character or quality of the existing community?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Will the proposed action have an impact on the environmental characteristics that caused the establishment of a Critical Environmental Area (CEA)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Will the proposed action result in an adverse change in the existing level of traffic or affect existing infrastructure for mass transit, biking or walkway?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Will the proposed action cause an increase in the use of energy and it fails to incorporate reasonably available energy conservation or renewable energy opportunities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Will the proposed action impact existing:		
a. public / private water supplies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. public / private wastewater treatment utilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Will the proposed action impair the character or quality of important historic, archaeological, architectural or aesthetic resources?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Will the proposed action result in an adverse change to natural resources (e.g., wetlands, waterbodies, groundwater, air quality, flora and fauna)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	No, or small impact may occur	Moderate to large impact may occur
10. Will the proposed action result in an increase in the potential for erosion, flooding or drainage problems?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Will the proposed action create a hazard to environmental resources or human health?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3 - Determination of significance. The Lead Agency is responsible for the completion of Part 3. For every question in Part 2 that was answered "moderate to large impact may occur", or if there is a need to explain why a particular element of the proposed action may or will not result in a significant adverse environmental impact, please complete Part 3. Part 3 should, in sufficient detail, identify the impact, including any measures or design elements that have been included by the project sponsor to avoid or reduce impacts. Part 3 should also explain how the lead agency determined that the impact may or will not be significant. Each potential impact should be assessed considering its setting, probability of occurring, duration, irreversibility, geographic scope and magnitude. Also consider the potential for short-term, long-term and cumulative impacts.

None.

<input type="checkbox"/>	Check this box if you have determined, based on the information and analysis above, and any supporting documentation, that the proposed action may result in one or more potentially large or significant adverse impacts and an environmental impact statement is required.
<input type="checkbox"/>	Check this box if you have determined, based on the information and analysis above, and any supporting documentation, that the proposed action will not result in any significant adverse environmental impacts.
Oneida City School District - Board of Education	
_____	_____
Name of Lead Agency	Date
Robert Group	School Board President
Print or Type Name of Responsible Officer in Lead Agency	Title of Responsible Officer
_____	Vincent Pietrzak, RLA <i>Vincent Pietrzak</i>
Signature of Responsible Officer in Lead Agency	Signature of Preparer (if different from Responsible Officer)

PRINT

RESET

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: NEW YORK STATE ENVIRONMENTAL QUALITY REVIEW ACT – ONEIDA HIGH SCHOOL
DATE: OCTOBER 13, 2020

The resolution for the New York State Environmental Quality Review Act for the high school is attached for your review and approval as submitted.

RECOMMENDED ACTION

Motion to approve the New York State Environmental Quality Review Act (SEQRA) and the Short Environmental Assessment form for the high school as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

**Oneida City School District
Resolution No. _____**

**Determining that Action for Capital Improvement Project at Oneida High School will not
have a Significant Adverse Environmental Impact**

WHEREAS, the Oneida City School District (the “District”) is the sponsor of certain work at Oneida High School, (the “Project”); and

WHEREAS, the Project involves building and site improvements, including renovations to the school auditorium, security upgrades, exterior door replacement, LED lighting upgrades in the gymnasiums and renovations in the library/ media center;

WHEREAS, the Project also involves site work including parking, circulation and drainage improvements to the parking lots, a new curb cut entrance on Seneca Street and a new access driveway and curb cut on Sayles Street. The proposed driveway will provide access to the athletic fields and provide a secondary egress route for the property; and

WHEREAS, the Project site work will disturb approximately two (2) acres of land; and

WHEREAS, Oneida High School is not located within close proximity to other District facilities;

WHEREAS, the District now desires to comply with the New York State Environmental Quality Review Act (“SEQRA”) and the regulations in 6 NYCRR Part 617 adopted by the New York State Department of Environmental Conservation (the “Regulations”) with respect to the Project; and

WHEREAS, pursuant to the Regulations, the District has considered the Project in light of the actions included on the Type I list specified in Section 617.4 of the Regulations

and in light of the actions included on the Type II list specified in Section 617.5 of the Regulations; and

WHEREAS, the District has reviewed Part 1 of the Short Environmental Assessment Form (“EAF”) prepared for the Project; and

WHEREAS, the courts of this state have held that segmentation cannot occur if one or more of the projects are Type II actions.

NOW, THEREFORE, BE IT RESOLVED, THAT:

Based upon an examination of the EAF and other available supporting information, and considering both the magnitude and importance of each relevant area of environmental concern, and based further upon the District’s knowledge of the area surrounding the Project and such further investigation of the Project and its potential environmental impacts as the District has deemed appropriate, the District makes the following findings and determinations:

1. The Project is described above and in the EAF; and
2. The District wishes to undertake a coordinated review for the Project and has determined that it will act as the “lead agency” for the Project (as the quoted term is defined in the Regulations) because the New York State Education Department, the only other involved agency for the Project, has declared by regulation that it will no longer act as the lead agency for SEQRA review of District projects; and
3. The Project at Oneida High School constitutes an “Unlisted action” (as the quoted term is defined in the Regulations); and

4. The District has completed Part 2 and Part 3 of the short EAF as required by the Regulations and has determined that no significant adverse environmental impacts are noted in the EAF for the Project and none are known to the District; and

5. The District's review of the Project does not amount to unlawful segmentation and is protective of the environment. The Project does not share a geographic location with other District projects, is functionally independent of other District projects such that approval of one does not commit the District to undertaking all actions. There are also no common cumulative impacts given the nature and location of the District projects. The case law is also clear that there can be no segmentation when one or more of the projects is a Type II action; and

6. Therefore, the District hereby determines that the Project will not have a significant adverse environmental impact, and the District will not require the preparation of an environmental impact statement with respect to the Project; and

7. As a consequence of the foregoing, the District approves the Negative Declaration (Part 3 of the short EAF) and authorizes the Superintendent to cause the Negative Declaration to be filed and distributed in accordance with SEQRA and the Regulations, and to maintain copies of the Negative Declaration in the District office in a file that will be readily accessible to the public; and

8. A copy of the EAF and this resolution shall be provided to the New York State Education Department;

9. The District will continue to comply with the New York State Education Department Guidelines for School District Implementation of the State Environmental Quality

Review (SEQR) and Associated Changes in the SED Building Permit Process, which requires consultation with the New York State Office of Parks, Recreation and Historic Preservation.

617.20
Appendix B
Short Environmental Assessment Form

Instructions for Completing

Part 1 - Project Information. The applicant or project sponsor is responsible for the completion of Part 1. Responses become part of the application for approval or funding, are subject to public review, and may be subject to further verification. Complete Part 1 based on information currently available. If additional research or investigation would be needed to fully respond to any item, please answer as thoroughly as possible based on current information.

Complete all items in Part 1. You may also provide any additional information which you believe will be needed by or useful to the lead agency; attach additional pages as necessary to supplement any item.

Part 1 - Project and Sponsor Information			
Oneida City School District - 2020 Capital Improvement Project			
Name of Action or Project: Oneida High School Capital Improvements			
Project Location (describe, and attach a location map): 560 Seneca Street, Oneida, NY 13421			
Brief Description of Proposed Action: The project consists of various building and site improvements, including renovations to the school auditorium, security upgrades, exterior door replacement, LED lighting upgrades in the gymnasiums and renovations in the library/ media center. Site work includes parking, circulation and drainage improvements to the parking lots, a new curb cut entrance on Seneca Street and a new access driveway and curb cut on Sayles Street. The proposed driveway will provide access to the athletic fields and provide a secondary egress route for the property. A curb cut permit will be required for both Sayles Street and Seneca Street.			
Name of Applicant or Sponsor: Oneida City School District - Robert Group, School Board President		Telephone: 315-363-2550	
		E-Mail: rgroup@oneidacsd.org	
Address: 565 Sayles Street			
City/PO: Oneida		State: NY	Zip Code: 13421
1. Does the proposed action only involve the legislative adoption of a plan, local law, ordinance, administrative rule, or regulation? Public referendum vote If Yes, attach a narrative description of the intent of the proposed action and the environmental resources that may be affected in the municipality and proceed to Part 2. If no, continue to question 2.			NO <input type="checkbox"/>
			YES <input checked="" type="checkbox"/>
2. Does the proposed action require a permit, approval or funding from any other governmental Agency? If Yes, list agency(s) name and permit or approval: New York State Education Department funding			NO <input type="checkbox"/>
			YES <input checked="" type="checkbox"/>
3.a. Total acreage of the site of the proposed action?		55.38 acres	
b. Total acreage to be physically disturbed?		2.0 acres	
c. Total acreage (project site and any contiguous properties) owned or controlled by the applicant or project sponsor?		55.38 acres	
4. Check all land uses that occur on, adjoining and near the proposed action.			
<input checked="" type="checkbox"/> Urban <input type="checkbox"/> Rural (non-agriculture) <input type="checkbox"/> Industrial <input type="checkbox"/> Commercial <input checked="" type="checkbox"/> Residential (suburban)			
<input type="checkbox"/> Forest <input type="checkbox"/> Agriculture <input type="checkbox"/> Aquatic <input checked="" type="checkbox"/> Other (specify): <u>Playfields and parking</u>			
<input type="checkbox"/> Parkland			

18. Does the proposed action include construction or other activities that result in the impoundment of water or other liquids (e.g. retention pond, waste lagoon, dam)? If Yes, explain purpose and size: _____ <i>Subsurface storm water detention by underground storage chambers, drainage swales or pipe. Storm water is temporarily retained and either infiltrated into the soil or discharged at a rate equal or less than pre-construction conditions.</i>	NO	YES
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
19. Has the site of the proposed action or an adjoining property been the location of an active or closed solid waste management facility? If Yes, describe: _____	NO	YES
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
20. Has the site of the proposed action or an adjoining property been the subject of remediation (ongoing or completed) for hazardous waste? If Yes, describe: _____	NO	YES
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I AFFIRM THAT THE INFORMATION PROVIDED ABOVE IS TRUE AND ACCURATE TO THE BEST OF MY KNOWLEDGE		
Applicant/sponsor name: _____ Date: _____		
Signature: _____		

Part 2 - Impact Assessment. The Lead Agency is responsible for the completion of Part 2. Answer all of the following questions in Part 2 using the information contained in Part 1 and other materials submitted by the project sponsor or otherwise available to the reviewer. When answering the questions the reviewer should be guided by the concept "Have my responses been reasonable considering the scale and context of the proposed action?"

	No, or small impact may occur	Moderate to large impact may occur
1. Will the proposed action create a material conflict with an adopted land use plan or zoning regulations?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Will the proposed action result in a change in the use or intensity of use of land?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Will the proposed action impair the character or quality of the existing community?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Will the proposed action have an impact on the environmental characteristics that caused the establishment of a Critical Environmental Area (CEA)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Will the proposed action result in an adverse change in the existing level of traffic or affect existing infrastructure for mass transit, biking or walkway?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6. Will the proposed action cause an increase in the use of energy and it fails to incorporate reasonably available energy conservation or renewable energy opportunities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Will the proposed action impact existing: a. public / private water supplies?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. public / private wastewater treatment utilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Will the proposed action impair the character or quality of important historic, archaeological, architectural or aesthetic resources?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Will the proposed action result in an adverse change to natural resources (e.g., wetlands, waterbodies, groundwater, air quality, flora and fauna)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	No, or small impact may occur	Moderate to large impact may occur
10. Will the proposed action result in an increase in the potential for erosion, flooding or drainage problems?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. Will the proposed action create a hazard to environmental resources or human health?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3 - Determination of significance. The Lead Agency is responsible for the completion of Part 3. For every question in Part 2 that was answered "moderate to large impact may occur", or if there is a need to explain why a particular element of the proposed action may or will not result in a significant adverse environmental impact, please complete Part 3. Part 3 should, in sufficient detail, identify the impact, including any measures or design elements that have been included by the project sponsor to avoid or reduce impacts. Part 3 should also explain how the lead agency determined that the impact may or will not be significant. Each potential impact should be assessed considering its setting, probability of occurring, duration, irreversibility, geographic scope and magnitude. Also consider the potential for short-term, long-term and cumulative impacts.

Question #5:

Changes to current traffic conditions on Sayles Street due to a new access drive for the High School property.

Response: There will be a small to moderate impact to traffic volumes on Sayles Road. The proposed driveway intersection with Sayles Street will provide access to the High School athletic fields and provide a secondary egress route for the property. The driveway will be gated to detour through traffic and only opened for sporting events and emergency use in the event Seneca Street is closed to traffic. A traffic study has been commissioned to evaluate traffic conditions on Sayles Street and the evaluation of the Route 5/ Sayles Street intersection.

The Traffic Study will address vehicle turning radius and movements, sight distances, volume counts and estimated trip counts based on peak demand time, road geometry, speed limits, traffic operations and traffic control. The report will provide recommendations to mitigate the impacts, if any and provide an outline for necessary design criteria.

The driveway will be subject to review by the City of Oneida Engineering Department and will require a Curb-cut Permit. The driveway intersection will require a stop sign on the District property.

- Check this box if you have determined, based on the information and analysis above, and any supporting documentation, that the proposed action may result in one or more potentially large or significant adverse impacts and an environmental impact statement is required.
- Check this box if you have determined, based on the information and analysis above, and any supporting documentation, that the proposed action will not result in any significant adverse environmental impacts.

Oneida City School District - Board of Education

Name of Lead Agency

Robert Group

Print or Type Name of Responsible Officer in Lead Agency

Signature of Responsible Officer in Lead Agency

Date

School Board President

Title of Responsible Officer

Vincent Pietrzak, RLA

Signature of Preparer (if different from Responsible Officer)

PRINT

RESET

PART 3

Question #5:

Changes to current traffic conditions on Sayles Street due to a new access drive for the High School property.

Background: The School District is considering a new driveway to Sayles Street, located approximately 525 feet north of NYS Route 5 for access to the High School playfields. While the driveway would ultimately connect to existing maintenance and parking areas west of the school building, the driveway is not expected to be heavily utilized as an access to or from the school for typical "school day" operations. The driveway is not intended for school bus drop-off or afternoon dismissal. The proposed driveway will primarily provide access to the playfields, smaller parking areas west of the school building and future 20 space parking area in the vicinity of the athletic fields. Therefore, it is anticipated that the proposed driveway will be used mostly after school hours associated with athletic games and practices. The driveway will also provide a secondary egress route for the school property.

Response: A Traffic Impact Assessment has been conducted to evaluate potential impacts associated with the proposed driveway. The traffic investigation and findings have been prepared by GTS Consulting. Refer to attachment dated September 16, 2020.

The conclusion of the report indicates a minimal impact to traffic volumes for traffic operations along Sayles Street and will not have a noticeable impact to motorists in the area of NYS Route 5. There are ample gaps in traffic to accommodate the development, good sight lines looking north and south from the proposed driveway location to provide safe access and no capacity concerns.

Mitigation: The driveway will be subject to review by the City of Oneida Engineering Department and will require a Curb-cut Permit. The driveway intersection will require a stop sign on the District property. The driveway will be gated to detour through traffic and only opened for sporting events and emergency use in the event Seneca Street is closed.



T Consulting



1396 White Bridge Road
Chittenango, NY 13037
Tel: (315) 391-5110 Fax: (315) 687-6267

September 16, 2020

Oneida City School District
Administration Building
565 Sayles Street, PO Box 327
Oneida, NY 13421

Attn: Mr. James Rowley – Assistant Superintendent for Finance

**Re: Traffic Impact Assessment – Oneida City School District
Proposed Sayles Street Access – Oneida, NY**

Dear Mr. Rowley:

I have completed my review of the traffic operations associated with the proposed Sayles Street Access at the Oneida High School in Oneida, NY. This letter summarizes the work completed in this review as well as my findings.

Project Understanding

The existing Oneida High School is exclusively accessed from Seneca Street at the east side of the school property. The athletic fields are located to the west of the school and extend almost all the way to Sayles Street. The Oneida City School District is considering a new access driveway to Sayles Street, located approximately 525 feet north of Route 5. While the driveway would ultimately connect to the parking areas to the south of the school building through the maintenance area, the driveway is not expected to be heavily utilized as an access to/from the school for typical “school day” operations. The driveway will not be used by school buses. The proposed driveway will primarily provide access to the smaller parking areas and a proposed future 20 space parking area in the vicinity of the athletic fields. Therefore, it is anticipated that the driveway will be used mostly after school associated with games and practices.

Since the driveway is expected to have minimal use during normal school hours, this traffic impact assessment focuses on a worst case potential impact during the weekday evening rush hours, when traffic volumes are heaviest on the adjacent roadways in the area.

A concept plan developed by Appel Osborne Landscape Architecture and King+King Architects, dated August 17th, 2020 has been attached.

Data Collection

Site visits were conducted on Wednesday, September 9th, 2020 to collect the following:

- Existing Traffic Volume Counts – Intersection turning movement counts at the intersection of NYS Route 5 with Sayles Street, and directional traffic volume counts on Sayles Street passing the proposed site access, were collected during the weekday evening (4-6pm) peak travel period to ensure that actual peak hours of the adjacent streets were captured. The traffic counts

**Re: Traffic Impact Assessment – Oneida City School District
Proposed Sayles Street Access – Oneida, NY**

included cars, heavy vehicles by approach, and pedestrians. All area schools were in session.

- NYS Route 5 and Sayles Street Gap Data – Gap data was collected to assess the ability for vehicles to turn in and out of the proposed site access on Sayles Street as well as on and off NYS Route 5 from Sayles Street. In order for a vehicle to turn right out of the site, or left into the site, the vehicle only requires a gap in the northbound direction on Sayles Street. In order for a vehicle to turn right onto Route 5 from Sayles Street, or left onto Sayles Street, the vehicle only requires a gap in the westbound direction on Route 5. A vehicle requires a gap in traffic in both directions at the same time to turn left out of the site onto Sayles Street, or left onto Route 5 from Sayles Street. These gaps in traffic were observed and timed on Sayles Street and Route 5 during the evening traffic count periods. The gaps were then converted to a number of vehicles that could turn left or right out of the proposed site or off Sayles Street during each gap and then totaled for the peak hour. For example, one vehicle can turn from the side road with a 6-9 second gap in traffic, two can turn with a 10-13 second gap, 3 with a 14-17 second gap, 4 with an 18-19 second gap, etc.
- Traffic Queue Data - Traffic queues on Sayles Street southbound at Route 5 were observed throughout the traffic count periods to identify if traffic queues could potentially have any impact on the proposed site access.
- Spot Speed Measurements – 50 spot speed measurements were collected passing the site in each direction on Sayles Street to identify the average and 85th percentile speeds in the area. The 85th percentile speed is typically considered the design speed. 50 spot speed measurement were also collected in each direction on Route 5 passing Sayles Street.
- Sight Distance Measurements – Sight lines looking north and south along Sayles Street from the proposed site access were collected for comparison to design standards in order to confirm that adequate sight lines are available for safe ingress and egress from the site.
- Operational Data - Other data needed to evaluate traffic operations, such as roadway geometry, control, and speeds limits were also collected.

Existing Operations

Based on the traffic counts collected, the weekday evening peak hour occurred between 4:15pm to 5:15pm, which is consistent with previous studies completed for the Byrne Dairy development at the Route 5/Sayles Street intersection, completed by GTS Consulting in 2017. The September 9th, 2020 existing traffic volumes are shown in the attached Figure 1.

The peak hour traffic volumes were compared to 2018 NYSDOT AADT counts on Route 5 and 2019 NYSDOT AADT counts on Sayles Street, as well as the 2017 traffic counts from the Byrne Dairy Study, to identify adjustments to account for the currently reduced traffic operations associated with

**Re: Traffic Impact Assessment – Oneida City School District
Proposed Sayles Street Access – Oneida, NY**

the Covid-19 pandemic. The comparison showed that the historical traffic counts on Route 5 were approximately 26% higher than the September 2020 count in the eastbound direction and 31% higher in the westbound direction during the evening peak hour. The Sayles Street historical counts were generally consistent with the September 2020 counts collected.

In order to provide the most conservative analysis, the entire September 2020 traffic counts were increase by 30% to account for current Covid pandemic impacts on traffic during the evening peak hour. The adjusted 2020 existing traffic volumes are shown in Figure 1.

Sayles Street operates as a local collector roadway in the area carrying less than 100 vehicles in each direction passing the proposed access location during the evening peak hour. NYS Route 5 operates as a principle arterial roadway in the area with approximately 600-700 vehicles in each direction passing Sayles Street during the evening peak hour.

Based on the gap data collected, there are sufficient gaps in traffic to accommodate approximately 632 vehicles turning right onto Sayles Street from the site access during the evening peak hour. These gaps would also be available for vehicles turning left into the site from Sayles Street. There were sufficient gaps observed to accommodate approximately 477 vehicles turning left out of the site onto Sayles Street during the evening peak hour. The gap data collected on NYS Route 5 indicates that there are sufficient gaps to accommodate up to 467 vehicles turning right onto Route 5 and 270 vehicles turning left onto Route 5 during the evening peak hour. There are more than sufficient gaps in traffic to accommodate potential traffic accessing the proposed school access. The gap data is attached.

Traffic queues southbound on Sayles Street waiting to turn onto Route 5 were generally 2 vehicles or less throughout the evening count period. The highest traffic queue observed was 3 vehicles which occurred twice during the evening peak hour. With 500 feet of storage space on Sayles Street between Route 5 and the proposed access, there are no concerns with traffic queues impacting access to the driveway.

The posted speed limits are 35 mph on both Sayles Street and Route 5. The speed data collected indicates that the average speeds passing the site on Sayles Street are 40 mph in both directions with 85th percentile speeds of 42.5 mph in both directions. The average speed on Route 5 passing Sayles Street was 45 mph in both directions with 85th percentile speeds of 49 mph in the eastbound direction and 47 mph in the westbound direction. The 85th percentile speeds are considered the operating speeds and are typically used for design. The speed data was compared to NYSDOT speed data in approximately the same locations on Sayles Street and Route 5, and found to be comparable. The spot speed data has been attached.

The following table provides a summary of the recommended sight distances along Sayles Street from the AASHTO [A Policy on Design of Highways and Streets](#) as well as the available sight distances based on field measurements. A conservative operating speed of 45 mph on Sayles Street was used in the review.

**Re: Traffic Impact Assessment – Oneida City School District
 Proposed Sayles Street Access – Oneida, NY**

Sight Distance Summary

Location	Operating Speed	Direction	AASHTO	
			Recommended Sight Distance	Available Sight Distance
Sayles Street @ Site Drive – Turning Left	45 mph	Looking Left	500 feet	500 feet
		Looking Right	500 feet	1,000+ feet
Sayles Street @ Site Drive – Turning Right	45 mph	Looking Left	430 feet	500+ feet

There are adequate sight distances available on Sayles Street looking both north and south from the proposed access location, even using a more conservative operating speed of 45 mph. There are no concerns with sight distances and safety for ingress and egress from the proposed site driveway.

Capacity analyses performed in this report are consistent with the most recent version of the Highway Capacity Manual (HCM). The software used to perform this analysis is Synchro10 and Simtraffic10. As directed in the Synchro manuals, supplemental analyses were completed using Simtraffic, a microscopic simulation software that provides more accurate estimates for delay based on individual measurements of each vehicle passing through an intersection. It is recommended to use Simtraffic when over-capacity operations are projected in Synchro, especially at unsignalized intersections where Synchro has a tendency to overestimate side street delays.

Intersection and individual movement operations are graded in terms of Level of Service ranging from A to F, as described in the HCM. For example, an unsignalized intersection movement with an average delay of 5 seconds per vehicle is considered a Level of Service A while an average delay per vehicle of 20 seconds is considered a C. A Level of Service D or better is generally considered acceptable for a signalized intersection while a Level of Service E or better is generally considered acceptable for an unsignalized intersection.

Capacity analyses of the existing traffic operations was first completed using Synchro10. The Synchro analysis indicates that there are minimal delays on Route 5 passing Sayles Street with longer delays (Level of Service E) on the Sayles Street approach. The Synchro models tend to overestimate side street delays at stop controlled intersections, and the software manuals recommend a more detailed analysis using a microscopic simulation program such as Simtraffic10. Simtraffic provides a more realistic estimate of the side street delays using measured delays for each individual vehicle traveling through the intersection. The Simtraffic analysis indicates that the unsignalized Sayles Street approach to Route 5 operates at a Level of Service B during the evening peak hour, which is more consistent with observations made during the data collection effort.

The detailed Level of Service summary and capacity analysis printouts have been attached.

**Re: Traffic Impact Assessment – Oneida City School District
Proposed Sayles Street Access – Oneida, NY**

There are no concerns noted with access to the site from Sayles Street. There are good sight lines, numerous gaps in traffic and low traffic volumes on Sayles Street. There are moderate traffic volumes on Route 5 passing Sayles Street with ample gaps in traffic and acceptable levels of delay. These findings are consistent with observations made during the data collection effort.

Trip Generation Estimate and Distribution

While the driveway would ultimately connect to the parking areas to the south of the school building through the maintenance area, the driveway is not expected to be heavily utilized as an access to/from the school for typical “school day” operations. The driveway will not be used by school buses. The proposed driveway will primarily provide access to the smaller parking areas and a proposed future 20 space parking area in the vicinity of the athletic fields. It is estimated that the gravel parking area at the east end of the fields behind the maintenance building can hold approximately 27 vehicles while the existing lot in the middle of the athletic fields can hold approximately 25 vehicles.

To provide a conservative analysis of potential operations at the proposed access, it was assumed that all 72 available parking spaces would be in use during the evening peak hour with 50% (36 vehicles) entering and 80% (58 vehicles) exiting.

Based on existing traffic patterns and population centers in the Oneida area, 60% of the trips generated are expected to travel to/from the north on Sayles Street, 25% is expected to travel to/from the east on Route 5 and 15% is expected to travel to/from the west on Route 5. The evening peak hour trip distribution percentages are shown in Figure 2. The trips generated by the development during the evening peak hour (36 vehicles entering/58 vehicles exiting) were distributed through the site access and Route 5 intersection on Sayles Street and are also shown in Figure 2. The resultant 2020 full build traffic volumes expected when the access is complete are shown in Figure 3.

Build Operations

Based on the projected turning movements on Sayles Street at the site driveway and at Route 5, there are more than sufficient gaps available to accommodate the proposed access.

The results of the Synchro capacity analysis continue to indicate longer delays turning onto Route 5 from Sayles Street, however, the more detailed Simtraffic analysis indicates that the Sayles Street approach to Route 5 will operate at an acceptable Level of Service D during the evening peak hour. There are minimal delays expected on the Route 5 approaches. Both the Synchro and Simtraffic analyses indicate that there will be minor delays on all approaches to the Sayles Street/site access intersection with all movements operating at Level of Service A during the evening peak hour. The detailed Level of Service summary and Synchro/Simtraffic capacity analysis printouts have been attached.



Mr. Rowley
September 16, 2020
Page 6 of 6

**Re: Traffic Impact Assessment – Oneida City School District
Proposed Sayles Street Access – Oneida, NY**

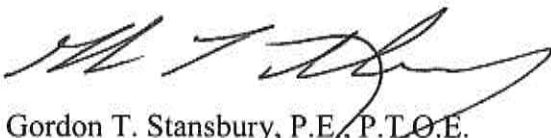
Given the minor traffic volumes turning in and out of the school access during the evening peak hour, there are no mitigation improvements warranted.

Conclusions

The proposed Sayles Street access to the Oneida High School athletic fields will be a minor traffic generator primarily during the evening peak hours. The driveway is not expected to have any notable use during the typical school morning or afternoon peak periods and will not be used by school buses. The traffic generated will have minimal impacts on traffic operations along Sayles Street and will generally not be noticeable to existing motorists in the area on Route 5. There are ample gaps in traffic to accommodate the development, good sight lines looking north and south from the driveway to provide safe access and no capacity concerns. There are no mitigation measures needed or recommended at the proposed site access.

If you have any questions or need additional information, please call.

Sincerely,



Gordon T. Stansbury, P.E., P.T.O.E.
GTS Consulting

Attachments –	Concept Plan	Level of Service Summary
	Traffic Volume Figures 1-3	Gap Calculations
	Spot Speed Data	Traffic Count Data
	Capacity Analysis Printouts	



NEW ACCESS DRIVEWAY TO
SAYLES STREET

EXISTING SOCCER FIELD

FUTURE PARKING
20 SPACES

EXISTING HOCKEY FIELD

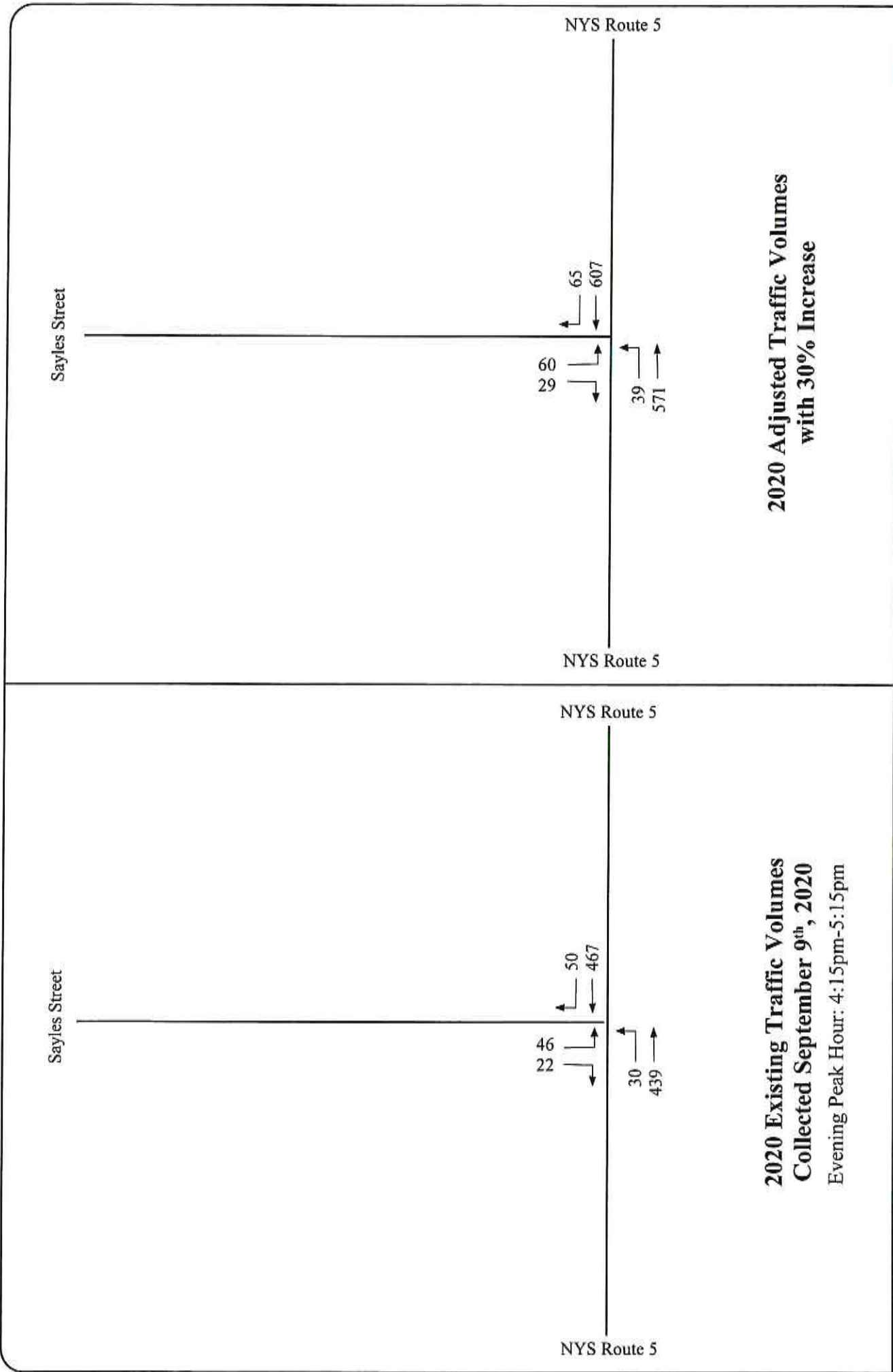
Oneida City School District – Sayles Street Access Study, Oneida, NY

Intersection Level of Service Summary

Evening Peak Hour

Intersection	2020 Existing	2020 Build
Route 5 @ Sayles Street		
EB Left/Through	a(1) / a(2)	a(1) / a(2)
WB Through/Right	a(0) / a(2)	a(0) / a(2)
SB Left/Right	e(41) / b(15)	f(52) / d(27)
Sayles Street @ Site Access		
WB Right	-	a(10) / a(4)
NB Through/Right	-	a(0) / a(1)
SB Through	-	a(2) / a(1)

a(9) – Unsignalized Level of Service (Average Delay per Vehicle in Seconds)
 Synchro10 Results / Simtraffic10 Results

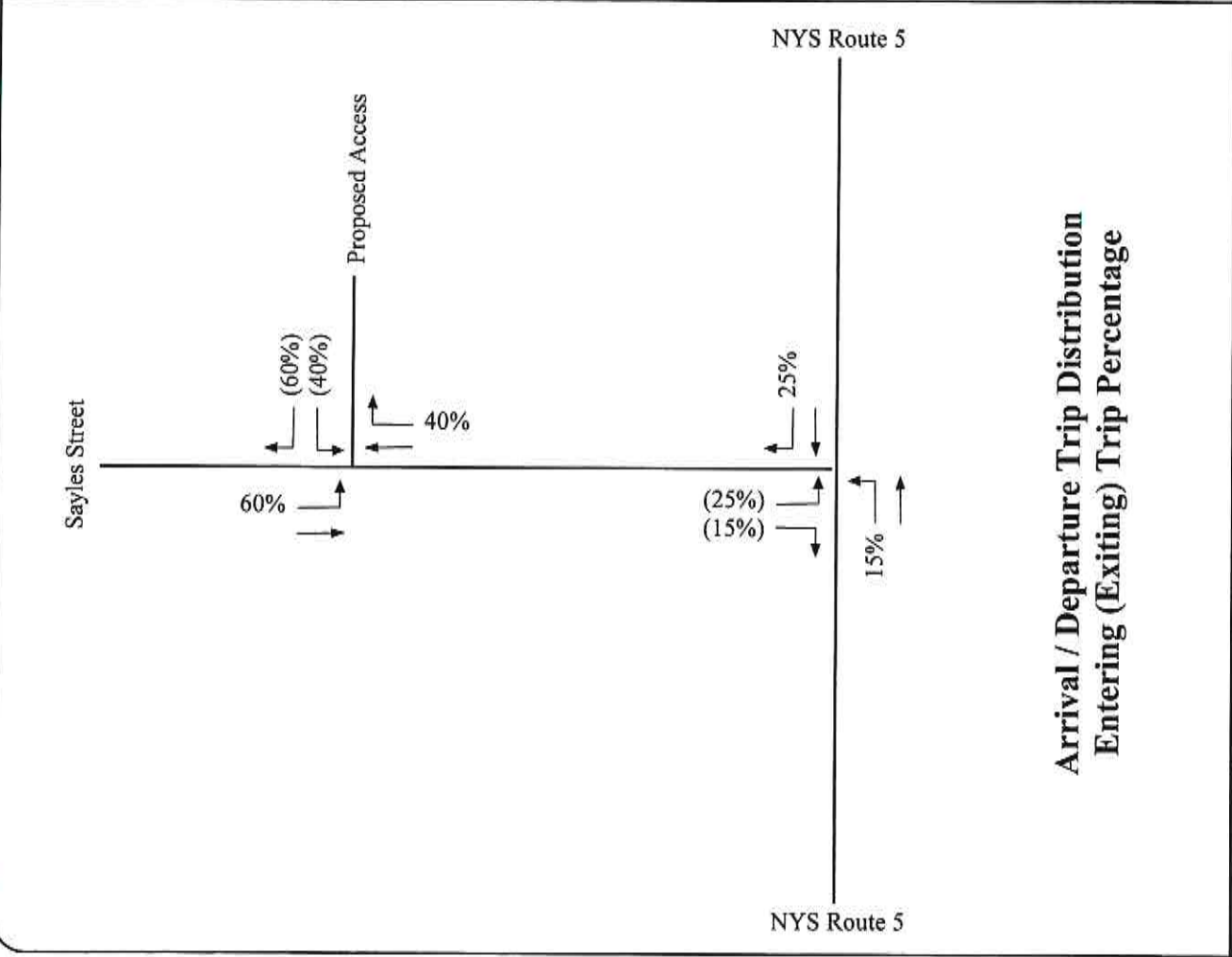
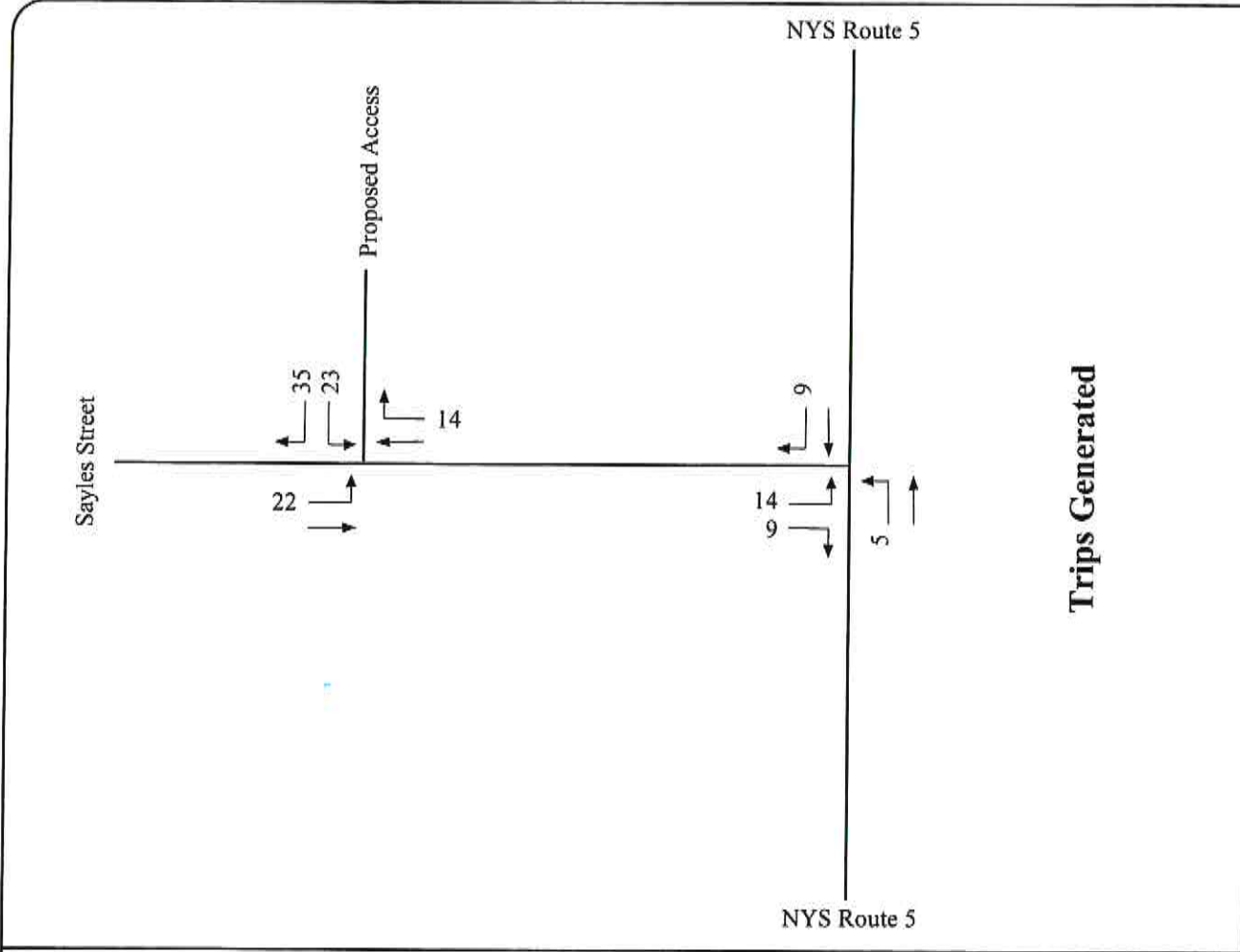


Proposed Sayles Street Access - Oneida City School District - Oneida, NY

2020 Existing Traffic Volumes & 2020 Adjusted Traffic Volumes with 30% Increase
 Weekday Evening Peak Hour



Figure 1

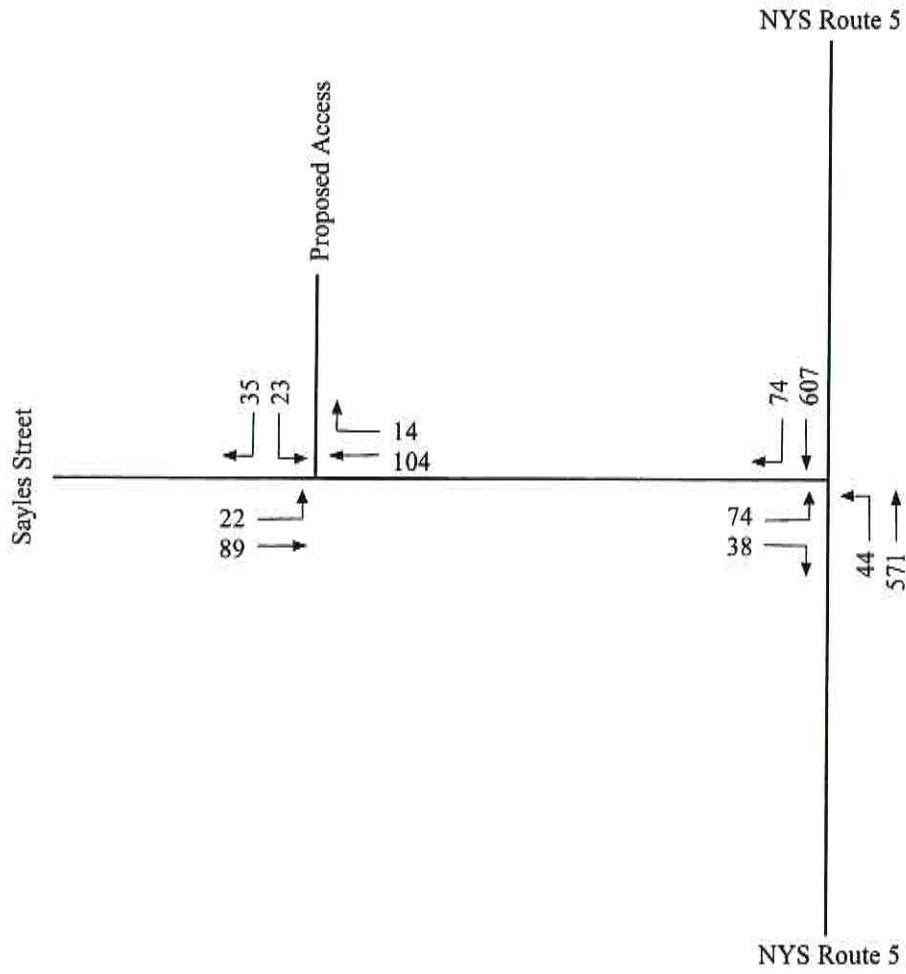


Proposed Sayles Street Access - Oneida City School District - Oneida, NY

Arrival / Departure Distribution & Trips Generated
Weekday Evening Peak Hour



Figure 2



2020 Build Traffic Volumes

Proposed Sayles Street Access - Oneida City School District - Oneida, NY
 2020 Build Traffic Volumes
 Weekday Evening Peak Hour

Intersection Gap Study



Project: Oneida City School District - Sayles Street Access Study
 Date: 9/9/2020

Intersection: Sayles Street Passing Proposed Access Location

Time Interval 6-9 sec 10-13 sec 14-17 sec 18-19 sec 20-23 sec 24-25 sec 26-29 sec >29 sec Interval
 x 1 x 2 x 3 x 4 x 5 x 6 x 7 x 8 Total

Right Turns Exiting / Lefts Turns Entering

Time Interval	# of Gaps	# of Vehicles	6-9 sec	10-13 sec	14-17 sec	18-19 sec	20-23 sec	24-25 sec	26-29 sec	>29 sec	Interval Total	Hour Total
			x 1	x 2	x 3	x 4	x 5	x 6	x 7	x 8		
4:15-4:30pm	# of Gaps	3	1	1	1	0	1	0	2	15	146	
	# of Vehicles	2	2	3	0	0	5	0	14	120		
4:30-4:45pm	# of Gaps	2	3	3	0	0	4	0	3	12		
	# of Vehicles	3	6	9	0	0	20	0	21	96	155	
4:45-5:00pm	# of Gaps	14	1	0	0	0	1	1	4	15		
	# of Vehicles	3	2	0	0	0	5	6	28	120	164	
5:00-5:15pm	# of Gaps	14	2	2	2	2	2	1	1	14		
	# of Vehicles	14	4	6	8	8	10	6	7	112	167	632

Left Turns Exiting

Time Interval	# of Gaps	# of Vehicles	6-9 sec	10-13 sec	14-17 sec	18-19 sec	20-23 sec	24-25 sec	26-29 sec	>29 sec	Interval Total	Hour Total
			x 1	x 2	x 3	x 4	x 5	x 6	x 7	x 8		
4:15-4:30pm	# of Gaps	8	3	5	5	0	5	2	2	5	120	
	# of Vehicles	8	6	15	0	0	25	12	14	40		
4:30-4:45pm	# of Gaps	9	3	5	2	2	5	0	4	6		
	# of Vehicles	9	6	15	8	8	25	0	28	48	139	
4:45-5:00pm	# of Gaps	4	6	5	0	0	2	4	3	4		
	# of Vehicles	4	12	15	0	0	10	24	21	32	118	
5:00-5:15pm	# of Gaps	6	4	3	1	1	6	2	1	3		
	# of Vehicles	6	8	9	4	4	30	12	7	24	100	477

Intersection Gap Study



Project: Oneida City School District - Sayles Street Access Study
Date: 9/9/2020

Intersection: Route 5 Passing Sayles Street

Time Interval

	6-9 sec x 1	10-13 sec x 2	14-17 sec x 3	18-19 sec x 4	20-23 sec x 5	24-25 sec x 6	26-29 sec x 7	>29 sec x 8	Interval Total	Hour Total
--	----------------	------------------	------------------	------------------	------------------	------------------	------------------	----------------	-------------------	---------------

Right Turns Exiting / Lefts Turns Entering

4:15-4:30pm	# of Gaps 14	9	3	1	6	0	4	3		
	# of Vehicles 2	18	9	4	30	0	28	24	115	
4:30-4:45pm	# of Gaps 10	6	5	2	3	4	2	4		
	# of Vehicles 3	12	15	8	15	24	14	32	123	
4:45-5:00pm	# of Gaps 8	8	6	1	2	1	2	6		
	# of Vehicles 3	16	18	4	10	6	14	48	119	
5:00-5:15pm	# of Gaps 15	9	4	3	2	2	1	3		
	# of Vehicles 15	18	12	12	10	12	7	24	110	467

Left Turns Exiting

4:15-4:30pm	# of Gaps 15	9	5	1	2	0	1	1		
	# of Vehicles 15	18	15	4	10	0	7	8	77	
4:30-4:45pm	# of Gaps 25	11	1	0	3	0	0	0		
	# of Vehicles 25	22	3	0	15	0	0	0	65	
4:45-5:00pm	# of Gaps 18	12	3	2	0	1	1	0		
	# of Vehicles 18	24	9	8	0	6	7	0	72	
5:00-5:15pm	# of Gaps 17	8	0	3	1	1	0	0		
	# of Vehicles 17	16	0	12	5	6	0	0	56	270

Oneida City School District - Sayles Street Access Study
 Speed Study Measurements - Sayles Street Passing Proposed Access Location
 9/9/2020

Distance Travelled (ft) = 135		50 Speed Measurements per Direction				Speed Limit = 35 mph					
NB Time		Calculated Speed		NB Time		Calculated Speed		SB Time		Calculated Speed	
Seconds	Speed	Seconds	Speed	Seconds	Speed	Seconds	Speed	Seconds	Speed	Seconds	Speed
2.97	31	2.31	40	2.88	32	2.31	40	2.88	32	2.31	40
2.81	33	2.28	40	2.81	33	2.28	40	2.81	33	2.29	40
2.52	37	2.28	40	2.78	33	2.28	40	2.78	33	2.29	40
2.51	37	2.28	40	2.65	35	2.28	40	2.65	35	2.29	40
2.51	37	2.27	41	2.62	35	2.27	41	2.62	35	2.28	40
2.48	37	2.26	41	2.55	36	2.26	41	2.55	36	2.28	40
2.46	37	2.23	41	2.51	37	2.23	41	2.51	37	2.28	40
2.46	37	2.23	41	2.51	37	2.23	41	2.51	37	2.28	40
2.46	37	2.21	42	2.48	37	2.21	42	2.48	37	2.27	41
2.42	38	2.21	42	2.45	38	2.21	42	2.45	38	2.25	41
2.42	38	2.21	42	2.45	38	2.21	42	2.45	38	2.24	41
2.42	38	2.21	42	2.43	38	2.21	42	2.43	38	2.22	41
2.41	38	2.21	42	2.43	38	2.21	42	2.43	38	2.19	42
2.38	39	2.19	42	2.41	38	2.19	42	2.41	38	2.18	42
2.38	39	2.18	42	2.41	38	2.18	42	2.41	38	2.18	42
2.37	39	2.17	42	2.4	38	2.17	42	2.4	38	2.18	42
2.37	39	2.17	42	2.37	39	2.17	42	2.37	39	2.17	42
2.37	39	2.16	43	2.37	39	2.16	43	2.37	39	2.16	43
2.37	39	2.16	43	2.37	39	2.16	43	2.37	39	2.14	43
2.36	39	2.15	43	2.35	39	2.15	43	2.35	39	2.13	43
2.33	40	2.15	43	2.34	39	2.15	43	2.34	39	2.13	43
2.32	40	2.14	43	2.31	40	2.14	43	2.31	40	2.09	44
2.32	40	2.08	44	2.31	40	2.08	44	2.31	40	2.07	44
2.32	40	2.08	44	2.31	40	2.08	44	2.31	40	2.06	45
2.31	40	2.07	44	2.31	40	2.07	44	2.31	40	2.05	45

Northbound	Southbound
Average Speed = 40 mph	Average Speed = 40 mph
85th Percentile Speed = 42.5 mph	85th Percentile Speed = 42.5 mph

Oneida City School District - Sayles Street Access Study
 Speed Study Measurements - Route 5 Passing Sayles Street
 9/9/2020

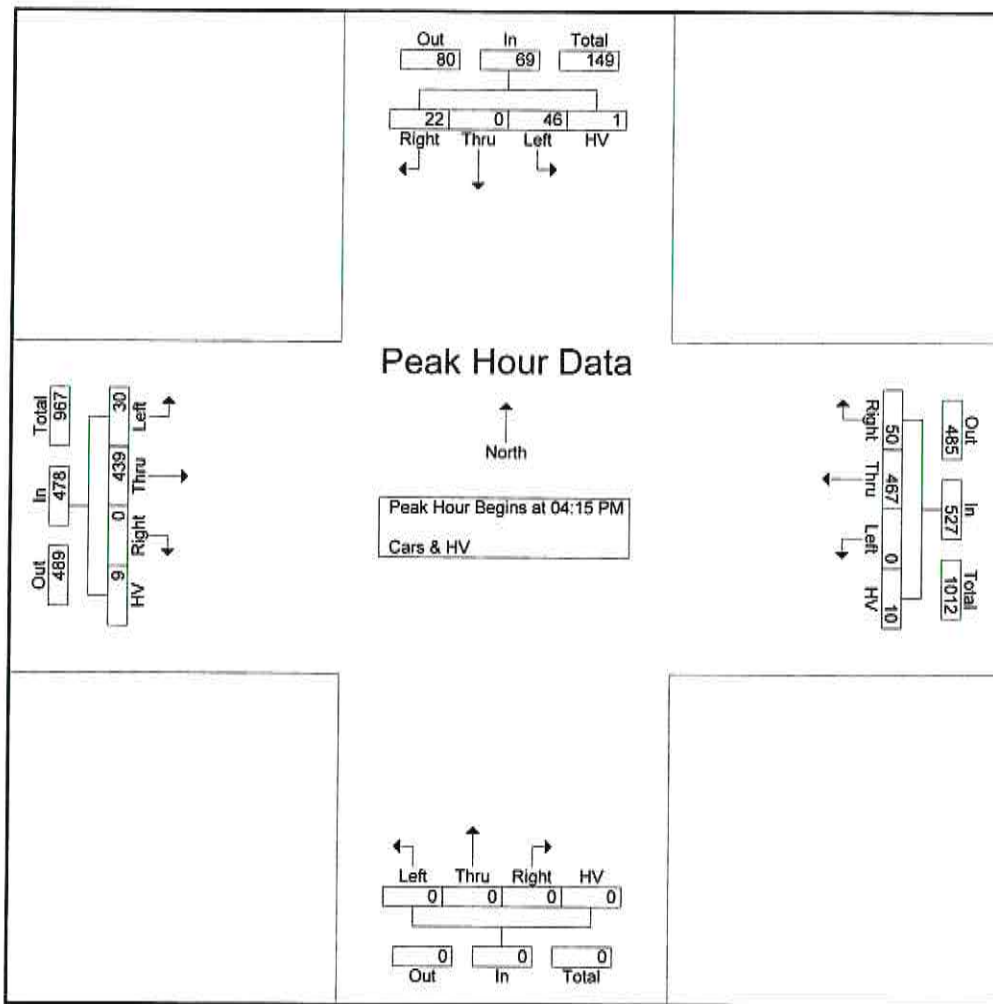
Distance Travelled (ft) = 165		50 Speed Measurements per Direction				Speed Limit = 35 mph	
EB Time Seconds	Calculated Speed	EB Time Seconds	Calculated Speed	WB Time Seconds	Calculated Speed	WB Time Seconds	Calculated Speed
2.82	40	2.51	45	3.1	36	2.47	46
2.81	40	2.51	45	3.02	37	2.47	46
2.81	40	2.51	45	2.85	39	2.46	46
2.8	40	2.5	45	2.75	41	2.45	46
2.78	40	2.5	45	2.72	41	2.44	46
2.78	40	2.48	45	2.7	42	2.43	46
2.77	41	2.48	45	2.69	42	2.43	46
2.76	41	2.47	46	2.65	42	2.42	46
2.71	42	2.47	46	2.65	42	2.42	46
2.69	42	2.46	46	2.64	43	2.41	47
2.68	42	2.46	46	2.63	43	2.4	47
2.68	42	2.41	47	2.63	43	2.4	47
2.68	42	2.39	47	2.63	43	2.39	47
2.67	42	2.37	47	2.63	43	2.39	47
2.67	42	2.36	48	2.58	44	2.38	47
2.65	42	2.31	49	2.56	44	2.38	47
2.64	43	2.29	49	2.56	44	2.38	47
2.63	43	2.29	49	2.53	44	2.38	47
2.56	44	2.28	49	2.52	45	2.34	48
2.55	44	2.25	50	2.52	45	2.33	48
2.53	44	2.21	51	2.51	45	2.29	49
2.52	45	2.19	51	2.5	45	2.29	49
2.52	45	2.19	51	2.48	45	2.28	49
2.51	45	2.19	51	2.48	45	2.25	50
2.51	45	2.13	53	2.47	46	2.22	51

Eastbound	Westbound
Average Speed = 45 mph	Average Speed = 45 mph
85th Percentile Speed = 49 mph	85th Percentile Speed = 47 mph

Groups Printed- Cars & HV

Start Time	Southbound				Westbound				Northbound				Eastbound				Int. Total
	Right	Thru	Left	HV	Right	Thru	Left	HV	Right	Thru	Left	HV	Right	Thru	Left	HV	
04:00 PM	3	0	10	0	8	121	0	4	0	0	0	0	0	115	10	2	273
04:15 PM	6	0	10	0	8	117	0	2	0	0	0	0	0	95	10	1	249
04:30 PM	4	0	13	1	15	113	0	3	0	0	0	0	0	115	10	1	275
04:45 PM	5	0	14	0	13	112	0	4	0	0	0	0	0	112	3	5	268
Total	18	0	47	1	44	463	0	13	0	0	0	0	0	437	33	9	1065
05:00 PM	7	0	9	0	14	125	0	1	0	0	0	0	0	117	7	2	282
05:15 PM	6	0	10	0	7	94	0	0	0	0	0	0	0	104	9	0	230
05:30 PM	3	0	7	0	13	110	0	2	0	0	0	0	0	100	6	0	241
05:45 PM	5	0	6	1	8	87	0	2	0	0	0	0	0	118	5	2	234
Total	21	0	32	1	42	416	0	5	0	0	0	0	0	439	27	4	987
Grand Total	39	0	79	2	86	879	0	18	0	0	0	0	0	876	60	13	2052
Apprch %	32.5	0	65.8	1.7	8.7	89.4	0	1.8	0	0	0	0	0	92.3	6.3	1.4	
Total %	1.9	0	3.8	0.1	4.2	42.8	0	0.9	0	0	0	0	0	42.7	2.9	0.6	

Start Time	Southbound					Westbound					Northbound					Eastbound					Int. Total
	Right	Thru	Left	HV	App. Total	Right	Thru	Left	HV	App. Total	Right	Thru	Left	HV	App. Total	Right	Thru	Left	HV	App. Total	
Peak Hour Analysis From 04:00 PM to 05:45 PM - Peak 1 of 1																					
Peak Hour for Entire Intersection Begins at 04:15 PM																					
04:15 PM	6	0	10	0	16	8	117	0	2	127	0	0	0	0	0	0	95	10	1	106	249
04:30 PM	4	0	13	1	18	15	113	0	3	131	0	0	0	0	0	0	115	10	1	126	275
04:45 PM	5	0	14	0	19	13	112	0	4	129	0	0	0	0	0	0	112	3	5	120	268
05:00 PM	7	0	9	0	16	14	125	0	1	140	0	0	0	0	0	0	117	7	2	126	282
Total Volume	22	0	46	1	69	50	467	0	10	527	0	0	0	0	0	0	439	30	9	478	1074
% App. Total	31.9	0	66.7	1.4		9.5	88.6	0	1.9		0	0	0	0		0	91.8	6.3	1.9		
PHF	.786	.000	.821	.250	.908	.833	.934	.000	.625	.941	.000	.000	.000	.000	.000	.000	.938	.750	.450	.948	.952



HCM 6th TWSC
1: Route 5 & Sayles Street

09/15/2020

Intersection

Int Delay, s/veh	3					
Movement	EBL	EBT	WBT	WBR	SBL	SBR
Lane Configurations		↖	↗		↘	
Traffic Vol, veh/h	39	571	607	65	60	29
Future Vol, veh/h	39	571	607	65	60	29
Conflicting Peds, #/hr	0	0	0	0	0	0
Sign Control	Free	Free	Free	Free	Stop	Stop
RT Channelized	-	None	-	None	-	None
Storage Length	-	-	-	-	0	-
Veh in Median Storage, #	-	0	0	-	0	-
Grade, %	-	0	0	-	0	-
Peak Hour Factor	95	95	94	94	91	91
Heavy Vehicles, %	1	2	2	1	1	1
Mvmt Flow	41	601	646	69	66	32

Major/Minor	Major1	Major2	Minor2		
Conflicting Flow All	715	0	0	1364	681
Stage 1	-	-	-	681	-
Stage 2	-	-	-	683	-
Critical Hdwy	4.11	-	-	6.41	6.21
Critical Hdwy Stg 1	-	-	-	5.41	-
Critical Hdwy Stg 2	-	-	-	5.41	-
Follow-up Hdwy	2.209	-	-	3.509	3.309
Pot Cap-1 Maneuver	890	-	-	164	452
Stage 1	-	-	-	504	-
Stage 2	-	-	-	503	-
Platoon blocked, %	-	-	-	-	-
Mov Cap-1 Maneuver	890	-	-	153	452
Mov Cap-2 Maneuver	-	-	-	153	-
Stage 1	-	-	-	469	-
Stage 2	-	-	-	503	-

Approach	EB	WB	SB
HCM Control Delay, s	0.6	0	40.7
HCM LOS			E

Minor Lane/Major Mvmt	EBL	EBT	WBT	WBR	SBLn1
Capacity (veh/h)	890	-	-	-	195
HCM Lane V/C Ratio	0.046	-	-	-	0.502
HCM Control Delay (s)	9.2	0	-	-	40.7
HCM Lane LOS	A	A	-	-	E
HCM 95th %tile Q(veh)	0.1	-	-	-	2.5

1: Route 5 & Sayles Street Performance by approach

Approach	EB	WB	SB	All
Denied Del/Veh (s)	0.0	0.6	0.0	0.3
Total Del/Veh (s)	2.1	1.6	15.0	2.7

Total Network Performance

Denied Del/Veh (s)	0.5
Total Del/Veh (s)	4.9

HCM 6th TWSC
1: Route 5 & Sayles Street

09/15/2020

Intersection

Int Delay, s/veh	4.6					
Movement	EBL	EBT	WBT	WBR	SBL	SBR
Lane Configurations		↔	↔		↔	
Traffic Vol, veh/h	44	571	607	74	74	38
Future Vol, veh/h	44	571	607	74	74	38
Conflicting Peds, #/hr	0	0	0	0	0	0
Sign Control	Free	Free	Free	Free	Stop	Stop
RT Channelized	-	None	-	None	-	None
Storage Length	-	-	-	-	0	-
Veh in Median Storage, #	-	0	0	-	0	-
Grade, %	-	0	0	-	0	-
Peak Hour Factor	95	95	94	94	91	91
Heavy Vehicles, %	1	2	2	1	1	1
Mvmt Flow	46	601	646	79	81	42

Major/Minor	Major1	Major2	Minor2		
Conflicting Flow All	725	0	-	0	1379 686
Stage 1	-	-	-	-	686 -
Stage 2	-	-	-	-	693 -
Critical Hdwy	4.11	-	-	-	6.41 6.21
Critical Hdwy Stg 1	-	-	-	-	5.41 -
Critical Hdwy Stg 2	-	-	-	-	5.41 -
Follow-up Hdwy	2.209	-	-	-	3.509 3.309
Pot Cap-1 Maneuver	882	-	-	-	160 449
Stage 1	-	-	-	-	502 -
Stage 2	-	-	-	-	498 -
Platoon blocked, %	-	-	-	-	- -
Mov Cap-1 Maneuver	882	-	-	-	148 449
Mov Cap-2 Maneuver	-	-	-	-	148 -
Stage 1	-	-	-	-	463 -
Stage 2	-	-	-	-	498 -

Approach	EB	WB	SB
HCM Control Delay, s	0.7	0	52.2
HCM LOS			F

Minor Lane/Major Mvmt	EBL	EBT	WBT	WBR	SBLn1
Capacity (veh/h)	882	-	-	-	192
HCM Lane V/C Ratio	0.053	-	-	-	0.641
HCM Control Delay (s)	9.3	0	-	-	52.2
HCM Lane LOS	A	A	-	-	F
HCM 95th %tile Q(veh)	0.2	-	-	-	3.7

HCM 6th TWSC
7: Sayles Street & Site Access

09/15/2020

Intersection

Int Delay, s/veh	2.6					
Movement	WBL	WBR	NBT	NBR	SBL	SBT
Lane Configurations	↔		↔			↔
Traffic Vol, veh/h	23	35	104	14	22	89
Future Vol, veh/h	23	35	104	14	22	89
Conflicting Peds, #/hr	0	0	0	0	0	0
Sign Control	Stop	Stop	Free	Free	Free	Free
RT Channelized	-	None	-	None	-	None
Storage Length	0	-	-	-	-	-
Veh in Median Storage, #	0	-	0	-	-	0
Grade, %	0	-	0	-	-	0
Peak Hour Factor	90	90	91	91	91	91
Heavy Vehicles, %	0	0	1	0	0	1
Mvmt Flow	26	39	114	15	24	98

Major/Minor	Minor1	Major1	Major2		
Conflicting Flow All	268	122	0	0	129
Stage 1	122	-	-	-	-
Stage 2	146	-	-	-	-
Critical Hdwy	6.4	6.2	-	-	4.1
Critical Hdwy Stg 1	5.4	-	-	-	-
Critical Hdwy Stg 2	5.4	-	-	-	-
Follow-up Hdwy	3.5	3.3	-	-	2.2
Pot Cap-1 Maneuver	726	935	-	-	1469
Stage 1	908	-	-	-	-
Stage 2	886	-	-	-	-
Platoon blocked, %					
Mov Cap-1 Maneuver	714	935	-	-	1469
Mov Cap-2 Maneuver	714	-	-	-	-
Stage 1	908	-	-	-	-
Stage 2	871	-	-	-	-

Approach	WB	NB	SB
HCM Control Delay, s	9.7	0	1.5
HCM LOS	A		

Minor Lane/Major Mvmt	NBT	NBRWBLn1	SBL	SBT
Capacity (veh/h)	-	-	833	1469
HCM Lane V/C Ratio	-	-	0.077	0.016
HCM Control Delay (s)	-	-	9.7	7.5
HCM Lane LOS	-	-	A	A
HCM 95th %tile Q(veh)	-	-	0.3	0.1

1: Route 5 & Sayles Street Performance by approach

Approach	EB	WB	SB	All
Denied Del/Veh (s)	0.0	0.5	0.0	0.3
Total Del/Veh (s)	2.2	1.9	27.2	4.5

7: Sayles Street & Site Access Performance by approach

Approach	WB	NB	SB	All
Denied Del/Veh (s)	0.1	0.0	0.1	0.1
Total Del/Veh (s)	4.1	0.5	0.4	1.2

Total Network Performance

Denied Del/Veh (s)	0.5
Total Del/Veh (s)	6.8

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DONATION TO WILLARD PRIOR ELEMENTARY
DATE: OCTOBER 13, 2020

We are recommending approval for the generous donation of several boxes of pre-packaged snacks, 60 water bottles and 100 disposable masks for the students at Willard Prior Elementary School from Kelley Wilson at Cricket Wireless as submitted.

RECOMMENDED ACTION

Motion to approve the donation to Willard Prior Elementary as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DONATION TO OTTO SHORTELL MIDDLE SCHOOL
DATE: OCTOBER 13, 2020

We are recommending approval of the generous donation of a Singer sewing machine, model number 57815, given to Mrs. Martin-Pearson's Home and Careers classroom at Otto Shortell Middle School from Sharon Bognaski as submitted.

RECOMMENDED ACTION

Motion to approve the donation to Otto Shortell Middle School Home and Careers classroom as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DONATION TO SENECA STREET ELEMENTARY SCHOOL
DATE: OCTOBER 13, 2020

We are recommending approval of the generous donation of 85 sewn chromebook covers for the K-2 students at Seneca Street Elementary School from Ann Smallen as submitted.

RECOMMENDED ACTION

Motion to approve the donation to Seneca Street Elementary School as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: FLEX PLAN AMENDMENT
DATE: OCTOBER 13, 2020

The Oneida City School District Flex Plan Amendment to extend the 2019-2020 end date to December 31, 2020 is attached for your review and approval.

RECOMMENDED ACTION

Motion to approve the Oneida City School District Flex Plan Amendment as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

ONEIDA CITY SCHOOL

WHEREAS, the **ONEIDA CITY SCHOOL** has established a Flexible Spending Plan and/or Dependent Care Assistance Plan pursuant to Section 125 of the Internal Revenue Code (IRC), referred to as the "**ONEIDA CITY SCHOOL Flexible Spending Plan and/or Dependent Care Assistance Plan**" (hereinafter referred to as the "Plans"), and

WHEREAS, the Plans referred to above includes a Health Expense Account designed to reimburse employees for their unreimbursed qualified medical and dental care expenses and/or a Dependent Care Assistance Account designed to reimburse employees for their cost of providing qualified day care for their child or children, as collectively defined by the IRC, and

WHEREAS, the IRS recently issued Notice 2020,-29 which states in part that ". . . unused amounts remaining in a health FSA or a dependent care assistance program under the § 125 cafeteria plan as of the end of a grace period or plan year ending in 2020, a § 125 cafeteria plan may permit employees to apply those unused amounts to pay or reimburse medical care expenses or dependent care expenses, respectively, incurred through December 31, 2020", now therefore be it

RESOLVED, the **ONEIDA CITY SCHOOL** hereby amends its Plans to allow employees to utilize unused amounts remaining in their health Flexible Spending Plan and/or their Dependent Care Assistance Plan as of the end of their grace period to pay or reimburse medical care expenses or dependent care expenses, respectively, incurred through December 31, 2020,

RESOLVED, further, that the effective date of such change will be retroactive to September 1, 2020.

CERTIFICATION

The undersigned, being the duly elected and qualified Clerk of the Board of the ONEIDA CITY SCHOOL (the "District"), DOES HEREBY CERTIFY that the foregoing constitutes a true and correct copy of the resolution adopted by not less than a majority of the voting members of the Board of Education of the District on October 13, 2020 as they appear in the records of the District in my possession as of the date hereof.

I FURTHER CERTIFY that, as of the date hereof, the attached resolution is in full force and effect and has not been amended, repealed or rescinded.

IN WITNESS WHEREOF, I have hereto set my hand this _____ day of _____, 2020.

AYES _____

NAYS _____

ABSTENTIONS _____

Approved: _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EXTENSION OF CONTRACT FOR PUPIL TRANSPORTATION
FORM CE
DATE: OCTOBER 13, 2020

The 2020-2021 Extension of Contract for Pupil Transportation Form CE is attached for your review and approval.

RECOMMENDED ACTION

Motion to approve the 2020-2021 Extension of Contract for Pupil Transportation Form CE as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

259000
(SED CODE)

The State Education Department
Transportation Unit, Room 1075 EBA
89 Washinton Avenue
Albany, New York 12234

Form CE
Prior Year
Contract/Extension
E 277220

EXTENSION OF CONTRACT FOR PUPIL
TRANSPORTATION
(Only Competitively Bid Contracts May Be
Extended)

Please Check if Applicable:

Lisa M. Decker		Tel: 315-361-5520
Contact Person		Email: ldecker@moboces.org
Madison-Oneida BOCES		
School District/BOCES		
4937 Spring Road PO Box 168		
Street or P.O. Box		
Verona, NY 13478-0168		
City	State	Zip Code

- Piggyback Transportation*
- Special Education Only
- Regular & Special Education Pupils Combined
- Contract for bus maintenance only
- Cost Justification Form- Only for CPI Pass-thrus (see reverse)

Specifications include:

- District will supply contractor with fuel.
- Provision for attendants, escorts or monitors.
- Clause for increasing or decreasing service.

WHEREAS a transportation contract agreement was made on September 7, 2017 by and between
Madison-Oneida BOCES (Date)
 (Name of School District or BOCES), County of Oneida, N.Y.,
 party of the first part and Oneida City School, party of the second part.
 (Contractor)

NOW, THEREFORE, pursuant to the provisions of Section 305, subdivision 14 of the Education Law and Section 156.5 of the Regulations of the Commissioner of Education, the parties hereto mutually agree to extend the contract for a period commencing September 1, 2020 and ending June 30, 2021.
 Mo Day Year Mo Day Year

All of the items of said contract shall remain in full force and effect.

IT IS FURTHER agreed that for services rendered during the period of this extension, the party of the first part shall pay the party of the second part the total annual sum of \$ 44,095.82 or
 (if lump sum contract)
 \$ _____ if on a per-bus, per-pupil, per-mile, or other unit cost basis determined as follows
 (unit cost) (you must show in detail using prior year figures):
 Total Anticipated Annual Cost 44,095.82

*For a piggyback contract, list the originating school district & contract number _____ # _____.

IN WITNESS WHEREOF, the parties hereto have executed this extension of agreement this 1st day of September, 2020.

Party of the First Part

(Signature of Trustee or President of Board of Education)

Party of the Second Part

(Signature of Contractor)

COMPLIANCE CERTIFICATION. I certify that this contract extension has been approved by the Superintendent of Schools in accordance with the provisions of Education Law, section 3625.

Approval Date: 9-23-2020
(Date of Superintendent's Approval)

Filed by: [Signature]
(Signature of Superintendent or Designee)

CPI "Pass-Thru". Boards of education may pay a contractor, in excess of the CPI, for the cost of qualifying criminal history and certain driver testing fees. (See subdivision (e) on reverse).

PLEASE SUBMIT ORIGINAL TO THE STATE EDUCATION DEPARTMENT, RETAIN A COPY FOR YOUR SCHOOL DISTRICT RECORDS.

Regulations of the Commissioner of Education

Section 156.5 Annual extensions of transportation contracts.

- (a) Annual extensions of contracts shall be prepared on forms prescribed by the commissioner; such extensions shall be filed with and approved by the commissioner and are subject to all laws, rules and regulations pertaining to the filing of transportation contracts.
- (b) Only contracts awarded in accordance with the competitive bidding requirements of subdivision 14 of section 305 of the Education Law may be extended. (NOTE: Section 305(14) also authorizes extensions of contracts awarded through a request for proposals.)
- (c) Annual extensions of fixed-price contracts, contracts based upon unit rates, such as per-bus, per-pupil or per-mile, and contracts based upon a combination of a fixed price and unit rate may provide for increases in such fixed prices and/or unit rates not to exceed the contractual amount paid in the preceding year by more than the increase in the regional consumer price index for the 12-month period ending on May 31st immediately preceding the commencement of the contract extension.
- (d) Each district proposing to extend a contract shall maintain for a period of six years after expiration or termination of the contract extension or six years after final payment under the contract extension satisfactory evidence of the increase in the cost of the contractor's operation during the 12-month period immediately preceding the month in which the contract terminates. Upon the request of the commissioner, each district shall file such evidence with the commissioner. (NOTE: Contractor must complete a Cost Justification Form whenever there is any increase in the amount paid by the district when extending a contract.)
- (e) Each district proposing to extend a contract in an amount which is in excess of the maximum increase allowed by use of the consumer price index for the N.Y., N.Y., Northeastern, N, J. area, based upon the index for all urban consumers (CPI-U), shall file with the commissioner satisfactory documentation of the actual cost of qualifying criminal history and driver licensing testing fees attributable to special requirements for drivers of school buses pursuant to Article 19 and 19-A of the Vehicle and Traffic Law. (NOTE: In addition, a board of education may agree to an amount in excess of the consumer price index for the actual cost of diagnostic tests, physical performance tests, and drug and alcohol tests. A Cost Justification must be filed with the Department whenever a board of education agrees to pay a contractor in excess of CPI. Where there are no such excess costs, the form is not filed, but is retained in the district.)

Addendums: Please notify the Department by letter when additions are made to a contract extension after it has been filed with the Department. Such additions must be authorized by the contract specifications.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – EXPORING MICROSOFT OFFICE EXCEL 2019 COMPREHENSIVE
DATE: OCTOBER 13, 2020

The Oneida High School is requesting approval for a textbook purchase.

The following textbook is presented for Board review only. The textbook will be presented for approval at a future Board of Education Meeting. The book is available in the District Office for your review.

Title: Exploring Microsoft Office Excel 2019 Comprehensive
Publisher: Pearson
Copyright: 2020;
To Be Used By: Computer Applications 9-12 (30 copies)
\$159.99 per book

FOR REVIEW ONLY

Office of the Superintendent
 City School District
 Oneida, NY 13421
Score Card for Textbooks

RECEIVED
 SEP 15 2020
 By _____

SEP 20 2020

Title: - *EXPLORING MICROSOFT OFFICE EXCEL 2019 COMPREHENSIVE* Copies Needed: 30

Author or Editor: Mary Anne Poatsy, Keith Mulbery and Jason Davidson Publisher: Pearson Davidson

Copyright Date: 2020 Latest Revision Date: 1/14/19 Price: \$159.99

To be used by: Computer Applications Level Pupils in Grade: 9-12

Readability Review Reviewer:
 Reading level:
 Of these Pupils ___ are estimated to be reading one or more grade levels below this level.
 Recommendations for use: at and above for content ___ and above for text complexity ___

II. Selector Review (See also pages 2 &3)

Reviewer: Jill Gallagher Representing: Business Dept. OHS

What provisions will be made for pupils reading one or more grades below reading level of book?

Follow IEP & RTI Plan for student

How will this text be used? *within class as a supplement.*

Recommended

(Approved)

III. Recommendation and Approval Routing

Yes No Signature Date *8/17/2020*

Department Chairperson *Daniel King 8-31-20*

Principal *[Signature] 9/22/20*

Curriculum Coordinator *[Signature] 9/24/20*

Superintendent *Mary Mulberry 9/28/20*

Board of Education

P
4

*Please submit the original (along with one copy of the book) to the Superintendent no later than the first of the month for review. The Board will review the request and vote at the next monthly board meeting.
 Score Card for Textbooks

- A. Content and Method *C* Excellent Good Fair Poor None N/A
1. Contribution to Intelligent Thinking *Good*
 2. Appeals to Pupils *Good*
 3. Relation to Course of Study *Good*
 4. Organization (check each item) *Good*
 - a. Table of Contents *Good*

- b. Arrangement
- c. Development of Ideas
- d. Paragraph & Sentence Structure
- e. Chapter & Marginal Ideas
- f. Summaries
- g. Provision for Reviews
- h. Drills and Tests
- i. Aids
- j. Suggestions to Teachers and Pupils
- k. Index
- l. Bibliography
- m. Appendix
- 5. Style of Writing
- 6. Vocabulary
- 7. Charts, maps, tables are accurate and clear
- 8. Questions: Factual
 - Inductive
 - Interpretive
- B. Physical Features
 - 1. General Attractiveness
 - 2. Size of Book
 - 3. Paper
 - 4. Type
 - 5. Binding: Durability
 - Color and Design
 - 6. Illustrations & Captions
 - 7. Book Lies Flat When Open

good

Score Card for Textbooks

C. Teacher's Edition

Not Available

Yes No

1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections? → I did
2. Are directions provided for the teacher in terms of overall aims and objectives?
3. Are references listed for teachers in such a manner as to be of maximum use?
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?
6. Are appropriate testing materials available to the teacher for an adequate standard program?
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?

not rec. teacher's manual
but would like one.

n/a

D. Other Information

1. How does text fit into a sequential development of this subject in grades below and above? This text will supplement instruction for Microsoft office software.
2. How closely does this text follow Oneida curriculum? On target with current curriculum.

In what ways is it different? How will these areas be handled?

3. Name and author of current text:

Publisher: Copyright Date:

Adoption Date: Number of Copies on Hand

4. What advantage does this text have over current text? There is
no current text -- teacher makes up all
assignments, etc.
5. Reaction of professional textbook reviews.
n/a

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – I'M NOT DYING WITH YOU TONIGHT
DATE: OCTOBER 13, 2020

The Oncida High School is requesting approval for a textbook purchase.

The following textbook is presented for Board review only. The textbook will be presented for approval at a future Board of Education Meeting. The book is available in the District Office for your review.

Title:	<u>I'm Not Dying With You Tonight</u>
Publisher:	Sourcebooks, Inc.
Copyright:	2019;
To Be Used By:	English Grade 9 (10 copies) \$20.98 per book

FOR REVIEW ONLY

Oneida City School District
Oneida, NY 13421

Request for New Textbook

RECEIVED
SEP 24 2020
BY _____

Title: *I'm Not Dying With You Tonight*

Copies Needed: 10

Author or Editor: Gilly Segal and Kimberly Jones

Publisher: Sourcebooks, Inc.

Copyright date: 2019

Latest revision date: 2019

Price: \$20.98

Textbook to be used by: English 9 Book Clubs

Grade level: 9th

Readability Review

Reviewer: Permabound

Reading level: 4.3

Comments: ALA Booklist

Lena is sassy and fashionable, and she dreams of fame. Campbell is quiet and reserved, and she just wants to survive the year at her new school. These two high-school girls one black and one white and themselves caught in the middle of chaos at a Friday night football game. Despite being strangers, they must rely on each other in order to escape the frightful scene. On their journey towards safety, they encounter several dangerous situations, such as riots, fights, and looting, which force them to learn about and appreciate each other. In their first collaboration, authors Segal and Jones have produced a novel that addresses the racial tension in our nation, including current issues such as police brutality. This is a book that is sure to make young readers think, highlighting the importance of understanding different perspectives as its chapters alternate between Lena's and Campbell's points of view. An eye-opening read that will be useful for starting conversations in group settings.

Recommendations for use: Grades 9-12 for content

Selector Review

Reviewer: Marie Bamberger

Representing: 9th grade ELA

What provisions will be made for pupils reading one or more grades below reading level of book?

Scaffolded study guides, cooperative activities, differentiated instruction techniques, etc.


How will this text be used?

I'm Not Dying With You Tonight presents a variety of social issues applicable to today's society, which will reinforce other areas of the ninth grade curriculum such as the article of the week and the research paper. This text will be offered as one of the choices for our social/cultural issues book club and will serve to include the realistic fiction genre. It has: high interest and appeal, readability, lasting themes, and mature concepts applicable to a middle/high school audience.

Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	X / 1	Thomas L Kirby	9/22/20
Principal	✓ / 1	[Signature]	9/22/20

Curriculum Coordinator

✓ 9/24/20 

Superintendent

9/28/20 

Board of Education

Date of Meeting: _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – PATRON SAINTS OF NOTHING
DATE: OCTOBER 13, 2020

The Oneida High School is requesting approval for a textbook purchase.

The following textbook is presented for Board review only. The textbook will be presented for approval at a future Board of Education Meeting. The book is available in the District Office for your review.

Title:	<u>Patron Saints of Nothing</u>
Publisher:	Penguin
Copyright:	2020;
To Be Used By:	English Grade 9 (10 copies) \$16.02 per book

FOR REVIEW ONLY

Oneida City School District
Oneida, NY 13421

Request for New Textbook

RECEIVED
SEP 24 2020

Title: *Patron Saints of Nothing*

Copies Needed: 10

Author or Editor: Randy Ribay
Copyright date: 2020

Latest revision date: 2020

Publisher: Penguin
Price: \$16.02

Textbook to be used by: English 9 Book Clubs

Grade level: 9th

Readability Review

Reviewer: Permabound

Reading level: 5.3

Comments: A NATIONAL BOOK AWARD FINALIST

"Brilliant, honest, and equal parts heartbreaking and soul-healing." --Laurie Halse Anderson, author of *SHOUT*

"A singular voice in the world of literature." --Jason Reynolds, author of *Long Way Down*

A powerful coming-of-age story about grief, guilt, and the risks a Filipino-American teenager takes to uncover the truth about his cousin's murder.

Jay Reguero plans to spend the last semester of his senior year playing video games before heading to the University of Michigan in the fall. But when he discovers that his Filipino cousin Jun was murdered as part of President Duterte's war on drugs, and no one in the family wants to talk about what happened, Jay travels to the Philippines to find out the real story.

Hoping to uncover more about Jun and the events that led to his death, Jay is forced to reckon with the many sides of his cousin before he can face the whole horrible truth -- and the part he played in it.

As gripping as it is lyrical, *Patron Saints of Nothing* is a page-turning portrayal of the struggle to reconcile faith, family, and immigrant identity.

Recommendations for use: Grades 9-12 for content

Selector Review

Reviewer: Marie Bamberger

Representing: 9th grade ELA

What provisions will be made for pupils reading one or more grades below reading level of book?
Scaffolded study guides, cooperative activities, differentiated instruction techniques, etc.


How will this text be used?

Patron Saints of Nothing presents a variety of social issues applicable to today's society, which will reinforce other areas of the ninth grade curriculum such as the article of the week and the research paper. This text will be offered as one of the choices for our social/cultural issues book club and will serve to include the realistic fiction genre. It has: high interest and appeal, readability, lasting themes, and mature concepts applicable to a middle/high school audience.

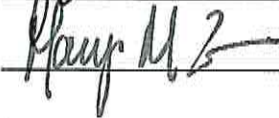
Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	X / 1	Thomas & Kirby	9/22/20
Principal	✓ / 1	[Signature]	9/22/20

Curriculum Coordinator

X 9/24/20 

Superintendent

9/28/20 

Board of Education

Date of Meeting: _____

Text Complexity Rubric *Patron Saints of Nothing*

Tim Shanahan

	Simple Texts	Somewhat Simple Texts	Complex Texts	Very Complex Texts
Layout	<p>Consistent placement of text, regular word and line spacing, often large plain font</p> <p>Extensive illustrations that directly support and help interpret the written text</p> <p>Supportive signposting and enhancements</p>	<p>May have longer passages of uninterrupted text, often plain font</p> <p>A range of illustrations that support selected parts of the text</p> <p>Reduced signposting and enhancements</p>	<p>Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font</p> <p>A few illustrations that support the text</p> <p>Minimal signposting and/or enhancements</p>	<p>Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print</p> <p>Minimal illustrations that support the text</p>
Purpose and Meaning	<p>Purpose usually stated explicitly in the title or in the beginning of the text</p> <p>One level of meaning</p> <p>Theme is obvious and revealed early in the text</p>	<p>Purpose tends to be revealed early in the text, but may be conveyed with some subtlety</p> <p>More than one level of meaning, with levels clearly distinguished from each other</p> <p>Theme is clear and revealed early in the text, but may be conveyed with some subtlety</p>	<p>Purpose is implicit and may be revealed over the entirety of the text</p> <p>Several levels of meaning that may be difficult to identify/separate</p> <p>Theme may be implicit or subtle, is sometimes ambiguous and may be revealed over the entirety of the text</p>	<p>Purpose implicit or subtle, is sometimes ambiguous and revealed over the entirety of the text</p> <p>Several levels and competing elements of meaning that are difficult to identify/separate and interpret</p> <p>Theme is implicit or subtle, is often ambiguous, and is revealed over the entirety of the text</p>
Structure	<p>The organization of the text is clear, chronological and/or easy to predict</p> <p>Connections between events or ideas are explicit and clear</p> <p>One text type is evident</p>	<p>The organization of the text may have additional characters, two or more storylines and is occasionally difficult to predict</p> <p>Connections among events or ideas are sometimes implicit or subtle</p> <p>Includes different text types</p>	<p>The organization of the text may include subplots, time shifts and more complex characters</p> <p>Connections among events or ideas are often implicit or subtle</p> <p>Includes different text types of varying complexity</p>	<p>The organization of the text is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail</p> <p>Connections among events or ideas are implicit or subtle throughout the text</p> <p>Includes sustained complex text types and hybrid or non-linear texts</p>
Language Features	<p>Mainly simple sentences</p> <p>Simple, literal language</p> <p>Vocabulary is mostly familiar</p>	<p>Simple and compound sentences with some more complex constructions</p> <p>Mainly literal, common language</p> <p>Some unfamiliar vocabulary</p>	<p>Many complex sentences with increased subordinate phrases and clauses</p> <p>Some figurative or literary language</p> <p>Includes much new vocabulary and some domain specific (content) vocabulary</p>	<p>Many complex sentences, often containing intricate detail or concepts</p> <p>Much figurative or literary language such as metaphor, analogy, and connotative language</p> <p>Includes extensive unfamiliar vocabulary, and possibly archaic language</p>
Knowledge Demands Fiction	<p>Little assumed personal experience or cultural knowledge</p> <p>Simple ideas</p>	<p>Some assumed personal experience and/or cultural knowledge</p> <p>Both simple and more complicated ideas</p>	<p>Much assumed personal experience and/or cultural knowledge</p> <p>A range of recognizable ideas and challenging concepts</p>	<p>Extensive, demanding, assumed personal experience and/or cultural knowledge</p> <p>Many new ideas and/or complex, challenging concepts</p>

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – CLAP WHEN YOU LAND
DATE: OCTOBER 13, 2020

The Oneida High School is requesting approval for a textbook purchase.

The following textbook is presented for Board review only. The textbook will be presented for approval at a future Board of Education Meeting. The book is available in the District Office for your review.

Title:	<u>Clap When You Land</u>
Publisher:	Quill Tree Books
Copyright:	2020;
To Be Used By:	English Grade 9 (10 copies) \$21.83 per book

FOR REVIEW ONLY

Oneida City School District
Oneida, NY 13421

RECEIVED
SEP 24 2020

Request for New Textbook

Title: *Clap When You Land*

BY: _____
Copies Needed: 10

Author or Editor: Elizabeth Acevedo
Copyright date: 2020

Latest revision date: 2020

Publisher: Quill Tree Books
Price: \$21.83

Textbook to be used by: English 9 Book Clubs

Grade level: 9th

Readability Review

Reviewer: Permabound

Reading level: 6

Comments: In a novel-in-verse that brims with grief and love, National Book Award-winning and New York Times bestselling author Elizabeth Acevedo writes about the devastation of loss, the difficulty of forgiveness, and the bittersweet bonds that shape our lives. Camino Rios lives for the summers when her father visits her in the Dominican Republic. But this time, on the day when his plane is supposed to land, Camino arrives at the airport to see crowds of crying people... In New York City, Yahaira Rios is called to the principal's office, where her mother is waiting to tell her that her father, her hero, has died in a plane crash. Separated by distance--and Papi's secrets--the two girls are forced to face a new reality in which their father is dead and their lives are forever altered. And then, when it seems like they've lost everything of their father, they learn of each other. Great for summer reading or anytime *Clap When You Land* is a Today show pick for "25 children's books your kids and teens won't be able to put down this summer Plus don't miss Elizabeth Acevedo's *The Poet X* and *With the Fire on High* --School Library Journal (starred review)

Recommendations for use: Grades 9-12 for content

Selector Review

Reviewer: Marie Bamberger

Representing: 9th grade ELA

What provisions will be made for pupils reading one or more grades below reading level of book?
Scaffolded study guides, cooperative activities, differentiated instruction techniques, etc.

How will this text be used?

Clap When You Land presents a variety of social issues applicable to today's society, which will reinforce other areas of the ninth grade curriculum such as the article of the week and the research paper. This text will be offered as one of the choices for our social/cultural issues book club and will serve to include the realistic fiction genre. It has: high interest and appeal, readability, lasting themes, and mature concepts applicable to a middle/high school audience.

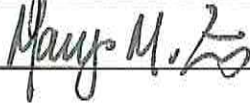
Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	X / <u> </u>	<u>Thomas L. Kordyana</u>	<u>9/22/20</u>
Principal	✓ / <u> </u>	<u>[Signature]</u>	<u>9/22/20</u>

Curriculum Coordinator

9/24/20 

Superintendent

9/28/20 

Board of Education

Date of Meeting: _____

Text Complexity Rubric

Clap When You Land

Tim Shanahan

	Simple Texts	Somewhat Simple Texts	Complex Texts	Very Complex Texts
Layout	<p>Consistent placement of text, regular word and line spacing, often large plain font</p> <p>Extensive illustrations that directly support and help interpret the written text</p> <p>Supportive signposting and enhancements</p>	<p>May have longer passages of uninterrupted text, often plain font</p> <p>A range of illustrations that support selected parts of the text</p> <p>Reduced signposting and enhancements</p>	<p>Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font</p> <p>A few illustrations that support the text</p> <p>Minimal signposting and/or enhancements</p>	<p>Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print</p> <p>Minimal illustrations that support the text</p> <p>Integrated signposting conforming to literary devices. No enhancements</p>
Purpose and Meaning	<p>Purpose usually stated explicitly in the title or in the beginning of the text</p> <p>One level of meaning</p> <p>Theme is obvious and revealed early in the text</p>	<p>Purpose tends to be revealed early in the text, but may be conveyed with some subtlety</p> <p>More than one level of meaning, with levels clearly distinguished from each other</p> <p>Theme is clear and revealed early in the text, but may be conveyed with some subtlety</p>	<p>Purpose is implicit and may be revealed over the entirety of the text</p> <p>Several levels of meaning that may be difficult to identify/separate</p> <p>Theme may be implicit or subtle, is sometimes ambiguous and may be revealed over the entirety of the text</p>	<p>Purpose implicit or subtle, is sometimes ambiguous and revealed over the entirety of the text</p> <p>Several levels and competing elements of meaning that are difficult to identify/separate and interpret</p> <p>Theme is implicit or subtle, is often ambiguous, and is revealed over the entirety of the text</p>
Structure	<p>The organization of the text is clear, chronological and/or easy to predict</p> <p>Connections between events or ideas are explicit and clear</p> <p>One text type is evident</p>	<p>The organization of the text may have additional characters, two or more storylines and is occasionally difficult to predict</p> <p>Connections among events or ideas are sometimes implicit or subtle</p> <p>Includes different text types</p>	<p>The organization of the text may include, subplots, time shifts and more complex characters</p> <p>Connections among events or ideas are often implicit or subtle</p> <p>Includes different text types of varying complexity</p>	<p>The organization of the text is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail</p> <p>Connections among events or ideas are implicit or subtle throughout the text</p> <p>Includes sustained complex text types and hybrid or non-linear texts</p>
Language Features	<p>Mainly simple sentences</p> <p>Simple, literal language</p> <p>Vocabulary is mostly familiar</p>	<p>Simple and compound sentences with some more complex constructions</p> <p>Mainly literal, common language</p> <p>Some unfamiliar vocabulary</p>	<p>Many complex sentences with increased subordinate phrases and clauses</p> <p>Some figurative or literary language</p> <p>Includes much new vocabulary and some domain specific (content) vocabulary</p>	<p>Many complex sentences, often containing intricate detail or concepts</p> <p>Much figurative or literary language such as metaphor, analogy, and connotative language</p> <p>Includes extensive unfamiliar vocabulary, and possibly archaic language</p>
Knowledge Demands	<p>Little assumed personal experience or cultural knowledge</p> <p>Simple ideas</p>	<p>Some assumed personal experience and/or cultural knowledge</p> <p>Both simple and more complicated ideas</p>	<p>Much assumed personal experience and/or cultural knowledge</p> <p>A range of recognizable ideas and challenging concepts</p>	<p>Extensive, demanding, assumed personal experience and/or cultural knowledge</p> <p>Many new ideas and/or complex, challenging concepts</p>

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – AMERICAN STREET
DATE: OCTOBER 13, 2020

The Oneida High School is requesting approval for a textbook purchase.

The following textbook is presented for Board review only. The textbook will be presented for approval at a future Board of Education Meeting. The book is available in the District Office for your review.

Title:	<u>American Street</u>
Publisher:	Harper Collins
Copyright:	2017;
To Be Used By:	English Grade 9 (10 copies) \$15.06 per book

FOR REVIEW ONLY

Oneida City School District
Oneida, NY 13421

Request for New Textbook

Title: *American Street*

Author or Editor: Ibi Zoboi
Copyright date: 2017

Latest revision date: 2017

Textbook to be used by: English 9 Book Clubs

Copies Needed: 10

Publisher: Harper Collins
Price: \$15.06

Grade level: 9th

Readability Review

Reviewer: Permabound

Reading level: 4.4

Comments: A National Book Award Finalist with five starred reviews!

A New York Times Notable Book * *Publishers Weekly* Flying Start * *Publishers Weekly* Best Book of the Year *
ALA *Booklist* Editors' Choice of 2017 (Top of the List winner) * *School Library Journal* Best Book of the
Year * *Kirkus* Best Book of the Year * BookPage Best YA Book of the Year

American Street is an evocative and powerful coming-of-age story perfect for fans of *Everything, Everything*; *Bone Gap*; and *All American Boys*.

In this stunning debut novel, Pushcart-nominated author Ibi Zoboi draws on her own experience as a young Haitian immigrant, infusing this lyrical exploration of America with magical realism and *vodou* culture.

On the corner of American Street and Joy Road, Fabiola Toussaint thought she would finally find *une belle vie*—a good life.

But after they leave Port-au-Prince, Haiti, Fabiola's mother is detained by U.S. immigration, leaving Fabiola to navigate her loud American cousins, Chantal, Donna, and Princess; the grittiness of Detroit's west side; a new school; and a surprising romance, all on her own.

Just as she finds her footing in this strange new world, a dangerous proposition presents itself, and Fabiola soon realizes that freedom comes at a cost. Trapped at the crossroads of an impossible choice, will she pay the price for the American dream?

Recommendations for use: Grades 7-12 for content

Selector Review

Reviewer: Marie Bamberger

Representing: 9th grade ELA

What provisions will be made for pupils reading one or more grades below reading level of book?
Scaffolded study guides, cooperative activities, differentiated instruction techniques, etc.

How will this text be used?

American Street presents a variety of social issues applicable to today's society, which will reinforce other areas of the ninth grade curriculum such as the article of the week and the research paper. This text will be offered as one of the choices for our social/cultural issues book club and will serve to include the realistic fiction genre. It has: high interest and appeal, readability, lasting themes, and mature concepts applicable to a middle/high school audience.



Recommending and Approval Routing

	Yes / No	Signature	Date
Department Chairperson	X / <u> </u>	<u>Thomas L Kirby, Sr</u>	<u>9/22/20</u>
Principal	<u>✓</u> / <u> </u>	<u>[Signature]</u>	<u>9/22/20</u>
Curriculum Coordinator	<u>X</u> / <u> </u>	<u>[Signature]</u>	<u>9/24/20</u>
Superintendent	<u> </u> / <u> </u>	<u> </u>	<u> </u>
Board of Education	Date of Meeting: <u> </u>		

Text Complexity Rubric

Tim Shanahan

	Simple Texts	Somewhat Simple Texts	Complex Texts	Very Complex Texts
Layout	<p>Consistent placement of text, regular word and line spacing, often large plain font</p> <p>Extensive illustrations that directly support and help interpret the written text</p> <p>Supportive signposting and enhancements</p>	<p>May have longer passages of uninterrupted text, often plain font</p> <p>A range of illustrations that support selected parts of the text</p> <p>Reduced signposting and enhancements</p>	<p>Longer passages of uninterrupted text may include columns or other variations in layout, often smaller more elaborate font</p> <p>A few illustrations that support the text</p> <p>Minimal signposting and/or enhancements</p>	<p>Very long passages of uninterrupted text that may include columns or other variations in layout, often small densely packed print</p> <p>Minimal illustrations that support the text</p> <p>Integrated signposting conforming to literary devices. No enhancements</p>
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TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: COMMITTEE CHAIR REPORTS
DATE: OCTOBER 13, 2020

The Committee Chair Reports will be presented.

Audit:

Policy

Curriculum, Instruction
& Technology

Finance & Facility:

Governance:

FOR INFORMATION ONLY

Curriculum, Instruction & Technology

09/08/2020

Present: Martin Kelly, Brad Myatt, Bob Group, Mary-Margaret Zehr, Jessica Poyer,
Genevieve Brauner, Jim Rowley

The committee discussed the framework for future meetings during the academic year with the focus of meetings emanating from the priorities / goals in the District Comprehensive Improvement Plan (DCIP). Committee members were interested in learning how instructional plans may be altered for the hybrid learning model and how this may affect the priorities within the DCIP. It was suggested departments / instructional areas may present multiple times with different staff to address the different priorities within the plan.

Tentative plans include:

October – curriculum mapping, summer activities

November – Social Emotional learning update

December going forward – focus on DCIP priorities with a potential break in April to get a report for the counseling staff. Updates on technology as warranted.

Finance and Facilities Committee Meeting Minutes
September 16, 2020

Present:

Jen Parker, Marty Kelly, Jim Maio, Mary-Margaret Zehr, Jim Rowley

- **Facility Vision Team** - The committee discussed what role the Facility Vision Team should play during the 2020-21 school year. With some of the fiscal challenges facing the district this year, it was decided not to have formal meetings of this group. MMZ will reach out to members and conduct a thought exchange to get input. The committee discussed the possibility of a public forum some time in January when the district will have more information relative to the 2021-22 budget.
- **Building Project Advertisement** – The committee had a brief discussion on the draft advertisement plan for the new capital project that will be voted on in December. It was suggested that any materials sent to the public is also shared with staff.
- **Budget Update and Training for BOE** – Jim presented a cursory, high-level overview of the fiscal impacts to the District under different scenarios of state aid cuts. If there is no stimulus relief from the federal government and 20% of all aid payments are withheld in 2020-21, the district will be close to experiencing cash flow issues heading into 2021-22. Requested BOE training on the budget process will be postponed until later in the year.
- **Negotiations** – The committee will report back on issues they feel are important in upcoming negotiations with the OTA. A handful of issues were discussed as potential items.
- **Other** – The committee discussed a staffing issue in a particular department and MMZ and Jim will bring back more details on how to address the issue including a job description.

Governance Committee
10-01-2020

Present: Jim Maio, Bob Group, Mary-Margaret Zehr, Jim Rowley
Absent: Melinda Bowe

The committee reviewed District goals.

The committee suggested having a discussion item on the BOE agenda regarding a reflection on the last retreat in order to plan for a possible January 2021 retreat.

Jim / MMZ will provide information on NYSBA virtual meeting to be held later this month as well as information on potential virtual courses BOE members can avail themselves as professional learning opportunities this year.

Topics for next meeting include:

- Role of the Board of Education
- Communication (between BOE members and Between BOE members and Administration)

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOE PRESIDENT REPORT
DATE: OCTOBER 13, 2020

Mr. Bob Group will give his Board President's Report.

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOE RETREAT
DATE: OCTOBER 13, 2020

Discussion regarding BOE Retreat.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BUILDING PROJECT
DATE: OCTOBER 13, 2020

Discussion regarding Building Project.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: LEGAL SERVICES
DATE: OCTOBER 13, 2020

Discussion regarding legal services.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TECHNOLOGY SUPPORT
DATE: OCTOBER 13, 2020

Discussion regarding technology support.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: SUPERINTENDENT REPORT
DATE: OCTOBER 13, 2020

Ms. Mary-Margaret Zehr will give her Superintendent's Report.

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: ASSISTANT SUPERINTENDENT FOR FINANCE REPORT
DATE: OCTOBER 13, 2020

Mr. Jim Rowley will give his Assistant Superintendent for Finance Report.

FOR INFORMATION ONLY