

Regular meeting of the
Oneida City School District
Board of Education

December 8, 2020
6:00 PM at Durhamville Elementary



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. Presentation**
 - a. Highlights of Durhamville Elementary
 - b. QUESTAR Audit Report
- V. Consent Agenda**
 - a. Meeting Minutes
 - i. November 10, 2020 Regular Meeting
 - ii. November 17, 2020 Special Meeting
 - iii. November 30, 2020 Special Meeting
 - b. Special Education
 - i. Committee on Special Education
 - ii. 504 Committee
 - iii. Committee on Preschool Special Education
- VI. Finance**
 - a. Financial Reports
- VII. Resolutions**
 - a. Personnel
 - b. Internal Audit/Risk Assessment and Corrective Action Plan
 - c. Policies for Approval
 - d. Substitute rates
 - e. Return Tax List
 - f. Donation to Oneida City School District
 - g. APPR Plan District Certification
 - h. Rescind 11 Month Keyboard Specialist position
 - i. Create OCSD Civil Service position
 - j. Applications for Corrected Tax Roll

VIII. Communications

- a. Committee Chair Reports
- b. BOE President Report
- c. Discussions
 - 1. District boundary
 - 2. Yellow/orange zones
 - 3. BOE member resignation
- d. Superintendent Report
- e. Assistant Superintendent for Finance Report

IX. Executive Session

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;

X. Adjournment

Upcoming Events:

Wednesday, December 16

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

Tuesday, January 12

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

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DURHAMVILLE ELEMENTARY SCHOOL
DATE: DECEMBER 8, 2020

Presentation on the highlights of the Durhamville Elementary School.

PRESENTATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: QUESTAR AUDIT REPORT
DATE: DECEMBER 8, 2020

Presentation on the audit report.

PRESENTATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: CONSENT ITEMS
DATE: DECEMBER 8, 2020

The following consent items are being submitted for your approval:

- Meeting Minutes
 - i. November 10, 2020 Regular Meeting
 - ii. November 17, 2020 Special Meeting
 - iii. November 30, 2020 Special Meeting
- Special Education
 - iv. Committee on Special Education
 - v. 504 Committee
 - vi. Committee on Preschool Special Education

RECOMMENDED ACTION

Motion to approve consent items as submitted for December 8, 2020.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

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

November 10, 2020
6:00 PM at the Willard Prior Elementary School

MEMBERS PRESENT: Mr. Robert Group
Ms. Heather Denby
Mr. Martin Kelly
Mr. James Maio
Mr. Brad Myatt
Ms. Jennifer Parker

MEMBERS ABSENT: 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,
Moirra Yardley, Stacey Tice, Teachers

The regular meeting of the Oneida City School District's Board of Education for November 10, 2020 was called to order by President Mr. Robert Group at 6:00 PM. The Pledge of Allegiance was said. Mrs. Yardley and teachers presented "Optimistic Piranha's" video – students and teachers speaking about their optimism at Willard Prior. Stacey Tice presented the Athletic Reopening Plan. President Group then referred to the prepared agenda.

CONSENT ITEMS

Consent Items
ACTION NO. 105

MOVED BY *Parker*, SECONDED BY *Kelly*, to approve the consent items for the November 10, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED

FINANCE

Finance
ACTION NO. 106

MOVED BY *Myatt*, SECONDED BY *Maio*, to approve the financial reports for the November 10, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED

FINANCE

Finance
NO ACTION

Quarterly Appropriation Status Report ending September 30, 2020 was submitted for review.

FOR REVIEW ONLY

FINANCE – APPROPRIATION TRANSFERS

MOVED BY *Denby*, SECONDED BY *Maio*, to approve the appropriation transfers for the November 10, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

PERSONNEL

MOVED BY *Kelly*, SECONDED BY *Denby*, to approve the personnel items for the November 10, 2020 Board of Education meeting including approval leave request for J.Spencer, appointments of P.Mercer and A. Barber as LTS teachers; one time salary adjustments for R. Wilczak and N.Anderalli as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

NYSPHSAA SECTION III COMBINING CONTRACT

MOVED BY *Myatt*, SECONDED BY *Parker*, to approve the NYSPHSAA Section III Combining Contract between OCS D and VVS School Districts for Varsity and Modified Wrestling as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

RESOLUTION APPOINTING ELECTION INSPECTORS

MOVED BY *Maio*, SECONDED BY *Kelly*, to approve the Resolution Appointing Election Inspectors as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

2021-2022 BUDGET TIMELINE

MOVED BY *Parker*, SECONDED BY *Kelly*, to approve the 2021-2022 Budget Timeline as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

TEXTBOOK FOR APPROVAL – EXPLORING MICROSOFT OFFICE EXCEL 2019 COMPREHENSIVE

MOVED BY *Denby*, SECONDED BY *Parker*, to approve the high school textbook *Exploring Microsoft Office Excel 2019 Comprehensive* as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

**Finance – Approp.
Transfers**
ACTION NO. 107

Personnel
ACTION NO.108

Jill Spencer-leave request;
P. Mercer and A.Barber LTS
appts; R.Wilczak and N.Anderalli
one time salary adjustments;

**NYSPHSAA Section III
Combining Contract**
ACTION NO. 109

Varsity and Modified Wrestling

**Resolution Appointing
Election Inspectors**
ACTION NO. 110

Capital Project

**2021-2022 Budget
Timeline**
ACTION NO. 111

**Textbook for Approval
– Exploring Microsoft
Office Excel 2019
Comprehensive**
ACTION NO. 112

TEXTBOOK FOR APPROVAL – I'M NOT DYING WITH YOU TONIGHT

MOVED BY *Denby*, SECONDED BY *Parker*, to approve the high school textbook I'm Not Dying with You Tonight as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

TEXTBOOK FOR APPROVAL – PATRON SAINTS OF NOTHING

MOVED BY *Kelly*, SECONDED BY *Myatt*, to approve the high school textbook Patron Saints of Nothing as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

TEXTBOOK FOR APPROVAL – CLAP WHEN YOU LAND

MOVED BY *Myatt*, SECONDED BY *Kelly*, to approve the high school textbook Clap When You Land as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

TEXTBOOK FOR APPROVAL – AMERICAN STREET

MOVED BY *Maio*, SECONDED BY *Denby*, to approve the high school textbook American Street as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

OCSD EXTRACLASROOM ACTIVITY FUND CORRECTIVE ACTION PLAN

MOVED BY *Kelly*, SECONDED BY *Parker*, to approve the Corrective Action Plan for the Extra classroom Activity Fund for the year ended June 30, 2020 as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

EXCESSING OF BUSES

MOVED BY *Myatt*, SECONDED BY *Kelly*, to approve the excessing of Bus #59 VIN # 1BAKFCA2AF271044 Year 2010, Bus #60 VIN # 1BAKFCA4AF271045 Year 2010, Bus #65 VIN # 4DRBUSKNXCB673142 Year 2012, Bus #66 VIN # 4DRBUSKN1CB673143, Year 2012 Bus #67 VIN # 4DRBUSKN3CB673144 Year 2012 to be sold at Auction as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

Textbook for Approval – I'm Not Dying With You Tonight
ACTION NO. 113

Textbook for Approval – Patron Saints of Nothing
ACTION NO. 114

Textbook for Approval – Clap When You Land
ACTION NO. 115

Textbook for Approval – American Street
ACTION NO. 116

OCSD Extraclassroom Activity Fund Corrective Action Plan
ACTION NO. 117

Excessing of Buses
ACTION NO. 118

Bus #59 VIN #
1BAKFCA2AF271044 Yr 2010,
Bus #60 VIN #
1BAKFCA4AF271045 Yr 2010,
Bus #65 VIN #
4DRBUSKNXCB673142 Yr
2012, Bus #66 VIN #
4DRBUSKN1CB673143, Yr 2012
Bus #67 VIN #
4DRBUSKN3CB673144 Yr 2012

DONATION TO SENECA STREET ELEMENTARY GRADE 3 CLASSROOMS

MOVED BY *Denby*, SECONDED BY *Maio*, to approve the donation of indoor recess items for the grade 3 classrooms at Seneca Street Elementary from Anthony and Diane Farina as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

DONATION TO SENECA STREET ELEMENTARY

MOVED BY *Kelly*, SECONDED BY *Myatt*, to approve the donation of money towards student needs by David and Deresa Durkee as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

RECORDS RETENTION

MOVED BY *Parker*, SECONDED BY *Maio*, to approve the new records retention schedule as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

STATE COMPTROLLER AUDIT CORRECTIVE ACTION PLAN

MOVED BY *Denby*, SECONDED BY *Kelly*, to approve the Corrective Action Plan in response to the State Comptroller Audit as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

RESOLUTION AUTHORIZING PARTICIPATION IN COOPERATIVE ENERGY PURCHASING SERVICE (NYSMEC) FOR ELECTRICITY

MOVED BY *Kelly*, SECONDED BY *Myatt*, to approve the resolution authorizing participation in Cooperative Energy Purchasing Service (NYSMEC) for Electricity as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

Donation to Seneca Street Elementary Gr 3 Classrooms
ACTION NO. 119

Donation to Seneca Street Elementary
ACTION NO. 120

Records Retention
ACTION NO. 121

State Comptroller Audit Corrective Action Plan
ACTION NO. 122

Resolution Authorizing Participation in Cooperative Energy Purchasing Service (NYSMEC) for Electricity
ACTION NO. 123

ELECTRICITY COOPERATIVE ENERGY PURCHASING
SERVICE BILLING SCHEDULE AND AGREEMENT (JOINDER)

MOVED BY *Parker*, SECONDED BY *Myatt*, to approve the Electricity Cooperative Energy Purchasing Service Billing Schedule and Agreement (Joinder) as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

Electricity Cooperative
Energy Purchasing
Service Billing Schedule
and Agreement
(Joinder)

ACTION NO. 124

RESOLUTION AUTHORIZING PARTICIPATION IN
COOPERATIVE ENERGY PURCHASING SERVICE (NYSMEC)
FOR NATURAL GAS

MOVED BY *Kelly*, SECONDED BY *Maio*, to approve the resolution authorizing participation in Cooperative Energy Purchasing Service (NYSMEC) for Natural Gas as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

Resolution Authorizing
Participation in
Cooperative Energy
Purchasing Service
(NYSMEC) for Natural
Gas

ACTION NO. 125

NATURAL GAS COOPERATIVE ENERGY PURCHASING
SERVICE BILLING SCHEDULE AND AGREEMENT (JOINDER)

MOVED BY *Parker*, SECONDED BY *Myatt*, to approve the Natural Gas Cooperative Energy Purchasing Service Billing Schedule and Agreement (Joinder) as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

Natural Gas
Cooperative Energy
Purchasing Service
Billing Schedule and
Agreement (Joinder)

ACTION NO. 126

RESCIND OCSD DATA PROCESSOR I POSITION

MOVED BY *Maio*, SECONDED BY *Denby*, to approve the rescinding of the 11 month Data Processor I position that was previously approved at the June 13, 2017 Board of Education meeting as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

Rescind OCSD Data
Processor I position

ACTION NO. 127

CREATION OF OCSD CIVIL SERVICE POSITIONS

MOVED BY *Parker*, SECONDED BY *Kelly*, to approve the creation of two OCSD civil service positions: School LPN and 12 month Data Processor as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

Creation of OCSD Civil
Service Positions

ACTION NO. 128

PROJECT ACCOUNT EXPENDITURE

MOVED BY *Denby*, SECONDED BY *Kelly*, to approve the expenditure of approximately \$5400 for two Amana Premium HE Forced Air furnaces for the district office out of the Oneida Castle Building Sale proceeds account as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

EXCESSING OF MAINTENANCE EQUIPMENT

MOVED BY *Maio*, SECONDED BY *Parker*, to approve the excessing of maintenance equipment to be sold at auction as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

DONATION TO ONEIDA CITY SCHOOL DISTRICT

MOVED BY *Kelly*, SECONDED BY *Denby*, to approve the donation of school supplies to the Oneida City School District from the Oneida Walmart as submitted.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED _____

POLICIES FOR REVIEW

Policy numbers 8002, 8011, 8100, 8101, 8103, 8200, 8201, 8202 and 8203 were submitted for first reading with approval at a future Board of Education Meeting along with Policy numbers 8001, 8044, 8201.1 and 8203.1 recommended for deletion.

COMMITTEE CHAIR REPORTS

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

FOR INFORMATION ONLY

BOE PRESIDENT REPORT

Mr. Robert Group presented his BOE President Report.

FOR INFORMATION ONLY

Project Account
Expenditure

ACTION NO. 129

Furnace at district office

Excessing of
Maintenance
Equipment

ACTION NO. 130

Donation to Oneida City
School District

ACTION NO. 131

Policies for Review
NO ACTION

Committee Chair
Reports
NO ACTION

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 Report
NO ACTION

EXECUTIVE SESSION

MOVED BY *Myatt*, SECONDED BY *Kelly*, that the board of education meeting of November 10, 2020 move to executive session at 7:36 PM for purposes of 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 6 NAYS 0
MOTION CARRIED

Executive Session
ACTION NO. 132

The Board of Education returned to regular session at 8:21 PM

MEMORANDUM OF UNDERSTANDING

MOVED BY *Maio*, SECONDED BY *Myatt*, to approve the Memorandum of Understanding between Oneida City School District and Brian Gallagher as final resolution of the Decision of the New York State Commissioner of Education No. 17858.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED


MOU
ACTION NO. 133

ADJOURNMENT

MOVED BY *Maio*, SECONDED BY *Denby*, that the Board of Education meeting of November 10, 2020 be adjourned at 8:23 PM.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED

Adjournment
ACTION NO. 134



James Rowley
Clerk of the Board

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

November 17, 2020
7:30 AM via Zoom Meeting

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

MEMBERS ABSENT: Ms. Jennifer Parker

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

The special meeting of the Oneida City School District's Board of Education for November 17, 2020 was called to order by President Mr. Robert Group at 7:36 AM. The Pledge of Allegiance was said and President Group referred to the agenda.

2020-2021 CAPITAL OUTLAY PROJECT BID AWARD

MOVED BY *Maio*, SECONDED BY *Kelly*, approval of the 2020-21 Capital Outlay Project Bid Award to Richard E. Alexander Co. Inc. from Marcy, NY as submitted.

VOTE ON THE MOTION **AYES 5 NAYS 0**
MOTION CARRIED _____

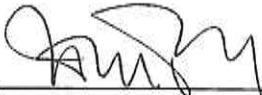
ADJOURNMENT

MOVED BY *Denby*, SECONDED BY *Kelly*, that the Special Board of Education meeting of November 17, 2020 be adjourned at 7:42 AM.

VOTE ON THE MOTION **AYES 5 NAYS 0**
MOTION CARRIED _____

**2020-21 Capital Outlay
Project Bid Award**
ACTION NO. 135

Adjournment
ACTION NO. 136



James Rowley
Clerk of the Board

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

November 30, 2020
6:00 PM at Costello Transportation Center

MEMBERS PRESENT:

Mr. Robert Group, President
Mr. James Maio, Vice President
Ms. Heather Denby
Mr. Martin Kelly
Mr. Brad Myatt
Ms. Jennifer Parker

SPECTATORS:

Mr. Scott Budelmann

The special meeting of the Oneida City School District's Board of Education for November 30, 2020 was called to order by President Mr. Bob Group at 6:01 PM. The Pledge of Allegiance was said and President Group referred to the agenda.

EXECUTIVE SESSION

Executive Session
ACTION NO. 137

MOVED BY Denby, SECONDED BY Kelly, that the Special Board of Education meeting of November 30, 2020 move to Executive Session for the purpose of discussions regarding 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 6 NAYS 0
MOTION CARRIED

The Board of Education returned to regular session at 8:10 PM

DISTRICT SUPERINTENDENT CONSULTING SERVICES

District Supt Consulting
Services – AGENDA
ADDITION
ACTION NO. 138

MOVED BY Parker, SECONDED BY Myatt, to approve the appointment of Scott A. Budelmann, District Superintendent of Schools, Mad-Oneida BOCES, as Search Consultant for the position of Superintendent of Schools for the Oneida City School District as submitted.

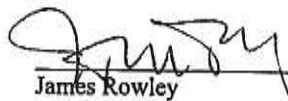
VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED

ADJOURNMENT

Adjournment
ACTION NO. 139

MOVED BY Maio, SECONDED BY Kelly, that the Special Board of Education meeting of November 30, 2020 be adjourned at 8:11 PM.

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED


James Rowley
Clerk of the Board

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: FINANCIAL REPORTS
DATE: DECEMBER 8, 2020

Financial reports for the month of October 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:	October 1, 2020	\$	<u>16,285,184.32</u>	
Cash receipts - State/BOCES Aid			<u>136,045.90</u>	
- Other			<u>4,480,823.63</u>	
Receipts and Cash Balance			<u>20,902,053.85</u>	
Cash Disbursements		(<u>3,519,669.60</u>)
Cash Per Books:	October 31, 2020	\$		<u>17,382,384.25</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>59,682.46</u>	
	CD/Savings		<u>17,333,778.09</u>	
	subtotal		<u>17,393,460.55</u>	
Less:				
Outstanding Checks:		(<u>11,076.30</u>)
Reconciled Balance:	October 31, 2020	\$		<u>17,382,384.25</u>

TREASURER'S REPORT - SCHOOL LUNCH FUND

Cash Per Books:	October 1, 2020	\$	<u>56,050.49</u>	
	Cash receipts:		<u>37,278.90</u>	
	Receipts and Cash Balance		<u>93,329.39</u>	
	Cash Disbursements		<u>(63,512.89)</u>	
Cash Per Books:	October 31, 2020			\$ <u>29,816.50</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>29,816.50</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:	October 31, 2020			\$ <u>29,816.50</u>

TREASURER'S REPORT - SPECIAL AID FUND

Cash Per Books:	October 1, 2020	\$	<u>1,248.03</u>	
	Cash receipts:		<u>367,373.53</u>	
	Receipts and Cash Balance		<u>368,621.56</u>	
	Cash Disbursements		<u>(131,390.55)</u>	
Cash Per Books:	October 31, 2020			\$ <u>237,231.01</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>237,231.01</u>	
	subtotal		<u>237,231.01</u>	
Less:				
Outstanding Checks			<u>(0.00)</u>	
Reconciled Balance:	October 31, 2020			\$ <u>237,231.01</u>

TREASURER'S REPORT - CAPITAL FUND

Cash Per Books: October 1, 2020		\$ <u>1,044,925.70</u>	
Cash receipts:		<u>2,762.11</u>	
Receipts and Cash Balance		\$ <u>1,047,687.81</u>	
Cash Disbursements		<u>(6,654.66)</u>	
Cash Per Books: October 31, 2020			\$ <u>1,041,033.15</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$ <u>852,503.49</u>	
	CD/Savings	<u>193,059.66</u>	
	Subtotal	\$ <u>1,045,563.15</u>	
Less:			
Outstanding Checks		<u>(4,530.00)</u>	
Reconciled Balance:	October 31, 2020		\$ <u>1,041,033.15</u>

TREASURER'S REPORT - TRUST AND AGENCY/SCHOLARSHIP FUNDS

Cash Per Books: October 1, 2020		\$ <u>654,939.98</u>	
Cash receipts:		<u>2,598,644.47</u>	
Receipts and Cash Balance		\$ <u>3,253,584.45</u>	
Cash Disbursements		<u>(2,563,985.50)</u>	
Cash Per Books: October 31, 2020			\$ <u>689,598.95</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$ <u>630,594.82</u>	
	Payroll Checking	<u>6,786.09</u>	
	Scholarship Savings	<u>62,159.35</u>	
	Subtotal	\$ <u>699,540.26</u>	
Plus:			
ERS - 3 employees that had ERS issues		<u>261.08</u>	
Less:			
Outstanding Checks: Trust & Agency		<u>(3,092.98)</u>	
Payroll		<u>(6,490.38)</u>	
Payroll (ERS wires less than was posted to nVision)		<u>(619.03)</u>	
Reconciled Balance:	October 31, 2020		\$ <u>689,598.95</u>

ONEIDA CITY SCHOOL DISTRICT - GENERAL FUND REVENUE REPORT

Month Ending October 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	\$ 14,368,754.25	\$ 883,339.75
A1081	Payments in Lieu of Taxes	132,440.00	6,341.62	126,098.38
A1085	School Tax Relief Reimbursement	2,870,700.00	0.00	2,870,700.00
A1090	Interest & Penalties on Taxes	70,000.00	33,178.02	36,821.98
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	854.00	(854.00)
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	2,074.37	1,925.63
A2410	Rental of Property	11,000.00	15,000.00	(4,000.00)
A2413	Rental of Property-BOCES	76,000.00	0.00	76,000.00
A2414	Rental of Buses	12,000.00	18.59	11,981.41
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	40.00	(40.00)
A2700	Reimb. Medicare Part D Expenditures	150,000.00	11,372.64	138,627.36
A2701	Refund-Prior Yrs. Expenditures/BOCES aided	150,000.00	186,439.85	(36,439.85)
A2703	Refund-Prior Yrs. Expenditures	100,000.00	44,894.43	55,105.57
A2705	Gifts and Donations	0.00	3,750.00	(3,750.00)
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	12.18	99,987.82
A3089	Star Program/Reimbursement/Admin.	0.00	0.00	0.00
A3101.A	Basic Aid & Building	16,358,207.00	9,028.00	16,349,179.00
A3101.E	Excess Cost Aid	2,674,279.00	0.00	2,674,279.00
A3102	Lottery Aid	2,604,567.00	2,921,327.33	(316,760.33)
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	29,670.00	84,876.00
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	0.00	837,525.00
A4601	Medicaid Assistance	115,000.00	10,355.73	104,644.27
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	\$ 17,643,128.61	\$ 26,550,274.39
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	\$ 17,643,128.61	\$ 29,011,463.89

EXTRA CLASSROOM ACTIVITY FUNDS

ONEIDA SENIOR HIGH SCHOOL

Report of Accounts

Month Ended				As of:	31-Oct-20
	Beginning				Ending
Activity	Balance	Receipts	Total	Disbursements	Balance
Advanced Placement	4,727.15	700.00	5,427.15		5,427.15
Art Club	404.72		404.72		404.72
Banking Fees & Interest	164.80	3.36	168.16		168.16
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	690.00	10,324.21		10,324.21
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
Marching Band	568.89		568.89		568.89
National Honor Society	1,202.30		1,202.30	613.46	588.84
NYS Sales Tax Due	(0.00)		(0.00)		(0.00)
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	1,384.24		1,384.24		1,384.24
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	200.00	942.92	338.00	604.92
Z Club	2,209.98		2,209.98	59.00	2,150.98
Total	57,439.95	1,593.36	59,033.31	1,010.46	58,022.85
Checking Account ... 9146		19,639.80			
Money Market Account ... 4977		39,605.69			
Deposits in Transit		-			
Less Checks Outstanding		1,222.64			
Working Balance		58,022.85			


 Laura J. Reff, Central Treasurer

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

Date	Auditor
------	---------

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

For the month

Oct-20

ACTIVITY	BEGINNING BALANCE	MONTHLY RECEIPTS	Total RECEIPTS	Monthly PAYMENTS	ENDING BALANCE
STUDENT COUNCIL	\$ 18,955.88		\$ 18,955.88	\$ 2,500.00	\$ 16,455.88
	\$ -		\$ -	\$ -	\$ -
MUSIC CLUB (Band/Chorus)	\$ 7,294.23		\$ 7,294.23	\$ 62.59	\$ 7,231.64
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	\$ 39,655.57	\$ -	\$ 39,655.57	\$ 2,562.59	\$ 37,092.98

OUTSTANDING CHECKS

4375	\$	15.00
4513	\$	70.00
4525	\$	70.00
4538	\$	62.59
4539	\$	2,500.00

STATEMENT OF BANK BALANCE #614309154

CHECKING	\$ 39,810.57
Less Outstanding Chks.	\$ 2,717.59
Plus Outstanding Deps.	\$ -
Working Balance	\$ 37,092.98

\$2,717.59

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

Auditor

Treasurer



Principal



11-30-20

DATE

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: PERSONNEL
DATE: DECEMBER 8, 2020

We are recommending the approval of the attached personnel items for the December 8, 2020 Board of Education meeting.

RECOMMENDED ACTION

Motion to approve the personnel items for the December 8, 2020 Board of Education meeting as presented.

MOTION MADE BY _____

SECONDED BY _____

A___ N___

Oneida City School District
 Personnel Report
 December 8, 2020
 Board of Education Meeting

RECOMMENDED ADMINISTRATIVE RESIGNATION

Personnel	Building	Position	Effective
Zehr, Mary-Margaret	DW	Superintendent of Schools	February 9, 2021

RECOMMENDED INSTRUCTIONAL RETIREMENT

Personnel	Building	Position	Effective
D'Amico, Diana	DV	Elementary Teacher	June 25, 2021
Skibitski, Jeffrey	OHS	Mathematics Teacher	June 25, 2021

RECOMMENDED INSTRUCTIONAL LEAVE

Personnel	Building	Position	Effective
Morgan, Erika	NB	Grade 5 Teacher	Approx March 2021 for 12 weeks
Sipley, Jordan	NB	Grade 4 Teacher	Approx. March 25, 2021 – Approx. May 17, 2021
Terrier, Shannon	NB	Grade 3 Teacher	Approx. April 10, 2021 for 12 weeks

VOLUNTEER COACH

Personnel	Team
Hicks, Kristin	Boys Swim

RECOMMENDED STUDENT TEACHER

Personnel	Building	Effective
Calhoun, Ashley	Otto Shortell Middle School with Mrs. Gwilt/Music	January 13, 2021 – March 12, 2021

RECOMMENDED SUBSTITUTE TEACHERS

AS ATTACHED

CLASSIFIED PERSONNEL

AS ATTACHED

**Oneida City School District
December 8, 2020
Board of Education Meeting**

Recommended Substitute Teachers

Substitute Name	Area(s) to Sub	Certification
Nancy Chambers	K-8; especially Music; College Student	Non-Certified
Norma Happle	Elementary and OSMS	Non-Certified
Alexandria Jones	Secondary; Avail after December 18, 2020;	Non-Certified
Patricia Lanz	Elementary	Non-Certified
Scott Potter	Secondary; College Student	Non-Certified

Oneida City School District
Personnel Report
December 8, 2020

Board of Education Meeting

CLASSIFIED PERSONNEL

RECOMMENDED CLASSIFIED PROBATIONARY APPOINTMENT

NAME	TITLE	LOCATION	PAYRATE	EFFECTIVE DATE
Erika Dwyer	Teacher Aide Temp FT – 5 hours/day	DV	11.80 per/hour	11/9/20

RECOMMENDED CLASSIFIED SUBSTITUTE APPOINTMENTS

NAME	TITLE	LOCATION
Nancy Chambers	Teacher Aide	District Wide
Carolyn Hayes	Clerk	District Wide
Norma Happle	Teacher Aide	District Wide
Patricia Lanz	Teacher Aide	District Wide
Symon Sumner	Bus Driver	Trans. Center

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: INTERNAL AUDIT/RISK ASSESSMENT AND CORRECTIVE ACTION PLAN
DATE: DECEMBER 8, 2020

We are recommending approval of the Internal Audit Report and Corrective Action Plan as submitted.

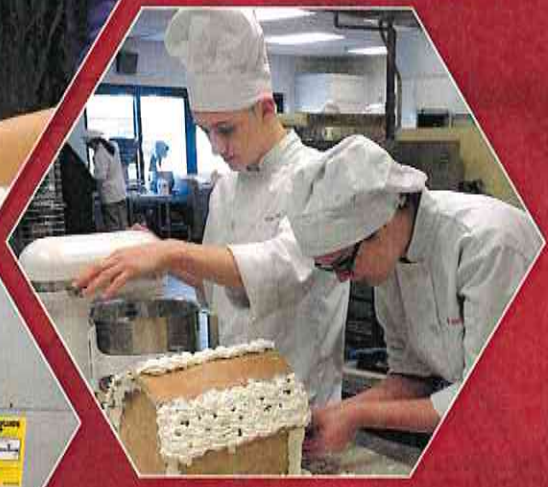
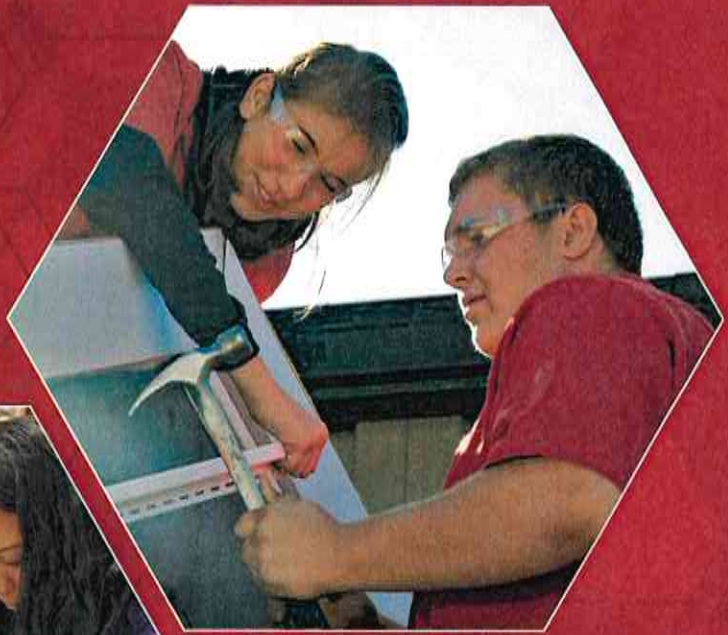
RECOMMENDED ACTION

Motion to approve the Internal Audit Report and Corrective Action Plan as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____



QUESTAR III
PUTTING STUDENTS FIRST

Oneida City School District:

FY 2019/20 Risk Assessment

www.questar.org



May 15, 2020

Board of Education
Oneida City School District
565 Sayles Street
Oneida, New York 13421

We have completed the update to the financial risk assessment of the Oneida City School District. One of the requirements of the 2005 School Financial Oversight and Accountability legislation is to update the risk assessment annually. Our engagement was designed to assess risk in the District's financial reporting process and to identify internal controls that mitigate those risks.

The purpose of the financial risk assessment was to review the internal controls that the District has in place to prevent errors, detect fraud and ensure that financial reporting is accurate and that the District assets are safeguarded. In conducting the financial risk assessment, we considered significant classes of assets and transactions. We interviewed key staff to obtain an understanding of the financial processes.

We noted some areas where the District could improve the internal control structure. Our recommendations follow in the attached report.

RELIABILITY OF INFORMATION

As noted, the purpose of our engagement was to assist you in improving the process by which you monitor and manage the risks that face the District. However, it is ultimately your responsibility to assess the adequacy of your risk management system.

In performing our engagement, we relied on the accuracy and reliability of information provided by District personnel. We have not audited, examined, or reviewed the information, and express no assurance on it.

DISTRIBUTION OF THE REPORT

This report is intended solely for the information and use of the Board of Education and management of the Oneida City School District and should not be used for any other purpose.

We appreciate the opportunity to serve you and thank the individuals in your organization for their cooperation. Over time, it will be necessary to reassess your risks to ensure that they have not changed and to ensure that your risk management system is functioning properly. Through our ongoing involvement with you as a client and our knowledge of your district and its processes, we are in a unique position to assist you with that process. Please contact us at any time should you desire such services.

Sincerely,

Mark Beaudette, CPA
Questar III

TABLE OF CONTENTS

INHERENT RISK AREAS	1
ASSESSMENT OF RISK	3
PRIOR YEARS' COMMENTS AND RECOMMENDATIONS	4
ISSUES IDENTIFIED IN THE CURRENT YEAR	13
CLEARED COMMENTS	14

DRAFT

Inherent Risk Areas

Below are inherent risks that should be addressed as part of conducting the annual independent audit and the ongoing internal audit function:

RISK AREA	DESCRIPTION	RECOMMENDATION
<p>Changing Environment</p>	<p>The District operates in an environment of complex or frequently changing compliance requirements. The risk to the District is that as compliance regulations change complexities place task burdens on District employees. The complexity of the tasks increases the risk that the District could feel adverse consequences if it were to lose a key person in the business office.</p>	<p>To mitigate this risk, the District should continue the process of documenting all critical financial processes, such as payroll, purchasing, accounts payable and IT processes. These documents should be reviewed, tested and updated as the processes change.</p> <p>In addition, employees should continue to be cross trained to cover all critical process during vacations, prolonged absences or vacancies in financial positions.</p>
<p>Complex Transactions</p>	<p>The entity has a mix of program types funded by third parties that could motivate management to shift costs or manipulate accounting transactions.</p>	<p>This is always an area of inherent risk. The District's Internal Audit function should monitor practices that ensure that funding regulations are understood and complied with.</p> <p>In addition, a properly functioning claims auditing procedure will review the appropriateness of costs charged to the various programs.</p>
<p>Segregation of Duties</p>	<p>The segregation of duties is an issue within school districts primarily due to limited staffing and/or changes to employee responsibilities. There may be instances where the District has risk exposure and no mitigating controls.</p>	<p>Segregation of duties issues can be addressed in several ways:</p> <ul style="list-style-type: none"> • The District could reassign work so that checks and balances are put in place and no one person has a span of control that is too extensive; • Additional review procedures could be developed and implemented either at the beginning or end of the process; or • The involvement of the claims auditor or internal audit function could be increased.
<p>Economic Impact of COVID-19</p>	<p>Due to the possible reduction of state aid, or an increase of unexpected expenditures incurred after the District's adopted budget has been approved, the District faces the risk of an unplanned deficiency of revenues over expenditures.</p>	<p>The Board of Education (BOE) and the District's business official should continuously monitor and evaluate expenditures that may be subject to aid relief in the future. Constant contact with peers and technical resources is recommended to ensure that the District maximizes aid opportunities that may arise. The District should also have a process in place to monitor the budget to actual projections on a regular basis and have a detailed plan in</p>

		place to make budget adjustments, as necessary.
<p>Prior Audits</p>	<p>Internal Audit has performed the following audits that will require follow up:</p> <ul style="list-style-type: none"> • Operations & Maintenance Processes – FY 2013/14 • Extraclassroom Activities– FY 2014/15. • Human Resource/Payroll Functions – FY 2015/16. • Scholarship Awards and Miscellaneous Transportation Billing – FY 2016/17. • IT Inventory – FY 2017/18. • Field Trip Billing and Fuel Billing Audit – FY 2018/19. • Elementary Lunch Duty Pay – FY 2018/19. 	<p>The Board of Education (Board) should consider having Internal Audit perform follow-up audits to ensure management corrective actions to audit observations are working effectively and efficiently.</p>

Assessment of Risk

Below is an assessment of the District's internal controls for each functional area which are classified as low; moderate; or high risk. The assessment is based on the likelihood and impact that an unfavorable event would have on the District. The functions that we deemed to be high risk areas are critical to the operation of the District or are assets susceptible to misappropriation. In addition, this information may be used by the Board of Education for developing an audit plan for the upcoming year.

Functional Area	Risk Classification		Comments
	Prior Year	Current Year	
Cash – Business Office	Low/Moderate	Low/Moderate	
Cash – Lunch Program	Moderate	Moderate	
Cash – Extraclassroom	Moderate	Moderate	
Cash – Petty Cash	Low	Low	
Banking	Low/Moderate	Low/Moderate	
State Aid	N/A	Moderate	New to risk assessment
Accounts Receivable – General	Moderate	Moderate	
Accounts Receivable – Medicaid and Special Education	Moderate/High	Moderate/High	
Accounts Receivable - Federal	N/A	Low/Moderate	
Accounts Payable	Moderate	Moderate	
Payroll	Moderate	Moderate	
Purchasing	Low	Low	
Fixed Assets Accountability	Moderate	Moderate/High	No physical inventory in 8 years
Inventory – Fuel	Moderate	Moderate	
Inventory – Transportation Parts & Supplies	N/A	N/A	District outsources to MO BOCES
Inventory – Lunch Program	Moderate	Moderate	
Inventory – Operations & Maintenance	Moderate	Moderate	
Inventory – Extraclassroom	Low/Moderate	Low/Moderate	
Use of Facilities	Low	Low	
Employee Benefits	Low	Low	
Employee Expense Reimbursements	Low	Low	
Human Resources	Low/Moderate	Low/Moderate	
Workers Compensation	N/A	Low/Moderate	
Information Systems	Moderate/High	Moderate/High	
Capital Projects	Low/Moderate	Low	Currently no capital project
Budgeting	Moderate	Moderate/High	Economic Impact of COVID-19
Claims Auditing	Moderate	Moderate	

Prior Years' Comments and Recommendations

We previously noted the issues below within functional areas that could use improvement to their internal controls. The comments and recommendations provide a tool for management to assist in developing or maintaining a risk management system that mitigates risk to an acceptable level as determined by the Board of Education. The issues were identified from prior risks assessments and are summarized in the table below along with our recommendations.

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
Accounts Payable	The District has not fully cross-trained any employee to perform critical operations for accounts payable.	Employees should be cross-trained to cover all critical process during vacations, absences or vacancies.
	<p>Updated May 2020: We noted the Treasurer is cross trained in the accounts payable process and has processed accounts payable in the accounts payable clerks' absence. The District should cross train another employee other than the Treasurer to process accounts payable. The Treasurer should not process accounts payable due to segregation of duties issues.</p>	
Banking	We noted the District has not set up a debit filter yet. This control would limit exposure to fraudulent access to District funds that are initiated outside of the District's operations.	The District should work with banking institutions to establish this control over District funds.
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
Claims Auditing	The claims auditor is neither verifying nor validity checking the general ledger coding.	The District should insure that the claims auditor is sufficiently trained and empowered to do basic account code validation.
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
Extraclassroom Activity Funds	We noted during our review of extraclassroom internal controls that money received by extraclassroom activities are being held by the club advisor for an excessive amount of time before depositing funds with the Central Treasurer. Instead of depositing money daily with the Central Treasurer, the advisors are waiting 4-5 days after ending a fundraiser to bring money to the Central Treasurer. This waiting period puts the District at risk for misappropriation of assets and potential theft of the clubs' funds.	We recommend that throughout the course of a fundraiser, regardless of the length of time, money should be brought down to the Central Treasurer the same day it is given to the club advisor. Once it is received by the Central Treasurer, it is no longer the responsibility of the club advisor and lessens the risk of theft. Additionally, this lowers the liability to the club advisor, should funds be misappropriated.

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>Updated May 2020: We noted clubs at both the High School and Middle School are still holding onto funds during a fundraiser instead of depositing the funds with the Central Treasurer each day. Both Central Treasurers have stressed the importance to the clubs of depositing funds to the Central Treasurer the day they are received.</p>	
	<p>Segregation of duties issues are present in the cash process. We noted that one individual is permitted to perform tasks that we believe are incompatible in a strong control environment. We noted the individual responsible for collecting cash, preparing the bank deposit slip, and posting to the extraclassroom ledger is also responsible for reconciling the monthly bank statement without review.</p>	<p>Segregation of duties issues can be addressed in several ways; the organization could reassign work so that checks and balances are put in place and no one person has a span of control that is too extensive or develop additional review procedures throughout business operations. Correcting these issues could include doing one or more of the following:</p> <ul style="list-style-type: none"> • An individual outside of the receipt and disbursement process should be responsible for preparing monthly bank reconciliations; • An individual outside of collecting receipts should post receipt activity to the general ledger; • The District could implement some compensating controls, such as documented reviews over processes where the controls are less than ideal; and <p>Consider using the internal audit function to conduct tests and reviews in areas where controls are less than ideal.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>It was noted that the District does not have a formal policy regarding the management and accounting of Extraclassroom Activity Fund.</p>	<p>The District should devise an extraclassroom policy specifying how the extraclassroom activity fund should provide learning experiences in the business procedures needed to safeguard the collection, deposit, and disbursement of money along with the filing of sales tax revenues. The material presented in SED's Finance Pamphlet #2 is offered as a guide to boards of education and schools of the State in setting up accounting procedures that conform to the Regulations of the Commissioner of Education for the control of extraclassroom activity funds. The Regulations of the Commissioner of Education were formulated not only to safeguard the funds of the organization but also to provide schools with the opportunity to teach pupils good business procedures through participation in handling such funds and operating a successful business. For many students, this may be the only business training they will receive in school. This pamphlet presents a description of a procedure for the management and accounting of extraclassroom activity funds. The plan meets the requirements of the regulations and has the approval of the State Education Department. The use of this plan is not mandatory, provided schools adopt adequate alternative plans of their own.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
	<p>Clubs are not consistently keeping adequate meeting minutes.</p>	<p>Meeting minutes should be kept with each activity to support any decisions made and any recommendations brought up during the meeting.</p>
<p>Updated May 2020: High School clubs are now consistently keeping meeting minutes.</p>		

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>The clubs are not consistently reconciling their club ledger balance to the club balance maintained by the central treasurer.</p>	<p>On a monthly basis the central treasurer should forward the balances in the Extraclassroom activity fund general ledger to each club. The student treasurer for each club, with a documented review by the club advisor, should reconcile the club ledger to the central treasurer's general ledger and resolving any discrepancies. This reconciliation should be maintained by the club.</p>
	<p>Updated May 2020: Clubs at both the High School and Middle School are keeping their own balances but are not reconciling their books to the Central Treasurers.</p>	
<p>Financial Reporting</p>	<p>The District's fund balance is in excess of the 4% allowable by NYS law. Per the financial statements dated June 30, 2016, the District had a fund balance of 7.0%.</p>	<p>The District could take steps to reduce its fund balance so that it is in compliance with NYS regulations. This reduction in fund balance could result in a reduced tax levy.</p>
	<p>Updated May 2020: The audited financial statement as of June 30, 2019, shows a General Fund Balance Subject to section 1318 of the Real Property Tax Law of 6.3%.</p>	
<p>Fixed Assets</p>	<p>Currently, the District does not have a standardized Asset Transfer Form that is used when a fixed asset is moved from one location to another location.</p>	<p>The District should consider implementing use of a form to be completed when an asset is to be moved to a different location. This form creates a better tracking system for fixed assets.</p>
	<p>Updated May 2020: The Assistant Superintendent for Finance noted assets typically do not move in the District. Typically, the only assets that will move are the Information Technology Department assets. The Information Technology Department has a work ticket system in place, where a staff member has to fill out a form if any IT equipment moves location. The IT department receives the completed form the staff member completed, and they will update their inventory system accordingly.</p>	
	<p>Employees are not cross-trained within the fixed asset process.</p>	<p>Employees should be cross-trained to cover all critical process during vacations, absences or vacancies in financial positions.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>The District has not performed a physical inventory of assets since 2012.</p>	<p>NYSED's Procedures for Accounting of Fixed Assets for Title Programs states "The School Business Official shall maintain a perpetual inventory and arrange for an independent contracted firm to conduct an onsite inventory and appraisal of School District property, equipment and material at least once every twenty-four months." Recommend having 3rd party appraisal performed in upcoming year.</p>
	<p>Updated May 2020: The District is in the process of developing a plan to hire a vendor to complete the physical inventory.</p>	
Payroll	<p>The District might prepay employee's salaries during the first week of school. The prepayment of expenses is prohibited by NYS Municipal Law.</p>	<p>Consider revising the practice for paying teachers for two full weeks during the first pay period if it does not cover two weeks. Any changes to this practice should be made in accordance with the teachers bargaining agreements.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
	<p>Due to its size it is difficult to achieve adequate segregation of duties. For example the Payroll Department opens its own mail, mails out payroll checks, handles payroll notices and all payroll changes.</p>	<p>We recommend that the District implement some compensating internal controls such as a live payroll verification audit to address the lack of separation of duties.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
	<p>There is no one reviewing the 941's that are prepared by the Treasurer. To ensure there are no errors, the District should assign an employee to review these reports.</p>	<p>The District should assign an employee to review the 941 reports.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
Purchasing	<p>During our review of the purchasing process, we noted that occasionally, there are instances where a credit card is used to purchase school-related items without a purchase order.</p>	<p>We recommend that all payments be made from an approved purchase order. We also suggest that the organization encourage all of its members to follow the procurement procedures.</p>
	<p>Updated May 2020: The District has attempted to limit the use of the credit card to emergency purchases only.</p>	

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
<p>Information Technology</p>	<p>The District does not have a written disaster recovery plan for its IT system.</p>	<p>The school should have a plan for recovering from a potential disaster. This plan should include offsite storage of critical data and a complete backup of all information that the school needs to operate the business office.</p>
	<p>Updated May 2020: The District is in the process of developing a draft disaster recovery plan. Once the draft is completed, it will be approved by the Board of Education.</p>	
	<p>Staff and Students' personal devices are allowed on the District's main network.</p>	<p>The District should have a separate network for personal devices that includes a firewall between the main network. A firewall between a guest network and the main the network will protect the main network and it will not be affected if a breach were to happen on the guest network.</p>
	<p>Updated May 2020: The District is in the process of developing a separate guest network for personal devices.</p>	
	<p>The District currently is not able to fully monitor usage of on-line subscriptions. As a result; unapproved subscriptions may be utilized by members of the District's staff.</p>	<p>The District should develop a method to fully monitor and control on-line subscription usage. Unapproved subscription usage increases the risk that Personal Identifiable Information may be compromised. In addition, the District should provide a training for all staff regarding online subscription use.</p>
<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>		
<p>Lunch Program</p>	<p>We noted there is no documentation over the review of the reconciliation performed at the end of the day.</p>	<p>All aspects of the cash process should be subject to review by an appropriate individual such as another business office employee and/or the District's business administrator. All review processes should be documented to establish an audit trail.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
	<p>The Lunch Program had an operating loss for 2015-16 and an amount was transferred from the General Fund in excess of the operating loss.</p>	<p>The District should prepare a profit and loss summary at least quarterly for the Lunch Program to monitor the current year profit and loss trend.</p>

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>Updated May 2020: The lunch program had a deficit of revenues over expenditures of \$26,308, and transfers from other funds of \$47,717. This is an improvement in the deficit from the last fiscal year financial statements. The District has implemented several changes this fiscal year to help alleviate the deficit. The District has increased lunch prices. In addition, the District has created an adult menu with special food items. The District also extended the breakfast times at the high school and middle school buildings which resulted in increased breakfast sales.</p> <p>We noted during our review that there is no perpetual inventory system kept in the area of School Lunch. A periodic inventory would include, at minimum, a physical count of all goods on hand at the end of each fiscal year. Furthermore, a perpetual inventory would include a continuous update to an initial inventory count as goods are used and replenished. Without either of these systems in place, the District is unable to perform a surprise periodic inventory. Furthermore, with no inventory system in place, the District is unable to accurately monitor the movement of its goods.</p> <p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	<p>We recommend that the District implement a perpetual inventory system specifically for School Lunch. This will enable the District to control how inventory is being utilized on a constant basis. Additionally, we recommend a periodic surprise inventory count by an employee independent of the school lunch function be conducted to ensure the completeness and accuracy of inventory and deter theft through management oversight.</p>
<p>Operations and Maintenance</p>	<p>We noted during our review that the District does not produce inventory or usage reports in the areas of operations and maintenance inventory, and repair parts, for the use of the business office. Inventory usage reports are normally produced and given to the business office each month or quarter to show what has been used of each good. This helps with knowing how often to re order a good, as well as allowing the business office to accumulate reports and do a comparative analysis. This is due, in part, to the lack of inventory system present within the District for these areas. Because the business office does not receive usage reports to conduct a comparative analysis detailing trends of inventory use, the District is at risk for misappropriation of assets.</p>	<p>We recommend that inventory and utilization reports be produced for the Business Office either on a monthly, quarterly, or semi-annual basis to help the business office separately monitor inventory usage in this department. These reports are a next step in implementing a barcode system for inventory tracking, as the computer software program can produce a summary report each month of its activity. By producing inventory usage reports and sending them to the business office, there is someone independent of the operations inventory function that is separately analyzing the use of inventory throughout the year and eliminates the risk of asset misappropriation.</p>

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p> <p>We noted during our review that there is no periodic or perpetual inventory system kept for operations and maintenance inventory, and repair parts. A periodic inventory would include, at minimum, a physical count of all goods on hand at the end of each fiscal year. Furthermore, a perpetual inventory would include a continuous update to an initial inventory count as goods are used and replenished. Without either of these systems in place, the district is unable to perform a surprise periodic inventory. Furthermore, with no inventory system in place, the district is unable to accurately monitor the movement of its goods.</p> <p>The District did attempt to develop a perpetual inventory system for custodial supplies; however, the system has not been kept current and cannot be relied upon as of the date of this review.</p>	<p>We recommend the district implement at least a periodic inventory system to allow the district to monitor inventory usage on an annual basis. We also recommend that the district implement a perpetual inventory system specifically for custodial supplies. This will enable the district to control how the supplies are being utilized on a constant basis. This system could be implemented through the use of bar coding and a computer software program that creates an efficient way to track the usage of inventory. Implementing either or both systems of inventory tracking will give the district an accurate portrayal of what inventory is used more than others. Additionally, we recommend a periodic surprise inventory count by an employee independent of parts and supplies functions be conducted to ensure the completeness and accuracy of inventory and deter theft through management oversight.</p> <p>The District did perform a physical count in February of 2016 but has since failed to maintain the database.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	
<p>Transportation</p>	<p>There are no surveillance cameras located inside or outside of the Transportation Garage. In addition, there are no cameras at the fuel pumps.</p>	<p>The District should enhance the security at the Transportation Garage. This would insure the protection of inventory and fuel during business and non-business hours of operations.</p>
	<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>	

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
<p>Financial Reporting and Budgeting</p>	<p>During our review we noted that the 2016 NYS Comptroller's report titled Controlling Access to the Student Information System was not available on the District's website. Section 2116-a of NYS Education Law requires that each school district in a timely fashion post on its website the annual external audit report and the corrective action plan and any final report issue by the NYS Comptroller.</p>	<p>The District should post the required reports to their website.</p>
<p>Updated May 2020: There has been no change from the prior year risk assessment.</p>		

Issues Identified in the Current Year

We noted the issues below within functional areas that could use improvement to their internal controls. The comments and recommendations provide a tool for management to assist in developing or maintaining a risk management system that mitigates risk to an acceptable level as determined by the Board of Education. The issues were identified from the **FY 2019/20** Risk Assessment and are summarized in the table below along with our recommendations.

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
AP/Payroll	When checks are ready to be signed, we noted the Treasurer will hand over their signature disk to whomever is printing the checks. Under no circumstances should the Treasurer hand over her signature disk.	The Treasurer is required to maintain complete control of her signature disk. Under no circumstances should the Treasurer hand over the signature disk.
Operations and Maintenance	The District does not have a formal system to account and track the grounds inventory.	The District should devise a formal method to keep track of the grounds inventory. In addition, the District should update the inventory system as inventory comes in and out in order to make the system perpetual.
State Aid	There is not an independent review of the ST-3 form after the Treasurer completes it.	The District should assign an employee in the business office to review the ST-3 State Aid form for accuracy. The assigned employee should also receive training on how to complete the form.
Lunch Program	There is no formal reconciliation completed between the items sold from vending machines vs. the amount of money received. The cook manager will replenish the vending machines and retrieve the cash daily but does not create any formal report.	The District should document each month the items that were sold from the vending machines vs. the cash received. A staff member should be assigned to complete a reconciliation of the price of the items sold vs. the cash received. In addition, the District should assign an employee to review the reconciliation.
Extraclassroom	We noted during our review of the June 30, 2019 audited financial statements that there were 4 clubs at the high school without financial activity (French Travel, Environmental Club, LGBTQ, Teens for a Better World). Extraclassroom Clubs without financial activity for the entire year may be an indication that these are not bona fide clubs.	The District should identify clubs that are not bona fide and remove them from the extraclassroom activity fund. In order for clubs to be bona fide clubs, they should follow the guidelines identified from the New York State Education Department's (SED) The Safeguarding, Accounting, and Auditing of Extraclassroom Activity Funds.
	High School clubs are not utilizing profit and loss statements when applicable.	Clubs should utilize statements of profit and loss to ensure the collection of funds are documented in accordance to the applicable fundraising events.

Cleared Comments

The comments and recommendations below were identified from previous annual risk assessments but have been adequately addressed by the District. This information is reported for informational and historical purposes only.

AREA IMPACTED	DESCRIPTION OF CONDITION	DISTRICT CORRECTION
Banking	We noted there is no documented review over the bank reconciliation after it is performed.	April 2015 Update: The District Treasurer is reviewing bank reconciliations.
	The District has not fully cross trained any employee to perform bank reconciliations.	April 2015 Update: The Business Office has cross-trained staff who can perform reconciliations.
	We noted during our review of internal controls that no one is currently following up on outstanding checks to reissue them.	April 2015 Update: The District has implemented processes to follow up regularly on outstanding checks.
	There are instances where the bank is instructed to call back the individual responsible for initiate and executing the wire transfer.	April 2015 Update: The District has instructed its primary bank to call back for wire transfer confirmation.
	During our review of wire transfer authorizations, we noted that the Board of Education lacked establishing an annual approval over the amount of funds to be transferred via a wire transfer without Board approval.	April 2015 Update: The Board established a daily aggregate wire transfer limit. Transfers for more than amount per day require additional reporting to the Board.
	There are opportunities to improve controls over the credit cards. The District does not state within their Board minutes authorized holders on all credit card accounts. In addition, the individual using said card is not required to physically sign this card in and/or out.	April 2015 Update: Authorization to hold District credit cards are stated by position, such as Superintendent, and the related credit limits are included in Board-approved policies. Also, the Board authorized by resolution one employee to use one of the existing credit cards for District business subject to the same credit limits.
	It was noted that the district changed one of the limits on the credit cards, but this change was not yet reflected in Board Policy 4023 nor is it reflected in the minutes of the District's annual reorganizational meeting. Changes to the credit card users and their limits should be approved by the Board and the applicable policy should be updated.	Updated June 2018: The District updated the limit on the credit card through a revision in policy number 4701.

Cash Controls – Business Office	<p>Certain documented reviews are missing from the District's cash process. These reviews include:</p> <ul style="list-style-type: none"> • Documented review over the receipt log prepared; • Documented reconciliation and review of the bank deposit slip to receipt log; and • Documentation over the review performed on cash receipt ledger activity. 	<p>April 2015 Update: Reviews of cash receipt process are now documented.</p>
	<p>The District does not have a policy on Cash management within the buildings.</p>	<p>April 2015 Update: The Board of Education approves the petty cash and change fund accounts and amounts annually as part of the annual organizational meeting.</p>
Cash Controls – Petty Cash	<p>Controls over petty cash could use some improvement. We noted the following:</p> <ul style="list-style-type: none"> • The Board approved the Assistant Superintendent for Finance as custodian for the petty cash fund in the Administration Office. Currently, The Treasurer is holding the money; and • The Board approved two petty cash funds for the Administration Office. Currently, there is only one petty cash fund in that building. 	<p>April 2015 Update: Petty cash funds were correctly authorized by the Board in the 2014-2015 Organizational Meeting.</p>
Lunch Program	<p>We noted during our review of internal controls that the cash drawer is left unlocked in the register in between breakfast and lunch.</p>	<p>April 2015 Update: The same cashier handles breakfast and lunch, the area with the registers is restricted and it would be difficult for an unauthorized person to open the register.</p>
	<p>We noted that key school lunch processes are not documented.</p>	<p>Updated June 2018: The District has created a document that details the procedures involved in the operation of the Food Service Secretarial Support function in December 2017.</p>
Human Resources	<p>It was noted that the individual responsible for processing payroll has access to add and change the vendor master file in Finance Manager.</p>	<p>April 2015 Update: The District has compensating controls. The Assistant Superintendent for Finance reviews the payroll change report.</p>
	<p>Personnel files are kept unlocked during normal business hours. Additionally, several individuals have access to the personnel file while files are unlocked.</p>	<p>April 2015 Update: All files are now locked.</p>

	<p>During our review of the internal control procedures we noted the District does not have a process in place to ensure that the accumulated paid time off record is adjusted in Finance Manager when a District employee is absent due to personal leave, vacation, or sick time. Additionally, there is not a review process to ensure that when a substitute works for a particular employee, the employee is docked for the day the sub was actually paid for.</p>	<p>April 2015 Update: Employee pay remittances now indicate available balance for vacation, sick pay, etc.</p>
<p>Payroll</p>	<p>The District has not fully cross trained any employee to perform the payroll function in the absence of the Payroll Clerk. Additionally, payroll processes are not formally documented.</p>	<p>April 2015 Update: Payroll is now processed by the District. The District now has two payroll clerks and a payroll processing manual.</p>
	<p>The District does not conduct a live payroll test at least triennially.</p>	<p>April 2015 Update: The District has other compensating controls. All payroll changes are based on Board of Education action. There is no requirement for a Triennial live payroll.</p>
<p>Accounts Payable</p>	<p>The Treasurer does not directly supervise and control the use of his facsimile signature. Currently, the Accounts Payable clerk asks the Treasurer for his signature disk, which is kept in a safe. He is not present during the printing of the checks and a password is not required to release his disk.</p>	<p>May 2016 Update: For payroll the Treasurer personally supervises the use of the signature disk. There is a second disk for A/P and the Treasurer personally manages the use of that as well.</p>
	<p>There are segregation of duties issues present in the accounts payable function of the District. We noted the following processes are completed by the same person and do not contribute to a good control environment:</p> <ul style="list-style-type: none"> • The person who can add vendors to the master file is the same person who can change vendor information within the master file; and • The individual who is printing checks is the same individual who is placing the checks in the envelope. 	<p>December 2016 Update: The District does have compensating controls through a monthly review of a change report by the Assistant Superintendent for Finance.</p>

Extraclassroom Activity Funds	We noted that the extraclassroom clubs are not preparing pre-numbered tickets for pre-sales of student productions, dances, and / or proms. Additionally, ticket reconciliations are not consistently prepared for admission tickets sold at the door.	May 2016 Update: The clubs are now doing ticket number tracking and accounting for variances.
	The central treasurer's, club advisors, and student treasurers have not recently received adequate training on NYS Finance Pamphlet 2.	May 2016 Update: A training session was provided by D'Arcangelo & Co. in September 2015.
	During our observations of extraclassroom club activity, we noted that the clubs are not consistently keeping meeting minutes.	May 2016 Update: The clubs are now keeping meeting minutes in all sessions that discuss finance matters.
	We noted that the extraclassroom clubs are not consistently preparing Fundraising Request Forms, activity budgets, or profit and loss statements.	May 2016 Update: The clubs are now preparing activity budgets, fundraising request forms and the HS treasurer is preparing a fund balance change statement.
	Inventory that is purchased and used as a means of generating revenue for the extraclassroom activity funds is not tracked.	June 2018 Update: In the situations where the clubs have inventory for resale there are inventory control forms being used.
Purchasing	There is a lack of segregation in the receiving function of the purchasing function. This is most likely due to the lack of a central receiving area within the District. Currently, the building secretary is the person who inputs the original purchase requisition into Finance Manager, and verifies the goods received against the purchase order. Without a clear segregation of duties, the District is at risk for being unaware if what was received accurately matches the goods ordered.	April 2015 Update: The District implemented compensating controls, the program supervisor, i.e. building principal, now signs the requisitions.
	It was noted that the District's procurement policies have not been updated in recent years.	April 2015 Update: The District purchased a Policy review service through MO BOCES; they plan to review all policies with in the next three years.

	<p>The Assistant Superintendent for Finance does not directly supervise and control the use of his facsimile signature. The software that is used to process Purchase Orders has his embedded signature. Purchase Orders printed with the Superintendent's signature can be created by the accounts payable clerk without review or approval of the Assistant Superintendent for Finance.</p>	<p>April 2015 Update: The District implemented some compensating controls, the Principals sign all requisitions and the Assistant Superintendent initials purchase orders, purchase order changes and payments.</p>
	<p>The Assistant Superintendent for Finance is the purchasing agent and was recently given authority as a signer on the district's accounts. The person who reviews and approves purchase orders should not be an individual who is authorized to sign.</p>	<p>December 2016 Update: The Assistant Superintendent for Finance who is the purchasing agent is no longer a signer on the district's accounts.</p>
<p>Claims Auditing</p>	<p>During our review of the Reorganizational Board Minutes dated July 2, 2013, the Board did not authorize an individual to perform claim auditing on payroll checks.</p>	<p>April 2015 Update: The Board of Education appointed the claims auditor during its July 2014 Organizational Meeting and appointed the current claims auditor as replacement during its March 2015 Meeting.</p>
	<p>When questioned, the claim auditor was unsure on how to answer the question of whom she worked for. She believes her direct supervisor is the Assistant Superintendent for Finance. Additionally, she is unsure as to whether she reports to the Board of Education in person.</p>	<p>April 2015 Update: The Claims auditor prepares a report of claims discrepancies for the Board of Education. This is submitted via the Business Official.</p>
	<p>The claims auditor also has the role of payroll clerk. Per Board Policy 4017 and NYS, the claims auditor cannot be clerical or professional personnel directly involved in accounting. The District has taken steps to compensate by partitioning roles and activities between the two duties.</p>	<p>May 2016 Update: The board approved a claims auditor for payroll and a second claims auditor for all else and they are currently functioning in that capacity. The District has accepted the risk that the claims auditor/payroll clerk is involved in accounting.</p>
	<p>We noted that the Claims Auditor Policy has not been updated in several years.</p>	<p>Updated June 2018: The District has policy 4403, Auditing Claims for Payment, which was revised in April 2018.</p>

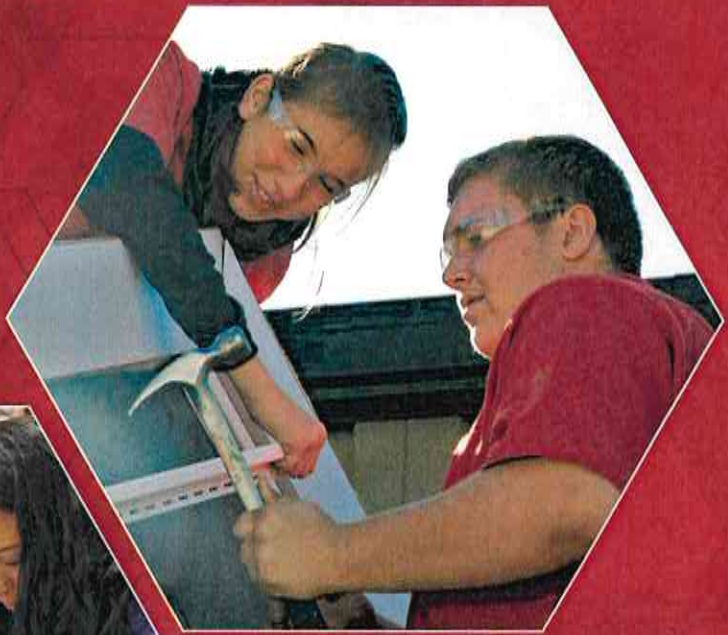
	<p>The District utilizes an internal claims auditor for all transactions that relate to payroll. The District has properly segregated that area because the District's primary claims auditor works in the payroll department. The claims auditor for the payroll transactions is also the clerk to the superintendent. The Office of the New York State Comptroller lists positions that do not qualify as a claims auditor. Among these are an employee under direct supervision of the superintendent.</p>	<p>Updated May 2019: The District has appointed a new Claims Auditor for the transactions that relate to payroll.</p>
Information Technology	<p>Students are not required to sign an acceptable use policy prior to being granted access in the District's system.</p>	<p>April 2015 Update: As part of the login process employees and students accept the District acceptable use policy.</p>
	<p>Students are not required to reset their passwords on regular basis.</p>	<p>April 2015 Update: Passwords are now mandatory.</p>
	<p>We noted that all computers do not lock down after an allotted time of inactivity.</p>	<p>April 2015 Update: Now the system locks down inactive computers.</p>
Inventory Controls – Transportation	<p>Access to the District fuel pumps is not monitored by surveillance cameras.</p>	<p>April 2015 Update: District management has decided to rely on existing access and software controls and not install cameras in this area.</p>
Accounts Receivable	<p>Collateral statements are not reviewed on a regular basis.</p>	<p>April 2015 Update: In Fiscal Year 2014-2015, the District Treasurer began monthly reviews of collateral statements.</p>
Financial Reporting and Budgeting	<p>According to the 2005 Fiscal Accountability Legislation that went into effect, the District is required to have a risk assessment completed on an annual basis. In addition to a risk assessment, the District must have an internal audit completed of a specific function of the Business Office. During our review of internal controls, it was noted that the District did not have an internal audit conducted for the 2012-2013 school year.</p>	<p>April 2015 Update: The District had a financial risk assessment completed for Fiscal Year 2013-2014.</p>
	<p>Currently, the audit committee does not maintain meeting minutes.</p>	<p>May 2016 Update: The Audit Committee is now keeping meeting minutes.</p>

	<p>During our review of the District's policy manual, we noted the following policies relating to financial reporting have not been updated in several years:</p> <ul style="list-style-type: none"> • 4010: School District Budget (last revised 2/10/04); • 4011: Annual District Meeting and Election (last revised 2/10/04); • 4015: Budget Transfers (last revised 2/10/04); • 4016: Financial Records (last revised 2/10/04); and • 4017: Financial Management (last revised 12/13/05). 	<p>Updated June 2018: The District has revised many policies including those listed here with most of the revisions adopted in June 2017.</p>
<p>Inventory Controls – Operation and Maintenance</p>	<p>There is a lack of segregation in the receiving function of operations inventory and repair parts. Segregation of duties involves distinguishing the three aspects of control over an item, authority, recordkeeping, and custody. There should, at a minimum, be one person assigned to each of those three functions, who is not able to control the other two functions as well. The Buildings and Ground Supervisor is the individual ordering inventory items, as well as being one of two people able to receive goods when they arrive on the truck. Without a clear segregation of duties, the District is at risk for being unaware if what was received accurately matches the goods ordered.</p>	<p>April 2015 Update: For the Operations and Maintenance Process Internal Audit, the District's corrective action response was that the "District feels the purchase order process is a sufficient control overall."</p>
	<p>The District has not fully cross-trained any employee to perform inventory controls in the absence of the Head of Operations.</p>	<p>December 2016 Update: A sufficient amount of cross training has taken place that would allow for critical processes to be performed in the absence of the Head of Operations.</p>

	<p>We noted during our review that there is no periodic or perpetual inventory system kept for operations and maintenance inventory, and repair parts. A periodic inventory would include, at minimum, a physical count of all goods on hand at the end of each fiscal year. Furthermore, a perpetual inventory would include a continuous update to an initial inventory count as goods are used and replenished. Without either of these systems in place, the District is unable to perform a surprise periodic inventory. Furthermore, with no inventory system in place, the District is unable to accurately monitor the movement of its goods.</p>	<p>May 2016 Update: A perpetual inventory system has been developed for custodial supplies and is tracked by Michelle Worden, Account Clerk. A physical is done one a year and compared to the perpetual and variances are researched. The last physical was performed in February 2016.</p>
	<p>The District has not fully cross-trained any employee to perform inventory controls in the absence of the Head of Operations.</p>	<p>Updated June 2018: A sufficient amount of cross training has taken place that would allow for critical processes to be performed in the absence of the Head of Operations.</p>
General	<p>The District is unaware on whether a right-of-audit and access to vendor's books clause is included in their contracts.</p>	<p>April 2015 Update: The District does not have any contracts that would benefit from such language.</p>
	<p>The school does not use a fraud hotline for vendors, taxpayers and employees to use to report suspected abuse.</p>	<p>May 2020 Update: The District has a section on their website for reporting scams and provides phone numbers and websites to the State Attorney General's office, National Fraud Information center, and Federal Trade commission.</p>
Policies and Procedures	<p>It was noted that the District's fiscal management policies have not been updated in recent years.</p>	<p>May 2016 Update: Madison-Oneida BOCES is reviewing selected blocks of policies for revision on an annual basis.</p>
Medicaid Reimbursement	<p>We noted that the District does not have an up-to-date Medicaid compliance plan that adheres to Handbook 8.</p>	<p>Updated June 2018: The District added policy number 4404, Medicaid Billing Compliance Program adopted June 2017.</p>
	<p>The District does not currently have an operational procedure to assure that the providers are entering session notes for all qualifying sessions. In order to submit a claim for Medicaid reimbursement, one of the necessary elements is documentation of the session. The District's service providers create these session notes in the ClearTrack system where they become the basis for making a claim for reimbursement.</p>	<p>Updated May 2019: The providers are cross trained on entering session notes into the ClearTrack system. In addition, the District outsources Medicaid claiming to Madison-Oneida BOCES. The BOCES will contact the District if the providers do not input their session notes into ClearTrack.</p>

Fixed Assets	The District does not have a fixed assets policy in place.	Updated June 2018: The District added policy number 4100, Accounting of Fixed Assets, Inventory and Tracking adopted July 2017.
---------------------	--	---

DRAFT



QUESTAR III
PUTTING STUDENTS FIRST

Oneida City School District:

FY 2019/20 STAC Audit

www.questar.org



August 12, 2020

Board of Education
Oneida City School District
565 Sayles Street
Oneida, NY 13421

We have completed the annual testing of controls for the Oneida City School District. One of the requirements of the 2005 School Financial Oversight and Accountability legislation is ongoing testing and evaluation of the District's internal controls. Our engagement was designed to evaluate the adequacy of internal controls over the System to Track and Account for Children (STAC) process to ensure they are appropriately designed and operating effectively and efficiently. And, to provide a report with recommended changes for strengthening controls and reducing identified risks.

The purpose of the audit was to review the internal controls that the District has in place to prevent errors, detect fraud and ensure that financial reporting is accurate and that the District assets are safeguarded.

RELIABILITY OF INFORMATION

As noted, the purpose of our engagement was to assist you in improving the process by which you monitor and manage the risks that face the District. Any findings and recommendations in the attached report are the responsibility of the District to implement, accept the risk as identified, or implement alternative controls that will mitigate the risk to a level that is acceptable by the District. Ultimately, it is your responsibility to assess the adequacy of your risk management system.

DISTRIBUTION OF THE REPORT

This report is intended solely for the information and use of the Board of Education and management of the Oneida City School District and should not be used for any other purpose.

We appreciate the opportunity to serve you and thank the individuals in your organization for their cooperation. Over time, it will be necessary to reassess your risks to ensure that they have not changed and to ensure that your risk management system is functioning properly. Through our ongoing involvement with you as a client and our knowledge of your District and its processes, we are in a unique position to assist you with that process. Please contact us at any time should you desire such services.

Sincerely,

Mark Beaudette
Internal Audit Manager
Questar III

Executive Summary

Objectives and Scope

The Oneida City School District requested Internal Audit to examine the District's System to Track and Account for Children (STAC) processes. Key objectives included evaluating if the District adheres to New York State Department of Education guidelines and the applicable board policies.





The testing that was performed was activity from July 1, 2018 to June 30, 2019. Our fieldwork concluded on August 12, 2020.

Acknowledgements

We would like to thank the staff of the Oneida City School District for their courteous and prompt assistance during our audit.

Conclusion

Four observations were noted and are summarized below. Our recommendations and the District's corrective action plan are detailed in the report.

Reference		Risk
1	Parentally Placed Students Not Billed For	 High
2	Foster Billing Process Needs Review	 Medium
3	Private Placement Student Not STACed	 Medium
4	Homeless Student Not STACed	 Medium

ENTITY NAME	Oneida City School District
REPORT DATE	August 12, 2020
PROCESS REVIEWED	Special Education Financial Process
PERSONNEL INTERVIEWED	<p>James Rowley, Assistant Superintendent for Finance</p> <p>Tanya Moore, Treasurer</p> <p>Christine Clements, Special Education Administrative Assistant</p> <p>Lisa Panzone, Administrative Assistant</p>
SCOPE OF WORK	<p>We evaluated the District's processes to identify and submit data within the System to Track and Account for Children (STAC) as it relates to Public Excess High Cost, Extended School Year (ESY), Private Placement, Homeless, and the billing practices for Parentally Placed and Foster Children policies and procedures with Special Education personnel and applicable Business Office staff to obtain an understanding of the processes used by the District to account for transactions of state aid and other district's reimbursed funds.</p> <p>In addition, we performed the following testing procedures:</p> <ul style="list-style-type: none"> • From a population of one student identified by the District for calculating the in-district High Cost aid for the 2018/19 school year we performed the following testing procedures: <ul style="list-style-type: none"> ○ Confirmed the 10-month annualized cost calculations performed by the District by recalculating each student's service costs based on the applicable programs and services identified from the student's Individualized Education Program (IEP); ○ Tested the information developed and used by Special Education for calculating the 10-month annualized cost calculations; and ○ Confirmed STAC reporting was approved by the Director of Special Education and within the imposed State Education Department (SED) deadline. • From a population of 32 in-district special education students that were not STACed for 2018/19, we reviewed each IEP to verify that those students did not qualify for excess High Cost aid. • The District also had 51 students enrolled in Madison-Oneida BOCES where their annualized cost exceeded the District's threshold for excess High Cost aid. From these we selected a sample of nine students for testing. From the final 2018/19 BOCES billing report dated November 13, 2019, verified each student and matched the amounts reported for High Cost STAC. • From a population of 34 ESY (summer special education program)

	<p>students for the 2018/19 school year, we selected a sample of 10 students for testing. We tested to ensure the special education services provided per the student's IEP and related transportation costs for the summer of 2018 were properly calculated and reported in STAC.</p> <ul style="list-style-type: none"> • From a population of two private placement students, we tested each to ensure the student and their applicable program of service was properly billed and reported in STAC for the 2018/19 school year. We also tested the same two students that were enrolled in the summer program. • The District provided a list of 86 homeless students during FY 2018/19. Of these, 14 listed a district-of-origin other than Oneida CSD. Two of the 14 were pre-K students and as such, were not subject to the STAC process. We tested the remaining 12 students meeting the McKinney-Vento Homeless Education Assistance Improvement Act to ensure that the District processed STAC for additional aid. • From a population of 112 students that were parentally placed in private schools within the Oneida district that had a district-of-residence elsewhere, there were 16 students that received special education services for 2018-19. We tested these to determine if the District properly billed for those special education services. Additionally, we reviewed all bills submitted by the other school districts for payment to ensure the District was appropriately billed. • From a population of seven foster students identified for the 2018/19 school year, we tested each to ensure the District was properly billed by the responsible district for tuition costs set by SED.
<p>AUDIT OBJECTIVES</p>	<ul style="list-style-type: none"> • Evaluate the internal controls established by the District for STAC reporting for state aid, which includes high cost, ESY, privately placed, and homeless reimbursement processes to ensure they are operating effectively and efficiently; • Evaluate the internal controls established by the District for other districts' billing of parentally placed and foster children; and, • Ensure special education records are properly maintained and safeguarded.
<p>KEY PROGRAM CONTROLS</p>	<p>The District created the following key program controls designed to meet business obligations, provide accountability, and promote operational effectiveness & efficiencies:</p> <ul style="list-style-type: none"> • The District uses ClearTrack Special Education Management System, which includes a database of all issued IEPs. The system allows staff to filter the database for students that may qualify for STAC;

	<ul style="list-style-type: none"> • The District tracks students that appear they may exceed the threshold for STAC reporting and prepares spreadsheets for determining on a per student basis, annualized costs for all special classes, related services, including contractors and equipment purchases when applicable; • The District submits High Cost, Private Placements and ESY STAC each year for the District to receive additional aid funding from New York State; and, • The District Treasurer performs a reconciliation of STAC submitted to funds received, researches any differences, and follows up as necessary.
<p>OBSERVATIONS AND RECOMMENDATIONS</p>	<p><u>Observation 1:</u> During our testing of parentally placed students, we noted that the District did not bill for the 16 students receiving special education related services in the two private schools located within the District's boundaries. The actual cost for Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of NYS, but a nonresident to the district of location, may be recovered from the student's school district-of-residence. Please note that this condition extends beyond the 2018-19 test year.</p> <p><i>Recommendation: For each of the students receiving special education services in the two private schools located within the District's boundaries, the District should create a process to allow it to recover the costs of Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of NYS, but a nonresident of Oneida CSD. An individual should be assigned the task of reviewing the billing to ensure its completeness.</i></p> <p><u>Observation 2:</u> The District does not have a process in place to ensure that they bill other district for foster children educated in the District. For the entire 2018-19 fiscal year, the District did not bill any districts for foster children educated in the Oneida district that have a district-of-origin elsewhere. The District was unaware of any students that this would apply to. District personnel stated that they did not receive any forms DSS-2999 for students with a district-of-origin other than Oneida.</p> <p><i>Recommendation: The District should conduct a review of the foster children process to understand the flow of information and how the District is alerted to the existence of a DSS-2999 that would indicate that they are educating a student with a district of origin elsewhere in NYS.</i></p> <p><u>Observation 3:</u> During our testing of private placements, we noted that the District was billed for two months from a service provider for a</p>

	<p>student that was not entered into STAC for 2018-19. Tuition for students placed in a Children's Residential Project are 100% reimbursable. The District paid the two invoices in question without verifying that these costs were going to be accounted for in STAC.</p> <p><i>Recommendation: The District should STAC the student in question for any Children's Residential Project tuition from May 2019 or later. The District should develop a process to ensure that all private placements are entered into STAC.</i></p> <p><u>Observation 4:</u> During our testing of the 12 homeless students, we noted that for one of these a STAC 202 was completed but the student was never STACed nor verified. As a result, the District has not received any additional aid for this student.</p> <p><i>Recommendation: The District should institute a review process to ensure that all of the homeless students that are eligible for the District to process in STAC have been processed and verified.</i></p>
SUBMITTED BY:	Mark Beaudette, Internal Audit Manager
DATED	August 12, 2020



ONEIDA CITY SCHOOL DISTRICT

DISTRICT OFFICE

educate • inspire • empower

December 8, 2020

To: Oneida City Board of Education
Fr: J. Rowley, Assistant Superintendent for Finance
Re: 2019-20 Internal Audit – STAC

Observation 1: During our testing of parentally placed students, we noted that the district did not bill for the 16 students receiving special education related services in the two private schools located within the District's boundaries. The actual cost of Committee on Special Education (CSE) administration, evaluations and special education services provided to a student with a disability who is a resident of NYS, but a nonresident to the district of location, may be recovered from the student's school of residence. Please note that this condition extends beyond the 2018-19 test year.

Proposed Corrective Action Plan: The Assistant Superintendent for Finance will work with the CSE office to ensure that IEP's are in place and coordination takes place with private schools and parents, in order to be able to bill costs. The Assistant Superintendent of Finance will obtain reports from our Tracking system (ClearTrack) and coordinate with the Treasurer to bill costs to outside Districts for services provided to non-resident students attending private schools. As of this writing, it is unclear if the district can recoup prior year costs.

Observation 2: The District does not have a process in place to ensure that they bill other district's for foster children educated in the District. For the entire 2018-19 fiscal year, the District did not bill any districts for foster children reeducated in the Oneida District that have a district of origin elsewhere. The District was unaware of any students that this would apply to. District personnel stated that they did not receive any forms DSS-2999 for students with a district of origin other than Oneida.

Proposed Corrective Action Plan: NYS Counties run foster programs. The District is reliant on DSS-2999 in order to bill education for Foster Students. DSS-2999 is provided to both Oneida and the District of origin when a foster student is placed, and in this way both Districts can be assured of proper billing. The Assistant Superintendent for Finance will coordinate with the Registrar annually to obtain any students who may potentially be a foster student residing in the district and cross check with the appropriate county to determine if there is a DSS-2999.

Observation 3: During our testing of private placements, we noted that the district was billed for two months from a service provider for a student that was not entered into STAC for 2018-19. Tuition for students placed in a Children's Residential Project are 100% reimbursable. The District paid the two invoices in question without verifying these costs were going to be accounted for in STAC.

Proposed Corrective Action Plan: The District determined that the costs could not be entered into STAC because the costs were incurred prior to the intake meeting. The District believes this occurrence is an outlier as intake meetings are generally conducted before private placements. The CSE office was notified of this finding and they will ensure intake meetings are conducted timely.

Observation 4: During our testing of 12 homeless students, we noted that for one of these a STAC 202 was completed, but the student was never STAC'd nor verified. As a result, the District has not received any additional aid for this student.

Proposed Corrective Action Plan: The District determined that the student in question attempted to move into a condemned home, was given an eviction notice and never moved in. The district confirmed with the district of origin that the student never left.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: POLICIES FOR APPROVAL
DATE: DECEMBER 8, 2020

The attached policies are submitted for your second reading and approval:

8002 School Calendar and School Day
8011 Computing Final Grade Averages For Rank in Class
8100 Grade Placement, Retention and Promotion and Recording and
Recording Student Achievement
8101 Graduation Credentials
8103 Alternative Educational Programs
8200 Home Instruction
8201 Homebound Instruction
8202 Courses Including Dissection of Animals
8203 Limited English Proficiency Instruction English Language
Learners

Recommended for deletion:

8001 Instructional Goals and Objectives
8044 District Responsibilities Under Title I Programming
8201.1 Homebound Instruction
8203.1 Limited English Proficiency Instruction English Language
Learners

RECOMMENDED ACTION

Motion to approve the policies as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

Policy

INSTRUCTION

Draft
8002

SCHOOL CALENDAR AND SCHOOL DAY

I. School Calendar

The Superintendent of Schools shall submit a recommended calendar to the Board of Education (the Board) prior to June. The Board of Education shall adopt the school calendar annually.

II. School Day

- will be consistent w/ NY ed. dep state regulations. Start & end times will be listed on the school website*
- A. ~~Consistent with State regulations, the Board of Education recognizes that the~~ minimum length of the school day for students, exclusive of time for lunch, is as follows:

Grades K – 6 -- 5 hours

Grades 7 – 12 -- 5 ½ hours

- B. ~~The Board of Education recognizes that the school day schedules may vary at each building due to transportation run. The following time schedules for students shall be established for each building:~~

Senior High School	7:40 AM	-	2:16 PM
Otto Shortell Middle School	7:45 AM	-	2:26 PM
Durhamville School	9:00 AM	-	3:05 PM
North Broad School	9:00 AM	-	3:05 PM
Seneca Street School	9:00 AM	-	3:05 PM
Willard Prior School	9:00 AM	-	3:05 PM

Oneida City School District

Legal Ref: 8 NYCRR §175.5

Adopted: 02/14/84

Revised: 03/16/87, 01/09/96, 09/08/15, _____

INSTRUCTION

COMPUTING FINAL GRADE AVERAGES FOR RANK IN CLASS

- I. Class ranking is computed at the end of the seventh semester using weighted grade point average. Averages will be rounded to the nearest hundredth place (.01). Averages have a two place decimal point for both weighted and unweighted averages (example: 96.126 rounds to 96.13) All numerically graded, credit bearing courses, will be included using a weighted calculation method.
 - A. A weighted average is one that takes into account the relative rigor of the course content, curriculum, and assessments in the calculation of the overall combined course average.
 - B. A weighted average is calculated by multiplying the individual course average by an index (greater than 1.0 assigned to upper level courses) for the purpose of calculating the cumulated GPA.
 - C. An upper level course is one whose academic rigor is significantly greater than that of a traditional Regents credit bearing course.
 - D. The specific index assigned to a course is based on the academic rigor of the course curriculum.
 - E. The weighted cumulative GPA will be used for rank in class. The unweighted cumulative GPA will be sent to colleges/universities.
- II. Calculations Relating to Graduation Ranking
6% will be added for Advanced Placement (AP, CEA, DE, POE, CIM, Effective 7/1/2020 for the 2020-2021 school year) and (3% weighting will be added 2021 will be added for dual credit college coursework (Introduction to Engineering and Design (IED), and all honor classes) to the final average for the purpose of graduation ranking only).
- III. In a course with a Regents exam, the higher grade of the final average or the Regents exam grade may will be used in determining cumulative average. (School Tools takes Regents for final average if higher and students need to pass course for course credit.)
- IV. If a student's AP course grade is lower than their cumulative weighted GPA it will not be calculated after their seventh semester senior year for class ranking.
(This will sunset July 1, 2020).
- V. All students qualifying and electing to receive a diploma are considered part of the graduating class and will be included in the ranking process.

COMPUTING FINAL GRADE AVERAGES FOR RANK IN CLASS

- VI. Students transferring into the Oneida City School District must complete their final two (2) years of secondary education at Oneida High School in order to be eligible for the positions of salutatorian and valedictorian. Such transfers will be ranked, and are eligible for all other awards.
- VII. The Valedictorian and Salutatorian will be number one (#1) and number two (#2) from the class rankings and they will be speakers at graduation.

In the event of a tie ^{for} at valedictorian, the averages of the tied students will be rounded to the nearest thousandth (.001) in order to resolve the tie. If after rounding to the nearest thousandth (.001) there is still a tie, the students will be recognized as co-valedictorians and no salutatorian will be recognized.

If a tie occurs ^{for} at salutatorian, the averages of the tied students will be rounded to the nearest thousandth (.001) in order to resolve the tie. If a tie at the number two (#2) ranking still exists after rounding to the nearest thousandth (.001), the tied students will be recognized as co-salutatorians.

- VIII. Each senior student's transcript shall report class rank.
- IX. Grades from previous schools will be accepted as submitted on the student's official transcript. Numerical grades are accepted at par value and letter grades are converted by letter/numerical conversion table as follows:

A+ = 99, A = 95, A- = 92,
 B+ = 89, B = 85, B- = 82
 C+ = 79, C = 75, C- = 72,
 D+ = 70 D = 68 D- = 66,
 F = 64 and below

Oneida City School District
 Adopted: _____

INSTRUCTION

Policy ^{is} Required

GRADE PLACEMENT, RETENTION AND PROMOTION AND RECORDING AND REPORTING STUDENT ACHIEVEMENT

I. STATEMENT OF POLICY

It is the responsibility of the Board of Education to prescribe the course of study by which students shall be graded and classified, and to regulate the admissions of students and their transfer from one class or department to another, as their scholarship shall warrant. It is the responsibility of the Superintendent to supervise and direct the courses of study, and the examination and promotion of pupils. Accordingly, decisions regarding the grade level at which a student is admitted, and whether a student is retained in grade or promoted to the next grade shall be made by the Superintendent in consultation with appropriate administrators, and consistent with this Policy.

II. EVIDENCE FOR GRADE PLACEMENT

- A. The decision regarding the grade level placement, retention, or promotion of a student shall be based on multiple measures, including: student performance on written assessments prepared by Oneida City School District (the District) staff or prepared by BOCES staff or vendors; student performance on the State administered standardized English language arts and mathematics assessments, including those for grades three through eight; student performance on other state administered written assessments; student performance on other standardized tests (e.g., ~~Iowa Test of Basic Skills, California Achievement Test~~); other measures of classroom achievement and attitude; the student's social and emotional development; and teacher recommendations based on observations of student mastery of material and skills.
- B. The selection of assessment instruments shall be consistent with the District's Annual Professional Performance Review Plan approved by the Commissioner, *if applicable*
- C. No promotion or placement decision shall be based solely or primarily on a student's performance on the State administered English language arts or the mathematics elementary assessments administered in grades three through eight.
- D. In accordance with their ^Jindividualized ^Eeducation ^{Plan} programs, students with disabilities instructed in alternate academic achievement standards shall be administered a State alternate assessment to measure their achievement.

III. RECORDING AND REPORTING STUDENT ACHIEVEMENT

- A. Parents and persons in parental relation to students shall receive an appropriate report of student achievement at regular intervals. Parents and persons in parental relation to students shall be provided notice of this Policy and an explanation of how the Policy was developed, by the posting of that information on the District's website.

POLICY

Draft 8/13/2020
8100

INSTRUCTION

Policy is Required

GRADE PLACEMENT, RETENTION AND PROMOTION AND RECORDING AND REPORTING STUDENT ACHIEVEMENT

- B. The District shall maintain accurate records of all individual test scores, including those from State administered standardized English language arts and mathematics for grades three through eight. This information shall be available for compliance with State and federal reporting requirements, and for diagnostic purposes.
1. ~~During the period commencing on April 1, 2014 and expiring on December 31, 2018,~~ A student's score on any State administered standardized English language arts or mathematics assessment for grades three through eight shall not be included on a student's official transcript or maintained in a student's permanent record.
 2. ~~During the period commencing on April 1, 2014 and expiring on December 31, 2018,~~ When a parent or person in parental relation is sent or otherwise informed of a student's score on any State administered standardized English language arts or mathematics assessment for grades three through eight, they shall also be provided with a clear and conspicuous notice that such score will not be included on the student's official transcript or in the student's permanent record, and that the score is being provided to the student and parent for diagnostic purposes.

IV. Notice of Policy

Parents shall annually be provided with a notice of this Policy, including an explanation of how the policy was developed.

Oneida City School District

Legal Ref: NYS Education Law §§ 305, 1709, 1711; 8 NYCRR §§ 100.2, 100.3, 100.4.3

Adopted: 12/09/80

Revised: 09/08/15, _____

INSTRUCTION

GRADUATION CREDENTIALS

I. Statement of Policy

The Oneida City School District (the District) recognizes that there are many ways to successfully complete the high school experience. The District awards students exiting credentials consistent with the standards established by the State Education Department.

II. Accelerated and Deferred Completion

- A. In the case of a student who completes exiting requirements in four or more years, the student's graduation credential shall be determined by the standards in effect in the year the student first entered grade nine.
- B. In the case of a student who completes exiting requirements in less than four years, the student's graduation credential shall be determined by the standards in effect four years prior to the year in which the exiting credential will be awarded. Where a student seeks to exit at the conclusion of the Fall Semester, eligibility shall be determined as though the student was exiting at the conclusion of the prior school year.

Oneida City School District

Legal Ref: 8 NYCRR §§ 100.1, 100.2, 100.4, 100.5, 100.6, 200.4 and 200.5; NYS Education Law §§ 3202 and 4402

Adopted: 07/10/07

Revised: 09/08/15, ____

Policy

INSTRUCTION

Draft 8/13/2020
8103

ALTERNATIVE EDUCATIONAL PROGRAMS

- I. ~~The Oneida City School District Board of Education (the Board) recognizes that alternative education programs other than regular classroom experiences may be necessary to meet the needs of students.~~ Alternative education programs recognized by the Board include:

II

- a. Assignment to a special program by the Committee on Special Education.
- b. High School Equivalency Programs.
- c. Summer School Programs.
- d. Tutorial Programs.
- e. Work-Study Program.
- f. ~~High School-College Dual Credit Courses.~~ *Online and credit recovery programs*
- g. Alternative Education Programs (BOCES)

- III. Placement opportunities outside the regular classroom shall be made only when it is obvious that the student's best interests cannot be served in the regular classroom or when his/her continued presence will be detrimental to the best interests of other students.

III *Advanced education programs recognized by the Board include:*

- a. *High School - ~~Dist~~ College Dual Credit Courses.*
- b. *Honors courses*
- c. *Work Study*
- d. *Advanced Placement courses*
- e. *College Seminars*

Oneida City School District

Adopted: 01/14/86

Revised: 09/08/15, _____

INSTRUCTION

HOME INSTRUCTION

I. Rationale

Under Sections 3204(2), 3210(2)(d) and 3212(2) of the Education Law, the Board of Education (the Board) has the responsibility to ensure that all students residing within the Oneida City School District (the District) who are between the ages of six (6) and sixteen (16) receive a quality education and competent instruction. The Board recognizes that such instruction may be provided in the home, pursuant to the Regulations of the Commissioner of Education. The Board also believes that the legality of the concept of home instruction does not diminish the District's responsibility to see that every student of compulsory age receives instruction from a competent instructor that is substantially equivalent to the instruction provided in State-regulated schools. In order to accomplish this goal, a framework of mutual cooperation, respect and interaction must exist between the District and parents who desire home instruction for their children. It is with this framework in mind that the following policy is implemented.

Home instruction is highly-individualized approach that can only be undertaken after a great deal of careful preparation. It is the obligation of both parents and school officials to make sure that no child is deprived of the right to an appropriate instructional program.

not to be confused with synchronous or asynch programs provided by the District

II. Definitions

- A. Parent: The term "parent" is used to mean the person or persons standing in parental relation to the student.
- B. Superintendent: The term "Superintendent" refers to the Superintendent of Schools of the District or the person the Superintendent designates to act on his/her behalf.
- C. Teacher: The term "teacher" refers to either the parent or a tutor, depending on who is doing the actual teaching and providing the actual instruction to the student.
- D. IHIP: The term "IHIP" means Individualized Home Instruction Plan.

III. Notification and Approval Procedure

- A. ~~1.~~ Parents who desire to provide home instruction for a student of compulsory school attendance age shall annually provide written notice to the Superintendent of their intention by July 1st of each school year. Parents who choose to commence such instruction after the start of the school year, or who establish residence in the District after the start of the

INSTRUCTION

HOME INSTRUCTION

school year, shall provide the written notice within fourteen (14) days following the commencement of home instruction.

- ~~2. Any request for home instruction must include a statement signed by the parents which releases the Board of Education, the Superintendent of Schools, and the district staff from any liability for the quality of education received by any child being taught at home.~~
- B. Within ten (10) business days of receipt of the written notice of intent, the District shall send to the parent(s) a copy of this policy, a copy of Section 100.10 of the Commissioner's Regulations and a form on which to submit an individualized home instruction plan (hereafter referred to as "IHIP") for a child of compulsory attendance age.
- C. Within four (4) weeks of the receipt of the materials described in (B) above or by August 15th, whichever is later, the parents shall submit the completed IHIP to the District containing the following information:
1. The child's name, age and grade level;
 2. A list of the syllabi, curriculum materials, textbooks, or plan of instruction to be used in each of the required subjects listed in Section 100.10(e) of the Commissioner's Regulations;
 3. The dates for submission to the School District of the parents' quarterly reports, as required. These reports shall be spaced in even and logical periods; and
 4. The names of the individual(s) providing instruction.
 5. A statement that the child will be meeting his/her compulsory education requirements through full-time study at a degree-granting institution (meaning enrollment for at least 12 semester hours in a semester or its equivalent), if that is the case. In this situation, the IHIP shall identify the degree-granting institution and the subjects to be covered by that study.

The District shall provide assistance in preparation of the IHIP, if requested by the parents.

- D. Within ten (10) business days of receipt of the IHIP, or by August 31st, whichever is later, the District shall either notify the parent(s) that the IHIP complies with the Commissioner's Regulations or give the parent(s) notice of any deficiency in the IHIP.

POLICY

Draft 8/13/2020
8200

INSTRUCTION

HOME INSTRUCTION

- E. Within fifteen (15) days of receipt of a notice of deficiency in the IHIP, or by September 15th, whichever is later, the parent(s) shall submit a revised IHIP which corrects any such deficiencies.
- F. Within fifteen (15) days of receipt of the revised IHIP, or by September 30th, whichever is later, the Superintendent shall review the revised IHIP and shall notify the parent(s) as to whether the revised IHIP is in compliance. If the revised IHIP is determined not to be in compliance, then the parents shall be notified in writing of the reasons for such determination.

Such notice shall also contain the date of the next regularly scheduled meeting of the Board of Education that will be held at least ten (10) days after the date of mailing of the notice.

- G. If the parents wish to contest the determination of noncompliance, the parents must notify the Board of Education at least three (3) business days prior to the scheduled meeting. At such meeting, the parents shall have the right to present proof of compliance and the Board shall make a final determination of compliance or noncompliance.

IV. Right of Appeal

- A. The parents shall have the right to appeal any final School District determination of noncompliance to the Commissioner of Education within thirty (30) days after receipt of such determination.
- B. When administrative review of a School District determination is completed (i.e. the parents fail to contest a determination at any level or receive a decision from the Commissioner of Education upholding the School District's final determination), the parents shall immediately provide for the instruction of their children at a public school or elsewhere in compliance with Sections 3204 and 3210 of the Education Law.
- C. Within ten (10) days after administrative review is completed, the parents shall furnish the Superintendent with written notice of arrangements for instruction provided to their children; except that such notice is not required if parents enroll their children in a public school.

V. Attendance Requirements

- A. ~~1.~~ Each child shall attend the substantial equivalent of one hundred eighty (180) days of instruction each school year.

POLICY

Draft 8/13/2020
8200

INSTRUCTION

HOME INSTRUCTION

a-2. The cumulative hours of instruction shall be nine hundred (900) hours per year for Grades 1-6 and nine hundred ninety (990) hours for Grades 7-12.

- B. Absences shall be permitted on the same basis as provided for District students.
- C. Parents are required to maintain attendance records and such records shall be made available to the District upon request.

VI. Quarterly Reports

- A. On or before the dates specified in the IHIP, a quarterly report for a child shall be furnished by the parent to the District.
- B. The quarterly report shall contain the following information:
 - a1. The number of hours of instruction during said quarter;
 - b2. A description of the material covered in a subject listed in the IHIP;
 - e3. Either a grade for the child in a subject or a written narrative evaluating the child's progress; and
 - d4. Evidence that the course materials as set forth in the IHIP have been covered.

VII. Annual Assessment

- A. At the time of submission of the fourth (4th) quarterly report, the parents also shall file an annual assessment.
- B. The annual assessment shall include the results of a commercially published norm-referenced achievement test, or an alternative form of evaluation, which meets the requirements of Section 100.1(h)(1) or (2) of the Commissioner's Regulations.
- C. Any commercially published norm-referenced achievement tests shall be administered in accordance with one of the following options, to be selected by the parents:
 - a1. At the public school, by its professional staff; or

POLICY

Draft 8/13/2020
8200

INSTRUCTION

HOME INSTRUCTION

- ~~b~~2. At a registered non-public school by its professional staff, provided that the consent of the Chief School Officer of the non-public school is obtained; or
 - ~~e~~3. At a non-registered non-public school, by its professional staff, provided that the consent of the Chief School Officer of the non-public school and of the Superintendent is obtained; or
 - ~~d~~4. At the parents' home, or at any other reasonable location, by a New York State certified teacher or by another qualified person, provided that the Superintendent has consented to said individual administering the test.

 - ~~1~~a. The test shall be provided by the School District upon request by the parent, provided that the cost of any testing facilities, transportation and/or personnel for testing conducted at any location other than the public school shall be borne by the parents.
 - ~~2~~b. The test shall be scored by the person(s) administering the test or by other persons who are mutually agreeable to the parents and the Superintendent.
- D.3 An alternative form of evaluation shall be permitted to be chosen by the parent, as follows:
- ~~a~~1. A written narrative for Grades 1-3;
 - ~~b~~2. A written narrative, used no more often than every other year, for Grades 4-8.

 - ~~1~~a. The person(s) who prepare(s) the written narrative shall be a New York State certified teacher, a home instruction peer group review panel, or other person selected by the parent with the consent of the Superintendent, who has interviewed the child and received a portfolio of the child's work.
 - ~~2~~b. Such person shall certify whether the child has made adequate academic progress.
 - ~~e~~3. Any resulting costs shall be borne by the parent(s).

INSTRUCTION

HOME INSTRUCTION

4. In the event that the child has failed to make adequate progress the home instruction shall be placed on probation pursuant to Section VIII of this policy.
- E. If a dispute arises between the parent(s) and the Superintendent, including disputes over the administration of tests or alternative evaluation methods, the parent(s) may appeal to the Board of Education. If the parent(s) disagree with the determination of the Board of Education, they may appeal to the Commissioner within thirty (30) days of the receipt of such determination.

VIII. Probation

- A. If a child's annual assessment fails to comply with the provisions of Section VII of this policy and the corresponding Commissioner's Regulations, the home instruction program shall be placed on probation for a period of up to two (2) school years.
- B. The parent(s) shall be required to submit a plan of remediation, which addresses the deficiencies in the child's achievement. Such plan shall be reviewed by the School District. The School District may require the parents to make changes in the plan prior to acceptance.
- C. If after the end of any semester of the probationary period the child progresses to the level specified in the remediation plan, then the program shall be removed from probation.
- D. If the child does not attain seventy-five percent (75%) or more of the objectives specified in the remediation plan at the end of any semester of the probationary period, or if after two (2) years of probation one hundred percent (100%) of the objectives of the remediation plan have not been met, the Superintendent shall issue a notice of noncompliance.
- E. The Board shall review any determination of noncompliance issued in (D) above, except that the parents' consent to such review is not required.
- F. If, during the period of probation, the Superintendent has grounds to believe that the program of home instruction is in substantial noncompliance with this policy and the corresponding Regulations of the Commissioner, the Superintendent may require one or more home visitations. Such visits shall be made only after three (3) days written notice; and shall be conducted by the Superintendent or his/her designee.

INSTRUCTION

HOME INSTRUCTIONIX. Participation in School Activities

- A. Home instruction students must be enrolled in the public school to participate in organized school activities such as clubs, sports, intramurals, school band/chorus, occupational/vocational education programs and gifted programs.
- B. Children who receive home instruction may not participate in instructional programs except that the District must provide special education services, recommended on the Individual Education Program (IEP) by the Committee on Special Education.
- C. The District will open Regents Examination admissions to any district resident, including home schooled students, who is seeking to fulfill his/her preliminary education requirements to take five specific Regents Examinations or approved alternative examinations. If possible, the resident should provide the District with reasonable advance notice of his/her intent to take a specific Regents Examination.

X. Verification of Preliminary Education Requirements:

- A. The District is aware that individuals seeking a college degree may have to verify to college administrators that they have completed certain "preliminary education requirements." The district will take the following steps to help these individuals provide colleges with that verification:
 - 1. If requested by a student, the Superintendent will perform an evaluation of substantial equivalency of the student's IHIP.
 - 2. If requested by a student or former student, the Superintendent will certify in writing to the student, whether the student's program was substantially equivalent to a four year high school program.

Oneida City School District

Legal Ref: NYS Education Law §§ Sections 3204(2), 3210(2)(d) and 3212(2) of the New York State Education Law; 8 N.Y.C.R.R., Section § 100.10

Adopted: 11/90

Revised: 07/13/98, 09/08/15, _____

INSTRUCTION

HOMEBOUND INSTRUCTION

- I. Homebound instruction is a temporary service provided to students who are unable to attend school due to a short-term physical, mental or emotional illness or injury as substantiated by a licensed physician or licensed psychologist. A student will be eligible for homebound instruction if the student's illness is expected to extend beyond ten (10) school days.
- II. Referrals for homebound instruction must be accompanied by a physician's or licensed psychologist statement that:
 - A. Clearly indicates that the student will be unable to attend school for at least ten (10) school days; and
 - B. Clearly specifies the diagnosis necessitating home instruction, the limitations concerning the kind or duration of instruction, and any possible precautions the homebound instructor should take.
- III. The Oneida City School District (the District) will provide at least five (5) hours of homebound instruction a week for eligible elementary students (K-6), to the extent possible at least one (1) hour per day. The District will provide at least ten (10) hours of homebound instruction per week for eligible secondary school students (7-12), to the extent possible at least two (2) hours per day.
- IV. Students with disabilities who are recommended for homebound instruction by the Committee on Special Education (CSE) shall be provided instruction and appropriate related services as determined by the CSE in consideration of the student's unique needs. Such homebound instruction shall only be recommended if such placement is in the least restrictive environment. Home instruction will begin as soon as possible following such notification and shall be limited to the approved school calendar.
- V. Homebound instruction shall be terminated when the period of probable absence as certified by the physician or licensed psychologist has expired. Should any extension of homebound instruction be requested, the District reserves the right to obtain a separate opinion.
- VI. At the conclusion of this interim service the tutor will submit to the District a report of the pupil's progress during the period of homebound instruction.

Oneida City School District

Legal Ref: Revised Handbook on Services to Pupils Attending Non-Public Schools, NYS Education Department, § 2004; 8 NYCRR §§ 175.21 and 200.6(h).

Adopted: 10/09/01

Revised: 09/08/15, _____

INSTRUCTION

Policy is Required
COURSES INCLUDING DISSECTION OF ANIMALS

I. Statement of Policy

- A. Students enrolled in a course that includes the dissection of an animal shall be given reasonable notice of that fact, and information about the student's right under Section 809 of the Education Law and this Policy to be excused from witnessing or conducting animal dissection. This notice shall be distributed at the beginning of the school year, and shall be available upon request at the school office.
- B. Students will be excused from witnessing or conducting animal dissection if the student:
 - 1. provides a written statement from the student's parent or legal guardian substantiating the fact that the student has a moral or religious objection to witnessing or conducting animal dissection, and
 - 2. agrees to undertake and complete an alternative project approved by the student's teacher.
- C. Students who perform alternative projects who do not perform or witness the dissection of animals will not be penalized.

II. Implementation of Policy

The Superintendent of Schools shall prepare a notice that complies with the requirements of Section 809 of the Education Law and insure that teachers are aware of this Policy and that the notice is distributed as required.

Oneida City School District

Legal Ref: NYS Education Law Section § 809(4)

Adopted: 09/08/15

Review: _____

Policy is Required

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

- I. The Board of Education believes that students, ~~who, by reason of foreign birth or ancestry,~~ have limited English proficiency, will be more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. The Oneida City School District (the District) will therefore make every effort to ensure that limited English proficient (English Language Learners (ELL)) students are provided with an appropriate program of transitional bilingual education or English as a second language program.
- II. It is the policy of the District that the Superintendent be directed to develop appropriate administrative regulations, in accordance with Parts 117 and 154 of the Commissioner's Regulations, to ensure that ELL students are:
 - A. Screened for limited English proficiency, as part of the overall diagnostic evaluation, upon student's initial enrollment or reentry in the New York State public school system.
 - B. Identified, as appropriate, as an ELL student and notification and information provided to the parent, person in parental relation, or students 18 years of age or older.
 - C. Evaluated annually in areas prescribed by the Commissioner;
 - D. Assured of access to appropriate instructional and support services, including guidance programs;
 - E. Assured of having equal opportunities to participate in all school programs and extracurricular activities as non-ELL students; and
- III.
 - A. The Superintendent shall be responsible for ensuring that a description of the nature and scope of the instructional programs and services to help them acquire English proficiency is available to limited English proficient pupils.
 - B. The Superintendent shall be responsible for ensuring that the Commissioner is provided with all information required under the Commissioner's Regulations and that the District provides appropriate school-related information to the parents of ELL students in English, or, when necessary, in the language they understand.
 - C. The Superintendent shall ensure that all teachers employed for any bilingual and/or ELL program are properly certified in accordance with the Commissioner's Regulations.

POLICY

Draft 8/13/2020

INSTRUCTION

8203

Policy is Required

LIMITED ENGLISH PROFICIENCY INSTRUCTION

ENGLISH LANGUAGE LEARNERS

- IV. The District shall develop and update as necessary, a comprehensive plan ("Plan") in accordance with the Commissioner's Regulations to meet the needs of ELL students enrolled in the District. The Plan will be kept on file in the District office and made available for review by the State Education Department upon request.

Oneida City School District

Legal Ref: 8 NYCRR., Sections §§ 117 and 154; NYS Education Law, Section § 3204.

Adopted: 08/14/90

Revised: 12/08/15, _____

DELETE

Policy

INSTRUCTION

Draft
8001 Revise/Renumber 8010

INSTRUCTIONAL GOALS AND OBJECTIVES

- I. The Board of Education (the Board) recognizes that the focus of the Oneida City School District's (the District) educational programs is on the learner, the student. Each student's educational development is the central concern of the instructional goals and objectives.
- II. The Board ~~of Education~~ recognizes that the teacher serves as a key figure in carrying out the District's responsibility in the educational process. The Board ~~of Education~~ also recognizes the need for administrative leadership and organization in order to establish conditions in order for teachers to be effective.
- III. The Board ~~of Education~~ will continue to examine and seek to provide facilities, personnel, equipment and materials necessary for the education of all students for whom the District is responsible.
- IV. The Board ~~of Education~~, therefore, establishes the following as the instructional goals for the ~~Oneida City School~~ District:
 - A. To assist students in developing and maintaining good physical and good mental health.
 - B. To assist student in the development of basic academic skills.
 - C. To assist students in developing intellectual curiosity and creativity.
 - D. To assist students in understanding our constitutional form of government, gaining knowledge of the history of the United States, and encouraging students to accept the obligations of good citizenship.
 - E. To help students understand the scientific approach to the problems of life, recognizing the need for conservation of human and natural resources, and the contributions made by science.
 - F. To assist students in acquiring the skills necessary to further pursue a career in their chosen field.
 - G. To help students become intelligent consumers of material goods, cultural products and services.
 - H. To assist students in recognizing the ethical, esthetic and moral values of experience, and to act accordingly.

POLICY

INSTRUCTION

Draft
8001 Revise/Renumber 8010

INSTRUCTIONAL GOALS AND OBJECTIVES

- V. The Board of Education also expects the following:
- A. It shall be the responsibility of each building staff member, under the direction of the Building Principal, to establish specific educational objectives consistent with the stated instructional goals.
 - B. Since there is responsibility for the achievement of the stated goals, it is important that both staff and Principal work together to obtain unity of effort in achieving the objectives.
 - C. The administrative and teaching staff shall present evidence of achievement, or lack of achievement, of students annually.

Oneida City School District
Adopted: 10/14/80
Revised: _____

DISTRICT RESPONSIBILITIES UNDER CHAPTER I PROGRAMMING

- I. The Oneida City School District recognizes that the purpose of financial assistance under a Chapter I Project is to improve the educational opportunities of educationally deprived children by helping such children succeed in the regular program of the District, attain grade level proficiency and improve achievement in basic and more advanced skills.
- II. The District shall ensure that each pupil who receives Chapter I services is monitored and evaluated for progress, beyond report cards and parent/pupil conferences.
- III. The Board of Education of the District recognizes that the schools have the following major responsibilities under Chapter I funded programs:
 - A. Conducting an Annual Review of Effectiveness (ARE) for each building operating a Chapter I Program, as measured by aggregate performance and the desired outcomes of the Chapter I application;
 - B. Identifying each school building, if any, that does not show substantial progress towards meeting desired outcomes contained in the District's Chapter I application, or showing no improvement or decline in aggregate performance of participating pupils;
 - C. Developing a Chapter I Program Improvement Plan for each building, identified in "B" above;
 1. Identifying each pupil who has participated in a Chapter I project for a school year and who has not shown substantial progress toward meeting the desired outcomes established for participating children or whose achievement shows no improvement or a decline; and implementing improvement for students so identified;
 2. conducting a thorough assessment of the educational needs of children who remain in the district's Chapter I project after two (2) consecutive years of participation and who have not shown substantial progress toward meeting the desired outcomes established for participating children or whose achievement shows no improvement or decline, and using the result of the needs assessment to modify the project to better meet the children's needs;

DISTRICT RESPONSIBILITIES UNDER CHAPTER I PROGRAMMING

3. In conducting an assessment of the progress of participating children, the District should include in such assessment the following:
 - a) Available Diagnostic Data
 - b) Cumulative Record
 - c) Attendance Record
 - d) Handicapping Conditions
 - e) Local Conditions
 - f) Student Self-Assessment, as appropriate;
4. In each building, identifying the process and persons responsible for conducting such assessments. Both parents and teachers should participate in the assessment process.

Oneida City School District

Legal Ref: New York State Elementary and Secondary Educational Act of 1965, as amended; Hawkins-Stafford Act of 1988, P.L. 100-297; ESEA Chapter I, State Education Agency Program Improvement Plan, June 16, 1989 (NYSED).

Adopted: 08/14/90

Revised: _____

DELETED
Regulation

Draft 8/13/2020

8201.1

INSTRUCTION

HOMEBOUND INSTRUCTION

I. Instructions to be Followed Regarding Homebound Program

- A. The Oneida City School District will assign a qualified tutor at a rate per hour as per the current OTA contract.
- B. Tutoring should be provided after the school day if provided by district staff, and terminates upon the student's return to school. Staff is expected to make every effort to provide additional support once the student returns to school.
- C. Homebound teachers are to contact the home school for books and assignments.
- D. Homebound teachers must contact parent or guardian to set up time of instruction. If it is to be conducted in the home, the parent or guardian should be present during the period of instruction. If the student is from the high school or middle school, the homebound teacher should contact the student's counselor within one week of entrance date of homebound.
- E. A separate time sheet is to be submitted for each student. Time sheets from substitute homebound teachers are to be submitted weekly with the parent's or guardian's signature.
- F. The payroll period for substitute homebound teachers is from the first day to the last day of each month. If the last day of the month falls within the week, two time sheets would be submitted that week – one reflecting the end of the month and the other the beginning of the next month.
- G. Three copies of the Progress Reports are to be submitted to the Guidance/Principal's Office at the end of each marking period the student is on homebound instruction.
- H. When a student is to be transferred from homebound to regular instruction, a final Progress Report must be submitted to the Guidance/Principal's Office and/or CSE as appropriate.

II. End of Year Instructions Regarding Homebound Instruction

- A. It will be the responsibility of the homebound teachers to return all books to the same person who originally supplied the books, i.e., Principal, Counselors, etc.

HOMEBOUND INSTRUCTION

- B. All homebound teachers are to submit End of Year Reports on each student indicating grade earned in each subject with recommendation for school and class placement for the following year.
- C. Permanent Record Cards: It is the responsibility of regular homebound teachers to complete permanent record cards of elementary and middle school students whose names appear on their registers.
- D. Homebound teachers will advise their students of grades earned as well as the teacher's recommendation for placement for the following year.
- E. The High School will send copies of report cards to parents of the High School students and special education upper grade students at the High School who have been on homebound instruction.

Oneida City School District

Approved by the Superintendent: 09/08/15

Revised: _____

DELETE
Regulation

Draft 8/13/2020
8203.1

INSTRUCTION

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

I. Identification Process

The Oneida City School District (the District) implements the following identification process to determine if a student is an English Language Learner (ELL) upon the student's initial enrollment or reentry in the New York State public school system.

- A. Step 1: Administration of the Home Language Questionnaire;
- B. Step 2: An individual interview with the student by qualified personnel in English and the student's home language, and a review of the student's abilities or work samples of math, reading and writing in English and the student's home language;
- C. Step 3: For students with a disability, the Language Proficiency Team shall make a recommendation as to whether the student shall take the statewide English Language proficiency exam and whether the student should be identified as an English Language Learner;
- D. Step 4: Administration of the statewide English language proficiency identification assessment, unless excepted in Step 3.

The identification process shall commence no later than the date of the student's initial enrollment or reentry, except the assessment may not be administered before July 15 for students enrolling in grades 1-12 in September. For kindergarten students enrolling in September, the assessment may not be administered before June 1st. The student shall be provisionally placed until the identification process is completed.

II. Review of Identification Determination

- A. If the District receives a written request for review of the determination within the first forty-five (45) days after a student's initial determination, it shall initiate and complete a review. Such request may be submitted by (1) parent or person in parental relation, (2) a student's teacher with parental consent, or (3) the student who is 18 years or older, and shall be in such form as prescribed by the Commissioner.
- B. The review shall be completed by the principal and qualified school personnel and a determination made within ten (10) school days of the receipt of a written request, unless consultation with the CSE is required in which case a determination shall be made within twenty (20) school days.
- C. If the Principal determines that a student designation should change and the parent or person in parental relation consents to the change, the Superintendent shall review and make the final determination within ten (10) days of receipt. If the Superintendent accepts the change,

INSTRUCTION

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

the District must inform the Commissioner, principal and parent or person in parental relation.

- D. If the student designation is changed, the principal, no less than six months and no later than one school year following the determination shall review the decision to ensure that the student's academic progress has not been adversely affected by the determination.

III. Notification and Information to be Provided to the Parent, Persons in Parental Relation or Students 18 Years of Age or Older

- A. All notices to the parent, person in parental relation, or a student 18 years of age or older shall be in writing, in English and in the language and mode of communication best understood by the recipient. Notification shall be given upon each of the following events:
1. Within five (5) school days of identification of the student as an English Language Learner, including the determination that the student scored less than the state required level on the proficiency exam, and/or that the student has a disability, and the right to seek review of the determination; and
 2. Upon determination of the placement of the student in an English as a New Language Program or Bilingual Education Program, of the options concerning choice of program, withdrawal from the program or transfer; and
 3. If a review of identification or placement results in a proposed change in the student's designation; and
 4. A decision by the Superintendent concerning a change in designation of the student; and
 5. A decision made upon subsequent review of a decision of placement of the student in a program which reverses a prior decision or proposes a change in placement.
- B. Upon a determination of placement of the student, the parent or person in parental relation will be notified that, where available, Bilingual Education shall be the default Program. The notification shall:
1. Explain the goals and purpose;
 2. State that the program will not restrict the student's access to extracurricular activities offered in the District;
 3. If the program is not available in the school, explain the option to transfer to a school within the District and that transportation is provided by the District; and
 4. If the District has been granted an exemption, the notification must explain how the District will offer to support home language and provide a summary of its plans for instituting a Bilingual Education program the following year.

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

- C. Upon notification, the parent or person in relation has ten (10) school days to sign and return to the District a statement of agreement with the child being placed or directs the District to place the child in a Bilingual Education program or English as a new Language program.
- D. Prior to enrollment of the student, the parent or person in parental relation will be provided an orientation session on the state standards and assessments, the District's expectations for the student, and goals and requirements for the Bilingual Education and English as a New Language Programs.
- E. In addition to parent-teacher conferences, quarterly or other scheduled meetings, the District shall individually meet with the parents or persons in parental relation to the English Language Learner at least once a year to discuss the goals of the program, their child's progress, assessment results and needs.

IV. Placement

Upon the student's initial enrollment or reentry identification and parent notification, orientation, and placement shall be completed such that a student is placed in either a Bilingual Education or an English as a New Language program within ten (10) school days. Students identified more than ten (10) business days prior the first day of school in September shall be placed by such date.

V. Program Requirements

The District shall provide either a Bilingual Education or English as a New Language program to each student identified as English Language Learners.

- A. The District shall annually prepare, submit to the Commissioner and make widely available through public means, an estimate of the number of English Language Learners who are expected to be enrolled the following school year in each school and in each grade within each school who speak the same home language.
- B. If the estimate of enrollment of English Language Learners equals 20 or more English Language Learners of the same grade level, all of whom have the same language other than English, the District shall provide a sufficient number of Bilingual Education programs in the District in the following school year.
- C. Each English Language Learner shall be provided the opportunity to transfer to another school in the District that operates a Bilingual Education program serving the same grade level and language, if such does not exist in the school in which the student is enrolled. Transportation shall be provided for such student according to Education Law §3635 and District policy.

INSTRUCTION

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

- D. The District may seek permission on an annual basis from the Commissioner for a one-year exemption from providing Bilingual Education programs for a language spoken by less than five percent (5%) of the total statewide ELL population, if the District:
1. Does not have qualified staff; or
 2. Has been unable to recruit a sufficient number of qualified staff; or
 2. Overestimated the number of English Language Learners that will be enrolled and the actual number is fewer than 20; and
 4. The District can meet the requirements for providing alternative home language supports.
- E. In order to ensure program continuity, the District will continue providing a Bilingual Education program if at least 15 students who speak the same home language were enrolled in such a program in the previous school year.

VI. Students with Disabilities for English Language learners

A. Determination:

The Language Proficiency Team (LPT) shall make a recommendation regarding the initial assessment of English Language Learner status for a student with a disability pursuant to Subpart 154-3 of the Regulations of the Commissioner of Education.

B. Assessment Criteria

The CSE shall annually make an individual determination in accordance with the student's IEP whether the student will continue to be identified as an ELL. The CSE shall decide whether the student shall take:

1. The statewide English language proficiency assessment without the use of testing accommodations;
2. The statewide English language proficiency assessment with appropriate testing accommodations in accordance with the student's IEP; or
3. An alternate assessment prescribed by the commissioner.

VII. Professional Development

The District shall provide professional development pursuant to Commissioner's Regulations for all teachers, level III teaching assistants and administrators that specifically address the needs of English Language Learners.

VIII. Annual Assessment

INSTRUCTION

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

The District shall annually assess the English language proficiency of each student using such assessment as prescribed by the Commissioner. For each English Language Learner who scores below specified levels of performance on the annual English language proficiency assessment, the District shall determine the additional support services to provide to the student.

IX. Exit Criteria

The following criteria shall be used to make a determination to exit a student from English Language Learners status:

- A. Scores at or above the state designated level of proficient/commanding on the annual English language proficiency assessment; or
- B. Scores at or above the state designated level of advanced/expanding on the annual English language proficiency assessment in all modalities, and at or above proficiency on the English Language Arts assessment or met or exceeded proficiency standards in Comprehensive English or the Regents Examination in ELA or an approved alternative.
- C. Students with Inconsistent/Interrupted Formal Education (SIFE) status shall continue to be identified as such until they are performing at the transitioning /intermediate level on the annual English language proficiency assessment.
- D. The District will provide at least two years of Former English Language Learners services to support students who exit out of English Language Learners status.

X. Assurances, Plan and Reporting

- A. Prior to the start of each year, the District will submit to the Commissioner the following assurances, signed by the Superintendent:
 1. Access to appropriate instructional and support services, including guidance programs;
 2. Equal opportunities to participate in all school programs and extracurricular activities;
 3. Bilingual Education and/or English as a New Language programs are offered;
 4. The District provides the requisite number of Bilingual education programs or has a one-year exemption;
 5. Parents or other persons in parental relation receive orientation and notification about programs;
 6. The requisite amount of English as a New Language and Home language Arts instruction are prescribed;
 7. Teachers in the District's Bilingual Education and English as a New Language programs are appropriately certified;
 8. Teachers receive the requisite number of in-service professional development;

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

9. The District complies with the Commissioner's Regulations and Education Law governing programs for students designated as English Language Learners;
 10. The programs are administered in accordance with applicable federal and state law and regulations and the District's comprehensive plan.
- B. Prior to the start of each year the District will develop a Comprehensive Plan in a form specified by the Commissioner. The Plan will be submitted to the Commissioner prior to the start of each school year by a date specified by the Commissioner. The plan shall include the following:
1. The District's philosophy regarding the education of its English Language Learners, including but not limited to programs offered in the District;
 2. The District's administrative practices to screen identify and place English Language Learners in appropriate programs;
 3. The District's plan to provide parents and other persons in parental relation with information about all Bilingual Education and English as a New Language programs available and notices regarding program placement and their rights, in the language or mode of communication that parents or persons in parent relation best understand;
 4. The District's system to annually measure and track the academic progress and use of data to drive instruction;
 5. The District's curricular and extracurricular services provided;
 6. The District's administrative practices to annually evaluate English Language Learners;
 7. The District's procedure to identify support services for English Language Learners;
 8. A copy of the District's English Language Learners policy;
 9. The District's exit procedures; and
 10. The District's services to support Former English Language Learners.
- C. The District will annually submit to the Commissioner a data and information report in such forms and timelines as prescribed by the Commissioner. The report includes the following:
1. Summary of the number of English Language Learners students in the District;
 2. Number of English Language Learners students by building identified in the preceding school year by grade level, home language and program type;
 3. Number of English Language Learners students, if any, by building who have not received either Bilingual Education or English as a New Language instruction;
 4. Summary of annual English language proficiency assessments;
 5. Summary of teacher qualifications;
 6. Expenditures; and
 7. Summary of students for whom the District has requested an extension of services.
- .I. Retention of Identification and Review Records

REGULATION

Draft 8/13/2020
8203.1

INSTRUCTION

LIMITED ENGLISH PROFICIENCY INSTRUCTION
ENGLISH LANGUAGE LEARNERS

The District shall maintain all documents related to the initial identification and any subsequent review process, including Home Language Questionnaire, English language proficiency identification assessment results, and any other records generated as part of the identification process and review process. Such information shall be maintained as part of the student's cumulative record.

Oneida City School District
Approved by the Superintendent: 12/08/15
Adopted: 08/14/90
Revised: _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: SUBSTITUTE RATES
DATE: DECEMBER 8, 2020

Due to the increase in minimum wage in December 2020, we are recommending the approval of the attached increase in sub rates effective January 1, 2021.

RECOMMENDED ACTION

Motion to approve the increase in sub rates as submitted.

MOTION MADE BY _____

SECONDED BY _____

A _____ N _____

December 2020 minimum wage goes to \$11.80 from \$12.50 (5.9% incr.)

Sub rates:

	<u>2019</u>	<u>2020</u>	Retirees <u>2018</u>	Retirees <u>2019</u>
Custodial	\$14.20	\$15.00	\$16.35	\$17.30
Aide	\$11.80	\$12.50	\$13.76	\$14.60
Clerical	\$11.80	\$12.50	\$16.63	\$17.60
Food Service	\$11.80	\$12.50	\$12.54	\$13.30
Nurse	\$103.00	\$109.00	\$121.00	\$128.00
Teacher Non-Cert.	\$99.00	\$105.00		
Teacher Certified	\$113.00	\$120.00	\$123.00	\$130.00

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: RETURN TAX LIST, 2020-2021
DATE: DECEMBER 8, 2020

The attached 2020-2021 returned tax list, prepared by the tax collector, is presented for your review and approval.

RECOMMENDED ACTION

Motion to approve the 2020-2021 Return Tax List as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___



**SUMMARY OF 2020-21 UNPAID SCHOOL TAXES
ONEIDA CITY SCHOOL DISTRICT**

TOWN	ORG. LEVY	ADJ.	TOTAL LEVY	PAID TAXES	2% PENALTY	UNPAID TAXES	3% FEE city or county	Rounding	TOTAL
ONEIDA / INSIDE	6,826,165.64		6,826,165.64	6,403,850.34	3,099.54	422,315.30	12,669.46	0.03	434,984.79
ONEIDA / OUTSIDE	2,412,492.56		2,412,492.56	2,294,369.30	1,148.16	118,123.26	3,543.70	-0.01	121,666.95
LENOX	353,939.23		353,939.23	322,784.87	223.98	31,154.36	934.63	-0.03	32,088.96
WAMPSVILLE	374,051.11		374,051.11	308,921.78	290.14	65,129.33	1,953.88	0.00	67,083.21
LINCOLN	323,362.55		323,362.55	294,247.90	255.57	29,114.65	873.44	0.03	29,988.12
TOTAL : MADISON COUNTY			10,290,011.09	9,624,174.19	5,017.39	665,836.90	19,975.11		685,812.01
VERNON	618,288.80		618,288.80	580,024.73	497.32	38,264.07	1,147.92	0.02	39,412.01
SHERRILL	27,653.74		27,653.74	27,653.74	0	0.00	0.00	0.00	0.00
ONEIDA CASTLE	935,285.27		935,285.27	906,692.21	593.32	28,593.06	857.79	0.00	29,450.85
VERONA	2,435,648.74		2,435,648.74	2,217,672.37	1,887.24	217,976.37	6,539.29	-0.06	224,515.60
VIENNA	1,227,970.07		1,227,970.07	1,064,322.02	815.72	163,648.05	4,909.44	0.01	168,557.50
TOTAL : ONEIDA COUNTY			5,244,846.62	4,796,365.07	3,793.60	448,481.55	13,454.45		461,936.00
TOTALS	15,534,857.71	0.00	15,534,857.71	14,420,539.26	8,810.99	1,114,318.45	33,429.55		1,147,748.00

9-Nov-20

Michelle Worden

Michelle Worden, School Tax Collector

See attached Over/Under Payment Reports w/ Refunds

ONEIDA CSD

Trial Balance Report 2020

Date: 11/09/2020	Town/County	
Warrant	\$15,534,857.71	
Adjustments	\$0.00	
Adjusted Warrant	\$15,534,857.71	
Full Payments	\$14,420,539.26	
Partial Payments	\$0.00	
Direct to County	\$0.00	NOT Deposited in the bank
Over Paid	\$0.00	(to be refunded)
Tax Collected	\$14,420,539.26	Collected 92.83 %
Tax Less Direct	\$14,420,539.26	
Service Charge	\$0.00	Service Charge Billed \$0.00
Surcharge	\$0.00	Credit \$56,155.07
Misc Coll.	\$2.24	Cash \$0.00
Full/Partial Penalties	\$8,810.99	Check \$14,373,197.42
Net Deposit	\$14,429,352.49	Total Deposit \$14,429,352.49
NOT Collected	\$1,114,318.45	<small>Includes overpayments shown above</small>

Balance Successful

This sheet should match your bank records.

School Warrant Report - in order by Town

11/09/2020

Town	School	Tax Warrant	Adjustments to Warrant	Net Warrant	
Oneida, I	251201	251200	6,826,165.64	0.00	6,826,165.64
Oneida, I	251201	Subtotal	6,826,165.64	0.00	6,826,165.64
Oneida,	251289	251200	2,412,492.56	0.00	2,412,492.56
Oneida,	251289	Subtotal	2,412,492.56	0.00	2,412,492.56
Lenox	253603	251200	353,939.23	0.00	353,939.23
Lenox	253603	Subtotal	353,939.23	0.00	353,939.23
Lenox	253689	251200	374,051.11	0.00	374,051.11
Lenox	253689	Subtotal	374,051.11	0.00	374,051.11
Lincoln	253800	251200	323,362.55	0.00	323,362.55
Lincoln	253800	Subtotal	323,362.55	0.00	323,362.55
Vernon	306001	251200	618,288.80	0.00	618,288.80
Vernon	306001	Subtotal	618,288.80	0.00	618,288.80
Vernon	306005	251200	27,653.74	0.00	27,653.74
Vernon	306005	Subtotal	27,653.74	0.00	27,653.74
Vernon	306089	251200	935,285.27	0.00	935,285.27
Vernon	306089	Subtotal	935,285.27	0.00	935,285.27
Verona	306200	251200	2,435,648.74	0.00	2,435,648.74
Verona	306200	Subtotal	2,435,648.74	0.00	2,435,648.74
Vienna	306401	251200	1,227,970.07	0.00	1,227,970.07
Vienna	306401	Subtotal	1,227,970.07	0.00	1,227,970.07
Grand total			15,534,857.71	0.00	15,534,857.71

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DONATION TO ONEIDA CITY SCHOOL DISTRICT
DATE: DECEMBER 8, 2020

We are recommending the approval of the generous donation of school supplies from the Oneida Walmart as submitted.

RECOMMENDED ACTION

Motion to approve the donation of school supplies from the Oneida Walmart as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: APPR PLAN DISTRICT CERTIFICATION
DATE: DECEMBER 8, 2020

We are recommending the approval of the Annual Professional Performance Review Plan District Certification as submitted.

RECOMMENDED ACTION

Motion to approve the Annual Professional Performance Review Plan District Certification submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

LEA CERTIFICATION FORM: Please download, sign, and upload this form to complete the submission of your LEA's Annual Professional Performance Review (APPR) plan.

By signing this document, the LEA and its collective bargaining agent(s) certify that the APPR plan submitted to the Commissioner for approval constitutes the school LEA's complete APPR plan, that all provisions of the plan that are subject to collective negotiations have been resolved pursuant to the provisions of Article 14 of the Civil Service Law, and that such plan complies with the requirements of Education Law §3012-d as amended by the Laws of 2019 and Subpart 30-3 of the Rules of the Board of Regents, and has been adopted by the governing body of the LEA.

The LEA and its collective bargaining agent(s), where applicable, also certify, upon information and belief, that all statements made herein are true and accurate and that any applicable collective bargaining agreements for teachers and principals are consistent with and/or have been amended and/or modified or otherwise resolved to the extent required by Article 14 of the Civil Service Law, as necessary to require that all classroom teachers and building principals will be evaluated using the APPR plan submitted to the Commissioner for approval.

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

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

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

- Assure that the overall APPR rating will be used as a significant factor in employment decisions, including but not limited to: tenure determinations and teacher and principal improvement plans;
- Assure that the entire APPR will be completed for each teacher or principal as soon as practicable but in no case later than September 1 of the school year following the year in which the classroom teacher or building principal's performance is being measured;
- Assure that the LEA shall compute and provide to the teacher/principal his or her score and rating on the Student Performance category, if available, and for the Teacher Observation category or Principal School Visit Category of a teacher's or principal's APPR, in writing, no later than the last day of the school year for which the teacher or principal is being measured, but in no case later than September 1 of the school year following the year in which the teacher's or principal's performance is measured;
- Assure that the APPR Plan will be filed in the LEA's office and made available to the public on the LEA's website no later than September 10th of each school year or within 10 days after the plan's approval by the Commissioner, whichever shall later occur;
- Assure that complete and accurate teacher and student data will be provided to the Commissioner in a format and timeline prescribed by the Commissioner;
- Assure that the LEA will continue to report to the State individual subcomponent scores and the overall rating for each classroom teacher and building principal in a manner prescribed by the Commissioner;
- Assure that the LEA provides an opportunity for every classroom teacher and building principal to verify the subjects and/or student rosters assigned to them;
- Assure that teachers and principals will receive timely and constructive feedback as part of the evaluation process;
- Assure that any training course for lead evaluator certification addresses each of the requirements in the regulations, including specific considerations in evaluating teachers and principals of English language learners and students with disabilities;
- Assure that any teacher or principal who receives an Overall Rating of Developing or Ineffective in any school year will receive a Teacher Improvement Plan or Principal Improvement Plan, in accordance with all applicable statutes and regulations, by October 1 of the school year following the year in which such teacher's or principal's performance was measured or as soon as practicable thereafter.
- Assure that such improvement plan shall be developed by the superintendent or his/her designee in the exercise of their pedagogical judgment, and shall be subject to collective bargaining to the extent required under Article 14 of the Civil Service Law;
- Assure that all evaluators and lead evaluators, including independent evaluators and peer evaluators, as applicable, will be properly trained and that lead evaluators will be certified and recertified as necessary in accordance with all applicable statutes and regulations;
- Assure that LEA has collectively bargained appeal procedures that are consistent with the statute and regulations and provide for the timely and expeditious resolution of an appeal to the LEA;
- Assure that, for teachers, all observable NYS Teaching Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual observations and, for principals, all observable ISLLC 2008 Leadership Standards/Domains of the selected practice rubric are assessed at least once a year across the total number of annual school

visits;

- Assure that it is possible for a teacher or principal to obtain each point in the scoring ranges, including 0, for each subcomponent and that the LEA shall ensure that the process by which weights and scoring ranges are assigned to subcomponents and categories is transparent and available to those being rated before the beginning of each school year;
- Assure that if a second measure for the Student Performance category is locally selected, then the same locally selected measures of student growth or achievement will be used across all classrooms in the same grade/subject, for teachers, or similar building configurations/programs, for principals, in the LEA will be used in a consistent manner to the extent practicable;
- Assure that all growth targets represent a minimum of one year of expected growth;
- Assure that any material changes to this APPR Plan will be submitted to the Commissioner for approval by March 1 of each school year;
- Assure that the LEA will provide the Department with any information necessary to conduct annual monitoring pursuant to Subpart 30-3 of the regulations;
- Assure that the amount of time devoted to traditional standardized assessments that are not specifically required by State or Federal law for each classroom or program of the grade does not exceed, in the aggregate, one percent of the minimum in required annual instructional hours for such classroom or program of the grade; and
- Assure that the amount of time devoted to test preparation under standardized testing conditions for each grade does not exceed, in the aggregate, two percent of the minimum required annual instructional hours for such grade. Time devoted to teacher administered classroom quizzes or exams, portfolio reviews, or performance assessments shall not be counted towards the limits established by this subdivision. In addition, formative and diagnostic assessments shall not be counted towards the limits established by this subdivision and nothing in this subdivision shall be construed to supersede the requirements of a section 504 plan of a qualified student with a disability or Federal law relating to English language learners or the individualized education program of a student with a disability.

Signatures, dates

Superintendent Signature:

Date:

--

Superintendent Name (print):

--

Teachers Union President Signature:

Date:

--

Teachers Union President Name (print):

--

Administrative Union President Signature:

Date:

--

Administrative Union President Name (print):

--

Board of Education President Signature:

Date:

--

Board of Education President Name (print):

--

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: RESCIND KEYBOARD SPECIALIST POSITION
DATE: DECEMBER 8, 2020

We are recommending approval to rescind the 11 month Keyboard Specialist position at the Otto Shortell Middle School as submitted.

RECOMMENDED ACTION

Motion to approve the rescinding of the 11 month Keyboard Specialist position as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
**RE: CREATION OF ONEIDA CITY SCHOOL DISTRICT
CIVIL SERVICE POSITION**
DATE: DECEMBER 8, 2020

We are recommending approval of the creation of the following Oneida City School District Civil Service position:

Position to be created:

1. 12 month Keyboard Specialist position at Otto Shortell Middle School

RECOMMENDED ACTION

Motion to approve the creation of Oneida City School District Civil Service 12 month Keyboard Specialist position as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: APPLICATIONS FOR CORRECTED TAX ROLLS
DATE: DECEMBER 8, 2020

We are recommending approval of the attached applications for corrected tax rolls as submitted.

RECOMMENDED ACTION

Motion to approve the applications for corrected tax rolls as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: COMMITTEE CHAIR REPORTS
DATE: DECEMBER 8, 2020

The Committee Chair Reports will be presented.

Audit:

Policy:

Curriculum, Instruction
& Technology

Finance & Facility:

Governance:

FOR INFORMATION ONLY

Curriculum, Instruction & Technology

11/10/2020

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

Jessica Poyer and Kevin Healy presented Social Emotional Learning (SEL) at Oneida City School District:

- What is Social Emotional Learning
- Why Does it matter
- SEL grew out of 19-20 DCIP – executive principal established a district wide team that will adopt a systems approach to SEL
- Actions taken to date were discussed and an assessment of where we are now was presented
- Where does SEL fit into curriculum, instruction and assessment
- Where does SEL fit into BOE policy

Genevieve Brauner gave a brief update on technology.

Governance Committee

11-18-2020

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

- Amanda Larson and Kevin Healy gave a presentation on the progress of committees from their buildings in bringing back extracurricular activities, clubs and off season athletic training. They discussed how virtual clubs are working, the success of the JHS and NJRHS induction ceremonies which included parents, and expectations for when buildings are reopened. They both indicated that safety protocols are being followed and cooperation from students has been exceptional.
- The committee discussed the BOE member opening as a result of the resignation of Melinda Bowe.

Finance and Facilities Committee Meeting Minutes
November 18, 2020

Present:

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

- The committee discussed upcoming negotiations with the OTA
- The committee discussed budget strategy for 2021-22
- Jim was tasked with providing an analysis of savings from not running fall sports versus required expenditures related to COVID – including PPE & technology

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOE REPORT
DATE: DECEMBER 8, 2020

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

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DISTRICT BOUNDARY
DATE: DECEMBER 8, 2020

Discussion regarding district boundary.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: YELLOW/ORANGE ZONES
DATE: DECEMBER 8, 2020

Discussion regarding yellow/orange zones.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION

FROM: MARY-MARGARET ZEHR

RE: BOE MEMBER RESIGNATION

DATE: DECEMBER 8, 2020

Discussion regarding BOE member resignation.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: SUPERINTENDENT REPORT
DATE: DECEMBER 8, 2020

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

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: ASSISTANT SUPERINTENDENT FOR FINANCE REPORT
DATE: DECEMBER 8, 2020

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

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EXECUTIVE SESSION
DATE: DECEMBER 8, 2020

We are recommending approval to enter into Executive Session for the purpose of 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;

RECOMMENDED ACTION

Motion to enter into Executive Session as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____