

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: DONATION TO DURHAMVILLE ELEMENTARY SCHOOL**  
**DATE: MAY 18, 2021**

Resolved, to approve the generous donation of \$390 from L3Harris Technologies in recognition of Sara Staple's support of the L3Harris Technologies Political Action Committee, a committee of L3Harris employees dedicated to good governance as submitted.

**RECOMMENDED ACTION**

**Motion to approve the donation to Durhamville Elementary School as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A \_\_\_\_\_ N \_\_\_\_\_

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: DONATION TO OTTO SHORTELL MIDDLE SCHOOL**  
**DATE: MAY 18, 2021**

Resolved, to approve the generous donation of a Brother 800 sewing machine from Julie Koelsch to the Home and Careers Department at Otto Shortell Middle School as submitted.

**RECOMMENDED ACTION**

**Motion to approve the donation to Otto Shortell Middle School as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A\_\_\_\_ N\_\_\_\_

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: DISTRICT COMPREHENSIVE IMPROVEMENT PLAN  
BUILDING UPDATES**  
**DATE: MAY 18, 2021**

Resolved, to approve the building updates for the 2020-2021 District Comprehensive Improvement Plan (DCIP) as submitted.

**RECOMMENDED ACTION**

**Motion to approve the building updates for the District Comprehensive Improvement Plan, 2020-2021 as submitted.**

**MOTION MADE BY** \_\_\_\_\_

**SECONDED BY** \_\_\_\_\_

A\_\_\_\_ N\_\_\_\_

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

**Priority 1- Increase parent engagement-** By June 2021, 75% of parents will agree/strongly agree with the survey question “Families of all backgrounds feel welcome at this school.”

Quantitative improvement:

Increased participation and enrollment in parent groups that results in positive assessment of climate by parents  
 Opportunities for parent participation in schools based on parent interest and skills  
 Emphasis on partnerships between parents and school to enhance student learning

Timeline	Steps in DCIP	How is your building doing
August-January	Weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population. Newsletter will define parent engagement.	An OHS Newsletter has been established and is sent out regularly. These newsletters contain information regarding health and safety updates, school schedule information, virtual learning tips, and good news.
August-January	Creation and sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	The OHS has established a Parent Action Committee (PAC) that meets regularly and had created an open line of communication between the building leadership and families.
September-January	Introduce and discuss parent engagement at parent-teacher conferences and Open House.	Parents of all students being reviewed through the Student Assistance Team (SAT) are invited and encouraged to attend. During these meetings parents are encouraged to check-in regularly and reach out for assistance, especially when students are learning completely virtual.
August-January	Train parents and explain how they can support students in Google Suite.	Outreach at Open House has been delayed due to local health guidelines. Professional development was provided to free for all parents over the months of July and August. All training course videos have been uploaded to the District webpage and are available for anyone to access. <a href="https://sites.google.com/ocsdny.org/ocsdlearning/home">https://sites.google.com/ocsdny.org/ocsdlearning/home</a>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

September-January	Virtual, Parent and In-person parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	
September-January	Regular and intentional positive social media and positive communication from staff to families	OHS Newsletter Facebook Twitter
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Continue weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population.	Newsletters continue to go out monthly. These newsletters contain information regarding health and safety updates, school schedule information, virtual learning tips, and good news.
January-June	Sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	Monthly Parent Advisory Committee (PAC) meetings continue to occur. All OHS administration is invited and the parent group has grown over the months. Agendas include general information regarding OHS updates and health protocol. Feedback is received from parents as well as potential support they can provide.
January-June	Offer additional parent professional learning in areas that are brought to our attention in parent meetings	Professional development has been offered to parents on the Google Suite to help them navigate and assist their children with virtual learning.
January-June	Continue regular and intentional positive social media and positive communication from staff to families	Monthly newsletters always contain "Good News" and positive messages. Teens for a Better World Club posts ongoing inspirational messages on Instagram.
January-June	Continue with parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

**Priority 2- Map Curriculum across all grade levels-** By June 2021, school leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school with 92% of our courses mapped.

Quantitative improvement:

Current and interactive curriculum maps are updated across all grade levels and available to all staff online  
 Establishing consistent and ongoing meeting times for staff to develop curriculum maps  
 Common assessments for like courses

Timeline	Steps in DCIP	How is your building doing
August-January	Establish Grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	Department chairs are currently working with teachers on mapping out the major units and their timeline of learning for the school year.
August-January	Ground teams in research on curriculum mapping utilizing ASCD Activate	Curriculum maps and templates are developed through use of Google Suite.
August-January	Utilize ASCD Activate/Google Sheets to house all curriculum maps	Some departments have convened and reviewed subject standards with the Director of Curriculum and Instruction. Prioritization is at the early stages.
August-January	During PLC's review grade-level priority standards	
August-January	During PLC's analyze local and NYS assessment data trends	
August-January	During PLC's review previous and subsequent grade-level prioritized standards	Some departments have convened and reviewed subject standards with the Director of Curriculum and Instruction. Prioritization is at the early stages.
August-January	During PLC's review and align grade-level assessments	All subjects of the same content have identical end of unit and final exams. Further alignment is needed. Professional development for teachers on assessment and feedback will be provided by John Spencer on December 9, 2020 with individualized PD for each department.
August-January	During PLC's draft curriculum maps	Information discussed at department chair and director meetings.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

August- January	During PLC's share meeting minutes with vertical grade-level teams	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January- June	Continue with grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	Departments have begun to develop and redesign course curriculum maps.
January- June	During PLC's review grade-level priority standards	ELA Capacity building for ELA continues. A refresher is being provided as well.
January- June	Ground teams in research on curriculum mapping utilizing ASCD Activate	
January- June	Utilize ASCD Activate/Google Sheets to house all curriculum maps	
January- June	During PLC's analyze local and NYS assessment data trends	
January- June	During PLC's review previous and subsequent grade-level prioritized standards	
January- June	During PLC's review and align grade-level assessments	Departments use consistent summative assessments by course.
January- June	During PLC's draft curriculum maps	
January- June	During PLC's share meeting minutes with vertical grade-level teams	

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

**Priority 3 - Increase instructional engagement-** By June 2021, 80% of student will agree/strongly agree with the survey question “I understand the connection between what I’m learning in school and how it will be useful in college or my future career.”

Quantitative improvement:

Differentiated professional development around instructional engagement  
Increased student engagement with virtual and in person learning

Timeline	Steps in DCIP	How is your building doing
August- January	The District will define engagement.	Engagement has been defined with many opportunities for staff to participate in professional development. The Director of Curriculum and Instruction and our Director of Technology are continually releasing new and updated support for virtually engaging students. In addition, all staff were met with during a building faculty meeting to review an engagement walk-through tool that administration would be using this school year.
August- January	The building leaders will dedicate time in staff meetings to focus on instructional engagement.	Virtual engagement was the focus of the OHS November Faculty meeting and is the focus for teacher feedback during the second marking period.
August- January	The buildings will provide opportunities for teachers to reflect on the engagement tool data.	Teachers released a survey to students seeking their feedback on their virtual learning experience specifically in their class. Teachers reviewed feedback on student’s engagement and found universal practices that increase student engagement as well as practices that may diminish it.
August- January	Building leaders will implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	
August- January	The District will provide opportunities for collaboration with grade-level colleagues.	Teachers are provided time during the week to meet with any and all colleagues to co-plan, map curriculum, and review assessment data.
August- January	The District will provide professional development opportunities about Google Suite and Engagement.	Professional development was provided to free for all teachers over the months of July and August. All training course videos have been uploaded to the District webpage and are available for anyone to access. The high school also utilize an itinerant Instructional Technology Specialist to provide on-going and real time support for all staff members.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

August- January	The District will provide professional development with coach John Spencer	Teachers met with John Spencer at the beginning of the school year. They will be provided on-going professional development with John Spencer on December 9 <sup>th</sup> with a focus on assessment and feedback with individualized PD for each department.
August- January	The District and buildings will establish opportunities for monthly sharing of best practices.	
August- January	The District professional development team will solicit feedback from staff to plan engagement professional development.	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January- June	The District will continue to define engagement.	Engagement is a constant discussion between administration and staff. Best practices are posted in the Faculty Google Classroom for teachers to access at any time.
January- June	The District will continue to define engagement.	
January- June	The building leaders will continue to dedicate time in staff meetings to focus on engagement.	
January- June	The buildings will continue to provide opportunities for teachers to reflect on the engagement tool data.	
January- June	Building leaders will continue to implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	Weekly walk-throughs are done consistently and with all teachers.
January- June	The District will continue to provide opportunities for collaboration with grade-level colleagues.	When possible, co-planning periods have been scheduled. During virtual days, other than office, teachers are encouraged to plan and collaborate.
January- June	The District will continue to provide professional development opportunities about Google Suite and Engagement.	District IT Support provides consistent weekly office hours for Google Support. Trainings on the Google Suite, PearDeck, and many more apps have been scheduled regularly throughout the school year. Administration models use of tech integration during faculty meetings.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

January- June	The District will continue to provide professional development with coach John Spencer	
January- June	The District and buildings will continue to establish opportunities for monthly sharing of best practices.	
January- June	The District professional development team will continue to solicit feedback from staff to plan engagement professional development.	All staff in each department met with the building principal to discuss professional development needs and target specific requests.

**Priority 4- Decrease chronic Absenteeism-** By June 2021, the chronic absenteeism will decrease to 11.8% at grades 1-8 and 21.9% at grades 9-12.

Quantitative improvement:  
Improved attendance

Timeline	Steps in DCIP	How is your building doing
September- November	Building wide shared decision making will determine ways to communicate our attendance goal with parents and community along with communication about stay home if ill CDC guidelines.	
September- January	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	The OHS attendance team reviews student attendance data during established bi-weekly meetings. This team is at the beginning stages of creating protocol for supporting families and students who are chronically absent or at-risk of being chronically absent.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

September- January	Continue to use Student Assistance Teams to support student needs including chronic attendance.	SAT meetings occur regularly throughout the week for any student flagged through the student attendance team, guidance team, or referred by a teacher.
October- January	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	Student attendance data is compiled and reviewed bi-weekly by an attendance team.
<b>Timeline Steps in DCIP</b>		
January- June	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	Weekly attendance meetings occur to review the state of student absences and target supports where needed. Students who are chronically absent are referred to the Student Assistance Team (SAT) for a parent conference and intervention.
January- June	Continue to use Student Assistance Teams to support student needs including chronic absenteeism.	SATs continue each week and target students identified as chronically absent or others referred to the team by teachers through RTI Edge software for tracking purposes.
January- June	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	Chronic absenteeism is continuously monitored on a weekly basis.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

**Priority 5- Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary - By June 2021, 80% of parents will agree/strongly agree with the survey question "Adults at this school treat all students with respect."**

Quantitative improvement:

A plan for integrating social emotional learning in classrooms PreK-12

A shared vision for SEL that is pervasive with all stakeholders

The selection of a social emotional learning program

A deep understanding, by all stakeholders, of the Social Emotional Learning standards

Timeline	Steps in DCIP	How is your building doing
August-January	Creation of SEL Team to sustain a year-long commitment to execute the steps below. The team will consist of staff and parent representatives and meet bi-monthly.	An SEL Committee was established in July 2020 consisting of parents, teachers, administrators, counselors, and a community organization.
August-January	Complete SEL Implementation Rubric (CASEL)-Beginning of Year Review	This rubric was reviewed and completed by the SEL Committee.
August-January	Create a shared mission and vision	The SEL Committee has developed a District-wide SEL Mission and Vision.
August-January	Review of NYS SEL standards and a PreK-12 curricular framework	The SEL Committee has been familiarized with the NYSSEL standards and the accompanying framework.
August-January	Review of District spring 2020 parent, student, and staff survey data regarding SEL	
August-January	Finalize shared vision draft	
August-January	Share SEL standards with all staff members	
August-January	Seek feedback on shared vision from faculty and staff and seek suggestions for adult SEL learning experience	
August-January	Review NYS SEL standards and PreK-12 curricular framework	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

January- June	Complete SEL Implementation Rubric (CASEL)-Mid Year Review	
January- June	Review mid-year benchmark data/feedback	
January- June	Research SEL programs aligned to vision (including current updated program)	Positivity Project is on target. District is currently investigating the program for implementation in the 2021-22 school year or earlier.
January- June	Select 2 vendors or develop an in-house program and present at March superintendent's conference day	
January- June	Staff provides feedback on standards-based rubric	
January- June	Develop communication plan using school's newsletter and social media to provide updates	SEL messages are consistently sent to staff, students, and parents, through social media, building newsletters, and staff updates. Posters for students and staff are strategically placed to assist with coping during a pandemic.
January- June	Finalize SEL budget	
January- June	Review NYS SEL standards and a PK-12 curricular framework	
January- June	Schedule and plan professional learning sessions for all staff during superintendent's conference day	
January- June	Establish growth mindset from learning colleagues	
January- June	Review of teacher survey data from vendors	
January- June	Invite guest speakers from school districts who have adopted chosen program and interview on best practice and implementation	
January- June	Complete SEL Implementation Rubric (CASEL)-End of Year Review	
January- June	Selection of vendor for SEL curriculum	Positivity Project is currently being researched as a potential vendor for the high school/district.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- Oneida High School

DATE- 11/15/2020

January- June	Plan for summer/fall implementation timeline of new program	
January- June	Communication to entire staff about selection of program and timeline for implementation	

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

**Priority 1- Increase parent engagement-** By June 2021, 75% of parents will agree/strongly agree with the survey question “Families of all backgrounds feel welcome at this school.”

Quantitative improvement:

Increased participation and enrollment in parent groups that results in positive assessment of climate by parents  
 Opportunities for parent participation in schools based on parent interest and skills  
 Emphasis on partnerships between parents and school to enhance student learning

Timeline	Steps in DCIP	How is your building doing
August-January	Weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population. Newsletter will define parent engagement.	
August-January	Creation and sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	
September-January	Introduce and discuss parent engagement at parent-teacher conferences and Open House.	
August-January	Train parents and explain how they can support students in Google Suite.	
September-January	Virtual, Parent and In-person parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	
September-January	Regular and intentional positive social media and positive communication from staff to families	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

## OCSD 2020 DCIP Goal check in

How is your building doing?

## Building-Otto Shortell Middle School

DATE- November 2020

January- June	Continue weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population.	
January- June	Sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	
January- June	Offer additional parent professional learning in areas that are brought to our attention in parent meetings	
January- June	Continue regular and intentional positive social media and positive communication from staff to families	
January- June	Continue with parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	

**Priority 2- Map Curriculum across all grade levels-** By June 2021, school leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school with 92% of our courses mapped.

### Quantitative improvement:

**Current and interactive curriculum maps are updated across all grade levels and available to all staff online**

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

Establishing consistent and ongoing meeting times for staff to develop curriculum maps  
Common assessments for like courses

Timeline	Steps in DCIP	How is your building doing
August-January	Establish Grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	
August-January	Ground teams in research on curriculum mapping utilizing ASCD Activate	
August-January	Utilize ASCD Activate/Google Sheets to house all curriculum maps	
August-January	During PLC's review grade-level priority standards	
August-January	During PLC's analyze local and NYS assessment data trends	
August-January	During PLC's review previous and subsequent grade-level prioritized standards	
August-January	During PLC's review and align grade-level assessments	
August-January	During PLC's draft curriculum maps	
August-January	During PLC's share meeting minutes with vertical grade-level teams	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Continue with grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	In progress initially, put on hold with new initiatives coming from interim Assistant Superintendent

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

January-June	During PLC's review grade-level priority standards	In progress initially, put on hold with new initiatives coming from interim Assistant Superintendent
January-June	Ground teams in research on curriculum mapping utilizing ASCD Activate	In progress initially, put on hold with new initiatives coming from interim Assistant Superintendent
January-June	Utilize ASCD Activate/Google Sheets to house all curriculum maps	On hold
January-June	During PLC's analyze local and NYS assessment data trends	Grade level teams meet to review IXL and STAR data
January-June	During PLC's review previous and subsequent grade-level prioritized standards	On Hold
January-June	During PLC's review and align grade-level assessments	On Hold
January-June	During PLC's draft curriculum maps	In progress initially, put on hold with new initiatives coming from interim Assistant Superintendent
January-June	During PLC's share meeting minutes with vertical grade-level teams	On hold

**Priority 3- Increase instructional engagement-** By June 2021, 80% of student will agree/strongly agree with the survey question "I understand the connection between what I'm learning in school and how it will be useful in college or my future career."

Quantitative improvement:

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

Differentiated professional development around instructional engagement  
Increased student engagement with virtual and in person learning

Timeline	Steps in DCIP	How is your building doing
August-January	The District will define engagement.	
August-January	The building leaders will dedicate time in staff meetings to focus on instructional engagement.	
August-January	The buildings will provide opportunities for teachers to reflect on the engagement tool data.	
August-January	Building leaders will implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	
August-January	The District will provide opportunities for collaboration with grade-level colleagues.	
August-January	The District will provide professional development opportunities about Google Suite and Engagement.	
August-January	The District will provide professional development with coach John Spencer	
August-January	The District and buildings will establish opportunities for monthly sharing of best practices.	
August-January	The District professional development team will solicit feedback from staff to plan engagement professional development.	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	The District will continue to define engagement.	Ongoing discussions in faculty meeting and through walk-throughs

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

January- June	The District will continue to define engagement.	See above
January- June	The building leaders will continue to dedicate time in staff meetings to focus on engagement.	ongoing
January- June	The buildings will continue to provide opportunities for teachers to reflect on the engagement tool data.	In progress
January- June	Building leaders will continue to implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	In progress
January- June	The District will continue to provide opportunities for collaboration with grade-level colleagues.	Grade level and department meetings
January- June	The District will continue to provide professional development opportunities about Google Suite and Engagement.	Ongoing Webinars, Kristin Spinella, Google Certified staff
January- June	The District will continue to provide professional development with coach John Spencer	Initiated
January- June	The District and buildings will continue to establish opportunities for monthly sharing of best practices.	On-going in faculty meetings
January- June	The District professional development team will continue to solicit feedback from staff to plan engagement professional development.	On-going

**Priority 4- Decrease chronic Absenteeism- By June 2021, the chronic absenteeism will decrease to 11.8% at grades 1-8 and 21.9% at grades 9-12.**

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

Quantitative improvement:  
Improved attendance

Timeline	Steps in DCIP	How is your building doing
September- November	Building wide shared decision making will determine ways to communicate our attendance goal with parents and community along with communication about stay home if ill CDC guidelines.	
September- January	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	
September- January	Continue to use Student Assistance Teams to support student needs including chronic attendance.	
October- January	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	
Timeline	Steps in DCIP	How is your building doing

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

January- June	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	Discussions in TSI committee and monthly grade level meetings. Counselors provide on-going feedback. Programs initiated to support students who are struggling as a result of absences
January- June	Continue to use Student Assistance Teams to support student needs including chronic absenteeism.	Ongoing
January- June	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	Ongoing and reviewed in TSI committee

**Priority 5- Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary - By June 2021, 80% of parents will agree/strongly agree with the survey question "Adults at this school treat all students with respect."**

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

Quantitative improvement:

A plan for integrating social emotional learning in classrooms PreK-12

A shared vision for SEL that is pervasive with all stakeholders

The selection of a social emotional learning program

A deep understanding, by all stakeholders, of the Social Emotional Learning standards

Timeline	Steps in DCIP	How is your building doing
August-January	Creation of SEL Team to sustain a year-long commitment to execute the steps below. The team will consist of staff and parent representatives and meet bi-monthly.	
August-January	Complete SEL Implementation Rubric (CASEL)-Beginning of Year Review	
August-January	Create a shared mission and vision	
August-January	Review of NYS SEL standards and a PreK-12 curricular framework	
August-January	Review of District spring 2020 parent, student, and staff survey data regarding SEL	
August-January	Finalize shared vision draft	
August-January	Share SEL standards with all staff members	
August-January	Seek feedback on shared vision from faculty and staff and seek suggestions for adult SEL learning experience	
August-January	Review NYS SEL standards and PreK-12 curricular framework	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Complete SEL Implementation Rubric (CASEL)-Mid Year Review	In progress, reviewing with Admin team

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCS D 2020 DCIP Goal check in

How is your building doing?

# Building-Otto Shortell Middle School

DATE- November 2020

January-June	Review mid-year benchmark data/feedback	TSI committee, ongoing
January-June	Research SEL programs aligned to vision (including current updated program)	Researching Positivity Project with TSI committee
January-June	Select 2 vendors or develop an in-house program and present at March superintendent's conference day	Reviewing Positivity Project
January-June	Staff provides feedback on standards-based rubric	Not initiated
January-June	Develop communication plan using school's newsletter and social media to provide updates	Not initiated
January-June	Finalize SEL budget	Not initiated
January-June	Review NYS SEL standards and a PK-12 curricular framework	Not initiated
January-June	Schedule and plan professional learning sessions for all staff during superintendent's conference day	Ongoing
January-June	Establish growth mindset from learning colleagues	Ongoing
January-June	Review of teacher survey data from vendors	Reviewed during TSI committee meeting
January-June	Invite guest speakers from school districts who have adopted chosen program and interview on best practice and implementation	Not initiated
January-June	Complete SEL Implementation Rubric (CASEL)-End of Year Review	Not initiated
January-June	Selection of vendor for SEL curriculum	Positivity Project
January-June	Plan for summer/fall implementation timeline of new program	Initiated
January-June	Communication to entire staff about selection of program and timeline for implementation	Piloting through TSI committee

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Durhamville

DATE- 4/29/21

**Priority 1- Increase parent engagement-** By June 2021, 75% of parents will agree/strongly agree with the survey question “Families of all backgrounds feel welcome at this school.”

Quantitative improvement:

Increased participation and enrollment in parent groups that results in positive assessments of climate by parents  
 Opportunities for parent participation in schools based on parent interest and skills  
 Emphasis on partnerships between parents and school to enhance student learning

Timeline	Steps in DCIP	How is your building doing
August-January	Weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population. Newsletter will define parent engagement.	Weekly flyers and letters home to parents Monthly Newsletter Website updates Facebook Page
August-January	Creation and sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	PTO active and meets on monthly basis Virtual Meetings Ms. Poyer presentation October PTO Meeting
September-January	Introduce and discuss parent engagement at parent-teacher conferences and Open House.	Virtual Parent Conference. Video and presentation by each teacher and administration
August-January	Train parents and explain how they can support students in Google Suite.	Teacher support Administrative home visits Work in progress
September-January	Virtual, Parent and In-person parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	Work in progress Individual meeting with parents and community members.
September-January	Regular and intentional positive social media and positive communication from staff to families	Newsletters Facebook Website Work in progress
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

## OCSD 2020 DCIP Goal check in

How is your building doing?

## Building: Durhamville

DATE- 4/29/21

January- June	Continue weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population.	Weekly flyers and letters home to parents Monthly Newsletter Website updates Facebook Page
January- June	Sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	PTO active and meets on monthly basis Virtual Meetings Ms. Poyer presentation October PTO Meeting
January- June	Offer additional parent professional learning in areas that are brought to our attention in parent meetings	Fall Virtual Parent Conference. Video and presentation by each teacher and administration. 6 <sup>th</sup> Grade Orientation in May Moving up ceremony June
January- June	Continue regular and intentional positive social media and positive communication from staff to families	Work in progress Individual meeting with parents and community members. Good Citizenship Awards
January- June	Continue with parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	Newsletters Facebook Website Work in progress

**Priority 2- Map Curriculum across all grade levels-** By June 2021, school leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school with 92% of our courses mapped.

### Quantitative improvement:

**Current and interactive curriculum maps are updated across all grade levels and available to all staff online**

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCS D 2020 DCIP Goal check in

How is your building doing?

# Building: Durhamville

DATE- 4/29/21

Establishing consistent and ongoing meeting times for staff to develop curriculum maps  
Common assessments for like courses

Timeline	Steps in DCIP	How is your building doing
August-January	Establish Grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	Grade level meetings and PLC Faculty Meetings Work in progress
August-January	Ground teams in research on curriculum mapping utilizing ASCD Activate	ASCD presentation through faculty meeting Work in progress
August-January	Utilize ASCD Activate/Google Sheets to house all curriculum maps	Not complete
August-January	During PLC's review grade-level priority standards	Prioritized curriculum and learning support
August-January	During PLC's analyze local and NYS assessment data trends	Work in progress
August-January	During PLC's review previous and subsequent grade-level prioritized standards	Work in progress
August-January	During PLC's review and align grade-level assessments	AIS Testing and screening schedules completed Appropriate grade level progress monitored Work in progress
August-January	During PLC's draft curriculum maps	Work in progress
August-January	During PLC's share meeting minutes with vertical grade-level teams	Teams meet monthly
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Continue with grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	Grade level meetings and PLC Faculty Meetings Work in progress

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

## OCSD 2020 DCIP Goal check in

How is your building doing?

## Building: Durhamville

DATE- 4/29/21

January- June	During PLC's review grade-level priority standards	ASCD presentation through faculty meeting Work in progress
January- June	Ground teams in research on curriculum mapping utilizing ASCD Activate	District under leadership of Dr. Davis is bringing back Rubicon Atlas to centralize curriculum maps.
January- June	Utilize ASCD Activate/Google Sheets to house all curriculum maps	Prioritized curriculum and learning support
January- June	During PLC's analyze local and NYS assessment data trends	Work in progress
January- June	During PLC's review previous and subsequent grade-level prioritized standards	Work in progress
January- June	During PLC's review and align grade-level assessments	AIS Testing and screening schedules completed Appropriate grade level progress monitored Work in progress
January- June	During PLC's draft curriculum maps	Work in progress
January- June	During PLC's share meeting minutes with vertical grade-level teams	Grade level meeting monthly

**Priority 3- Increase instructional engagement-** By June 2021, 80% of student will agree/strongly agree with the survey question "I understand the connection between what I'm learning in school and how it will be useful in college or my future career."

### Quantitative improvement:

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Durhamville

DATE- 4/29/21

Differentiated professional development around instructional engagement  
Increased student engagement with virtual and in person learning

Timeline	Steps in DCIP	How is your building doing
August- January	The District will define engagement.	Hybrid instructional engagement v. virtual learning engagement
August- January	The building leaders will dedicate time in staff meetings to focus on instructional engagement.	Faculty meeting discussion of appropriate engagement in hybrid and virtual model
August- January	The buildings will provide opportunities for teachers to reflect on the engagement tool data.	Work in progress
August- January	Building leaders will implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	Walk throughs and observation schedule in place
August- January	The District will provide opportunities for collaboration with grade-level colleagues.	Staff development day and grade level meetings
August- January	The District will provide professional development opportunities about Google Suite and Engagement.	Work in progress
August- January	The District will provide professional development with coach John Spencer	Staff development day
August- January	The District and buildings will establish opportunities for monthly sharing of best practices.	Sharing of best practice of ASCD
August- January	The District professional development team will solicit feedback from staff to plan engagement professional development.	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January- June	The District will continue to define engagement.	Hybrid instructional engagement v. virtual learning engagement

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Durhamville

DATE- 4/29/21

January- June	The District will continue to define engagement.	Shift to 4 day instruction
January- June	The building leaders will continue to dedicate time in staff meetings to focus on engagement.	Faculty meeting discussion of appropriate engagement in hybrid and virtual model
January- June	The buildings will continue to provide opportunities for teachers to reflect on the engagement tool data.	
January- June	Building leaders will continue to implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	Walk throughs and observation schedule in place
January- June	The District will continue to provide opportunities for collaboration with grade-level colleagues.	Staff development day and grade level meetings
January- June	The District will continue to provide professional development opportunities about Google Suite and Engagement.	
January- June	The District will continue to provide professional development with coach John Spencer	
January- June	The District and buildings will continue to establish opportunities for monthly sharing of best practices.	Staff development day
January- June	The District professional development team will continue to solicit feedback from staff to plan engagement professional development.	Sharing of best practices of ASCD and other research based curriculum.

**Priority 4- Decrease chronic Absenteeism-** By June 2021, the chronic absenteeism will decrease to 11.8% at grades 1-8 and 21.9% at grades 9-12.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Durhamville

DATE- 4/29/21

Quantitative improvement:

Improved attendance

Timeline	Steps in DCIP	How is your building doing
September- November	Building wide shared decision making will determine ways to communicate our attendance goal with parents and community along with communication about stay home if ill CDC guidelines.	SAT and building meetings monitor student attendance Home visits by administration, SRO and school counselor
September- January	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	SAT review Teacher review Hybrid v. Virtual Attendance Administrative review
September- January	Continue to use Student Assistance Teams to support student needs including chronic attendance.	SAT meeting every Tuesday examining students at risk
October- January	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	Work in progress
Timeline	Steps in DCIP	How is your building doing
January- June	Each building attendance team will regularly review data regarding attendance. The team will determine how best to	SAT and building meetings monitor student attendance Home visits by administration, SRO and school counselor

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Durhamville

DATE- 4/29/21

	communicate and support families and students who are chronically absent or at risk of being chronically absent.	
January- June	Continue to use Student Assistance Teams to support student needs including chronic absenteeism.	SAT review Teacher review Hybrid v. Virtual Attendance Administrative review
January- June	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	SAT meeting every Tuesday examining students at risk

**Priority 5- Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary - By June 2021, 80% of parents will agree/strongly agree with the survey question "Adults at this school treat all students with respect."**

Quantitative improvement:

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Durhamville

DATE- 4/29/21

A plan for integrating social emotional learning in classrooms PreK-12

A shared vision for SEL that is pervasive with all stakeholders

The selection of a social emotional learning program

A deep understanding, by all stakeholders, of the Social Emotional Learning standards

Timeline	Steps in DCIP	How is your building doing
August-January	Creation of SEL Team to sustain a year-long commitment to execute the steps below. The team will consist of staff and parent representatives and meet bi-monthly.	Work in progress
August-January	Complete SEL Implementation Rubric (CASEL)-Beginning of Year Review	Reviewed Work in progress
August-January	Create a shared mission and vision	Work in progress
August-January	Review of NYS SEL standards and a PreK-12 curricular framework	Reviewed Standards Work in progress
August-January	Review of District spring 2020 parent, student, and staff survey data regarding SEL	Work in progress
August-January	Finalize shared vision draft	Work in progress
August-January	Share SEL standards with all staff members	Work in progress
August-January	Seek feedback on shared vision from faculty and staff and seek suggestions for adult SEL learning experience	Work in progress
August-January	Review NYS SEL standards and PreK-12 curricular framework	Reviewed
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Complete SEL Implementation Rubric (CASEL)-Mid Year Review	The SEL Team was established again under the leadership of Mr. Healy. A subcommittee was formed to review a virtual conference through BOCES. SEL wheel was distributed to teachers. District SEL program is work in progress.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

**Building: Durhamville**

DATE- 4/29/21

January- June	Review mid-year benchmark data/feedback	
January- June	Research SEL programs aligned to vision (including current updated program)	
January- June	Select 2 vendors or develop an in-house program and present at March superintendent's conference day	
January- June	Staff provides feedback on standards-based rubric	
January- June	Develop communication plan using school's newsletter and social media to provide updates	
January- June	Finalize SEL budget	
January- June	Review NYS SEL standards and a PK-12 curricular framework	
January- June	Schedule and plan professional learning sessions for all staff during superintendent's conference day	
January- June	Establish growth mindset from learning colleagues	
January- June	Review of teacher survey data from vendors	
January- June	Invite guest speakers from school districts who have adopted chosen program and interview on best practice and implementation	
January- June	Complete SEL Implementation Rubric (CASEL)-End of Year Review	
January- June	Selection of vendor for SEL curriculum	
January- June	Plan for summer/fall implementation timeline of new program	
January- June	Communication to entire staff about selection of program and timeline for implementation	

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- NB Street Elementary\_

DATE- 4/12/2021\_

**Priority 1- Increase parent engagement-** By June 2021, 75% of parents will agree/strongly agree with the survey question "Families of all backgrounds feel welcome at this school."

**Quantitative improvement:**

Increased participation and enrollment in parent groups that results in positive assessment of climate by parents  
 Opportunities for parent participation in schools based on parent interest and skills  
 Emphasis on partnerships between parents and school to enhance student learning

Timeline	Steps in DCIP	How is your building doing
August-January	Weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population. Newsletter will define parent engagement.	<ul style="list-style-type: none"> <li>Weekly newsletters are sent to families via email and posted to the building website.</li> <li>The newsletter includes reminders about attendance, COVID-return protocols, upcoming events, and opportunities for engagement.</li> </ul>
August-January	Creation and sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	<ul style="list-style-type: none"> <li>PTO virtual meetings continue monthly</li> <li>PTO virtual read alouds by the building principal continue monthly</li> <li>A standing item on the agenda asks parents to reflect and share regarding building systems, procedures, engagement, etc.</li> </ul>
September-January	Introduce and discuss parent engagement at parent-teacher conferences and Open House.	<ul style="list-style-type: none"> <li>Principal made a video to kickoff open house</li> <li>A survey will be created in Nov. to invite parents to engage with the school community. This will come from the building leadership team.</li> </ul>
August-January	Train parents and explain how they can support students in Google Suite.	<ul style="list-style-type: none"> <li>Various tutorials have been created and posted by classroom teachers and staff.</li> </ul>
September-January	Virtual, Parent and In-person parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	<ul style="list-style-type: none"> <li>This typically occurs during monthly PTO meetings.</li> <li>Currently considering how I can garner more two-way feedback from parents, and this is a consideration in the coming months.</li> </ul>

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building-\_NB Street Elementary\_

DATE- \_4/12/2021\_

September-January	Regular and intentional positive social media and positive communication from staff to families	<ul style="list-style-type: none"> <li>Building newsletters are posted to building website weekly and posted in the "news" section.</li> <li>1-3 Facebook posts are made weekly.</li> </ul>
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Continue weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population.	<ul style="list-style-type: none"> <li>Weekly newsletters are sent to families via email and posted to the building website.</li> <li>The newsletter includes reminders about attendance, COVID-return protocols, upcoming events, and opportunities for engagement.</li> <li>District newsletter articles shared with MO BOCES PR representative</li> </ul>
January-June	Sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	<ul style="list-style-type: none"> <li>PTO virtual meetings continue monthly</li> <li>PTO virtual read alouds by the building principal continue monthly</li> <li>A standing item on the agenda asks parents to reflect and share regarding building systems, procedures, engagement, etc.</li> </ul>
January-June	Offer additional parent professional learning in areas that are brought to our attention in parent meetings	<ul style="list-style-type: none"> <li>Principal made a video to kickoff open house</li> <li>A survey was sent to families to offer suggestions for remote/virtual learning strategies, and this feedback was shared with parents (parent to parent suggestions).</li> </ul>
January-June	Continue regular and intentional positive social media and positive communication from staff to families	<ul style="list-style-type: none"> <li>Various Google tutorials have been created and posted by classroom teachers and staff.</li> <li>Posts are made to social media regularly to highlight learning. Continued focus on special areas as well.</li> </ul>
January-June	Continue with parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	<ul style="list-style-type: none"> <li>This typically occurs during monthly PTO meetings.</li> <li>Currently looking for strategies on increasing parent participation/engagement in monthly PTO meetings.</li> </ul>

# OCSD 2020 DCIP Goal check in

How is your building doing?

**Building- NB Street Elementary\_**

DATE- 4/12/2021

**Priority 2- Map Curriculum across all grade levels-** By June 2021, school leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school with 92% of our courses mapped.

Quantitative improvement:

Current and interactive curriculum maps are updated across all grade levels and available to all staff online  
 Establishing consistent and ongoing meeting times for staff to develop curriculum maps  
 Common assessments for like courses

Timeline	Steps in DCIP	How is your building doing
August-January	Establish Grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	<ul style="list-style-type: none"> <li>Completed in collaboration with Jessica Poyer and elementary principals</li> </ul>
August-January	Ground teams in research on curriculum mapping utilizing ASCD Activate	<ul style="list-style-type: none"> <li>This is something that has not become part of the teacher's daily practice and is something that I hope to establish in the coming months.</li> </ul>
August-January	Utilize ASCD Activate/Google Sheets to house all curriculum maps	<ul style="list-style-type: none"> <li>Those that have been created have been shared with building principals for reference and ongoing dialogue.</li> </ul>
August-January	During PLC's review grade-level priority standards	<ul style="list-style-type: none"> <li>Each principal leads a grade level team that meets throughout the month.</li> <li>Grade levels are working in PLC's outside of these meetings to collaborate report cards, align curriculum, adjust assessments, etc.</li> </ul>
August-January	During PLC's analyze local and NYS assessment data trends	<ul style="list-style-type: none"> <li>3-5 have reviewed assessment data as part of their ELA Curriculum mapping process to ensure that this is in alignment to priority standards.</li> </ul>
August-January	During PLC's review previous and subsequent grade-level prioritized standards	<ul style="list-style-type: none"> <li>Yes, K-5 have reviewed previous year's and subsequent years as part of the prioritization process, particularly in review of the focus standards in light of COVID-19.</li> </ul>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- NB Street Elementary

DATE- 4/12/2021

August-January	During PLC's review and align grade-level assessments	<ul style="list-style-type: none"> <li>As grade levels align curriculum, they are also revising (math) and creating (ELA 3-5) pre/post assessment that are aligned to their priority standards.</li> </ul>
August-January	During PLC's draft curriculum maps	<ul style="list-style-type: none"> <li>3-5 teachers are drafting their curriculum maps in alignment to standards utilizing all resources (Journeys, StoryWorks, trade books, etc.) for this work.</li> </ul>
August-January	During PLC's share meeting minutes with vertical grade-level teams	
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Continue with grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	<ul style="list-style-type: none"> <li>The next steps with this are underway with Patty Vacca and Dr. Davis to include Atlas and connect to the PD plan that is currently being created with the PD team.</li> <li>Feedback has been requested from all buildings to contribute to this work.</li> </ul>
January-June	During PLC's review grade-level priority standards	
January-June	Ground teams in research on curriculum mapping utilizing ASCD Activate	
January-June	Utilize ASCD Activate/Google Sheets to house all curriculum maps	
January-June	During PLC's analyze local and NYS assessment data trends	
January-June	During PLC's review previous and subsequent grade-level prioritized standards	

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- NB Street Elementary\_

DATE- 4/12/2021\_

January-June	During PLC's review and align grade-level assessments	
January-June	During PLC's draft curriculum maps	
January-June	During PLC's share meeting minutes with vertical grade-level teams	

**Priority 3- Increase instructional engagement-** By June 2021, 80% of student will agree/strongly agree with the survey question "I understand the connection between what I'm learning in school and how it will be useful in college or my future career."

Quantitative improvement:

Differentiated professional development around instructional engagement  
Increased student engagement with virtual and in person learning

Timeline	Steps in DCIP	How is your building doing
August-January	The District will define engagement.	<ul style="list-style-type: none"> <li>The District has defined engagement and we will kickoff this definition formally during our November staff meeting with Jessica Poyer.</li> </ul>
August-January	The building leaders will dedicate time in staff meetings to focus on instructional engagement.	<ul style="list-style-type: none"> <li>Subsequent meetings will include a focus on engagement.</li> </ul>
August-January	The buildings will provide opportunities for teachers to reflect on the engagement tool data.	<ul style="list-style-type: none"> <li>This tool is currently not being implemented yet.</li> </ul>
August-January	Building leaders will implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	<ul style="list-style-type: none"> <li>This tool is currently not being implemented yet.</li> </ul>
August-January	The District will provide opportunities for collaboration with grade-level colleagues.	<ul style="list-style-type: none"> <li>Each principal leads a grade level team that meets throughout the month.</li> <li>Grade levels are working in PLC's outside of these meetings to collaborate report cards, align curriculum, adjust assessments, etc.</li> </ul>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- NB Street Elementary\_

DATE- 4/12/2021\_

August-January	The District will provide professional development opportunities about Google Suite and Engagement.	<ul style="list-style-type: none"> <li>This is ongoing and includes internal and external speakers and professionals.</li> <li>Teachers are asked to turnkey professional development for their colleagues.</li> </ul>
August-January	The District will provide professional development with coach John Spencer	<ul style="list-style-type: none"> <li>Professional development took place during the opening days of school and the strategies shared are part of our classrooms.</li> </ul>
August-January	The District and buildings will establish opportunities for monthly sharing of best practices.	<ul style="list-style-type: none"> <li>This is occurring during building-level meetings</li> <li>As part of the observation process, teachers are engaging in dialogue with the principal about engagement celebrations and identifying an area of growth.</li> </ul>
August-January	The District professional development team will solicit feedback from staff to plan engagement professional development.	<ul style="list-style-type: none"> <li>I am unaware if this has occurred.</li> </ul>
<b>Timeline Steps in DCIP</b>		
January-June	The District will continue to define engagement.	<ul style="list-style-type: none"> <li>This was done in the fall.</li> </ul>
January-June	The District will continue to define engagement.	
January-June	The building leaders will continue to dedicate time in staff meetings to focus on engagement.	<ul style="list-style-type: none"> <li>Engagement is the foundation of all meetings and discussions and includes SEL, parents, instruction, curriculum, etc.</li> </ul>
January-June	The buildings will continue to provide opportunities for teachers to reflect on the engagement tool data.	<ul style="list-style-type: none"> <li>This tool is currently not being implemented yet.</li> </ul>
January-June	Building leaders will continue to implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	<ul style="list-style-type: none"> <li>Each principal leads a grade level team that meets throughout the month.</li> <li>Grade levels are working in PLC's outside of these meetings to collaborate report cards, align curriculum, adjust assessments, etc.</li> </ul>
January-June	The District will continue to provide opportunities for collaboration with grade-level colleagues.	<ul style="list-style-type: none"> <li>This is ongoing and includes internal and external speakers and professionals.</li> <li>Teachers are asked to turnkey professional development for their colleagues.</li> </ul>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



## OCSD 2020 DCIP Goal check in

How is your building doing?

## Building- NB Street Elementary

DATE- 4/12/2021

January-June	The District will continue to provide professional development opportunities about Google Suite and Engagement.	<ul style="list-style-type: none"> <li>Professional development took place during the opening days of school and the strategies shared are part of our classrooms.</li> <li>This is ongoing from the District and BOCES teams.</li> </ul>
January-June	The District will continue to provide professional development with coach John Spencer	
January-June	The District and buildings will continue to establish opportunities for monthly sharing of best practices.	
January-June	The District professional development team will continue to solicit feedback from staff to plan engagement professional development.	<ul style="list-style-type: none"> <li>Patty Vacca and Dr. Davis are including this work within the PD Plan</li> </ul>

**Priority 4- Decrease chronic Absenteeism-** By June 2021, the chronic absenteeism will decrease to 11.8% at grades 1-8 and 21.9% at grades 9-12.

Quantitative improvement:  
Improved attendance

Timeline	Steps in DCIP	How is your building doing
September- November	Building wide shared decision making will determine ways to communicate our attendance goal with parents and community along with communication about stay home if ill CDC guidelines.	<ul style="list-style-type: none"> <li>BLT meets monthly and includes parents and staff representatives.</li> <li>The focus of our team also includes supporting the building SCEP, which ties into the DCIP. This includes attendance and communication about re-opening.</li> </ul>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- NB Street Elementary

DATE- 4/12/2021

September-January	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	<ul style="list-style-type: none"> <li>The team has created benchmark interventions for various levels of attendance concerns, all of which build upon one another with a systematic and proactive approach.</li> <li>There is significant concern over attendance during remote/virtual instruction days, and each classroom teacher has identified two of their top attendance concerns to go through a three-week intensive support program with the principal and counselors.</li> <li>SAT team meets weekly to discuss academic, attendance, and/or participation concerns about students.</li> </ul>
September-January	Continue to use Student Assistance Teams to support student needs including chronic attendance.	<ul style="list-style-type: none"> <li>Currently, our chronic absenteeism data is exponentially higher than last year. We are working diligently to develop ways to support families to help their children complete attendance forms/work virtually.</li> </ul>
October-January	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	
Timeline Steps in DCIP		
January-June	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	<ul style="list-style-type: none"> <li>BLT meets monthly and includes parents and staff representatives.</li> <li>The focus of our team also includes supporting the building SCEP, which ties into the DCIP. This includes attendance and communication about re-opening.</li> <li>The team has created benchmark interventions for various levels of attendance concerns, all of which build upon one another with a systematic and proactive approach.</li> <li>There is significant concern over attendance during remote/virtual instruction days, and each classroom teacher has identified two of their top attendance concerns to go through a three-week intensive support program with the principal and counselors.</li> </ul>
January-June	Continue to use Student Assistance Teams to support student needs including chronic absenteeism.	

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- NB Street Elementary\_

DATE- 4/12/2021\_

January-June	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	<ul style="list-style-type: none"> <li>• Building mentoring program was initiated and NB staff were assigned to kids with the highest need for attendance-related concerns.</li> <li>• SAT team meets weekly to discuss academic, attendance, and/or participation concerns about students.</li> <li>• In collaboration with NYSED representatives during SCEP meetings, this data is consistently reviewed and reflected upon.</li> <li>• Utilizing this data, a new process was created in January to have all attendance submissions run through the Main Office so we could proactively support students and families each day.</li> </ul>
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**Priority 5- Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary - By June 2021, 80% of parents will agree/strongly agree with the survey question "Adults at this school treat all students with respect."**

Quantitative improvement:

- A plan for integrating social emotional learning in classrooms PreK-12
- A shared vision for SEL that is pervasive with all stakeholders
- The selection of a social emotional learning program
- A deep understanding, by all stakeholders, of the Social Emotional Learning standards

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building- NB Street Elementary\_

DATE- 4/12/2021\_

Timeline	Steps in DCIP	How is your building doing
August-January	Creation of SEL Team to sustain a year-long commitment to execute the steps below. The team will consist of staff and parent representatives and meet bi-monthly.	<ul style="list-style-type: none"> <li>Ongoing at the District level-the team met various times throughout the summer to create a mission/vision statement and has not met since.</li> </ul>
August-January	Complete SEL Implementation Rubric (CASEL)-Beginning of Year Review	<ul style="list-style-type: none"> <li>The team had a great discussion about this rubric and this was critical in helping to create our mission/vision.</li> </ul>
August-January	Create a shared mission and vision	<ul style="list-style-type: none"> <li>This was created and shared early in the school year.</li> </ul>
August-January	Review of NYS SEL standards and a PreK-12 curricular framework	<ul style="list-style-type: none"> <li>Next steps...</li> </ul>
August-January	Review of District spring 2020 parent, student, and staff survey data regarding SEL	
August-January	Finalize shared vision draft	
August-January	Share SEL standards with all staff members	
August-January	Seek feedback on shared vision from faculty and staff and seek suggestions for adult SEL learning experience	
August-January	Review NYS SEL standards and PreK-12 curricular framework	
<b>Timeline Steps in DCIP</b>		
January-June	Complete SEL Implementation Rubric (CASEL)-Mid Year Review	<ul style="list-style-type: none"> <li>This team has begun moving forward again. A subcommittee attended a virtual conference offered through MO BOCES that looked at core SEL practices, updated SEL wheel, and essential elements of SEL infusion vs. SEL as a standalone program.</li> </ul>
January-June	Review mid-year benchmark data/feedback	

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

Building- NB Street Elementary -

DATE- 4/12/2021 -

January- June	Research SEL programs aligned to vision (including current updated program)	
January- June	Select 2 vendors or develop an in-house program and present at March superintendent's conference day	
January- June	Staff provides feedback on standards-based rubric	
January- June	Develop communication plan using school's newsletter and social media to provide updates	
January- June	Finalize SEL budget	
January- June	Review NYS SEL standards and a PK-12 curricular framework	
January- June	Schedule and plan professional learning sessions for all staff during superintendent's conference day	
January- June	Establish growth mindset from learning colleagues	
January- June	Review of teacher survey data from vendors	
January- June	Invite guest speakers from school districts who have adopted chosen program and interview on best practice and implementation	
January- June	Complete SEL Implementation Rubric (CASEL)-End of Year Review	
January- June	Selection of vendor for SEL curriculum	
January- June	Plan for summer/fall implementation timeline of new program	
January- June	Communication to entire staff about selection of program and timeline for implementation	

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

**Priority 1- Increase parent engagement-** By June 2021, 75% of parents will agree/strongly agree with the survey question "Families of all backgrounds feel welcome at this school."

Quantitative improvement:

Increased participation and enrollment in parent groups that results in positive assessment of climate by parents  
 Opportunities for parent participation in schools based on parent interest and skills  
 Emphasis on partnerships between parents and school to enhance student learning

Timeline	Steps in DCIP	How is your building doing
August-January	Weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population. Newsletter will define parent engagement.	Newsletters are bi-weekly and emails are sent each Wednesday to parents with announcements and other reminders. Facebook is also used twice per week to share happenings at SS.
August-January	Creation and sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	PTO meets virtually each month. Jess Poyer was able to attend to share the new report card format with our families.
September-January	Introduce and discuss parent engagement at parent-teacher conferences and Open House.	Classroom teachers have invited parents into their Google Classrooms so they can monitor and follow the expectations for their child, as well as communicate with the teacher as needed.
August-January	Train parents and explain how they can support students in Google Suite.	Training was offered to all families and provided by the district.
September-January	Virtual, Parent and In-person parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	Shared Decision Making has two parent/community members and takes place each month - virtually.
September-January	Regular and intentional positive social media and positive communication from staff to families	Facebook posts - 2x weekly
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

January- June	Continue weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population.	Newsletters are monthly. Newsletters and calendars are emailed to parents as well as sent home with students. Facebook is also used twice per week to share happenings at SS.
January- June	Sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	PTO meets virtually each month. Jess Poyer was able to attend to share the new report card format with our families.
January- June	Offer additional parent professional learning in areas that are brought to our attention in parent meetings	Training was offered to all families and provided by the district. Parents call the office secretary, teacher and principal for guidance when needed.
January- June	Continue regular and intentional positive social media and positive communication from staff to families	Facebook posts - 2x weekly Monthly newsletter News posts on webpage
January- June	Continue with parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	Shared Decision Making has two parent/community members and takes place each month - virtually.

**Priority 2- Map Curriculum across all grade levels-** By June 2021, school leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school with 92% of our courses mapped.

Quantitative improvement:

**Current and interactive curriculum maps are updated across all grade levels and available to all staff online**

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

Establishing consistent and ongoing meeting times for staff to develop curriculum maps  
Common assessments for like courses

Timeline	Steps in DCIP	How is your building doing
August-January	Establish Grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	Jess Poyer is leading this with K-5 grade levels. Most grade levels are meeting monthly, while others more frequently.
August-January	Ground teams in research on curriculum mapping utilizing ASCD Activate	Administrators have been trained in ASCD and logins provided for all teachers. Our ENL teacher was able to turnkey PD from the site during one of our grade level days.
August-January	Utilize ASCD Activate/Google Sheets to house all curriculum maps	All this is located in a shared Google drive created and maintained by Jess Poyer.
August-January	During PLC's review grade-level priority standards	Grade level work continuing each month.
August-January	During PLC's analyze local and NYS assessment data trends	Data meetings were facilitated by AIS providers around the STAR and DIBELS screening data done in October. Data meetings will be held 4 times this school year.
August-January	During PLC's review previous and subsequent grade-level prioritized standards	Grade level work continuing each month.
August-January	During PLC's review and align grade-level assessments	Grade level work continuing each month. Both pre and post assessments being used this year for grade levels 3-5.
August-January	During PLC's draft curriculum maps	This work was started this year and continues with each grade level.
August-January	During PLC's share meeting minutes with vertical grade-level teams	These minutes are housed in the Shared Google File.
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Continue with grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	Jody Popple will be leading this with K-5 grade levels for math standards and instruction going forward. Maria Papa will begin working with K-5 staff around ELA. Most grade levels are meeting monthly, while others more frequently.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

January- June	During PLC's review grade-level priority standards	Grade level work continuing each month.
January- June	Ground teams in research on curriculum mapping utilizing ASCD Activate	ASCD is available to teachers until the end of the school year
January- June	Utilize ASCD Activate/Google Sheets to house all curriculum maps	Located and shared on Google Drive.
January- June	During PLC's analyze local and NYS assessment data trends	Data meetings were facilitated by AIS providers around the STAR and DIBELS screening data done in March. RTI data
January- June	During PLC's review previous and subsequent grade-level prioritized standards	Grade level work continuing each month.
January- June	During PLC's review and align grade-level assessments	Grade level work continuing each month. Both pre and post assessments being used this year for grade levels 3-5.
January- June	During PLC's draft curriculum maps	This work was started this year and continues with each grade level.
January- June	During PLC's share meeting minutes with vertical grade-level teams	Work being done in May with Jody. Continuing into next year for ELA with Maria Papa.

**Priority 3- Increase instructional engagement-** By June 2021, 80% of student will agree/strongly agree with the survey question "I understand the connection between what I'm learning in school and how it will be useful in college or my future career."

Quantitative improvement:

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

Differentiated professional development around instructional engagement  
Increased student engagement with virtual and in person learning

Timeline	Steps in DCIP	How is your building doing
August-January	The District will define engagement.	This was completed with Systems and Instruction.
August-January	The building leaders will dedicate time in staff meetings to focus on instructional engagement.	Staff have been asked to focus their APPR observations around engagement sharing areas to celebrate and areas to grow.
August-January	The buildings will provide opportunities for teachers to reflect on the engagement tool data.	Engagement tool is still a work in progress. Staff have been given many resources around what engagement looks and sounds like.
August-January	Building leaders will implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	The tool is still being developed.
August-January	The District will provide opportunities for collaboration with grade-level colleagues.	Grade Level Days and PLCs have been established in the schedule.
August-January	The District will provide professional development opportunities about Google Suite and Engagement.	This PD has been ongoing and Kristen Spinella is available two days a week for any staff member/students.
August-January	The District will provide professional development with coach John Spencer	Opening Day PD
August-January	The District and buildings will establish opportunities for monthly sharing of best practices.	Grade level monthly meetings Monthly Staff Meetings
August-January	The District professional development team will solicit feedback from staff to plan engagement professional development.	Ongoing with building reps on PD team.
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	The District will continue to define engagement.	This was completed with Systems and Instruction.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

January-June	The District will continue to define engagement.	Staff have been asked to focus their APPR observations around engagement sharing areas to celebrate and areas to grow.
January-June	The building leaders will continue to dedicate time in staff meetings to focus on engagement.	Engagement tool is still a work in progress. Staff have been given many resources around what engagement looks and sounds like.
January-June	The buildings will continue to provide opportunities for teachers to reflect on the engagement tool data.	The tool is still being developed.
January-June	Building leaders will continue to implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	Grade Level Days and PLCs have been established in the schedule.
January-June	The District will continue to provide opportunities for collaboration with grade-level colleagues.	Wednesdays are available as virtual learning days for students and possible grade level meeting days for teachers.
January-June	The District will continue to provide professional development opportunities about Google Suite and Engagement.	Kristen Spinella is available 2 days a week for tech support.
January-June	The District will continue to provide professional development with coach John Spencer	Virtual seminar was completed with staff.
January-June	The District and buildings will continue to establish opportunities for monthly sharing of best practices.	Grade level monthly meetings Monthly Staff Meetings
January-June	The District professional development team will continue to solicit feedback from staff to plan engagement professional development.	Ongoing with building reps on PD team.

**Priority 4- Decrease chronic Absenteeism-** By June 2021, the chronic absenteeism will decrease to 11.8% at grades 1-8 and 21.9% at grades 9-12.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

Quantitative improvement:  
Improved attendance

Timeline	Steps in DCIP	How is your building doing
September- November	Building wide shared decision making will determine ways to communicate our attendance goal with parents and community along with communication about stay home if ill CDC guidelines.	Reopening plans were developed by each building and sent to parents in August. Communication is ongoing with families via email, phone calls and social media updates.
September- January	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	The principal and school counselor meet frequently to address the needs of students who are not attending or participating in their virtual learning. Phone calls and home visits are done consistently. CPS has set up a service for those families who are in need to receive support through an application process done by our principal and school counselor.
September- January	Continue to use Student Assistance Teams to support student needs including chronic attendance.	SAT meets each Thursday to address all student concerns and to brainstorm and problem solve as a team. Data is well documented in Edge and interventions created.
October- January	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	Data is also available in School Tool. Our school nurse is now very active in looking at attendance and making phone calls home.
Timeline	Steps in DCIP	How is your building doing
January- June	Each building attendance team will regularly review data regarding attendance. The team will determine how best to	The principal and school counselor meet frequently to address the needs of students who are not attending or participating in their virtual learning. Phone calls and home visits are done consistently. CPS has set up a service for those families who are

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

	communicate and support families and students who are chronically absent or at risk of being chronically absent.	in need to receive support through an application process done by our principal and school counselor.
January-June	Continue to use Student Assistance Teams to support student needs including chronic absenteeism.	The principal and school counselor meet frequently to address the needs of students who are not attending or participating in their virtual learning. Phone calls and home visits are done consistently by counselor, principal and SRO officer. Social Services continues to offer families assistance where there is a need.
January-June	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	Nicole White has created a database platform for easy access to check absenteeism reports regularly.

**Priority 5- Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary - By June 2021, 80% of parents will agree/strongly agree with the survey question "Adults at this school treat all students with respect."**

**Quantitative improvement:**

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

A plan for integrating social emotional learning in classrooms PreK-12

A shared vision for SEL that is pervasive with all stakeholders

The selection of a social emotional learning program

A deep understanding, by all stakeholders, of the Social Emotional Learning standards

Timeline	Steps in DCIP	How is your building doing
August-January	Creation of SEL Team to sustain a year-long commitment to execute the steps below. The team will consist of staff and parent representatives and meet bi-monthly.	SEL team was created across the elementary buildings and met over the summer and again in the fall to review reopening procedures.
August-January	Complete SEL Implementation Rubric (CASEL)-Beginning of Year Review	This work was done with systems and instruction team.
August-January	Create a shared mission and vision	This work was done with systems and instruction team.
August-January	Review of NYS SEL standards and a PreK-12 curricular framework	This work was done with systems and instruction team.
August-January	Review of District spring 2020 parent, student, and staff survey data regarding SEL	All data was provided to building principals and reviewed by Shared Decision Making Team for next steps.
August-January	Finalize shared vision draft	This work was done with systems and instruction team.
August-January	Share SEL standards with all staff members	Standards have been shared multiple times as of last school year.
August-January	Seek feedback on shared vision from faculty and staff and seek suggestions for adult SEL learning experience	This work is ongoing with our Shared Decision Making Team. Next steps are utilizing Thought Exchange for SS parent feedback.
August-January	Review NYS SEL standards and PreK-12 curricular framework	This work has been done in the building and with our counselors, as well.
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January-June	Complete SEL Implementation Rubric (CASEL)-Mid Year Review	Completed with SEL team.
January-June	Review mid-year benchmark data/feedback	Surveys being sent to parents, students and staff in May. Data from that will be analyzed by SEL team and SDM Building Team.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020-21 DCIP Goal check in

How is your building doing?

# Building-Seneca Street

DATE- 4/12/2021

January- June	Research SEL programs aligned to vision (including current updated program)	Admin summer training – Positivity Project
January- June	Select 2 vendors or develop an in-house program and present at March superintendent's conference day	Vendor has been selected.
January- June	Staff provides feedback on standards-based rubric	Work to be done this summer or fall.
January- June	Develop communication plan using school's newsletter and social media to provide updates	Newsletter, Facebook posts and School Messenger(email,text,voice message)
January- June	Finalize SEL budget	Budget completed.
January- June	Review NYS SEL standards and a PK-12 curricular framework	SEL committee work to continue spring/summer.
January- June	Schedule and plan professional learning sessions for all staff during superintendent's conference day	Plan needs to be developed by SEL team
January- June	Establish growth mindset from learning colleagues	This work started with SDM team and creation of Positive Behavior Plan.
January- June	Review of teacher survey data from vendors	Survey to be completed in May.
January- June	Invite guest speakers from school districts who have adopted chosen program and interview on best practice and implementation	To be planned for the fall
January- June	Complete SEL Implementation Rubric (CASEL)-End of Year Review	To be completed by SEL team
January- June	Selection of vendor for SEL curriculum	Positivity Project selected
January- June	Plan for summer/fall implementation timeline of new program	To be developed after admin/leadership training
January- June	Communication to entire staff about selection of program and timeline for implementation	To be completed by SEL team.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

## Building: Willard Prior

DATE- November 13, 2020

**Priority 1- Increase parent engagement-** By June 2021, 75% of parents will agree/strongly agree with the survey question "Families of all backgrounds feel welcome at this school."

### Quantitative improvement:

Increased participation and enrollment in parent groups that results in positive assessment of climate by parents  
 Opportunities for parent participation in schools based on parent interest and skills  
 Emphasis on partnerships between parents and school to enhance student learning

Timeline	Steps in DCIP	How is your building doing
August-January	Weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population. Newsletter will define parent engagement.	Announcements are posted daily in every teacher's google classroom by the school principal; newsletters are distributed monthly and include important school related information as well as educational information for parents to support their child's learning experience.
August-January	Creation and sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	Events and activities are still on hold due to COVID PTO meetings occur monthly and dates are posted on the WP calendar; the PTO maintains a FB account and shares information along with the code used for the virtual meetings; Jess Poyer attended the October 2020 meeting and shared information about the new report card
September-January	Introduce and discuss parent engagement at parent-teacher conferences and Open House.	Teachers continue to build and refine their google classroom and bridge in person and virtual learning; Parent/Teacher conferences and Open House will happen virtually with all teachers.
August-January	Train parents and explain how they can support students in Google Suite.	The OCSD website has extensive resources for parents to access to support them with the Google suite; teachers have been amazing tech supports for parents
September-January	Virtual, Parent and In-person parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	This is on hold due to COVID restrictions; virtual PTO meetings are often well attended.

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Willard Prior

DATE- November 13, 2020

September- January	Regular and intentional positive social media and positive communication from staff to families	Teachers have been in touch with families almost daily since COVID; teachers have offered countless hours of their own time to support parents with technology and the google classroom suite of products.
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January- June	Continue weekly newsletters that communicate activities, events and information to parents will be distributed from each building. This will include a reflection by the building leaders about inclusivity of all student population.	Monthly newsletters are distributed to each in person student and posted on the WP website. We also send newsletters to second mailings.
January- June	Sustainment of active PTO or parent group at each building. Invite district office staff to PTO meetings. This will include a reflection by the PTO about inclusivity of all families.	PTO meetings continue regularly via google meet. District office staff are informed of virtual meetings and are invited via weekly updates; With limited/no fund raising this year – PTO has been providing support to students with funds from previous year.
January- June	Offer additional parent professional learning in areas that are brought to our attention in parent meetings	Parents share needs/issues during meetings; District website has many offerings for parents to support virtual learning
January- June	Continue regular and intentional positive social media and positive communication from staff to families	Information posted to website; teacher share with parents regularly
January- June	Continue with parent coffees with building leaders and teachers with invitations extended to district office staff for some meetings. This will include a reflection about inclusivity of all families.	This is on hold due to COVID restrictions

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

**Building: Willard Prior**

DATE- November 13, 2020

**Priority 2- Map Curriculum across all grade levels-** By June 2021, school leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school with 92% of our courses mapped.

Quantitative improvement:

Current and interactive curriculum maps are updated across all grade levels and available to all staff online  
 Establishing consistent and ongoing meeting times for staff to develop curriculum maps  
 Common assessments for like courses

Timeline	Steps in DCIP	How is your building doing
August-January	Establish Grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	Initial meetings have begun with grade level meetings
August-January	Ground teams in research on curriculum mapping utilizing ASCD Activate	This is a work in progress
August-January	Utilize ASCD Activate/Google Sheets to house all curriculum maps	This is a work in progress
August-January	During PLC's review grade-level priority standards	This is a work in progress
August-January	During PLC's analyze local and NYS assessment data trends	Due to COVID, NYS tests were not administered during the 2019-2020 school year
August-January	During PLC's review previous and subsequent grade-level prioritized standards	This is a work in progress
August-January	During PLC's review and align grade-level assessments	This is a work in progress
August-January	During PLC's draft curriculum maps	This is a work in progress
August-January	During PLC's share meeting minutes with vertical grade-level teams	This is a work in progress

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Willard Prior

DATE- November 13, 2020

Timeline	Steps in DCIP	How is your building doing
January- June	Continue with grade-Level PLC Vertical/Horizontal Curriculum Mapping Process	This work is on pause for the remainder of the school year; however, meetings with Madison-Oneida BOCES math coach have continued all year to address and align Math standards at each grade level; Madison-Oneida BOCES ELA staff development specialist is scheduled to meet with staff in June 2021.
January- June	During PLC's review grade-level priority standards	PLCs are being conducted in the area of writing as we examine a writing program to support students in the writing process and on-demand writing pieces
January- June	Ground teams in research on curriculum mapping utilizing ASCD Activate	Rubicon-Atlas has been purchased to initiate curriculum mapping
January- June	Utilize ASCD Activate/Google Sheets to house all curriculum maps	Rubicon-Atlas has been purchased to initiate curriculum mapping in the 2021-2022 school year.
January- June	During PLC's analyze local and NYS assessment data trends	Continue during 2021-2022
January- June	During PLC's review previous and subsequent grade-level prioritized standards	Continue during 2021-2022
January- June	During PLC's review and align grade-level assessments	Regular meetings organized and review of the Universal screenings at each grade level is performed. Teachers also bring authentic assessments and student work to review at RTI meetings
January- June	During PLC's draft curriculum maps	Continue during 2021-2022; Work in Progress
January- June	During PLC's share meeting minutes with vertical grade-level teams	Continue during 2021-2022; Work in Progress

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Willard Prior

DATE- November 13, 2020

**Priority 3- Increase instructional engagement**- By June 2021, 80% of student will agree/strongly agree with the survey question “I understand the connection between what I’m learning in school and how it will be useful in college or my future career.”

Quantitative improvement:

Differentiated professional development around instructional engagement  
Increased student engagement with virtual and in person learning

Timeline	Steps in DCIP	How is your building doing
August-January	The District will define engagement.	Rubric has been established and shared with staff during a faculty meeting
August-January	The building leaders will dedicate time in staff meetings to focus on instructional engagement.	Staff meetings include quick “how tos” of tools teachers can utilize to increase engagement in the classroom (padlet, jambord, etc..) and bridge the virtual student’s learning with the hybrid student’s learning by sharing the google classroom
August-January	The buildings will provide opportunities for teachers to reflect on the engagement tool data.	Teachers submit their reflection utilizing a padlet or jamboard following a faculty meeting
August-January	Building leaders will implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	On - going
August-January	The District will provide opportunities for collaboration with grade-level colleagues.	Wednesday grade level meetings weekly; ½ grade level days
August-January	The District will provide professional development opportunities about Google Suite and Engagement.	ASCD resources assigned to staff members and faculty as a group for consideration and discussion at faculty meetings
August-January	The District will provide professional development with coach John Spencer	Many teachers attended summer 2020
August-January	The District and buildings will establish opportunities for monthly sharing of best practices.	Faculty meetings - set aside time for teachers to share

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Willard Prior

DATE- November 13, 2020

August- January	The District professional development team will solicit feedback from staff to plan engagement professional development.	On-going
<b>Timeline</b>	<b>Steps in DCIP</b>	<b>How is your building doing</b>
January- June	The District will continue to define engagement.	This goal is on-going;
January- June	The District will continue to define engagement.	This goal is on-going
January- June	The building leaders will continue to dedicate time in staff meetings to focus on engagement.	On-going
January- June	The buildings will continue to provide opportunities for teachers to reflect on the engagement tool data.	On-going
January- June	Building leaders will continue to implement quarterly walkthroughs utilizing the engagement walkthrough tool in classrooms.	This goal is on pause
January- June	The District will continue to provide opportunities for collaboration with grade-level colleagues.	On-going
January- June	The District will continue to provide professional development opportunities about Google Suite and Engagement.	On-going; teachers/staff have the opportunity
January- June	The District will continue to provide professional development with coach John Spencer	Summer 2021; ongoing
January- June	The District and buildings will continue to establish opportunities for monthly sharing of best practices.	On-going through Wednesday google meets/grade level
January- June	The District professional development team will continue to solicit feedback from staff to plan engagement professional development.	Meetings are scheduled throughout the year to gain feedback from stakeholders and create a plan that addresses areas of need that have been identified throughout the district

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Willard Prior

DATE- November 13, 2020

**Priority 4- Decrease chronic Absenteeism-** By June 2021, the chronic absenteeism will decrease to 11.8% at grades 1-8 and 21.9% at grades 9-12.

Quantitative improvement:  
Improved attendance

Timeline	Steps in DCIP	How is your building doing
September- November	Building wide shared decision making will determine ways to communicate our attendance goal with parents and community along with communication about stay home if ill CDC guidelines.	We have had 1 virtual meeting thus far; information in the building newsletter is communicated in a variety of ways and also posted on the WP website
September- January	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	Attendance has been a challenge as we manage virtual vs. in person hybrid students during COVID. We are contacting virtual students via home visits, school services through Madison county, CPS and daily phone calls home, attendance letters and personal contacts from the teachers and school counselors.
September- January	Continue to use Student Assistance Teams to support student needs including chronic attendance.	This is an on-going support; weekly meetings occur to continuously monitor chronically absent students
October- January	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	On-going; COVID has caused this data to look different; we will continue to address chronic absenteeism

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

## OCSD 2020 DCIP Goal check in

How is your building doing?

**Building: Willard Prior**

DATE- November 13, 2020

Timeline	Steps in DCIP	How is your building doing
January- June	Each building attendance team will regularly review data regarding attendance. The team will determine how best to communicate and support families and students who are chronically absent or at risk of being chronically absent.	We continue to look at attendance; home visits, phone contacts, encouragement with students to attend school and complete work is a daily theme on morning announcements;
January- June	Continue to use Student Assistance Teams to support student needs including chronic absenteeism.	On-going; meetings occur every Wednesday morning
January- June	Building administrators will access NYSED chronic absenteeism data regularly. We will look at the data quarterly to see if we are on track to meet the goal.	Information from this report will be shared with staff and made available to counselors to address areas of need

**Priority 5- Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary - By June 2021, 80% of parents will agree/strongly agree with the survey question "Adults at this school treat all students with respect."**

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

**Building: Willard Prior**

DATE- November 13, 2020

Quantitative improvement:

A plan for integrating social emotional learning in classrooms PreK-12

A shared vision for SEL that is pervasive with all stakeholders

The selection of a social emotional learning program

A deep understanding, by all stakeholders, of the Social Emotional Learning standards

Timeline	Steps in DCIP	How is your building doing
August- January	Creation of SEL Team to sustain a year-long commitment to execute the steps below. The team will consist of staff and parent representatives and meet bi-monthly.	This is a work in progress and with support from CFSP, school counselor and school staff.
August- January	Complete SEL Implementation Rubric (CASEL)-Beginning of Year Review	Work in progress
August- January	Create a shared mission and vision	Work in progress
August- January	Review of NYS SEL standards and a PreK-12 curricular framework	Work in progress
August- January	Review of District spring 2020 parent, student, and staff survey data regarding SEL	Work in progress
August- January	Finalize shared vision draft	Work in progress
August- January	Share SEL standards with all staff members	Work in progress
August- January	Seek feedback on shared vision from faculty and staff and seek suggestions for adult SEL learning experience	Work in progress
August- January	Review NYS SEL standards and PreK-12 curricular framework	Work in progress

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.



# OCSD 2020 DCIP Goal check in

How is your building doing?

# Building: Willard Prior

DATE- November 13, 2020

Timeline	Steps in DCIP	How is your building doing
January-June	Complete SEL Implementation Rubric (CASEL)-Mid Year Review	This did not occur;
January-June	Review mid-year benchmark data/feedback	This did not occur
January-June	Research SEL programs aligned to vision (including current updated program)	This is on-going; the district is looking at various projects that can be implemented to address Social -Emotional learning (Positivity project)
January-June	Select 2 vendors or develop an in-house program and present at March superintendent's conference day	We did not have a March Superintendent's conference day due to COVID restrictions and the need to have students in building and learning.
January-June	Staff provides feedback on standards-based rubric	This goal is on pause
January-June	Develop communication plan using school's newsletter and social media to provide updates	This goal is on pause
January-June	Finalize SEL budget	In process
January-June	Review NYS SEL standards and a PK-12 curricular framework	On-going as we plan for more in depth implementation
January-June	Schedule and plan professional learning sessions for all staff during superintendent's conference day	On-going as we plan for end of the year; fall 2021
January-June	Establish growth mindset from learning colleagues	On-going
January-June	Review of teacher survey data from vendors	This goal is on pause
January-June	Invite guest speakers from school districts who have adopted chosen program and interview on best practice and implementation	In process
January-June	Complete SEL Implementation Rubric (CASEL)-End of Year Review	On pause

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

# OCSD 2020 DCIP Goal check in

How is your building doing?

## Building: Willard Prior

DATE- November 13, 2020

January- June	Selection of vendor for SEL curriculum	On-going; OSMS/OHS will implement Positivity project and share results with other buildings
January- June	Plan for summer/fall implementation timeline of new program	On-going
January- June	Communication to entire staff about selection of program and timeline for implementation	On-going

This form should be completed by the building principal two times a year- November 15 and April 15. The completed form should be sent to the Superintendent.

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: PROPOSED MIDDLE SCHOOL SUMMER PROGRAM**  
**DATE: MAY 18, 2021**

Be it resolved, upon the recommendation of the Interim Superintendent Dr. Kathy Davis to approve the Middle School Summer Program which will be funded through the Federal Fund Grants as submitted.

**RECOMMENDED ACTION**

**Motion to approve the Middle School Summer Program as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A\_\_\_\_ N\_\_\_\_

Middle School Counts Summer Program was created to provide pre-teaching to students entering grades 6 through 8. The students are recommended by their teachers, and the four week program offered math, science, social studies and english curriculum to the students. Students completed five four-hour sessions during the week of August 2-6. Each day the students will participate in a team building activity which fosters teamwork, critical thinking and new friendships across the four grade levels.

The mission of this program is to give an opportunity to learn topics ahead of time to make the child's transition to the middle school a bit easier while building independence, time management and confidence.

The program includes students at OSMS as well as students entering 6th grade from all of the district's elementary schools. The sixth grade students are given the opportunity to learn the building, meet some of their teachers, and master their locker combinations.

The students will enter the Fall with more confidence because they know the material that will be taught within the first ten weeks, and they will established relationships with some of the teachers that they will have in the Fall.

Proposed Budget:

Breakdown of costs for the Middle School Counts Program

(Actuals will be submitted on August 6th, but it will NOT exceed projected budget). - 6,7,8 material taught

Date	Task	Number of Hours	Number of Teachers needed	Hourly Pay***	Total
June 2021	Contacting Parents/Informing them of Summer school via phone and mail	5	2	\$58	\$580
July 30	Building/Room Setup, COVID protocols checked, announcements made	2	2	\$58	\$232
July 29	Organize Team Building Activities/Shop for Supplies needed	1	2	\$58	\$116
August 2	Teaching Session + one hour planning time	5	8	\$58	\$2,320.00
August 3	Teaching Session + one hour planning time	5	8	\$58	\$2,320.00
August 4	Teaching Session + one hour planning time	5	8	\$58	\$2,320.00
August 5	Teaching Session + one hour planning time	5	8	\$58	\$2,320.00
August 6	Teaching Session/Formative assessment + one hour planning time	5	8	\$58	\$2,320.00
August 6	Summative Report Card Compilation/Financial Summary	3	2	\$58	\$348
August 2-6	Nursing Duties (price will vary based on who nurse is - this is based on Bognaski)	20	1	\$51	\$1,020
Spring 2021	MATERIALS (supplies for team building, one box of paper)	--	--	--	\$200
<b>TOTALS</b>					<b>\$14,096.00</b>

\*\*\* Teachers will be paid the teacher tutoring contract rate, and the nurse will be paid using the nursing rate (depending on which nurse is hired, the amount may vary).. This hourly pay above includes payroll taxes, etc. per Kathy Gerber so that we can budget accordingly.

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: STUDENT INTERNSHIP AGREEMENT: UTICA COLLEGE AGREEMENT**  
**DATE: MAY 18, 2021**

Resolved, to approve the Student Internship Agreement between the Oneida City School District and Utica College as submitted.

**RECOMMENDED ACTION**

**Motion to approve the Student Internship Agreement between Oneida City School District and Utica College as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A\_\_\_\_ N\_\_\_\_

## **STUDENT INTERSHIP AGREEMENT**

**BETWEEN**

**Oneida City School District**

**AND**

**UTICA COLLEGE**

**THIS STUDENT INTERNSHIP AGREEMENT**, dated the 14th day of January, 2021, is entered into by and between Oneida City School District, located at 565 Sayles Street, Oneida, NY 13421, (hereinafter "SCHOOL"), and **UTICA COLLEGE**, an educational corporation operating pursuant to an absolute Charter granted by the Regents of the University of the State of New York, 1600 Burrstone Road, Utica, New York 13502 (hereinafter "COLLEGE").

**WHEREAS**, COLLEGE maintains Programs which awards graduate and undergraduate degrees in the field of Education (the "UC Educational Programs"); and

**WHEREAS**, as a prerequisite to the granting of said degrees in Education, and as part of the student's educational experience leading to certification by the State of New York, matriculated students at COLLEGE are required to perform field experiences, practical experience and/or student teaching experiences (collectively, the "Student Teacher Experience") as part of their degree requirements and future certification by the State of New York; and

**WHEREAS**, COLLEGE shall be responsible for curriculum planning, admission, administration, matriculation requirements of students as required by law and accrediting agencies in the UC Educational Programs operated by the COLLEGE; and

**WHEREAS**, the SCHOOL employs certain certified teachers and has the facilities for the instruction of Student Teacher Experiences of said students; and

**WHEREAS**, SCHOOL recognizes the need for and desires to aid in the educational development of the students, and is willing to make its school and teachers available for such purposes; and

**WHEREAS**, SCHOOL shall provide the appropriate teachers, tasks and learning experience to provide the appropriate Student Teacher Experience through mutually agreed upon educational objectives and guidelines; and

**WHEREAS**, by executing this Agreement, COLLEGE and SCHOOL propose to further the following Objectives: (1) to provide a Student Teacher Experience in terms of related instruction for students enrolled in the UC Educational Programs; and (2) to improve the overall UC Educational Program by providing opportunities for learning experiences that will progress the student to advanced levels of performance; and

**WHEREAS**, the parties desire to set forth their respective rights and responsibilities under this Agreement.

**NOW, THEREFORE**, in consideration of the foregoing and the mutual benefits bestowed upon the parties to this Agreement, the amount and sufficiency of which are hereby acknowledged, it is agreed as follows:

**1. TERM:**

This Agreement shall commence at 12:00 a.m. on the 11th day of February, 2021, and terminate at 11:59 p.m. on the 31<sup>st</sup> day of July, 2022, unless sooner terminated in accordance with the terms and provisions of this Agreement.

**2. UC EDUCATIONAL PROGRAM PLACEMENT**

a. During the term of this Agreement, COLLEGE may place students at the SCHOOL for the designated Student Teacher Experience. The exact start date and completion date for each Student Teacher Experience shall be mutually agreed upon at least thirty (30) days prior to the start date of the Student Teacher Experience, unless otherwise mutually agreed upon between the parties.

b. The number of students who participate each semester in the Student Teacher Experience shall be mutually agreed upon at least forty-five (45) days prior to the start date of the Student Teacher Experience, unless otherwise agreed between the parties in writing.

c. At least one (1) month prior to the commencement of each students' individual Student Teacher Experience, COLLEGE and SCHOOL will develop a student plan (hereinafter the "Plan") which shall include, but not be limited to: the length of the Student Teacher Experience, the learning objectives of the Student Teacher Experience, COLLEGE'S faculty point of contact, SCHOOL's point of contact, and the details of the goals and objectives of the Student Teacher Experience for each student. The Plan shall be executed by the SCHOOL, COLLEGE and student and shall be considered **Exhibit B** to this Agreement for purposes of the individual student.

d. Neither party shall discriminate against any student, officer, employee, agent, and/or any party on the basis of age, race, creed, color, ethnic or national origin, religion, sex, pregnancy or pregnancy-related conditions, mental or physical disability, sexual orientation, military status, genetic characteristics or information, citizenship status, marital status, familial status, domestic violence victim status, previous criminal convictions or any other protected category under applicable local, state or federal law, rule or regulation.

e. Unless otherwise stated in this Agreement, students and faculty, employees, officers and/or agents of COLLEGE shall not be considered employees or agents of SCHOOL for any purposes, including, but not limited to, of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding and/or Social Security, because of their participation in the Student Teacher Experience. Unless otherwise stated in this Agreement, students of COLLEGE, and faculty, employees, officers and/or agents of SCHOOL shall



not be considered employees or agents of COLLEGE for any purposes, including, but not limited to, of compensation, fringe benefits, workers' compensation, unemployment compensation, minimum wage laws, income tax withholding and/or Social Security, because of their participation in the Student Teacher Experience. Each student participating in the Student Teacher Experience at the SCHOOL is there to receive educational experience as a part of his or her academic curriculum in the UC Educational Program. COLLEGE shall be responsible for establishing all curriculum obligations and said Student Teacher Experience shall be performed under supervision of the designated teacher at the SCHOOL pursuant to the Plan. SCHOOL shall retain the ultimate and sole responsibility for the supervision and operation of the Student Teacher Experience while the student is participating in the Student Teacher Experience at the SCHOOL.

f. To the extent applicable to the scope of the Student Teacher Experience, COLLEGE, its participating students and/or COLLEGE faculty and/or employees shall not be considered "Business Associates" as that term is defined under the Health Insurance Portability and Accountability Act of 1996, and any amendments thereto (hereinafter "HIPAA"). Students and/or on-site faculty participating in the Student Teacher Experience shall be considered as members of the SCHOOL's "workforce" for the limited purpose of, and as that term is defined by, HIPAA, pursuant to 45 CFR §160.103, and any amendments thereto.

g. The SCHOOL, COLLEGE and its faculty instructors and other employees will comply with all applicable state and federal laws, rules and regulations regarding patient privacy and data security, including, but not limited to, the applicable provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, codified at 42 U.S.C. §1320 through d-8 ("HIPAA"), the Family Educational Rights and Privacy Act ("FERPA") and New York State Education Law Section 2-d. The SCHOOL and COLLEGE will inform Students of their obligation to comply with all applicable state and federal laws, rules and regulations regarding privacy including, but not limited to, HIPAA, FERPA and New York State Education Law Section 2-d. COLLEGE will inform Students that they are required to comply with all SCHOOL policies and procedures provided to COLLEGE by SCHOOL regarding the confidentiality of information and the use of all such information.

### **3. COLLEGE RESPONSIBILITIES:**

a. Subject to any applicable laws, rules or regulations, including, but not necessarily limited to, the applicable mandates and restrictions of HIPAA and FERPA, including any respective amendments thereto, COLLEGE shall supply or require student, as a condition of participation in the Student Teacher Experience, to supply reasonable and necessary information requested by SCHOOL to further the student's participation in the Student Teacher Experience. Such information, if in addition to the requirements set forth herein, shall be mutually agreed upon and set forth in each individual student's Plan or as set forth on attached **Exhibit A**.

b. COLLEGE shall place students in the Student Teacher Experience who have satisfactorily completed the prerequisite didactic portion of the UC Educational Program to participate in said Student Teacher Experience.

c. To the extent permitted by law and not otherwise covered by applicable insurance, COLLEGE agrees to indemnify and hold SCHOOL, its officers, employees and/or agents harmless from and against all third-party claims, demands, costs and expenses (including reasonable attorneys' fees and disbursements) and liabilities for bodily injury and property damage for or in connection with any negligent act or omission of COLLEGE, its officers, employees or agents acting within the scope of their duties arising from this Agreement, unless such act or omission was caused by SCHOOL or was under the control or direction of SCHOOL. This provision shall survive termination of this Agreement for a period of three (3) years from the date of termination of this Agreement.

d. COLLEGE shall require student(s), as a condition of participating in said Student Teacher Experience, to:

- (i) Follow the administrative policies, standards, and practices of the SCHOOL which have been provided to the COLLEGE and the student during the Student Teacher Experience. SCHOOL shall provide COLLEGE and student(s) with copies of any such rules, policies and/or regulations prior to the commencement of the Student Teacher Experience. Unless otherwise required by law, COLLEGE shall have no liability for any acts, omissions, or negligence with respect to such rules, policies, or regulations if SCHOOL fails to provide said documents;
- (ii) Provide their own transportation and living arrangements regarding the Student Teacher Experience;
- (iii) Report to SCHOOL on time and follow all established regulations during the regularly scheduled operating hours of SCHOOL;
- (iv) Obtain prior written approval of SCHOOL and the COLLEGE before publishing any material relating to the Student Teacher Experience; and
- (v) Keep all confidential information obtained during the Student Teacher Experience confidential and comply with all policies and regulations of COLLEGE and SCHOOL, as well as all local, state and federal laws, including but not limited to the provisions of HIPAA, FERPA and New York State Education Law.

f. To the extent it is determined COLLEGE is a third party contractor under New York Education Law §2-c and §2-d, COLLEGE shall act in good faith in negotiating an addendum to this Agreement with SCHOOL as is required pursuant to New York Education Law §2-d(5).

#### **4. SCHOOL RESPONSIBILITIES:**

a. SCHOOL shall maintain complete records and reports on each student's performance and provide an evaluation of said student to COLLEGE on forms provided by COLLEGE. SCHOOL agrees to treat all student records and information obtained from COLLEGE, student and/or

otherwise obtained by SCHOOL, confidentially, in accordance with and subject to the provisions of FERPA. SCHOOL further agrees:

- (i) to use any “personally identifiable information” (as defined by FERPA) from student records only to meet the purpose(s) of the Student Teacher Experience or as required by applicable law, and for the duration of the Student Teacher Experience, as outlined in this Agreement;
- (ii) to limit any disclosures of such personally identifiable information only to individuals in SCHOOL or COLLEGE who have a legitimate interest in the information consistent with their duties and the scope of the Student Teacher Experience or as otherwise required or allowed by this Agreement, applicable law, subpoena or court order;
- (iii) to have in place controls and procedures, subject to inspection upon reasonable notice by COLLEGE, to ensure the protection of such personally identifiable information; and
- (iv) to return to COLLEGE all such personally identifiable information of student when the information is no longer needed for said purpose of study and destroy such personally identifiable information no later than six (6) months from the student’s completion of the Student Teacher Experience or as mutually agreed to by the parties in writing.

b. SCHOOL shall, on reasonable request, permit the inspection of the SCHOOL, services available for Student Teacher Experience, student records, and such other items pertaining to the Student Teacher Experience by COLLEGE or SCHOOL, or by both, charged with the responsibilities for accreditation of the curriculum.

c. Upon COLLEGE’s request, SCHOOL shall designate and submit in writing to COLLEGE the name and professional and academic credentials of all persons employed by SCHOOL who they anticipate working with COLLEGE students in the Student Teacher Experience to ensure compliance with New York State Education Law and accreditation requirements.

d. SCHOOL shall notify COLLEGE in writing of any change or proposed change of the Student Teacher Experience coordinator.

e. To the extent permitted by law and not otherwise covered by applicable insurance, SCHOOL agrees to indemnify and hold COLLEGE, its officers, employees and/or agents harmless from and against all third party claims, demands, costs and expenses (including reasonable attorneys’ fees and disbursements) and liabilities for bodily injury and property damage for or in connection with any negligent act or omission of SCHOOL, its officers, employees or agents acting within the scope of their duties arising from this Agreement, unless such act or omission was caused by COLLEGE or was under the control or direction of COLLEGE. This provision shall survive termination of this Agreement for a period of three (3) years from the date of termination of this Agreement.

f. Unless exigent or public safety circumstances exist, SCHOOL shall give COLLEGE at least three (3) business days notice of any proposed removal of a student participating in the Student Teacher Experience to attempt a mutually agreeable resolution of the matter. In the event of immediate removal of a student due to actual or threatened public safety concerns or other exigent circumstances, SCHOOL agrees to meet with COLLEGE in good faith and within a mutually agreeable time after any such removal to attempt a resolution of the matter.

**5. LIABILITY INSURANCE COVERAGE/CLAIMS:**

(a) Each party shall purchase and maintain, or show existing proof of, general liability insurance with minimum limits of one million dollars (\$1,000,000.00) each person/three million dollars (\$3,000,000.00) each occurrence, combined bodily injury and property damage covering the insured Party and the activities of its faculty, employees, officers and agents, if necessary or required. Said insurance shall be occurrence-based liability insurance (or the equivalent combination of claims made-based insurance with appropriate "tail" coverage). Each party shall provide the other annually with suitable insurance certificates to indicate such coverage and also include a thirty (30) day notice to the other of an event of cancellation, non-renewal or material change with respect to each policy.

(b) If required by the SCHOOL, each student shall provide proof of liability insurance for the Student Teacher Experience in the minimum amounts of one million dollars (\$1,000,000.00) per claim/three million dollars (\$3,000,000.00) aggregate, and their own health insurance coverage, prior to commencing the Student Teacher Experience. This insurance must be maintained throughout the Student Teacher Experience. Upon request, a certificate of liability insurance coverage will be supplied to the SCHOOL prior to the student's arrival.

(c) Each party agrees that it shall give the other party prompt notice of any claim, threatened or made, or suit instituted against it, which could result in a claim for indemnification, defense and/or contribution pursuant to the terms of this Agreement. This section shall survive the termination of this Agreement.

**6. TERMINATION OF AGREEMENT:**

Either party may terminate this Agreement on one hundred and twenty (120) days prior written notice to the other party. Any student enrolled in the Student Teacher Experience and who is not in material breach of the terms of this Agreement at the time such notice is given, shall be permitted to complete said Student Teacher Experience despite said notice.

**7. GOVERNING LAW:**

This Agreement shall be deemed to have been executed and delivered in the State of New York and shall be governed by and construed in accordance with the laws of the State of New York, without reference to choice of law rules or principles. All disputes arising out of this Agreement shall be resolved by a court of competent jurisdiction in the State of New York, and both parties consent to the exclusive jurisdiction and venue of the state and federal courts of the County of Oneida in the State of New York.

**8. NOTICE:**

Whenever, under the terms of this Agreement, notice is required or permitted to be given by any party or to any other party, such notice shall be deemed to have been sufficiently given if written, deposited in the United States mail, in a properly stamped envelope, certified or registered mail, return receipt requested, addressed to the party to whom it is to be given at the address hereinafter set forth. Either party may change its respective address by written notice in accordance with this paragraph.

If to SCHOOL:

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With a copy to:

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If to COLLEGE:

Utica College  
Att: Andrew Beakman, Esq.  
V.P. Legal Affairs/General Counsel  
1600 Burrstone Road  
Utica, New York 13502

**9. MODIFICATIONS:**

This Agreement may not be amended or modified in any manner except by an instrument in writing signed by the Parties.

**10. SEVERABILITY:**

In the event any provision hereof shall be held for any reason to be illegal, invalid or unenforceable, such provisions shall be considered severable and the illegality, invalidity or unenforceability of any provision shall not affect the validity of any other provision, which shall continue in full force and effect, provided that the unenforceable or invalid provision is not material to the overall purpose or operation of this Agreement. If necessary in order to make the Agreement legal, valid and enforceable, the parties shall meet to confer upon an amendment or modification to the Agreement.

**11. WAIVER:**

The waiver by either party of a breach of any provision contained herein shall be in writing and shall in no way be construed as a waiver of any succeeding breach of such provision or the waiver of the provision itself. Any failure of a party to enforce that party's right under any provision of this Agreement shall neither be construed, nor act, as a waiver of said party's subsequent right to enforce any of the provisions contained herein.

**12. ASSIGNMENT:**

Neither party may assign, delegate or otherwise transfer any of its rights or obligations under this Agreement without the prior written consent of the other party.

**13. HEADINGS:**

The section headings contained herein are for reference purposes only and shall not in any way affect the meaning or interpretation of this Agreement.

**14. MISCELLANEOUS:**

a. This Agreement may be executed in any number of counterparts, each of which shall be an original, but all such counterparts together shall constitute one and the same Agreement.

b. This Agreement shall not be construed against either party because it may be responsible for drafting it or any provision therein.

c. The parties making, executing and delivering this Agreement have not been induced by any representations, statements, warranties or agreements other than those expressly set forth herein.

**15. FORCE MAJEURE:**

Neither party shall be liable nor deemed to be in default for any delay or failure in performance under this Agreement or other interruption in service resulting, directly or indirectly, from events or actions wholly beyond either parties' control, including, but not limited to, so called Acts of God (other than medical or mental disability), governmental orders or directives, civil or military authority, acts of public enemy, war, fires, explosions, earthquakes, floods, tornadoes, hurricanes, failure of transportation, strikes, or other such work interruptions of a similar nature beyond the reasonable control of either party.

**16. ENTIRE AGREEMENT:**

This Agreement, including any exhibits and addenda attached hereto, contains the sole and entire Agreement of the parties with respect to the subject matter hereof and no oral statement or written matter prior to the date of the Agreement shall have any force or effect.

**[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK]**

**IN WITNESS WHEREOF**, this Agreement has been executed by the parties hereto on behalf of the academic programs of COLLEGE and SCHOOL named below.

**SCHOOL**

Oneida City School District  
565 Sayles Street  
Oneida, NY 13421

**UTICA COLLEGE**

1600 Burrstone Road  
Utica, NY 13502-4892

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

By: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

THIS CONTRACT WAS INITIATED BY: Utica College Office of Educator Preparation  
[UCeducation@utica.edu](mailto:UCeducation@utica.edu) / 315.792.3815

**EXHIBIT A**

Information Required by SCHOOL regarding Student



**EXHIBIT B**

Individual Student's Plan

(to be separately determined for each Student)

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: REGULATION 6001.1 TEACHING ASSISTANT EVALUATION FORM**  
**DATE: MAY 18, 2021**

The Regulation 6001.1 Teaching Assistant Evaluation Form has been reviewed and recommended by Interim Superintendent Dr. Kathy Davis and is attached for your review and approval as submitted.

**RECOMMENDED ACTION**

**Motion to approve Regulation 6001.1 as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A\_\_\_\_ N\_\_\_\_

# Regulation

Draft 3/24/2021

6001.1

PERSONNEL

## TEACHING ASSISTANT EVALUATION FORM

ONEIDA  
CITY SCHOOL DISTRICT  
565 Sayles Street, Oneida, NY 13421

Evaluator & Title _____	
Teaching Assistant _____	Evaluation Time Period _____
Assignment _____	Date of Conference _____
School Year _____	Evaluation # _____

### Evaluation Criteria

- I = Ineffective** - rarely meets the established criteria. Fails to work towards improving skills that support student learning activities, lacks effort and initiative.
- D = Developing** - occasionally meets criteria. Some effort is made but lacks consistency, the quality of the individual's work needs improvement to meet minimum standards.
- E = Effective** - regularly meets the established criteria. Shows significant effort to improve, seeks direction and input from the supervising teacher regarding student support.
- H = Highly Effective** - consistently meets criteria. Independently works to improve the learning environment for students. Makes suggestions for improvement, consistently supports learning activities, and works to develop additional skills as an educator.

### STATEMENT OF INSTRUCTIONAL STANDARDS

CRITERIA	I	D	E	H
<b>PREPARATION</b>				
Has a thorough knowledge of the subject matter				
Has instructional resources and teaching activities identified, matched to objectives and student learning levels.				
Provides for the individual needs of each student/ class needs				
<b>PRESENTATION</b>				
Helps students get ready to learn. Students are informed on what they are to learn, how they are to learn it, how long they will have to learn it and how they will be to demonstrate what they have learned.				
Assists students in practicing of skills.				
Provides presentations/demonstrations that clearly communicate information to students.				
Uses class time for student learning				
<b>STUDENT BEHAVIOR / CLASSROOM CONTROL</b>				
Consistently and equitably applies discipline for all students as prescribed by the classroom teacher and school policy				
<b>COMMUNICATION:</b>				
Cooperates and has good rapport with all staff.				
Demonstrates effective communication with the students and establishes rapport				
Completes written requirements accurately, on time, and as directed.				
<b>EVIDENCE OF LEARNING/ ASSESSMENT</b>				
Evaluates students' skills as instructed				
Provides feedback to students and supervising teacher(s) on students' progress				
<b>OTHER STANDARDS/ SUPPORT CRITERIA</b>				
Promotes safety rules and regulations and demonstrates them personally				
Exercises good judgment, initiative, and dependability				
Follows procedural guidelines, reports on time, and maintains attendance expectations				
Continues professional development through in-services, course work, and committee work				

TEACHING ASSISTANT EVALUATION FORM

The following are the standards by which teaching assistants will be evaluated. Teaching assistants must demonstrate consistently high standards, where applicable, by:

Comments

\_\_\_\_\_  
\_\_\_\_\_

Documentation to Support Rating(s)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Evaluation Summary**     Satisfactory     Unsatisfactory

Specific measures to be taken by Teaching Assistant to improve performance: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Professional Development:     Exceeded 25 hours (Exceptional)  
    Completed 15- 25 hours (Satisfactory)  
    Did not complete 15 hours (Needs Improvement)

Signatures

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Immediate Supervisor \_\_\_\_\_ Date \_\_\_\_\_

Teaching Assistant Comments \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teaching Assistant \_\_\_\_\_ Date \_\_\_\_\_

Oneida City School District  
Adopted: \_\_\_\_\_

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: AUTHORIZING EXPENDITURE OF MONIES FROM THE**  
**EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE FUND**  
**DATE: MAY 18, 2021**

**RESOLUTION AUTHORIZING EXPENDITURE OF MONIES FROM THE  
EMPLOYEE BENEFIT ACCRUED LIABILITY RESERVE FUND**

**WHEREAS**, Section 6-p of the General Municipal Law permits the expenditure of Employee Benefit Accrued Liability Reserve Fund moneys to fund accrued employee benefit payment due an employee of the School District upon termination of the employee's service, provided however, that the School District may not make an expenditure from such fund for any employee benefit for which the School District has established a reserve fund under any other provision of law; and

**WHEREAS**, the Board of Education of the Oneida City School District desires to authorize the expenditure of \$191,989 from the Employee Benefit Accrued Liability Reserve Fund established on or about August 20, 2002 to fund benefits authorized pursuant to Section 6-p of the General Municipal Law;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education of the Oneida City School District does hereby authorize and direct the District Treasurer to expend the sum of \$191,989 from the School District's Employee Benefit Accrued Liability Reserve Fund to fund benefits authorized pursuant to Section 6-p of the General Municipal Law. This Resolution shall take effect immediately.

**Dated:** \_\_\_\_\_

\_\_\_\_\_  
**District Clerk**  
**Oneida City School District**

**RECOMMENDED ACTION**

**Motion to approve the Resolution Authorizing Expenditure of Monies from the Employee Benefit Accrued Liability Reserve Fund as submitted.**

**MOTION MADE BY** \_\_\_\_\_

**SECONDED BY** \_\_\_\_\_

A\_\_\_\_ N\_\_\_\_

**TO: MEMBERS, BOARD OF EDUCATION**

**FROM: DR. KATHLEEN DAVIS**

**RE: TRANSFER FROM TRS RESERVE FUND FOR EXPENSES  
RELATED TO COVID-19**

**DATE: MAY 18, 2021**

**RESOLUTION APPROVING TRANSFER FROM TRS RESERVE FUND TO  
PAY COSTS ATTRIBUTABLE TO COVID-19 PANDEMIC**

**WHEREAS**, on August 24, 2020, New York State Governor Andrew Cuomo signed into law Assembly Bill #A10492 to authorize the expenditure and transfer from reserve funds for expenses related to the COVID-19 pandemic (the “Legislation”); and

**WHEREAS**, the Legislation permits school districts to authorize temporary transfer of moneys from reserve funds by resolution to pay for operating costs or other costs attributable to the COVID-19 pandemic, and relieves school districts from referendum requirements relating to such temporary transfers; and

**WHEREAS**, the Legislation requires that the reserve fund from which the transfer is drawn must be reimbursed from the fund to which the transfer was made over a period of not more than five (5) fiscal years, starting with the fiscal year following the transfer; and

**WHEREAS**, the Legislation also requires that at least 20% of the moneys temporarily transferred must be reimbursed each fiscal year, including the amount that would have been earned on investment of such moneys; and

**WHEREAS**, the Board of Education (the “Board”) of the Oneida City School District (the “School District”) has determined that it is in the School District’s best interest to transfer moneys from the School District’s sub-fund within its Retirement Contribution Reserve Fund to fund contributions to the New York State Teachers’ Retirement System (“TRS”) pursuant to GML § 6-r established by resolution dated July 1, 2020 to general fund for the School District’s payment of operating costs and/or other costs attributable to the COVID-19 pandemic;

**NOW, THEREFORE, BE IT RESOLVED** that the Board of Education of the Oneida City School District does hereby approve the following reserve fund transfer;

- Transfer of up to \$300,000 from the School District’s TRS Reserve Fund to general fund for the School District’s payment of operating costs and/or other costs attributable to the COVID-19 pandemic. The School District’s

administration is directed to reimburse such money over a period of not more than five (5) fiscal years pursuant to the requirements of the Legislation.

This Resolution shall take effect immediately.

Date: May 18, 2021

---

James Rowley, District Clerk  
Oneida City School District

**RECOMMENDED ACTION**

**Motion to approve Resolution Approving Transfer from TRS Reserve Fund to Pay Costs Attributable to COVID-19 Pandemic as submitted.**

**MOTION MADE BY** \_\_\_\_\_

**SECONDED BY** \_\_\_\_\_

A\_\_\_\_ N\_\_\_\_

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: PROPOSAL FOR LIMITED IAQ SERVICES AND MOLD INVESTIGATION**  
**DATE: MAY 18, 2021**

The Proposal for Limited IAQ Services and Mold Investigation at Seneca Street Elementary School has been reviewed and recommended by Interim Superintendent Dr. Kathy Davis and is attached for your review and approval as submitted.

**RECOMMENDED ACTION**

**Motion to approve the Proposal for Limited IAQ Services and Mold Investigation as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A\_\_\_\_ N\_\_\_\_



May 6, 2021

Ms. Tanya Destito  
King + King Architects, LLP  
358 West Jefferson Street  
Syracuse, New York 13202

Re: Proposal for Limited IAQ Services and Mold Investigation & Sampling the  
Oneida City School District – Seneca Street Elementary Building

File: 708.000.001

Dear Ms. Destito:

Barton & Loguidice, D.P.C. (B&L), is pleased to submit this proposal to provide mold investigation and limited Indoor Air Quality (IAQ) services for a portion of the above referenced building.

### **Scope of Services**

The scope of services to follow identifies sampling and assessment. The areas covered under this investigation will include the Seneca Street Elem. Building – Principal's Office, associated outer Reception Office, crawlspace under the noted offices, and adjacent areas.

#### *Airborne Sampling & Visual Assessment for Mold*

We will collect air samples for viable mold in four (4) locations of the Seneca Street Elementary School. One sample will be collected the Principal's Office, outer reception area, adjacent hallway, one will be collected outside the building for comparison. The sampling will determine total colony forming units and will be measured against representative outdoor air. The method involves the use of a high volume air pump and a BioStage sampler to impact airborne contaminants onto appropriate agar plates. The plates are then incubated for a number of days. Analysis for the airborne mold samples includes identification and enumeration. Microbial analysis will be performed by an appropriately accredited laboratory subcontracted by B&L. Results of mold sampling will be available typically in 10-14 business days from the laboratory. We will provide preliminary results of sampling to architect's designated representative within 48 hours of receipt.

The affected building spaces will be inspected to verify or discount the presence of visible mold growth and or moisture. The visual inspection will include accessible interior walls, floor finishes, concrete slab, HVAC system, affected crawlspace, and above ceiling areas. The survey will be visual and non-destructive to the extent possible.

### IAQ Sampling

Standard HVAC performance parameters will be measured in the affected offices, hallway and accessible crawlspace, which include temperature, relative humidity, carbon dioxide, and carbon monoxide.

*Carbon dioxide, Carbon monoxide, humidity, and temperature* measurements will be made with a direct reading instrument throughout the affected spaces. Carbon dioxide in classroom environments is typically a result of human respiration and an elevated concentration in the space can be an indicator of ventilation problems, such as inadequate introduction, distribution, or mixing of outdoor dilution air with recirculated air. Carbon monoxide is a product of internal combustion, such as incomplete combustion or internal combustion engines and is dangerous at elevated levels. Temperature and humidity are factors that can cause discomfort during normal work activities.

Spot readings of the above parameters will be measured in the various locations throughout the affected spaces. Sampling results will be recorded on field datasheets for review. Readings from adjacent spaces will also be collected for comparison.

### **Schedule**

We can begin this work within a week of authorization of this agreement. The sampling and assessment will occur during regular work shift (8:00 AM – 4:00 PM) hours. Our final report will be provided within one week of receiving all analytical results.

### **Report**

B&L will prepare a report summarizing the results of the findings. The report will compare the results of our survey with recommended guidelines for indoor air quality, as published by the American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE), applicable regulations (OSHA, EPA), and other appropriate sources. The report will also include recommendations for corrective action, if necessary.

### **Fee**

Our fee for the completion of the scope of services will be a lump sum of **\$2,350** and is inclusive of the services defined herein. The fee includes all labor, equipment, supplies, media, IAQ monitor rentals, calibration, laboratory analysis, and out-of-pocket expenses. Laboratory rates contemplate standard turnaround times.

Ms. Tanya Destito  
King & King Architects, LLP  
May 6, 2021  
Page 3



If you have any questions or need additional information, please feel free to call. If this agreement is satisfactory to you, please execute and return.

Sincerely,

BARTON & LOGUIDICE, D.P.C.

A handwritten signature in black ink, appearing to read 'David A. Morse', is written over a horizontal line.

David A. Morse  
Managing Industrial Hygienist

A handwritten signature in black ink, appearing to read 'John E. Rigge', is written over a horizontal line.

John E. Rigge  
Senior Associate

DAM/JER/jms

Attachment

#### Authorization

Barton & Loguidice, D.P.C., is hereby authorized by King & King Architects, LLP ("Owner") to proceed with the services described herein in accordance with the attached Terms and Conditions.

\_\_\_\_\_  
Tanya Destito  
King & King Architects, LLP

\_\_\_\_\_  
Date

**STANDARD TERMS AND CONDITIONS**  
for  
**PROFESSIONAL ENGINEERING SERVICES**  
provided by  
**BARTON & LOGUIDICE, D.P.C. ("ENGINEER")**

The OWNER and the ENGINEER, for themselves, their successors and assigns, have mutually agreed and do agree with each other as follows:

**1.0 Basic Agreement**

Engineer shall provide, or cause to be provided, the services set forth in the proposal to which these terms and conditions are attached (PROPOSAL), and Owner shall pay Engineer for such Services as set forth in PROPOSAL. The PROPOSAL, in conjunction with these terms and conditions, is referred to herein as "Agreement".

**2.0 Payment Procedures**

Engineer will prepare a monthly invoice in accordance with Engineer's standard invoicing practices and submit the invoice to Owner. Invoices are due and payable within 30 days of the date of the invoice. If Owner fails to make any payment due Engineer for services and expenses within 30 days after the date of Engineer's invoice, the amounts due Engineer will be increased at the rate of 1.0% per month (or the maximum rate of interest permitted by law, if less) from said thirtieth day. In addition, Engineer may, without liability, after giving seven days written notice to Owner, suspend services under this Agreement until Engineer has been paid in full all amounts due for services, expenses, and other related charges.

**3.0 Additional Services**

If mutually agreed by Owner and Engineer, or if required because of changes in the Project, Engineer shall furnish services in addition to those set forth in the PROPOSAL if requested by the Owner. Owner shall pay Engineer for such additional services as follows: (1) as mutually agreed by Owner and Engineer, or (2) an amount equal to the cumulative hours charged to the Project by each class of Engineer's employees times standard hourly rates for each applicable billing class; plus reimbursable expenses and Engineer's consultants' charges, if any.

**4.0 Termination**

If Engineer's services related to the project are terminated for any reason, Engineer shall be compensated for time plus reasonable expenses associated with demobilizing personnel and equipment, and, if requested in writing by the OWNER, for completion of tasks whose value would otherwise be lost, to prepare notes as to the status of completed and uncompleted tasks, and to assemble Project materials in orderly files.

**5.0 Controlling Law**

This Agreement is to be governed by the law of the state in which the Project is located.

**6.0 Successors, Assigns, and Beneficiaries**

Owner and Engineer each is hereby bound and the partners, successors, executors, administrators, and legal representatives of Owner and Engineer (and to the extent permitted herein the assigns of Owner and Engineer) are hereby bound to the other party to this Agreement and to the partners, successors, executors, administrators, and legal representatives (and said assigns) of such other party, in respect of all covenants, agreements, and obligations of this Agreement. Neither Owner nor Engineer may assign, sublet, or transfer any rights under or interest (including, but without limitation, moneys that are due or may become due) in this Agreement without the written consent of the other, except to the extent that any assignment, subletting, or transfer is mandated or restricted by law. Unless specifically stated to the contrary in any written consent to an assignment, no assignment will release or discharge the assignor from any duty or responsibility under this Agreement.

**7.0 General Considerations**

A. The standard of care for all professional engineering and related services performed or furnished by Engineer under this Agreement will be the care and skill ordinarily used by members of the subject profession practicing under similar circumstances at the same time and in the same locality. Engineer makes no warranties, express or implied, under this Agreement or otherwise, in connection with Engineer's services. Engineer and its consultants may use or rely upon the design services of others, including, but not limited to, contractors, manufacturers, and suppliers.

B. Engineer shall not at any time supervise, direct, or have control over any contractor's work, nor shall Engineer have authority over or responsibility for the means, methods, techniques, sequences, or procedures of construction selected or used by any contractor, for safety precautions and programs incident to a contractor's work progress, nor for any failure of any contractor to comply with laws and regulations applicable to contractor's work.

C. Engineer neither guarantees the performance of any contractor nor assumes responsibility for any contractor's failure to furnish and perform its work in accordance with the contract between Owner and such contractor.

D. Engineer shall not be responsible for the acts or omissions of any Contractor, Subcontractor, or Supplier, or of any of their agents or employees or of any other persons (except Engineer's own agents, employees, and Consultants) at the Site or otherwise furnishing or performing any Work; or for any decision made regarding the Contract Documents, or any application, interpretation, or clarification, of the Contract Documents, other than those made by Engineer.

E. All design documents prepared or furnished by Engineer are instruments of service, and Engineer retains an ownership and property interest (including the copyright and the right of reuse) in such documents, whether or not the Project is completed.

F. To the fullest extent permitted by law, Owner and Engineer (1) waive against each other, and the other's employees, officers, directors, agents, insurers, partners, and consultants, any and all claims for or entitlement to special, incidental, indirect, or consequential damages arising out of, resulting from, or in any way related to the Project, and (2) agree that Engineer's total liability to Owner under this Agreement shall be limited to \$50,000 or the total amount of compensation received by Engineer pursuant to the PROPOSAL, whichever is greater.

G. The parties acknowledge that Engineer's scope of services does not include any services related to a Hazardous Environmental Condition (the presence of asbestos, PCBs, petroleum, hazardous substances or waste, and radioactive materials) except as may be specifically defined in the Scope of Services. If Engineer or any other party encounters a Hazardous Environmental Condition, Engineer may, at its option and without liability for consequential or any other damages, suspend performance of services on the portion of the Project affected thereby until Owner: (i) retains appropriate specialist consultants or contractors to identify and, as appropriate, abate, remediate, or remove the Hazardous Environmental Condition; and (ii) warrants that the Site is in full compliance with applicable Laws and Regulations.

H. The services to be provided by Barton & Loguidice under this Agreement DO NOT INCLUDE advice or recommendations with respect to the issuance, structure, timing, terms or any other aspect of municipal securities, municipal derivatives, guaranteed investment contracts or investment strategies. Any opinions, advice, information or recommendations provided by Barton & Loguidice are understood by the parties to this Agreement to be strictly *engineering* opinions, advice, information or recommendations. Barton & Loguidice is not a "municipal advisor" as defined by 15 U.S.C. 78o-4 or the related rules of the Securities and Exchange Commission. The other parties to this Agreement should determine independently whether they require the services of a municipal advisor.

**8.0 Dispute Resolution**

Owner and Engineer agree to negotiate all disputes between them in good faith for a period of 30 days from the date of notice by either party of the existence of the dispute. If the parties fail to resolve a dispute through negotiation then Owner and Engineer agree that they shall first submit any and all unsettled claims, counterclaims, disputes, and other matters in question between them arising out of or relating to this Agreement or the breach thereof ("Disputes") to mediation by a mutually acceptable mediator. Owner and Engineer agree to participate in the mediation process in good faith and to share the cost of the mediation equally. The process shall be conducted on a confidential basis, and shall be completed within 120 days. If such mediation is unsuccessful in resolving a Dispute, then (1) the parties may mutually agree to a dispute resolution of their choice, or (2) either party may seek to have the Dispute resolved by a court of competent jurisdiction.

**9.0 Accrual of Claims**

All causes of action between the parties to this Agreement including those pertaining to acts, failures to act, failures to perform in accordance with the obligations of the Agreement or failures to perform in accordance with the standard of care shall be deemed to have accrued and the applicable statutes of limitations shall commence to run not later than either the date of Substantial Completion for acts, failures to act or failures to perform occurring prior to Substantial Completion, or the date of issuance of the Notice of Acceptability of Work for acts, failures to act or failures to perform occurring after Substantial Completion.

**10.0 Total Agreement**

This Agreement constitutes the entire agreement between Owner and Engineer and supercedes all prior written or oral understandings. In the event of a conflict with contractual provisions in a Purchase Order authorization related to this Agreement, the provisions of this Agreement shall control. This Agreement may only be amended, supplemented, modified, or canceled by a duly executed written instrument.

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: COURSES FOR REVIEW**  
**DATE: MAY 18, 2021**

The following courses have been reviewed and recommended by Interim Superintendent Dr. Kathy Davis and are submitted for the Board's first reading and review. Vote for approval will be at the June 2021 Board of Education Meeting.

Stress Management, Wellness and Nutrition  
Be an 11 Citizenship Class  
Jazz Improvisation Lab  
Principles of Marketing MVCC (BM 120)  
Foundations of Sport Management MVCC (SM 101)  
Introduction to Business MVCC (BM 100)  
Business Law I MVCC (AC 131)  
Unified Consumer Science in the Home (15:1 Special Education)

**FOR REVIEW ONLY**



# Oneida City School District Course Proposal Form

RECEIVED  
MAY 03 2021

BY: \_\_\_\_\_

Course Name: Stress Management, Wellness and Nutrition

Proposal Made by: Beth Poulos

<b>Course Description</b>	Please provide a formal description of the course in the area below.
<p>This course is a semester-long course designed for students to gain foundational knowledge pertaining to maintaining optimal health throughout their lifetime. The course is designed to develop and enhance lifetime wellness and focuses on the latest trends in health, nutrition, physical activity, and wellness. From stress management and sleep to overall wellbeing, we will explore personal and mental health, health related attitudes and beliefs, and individual health behaviors.</p> <p>Topics include:</p> <ul style="list-style-type: none"><li>• Assessment of one's personal health</li><li>• Dietary choices for lifelong health</li><li>• Setting health goals</li><li>• Achieving and maintaining a healthy diet and food choices</li><li>• Assessing health information</li><li>• Identifying stress and its effect on physical and emotional health</li><li>• Implement ways to cope with stress and anxiety</li><li>• Sleep hygiene</li><li>• Mindfulness and meditation techniques</li><li>• Explore ways to create emotional health and well-being.</li><li>• Pilates</li><li>• Stretching</li><li>• Self-care</li></ul>	

<b>Credits</b>	Please provide the number of credits proposed to be awarded after successful completion of the course.
.25-.50 (depending on scheduling every day or every other day)	

<b>Course Length</b>	Please provide the length of the course (full year, half year, etc.)
Half-year	

<b>Course Pre-Requisites</b>	Please provide a list of any courses required prior to taking this course.
None	

<b>Grade Level(s)</b>	Please list the grade level(s) of students who may be enrolled in the course.
-----------------------	---

11<sup>th</sup> and 12<sup>th</sup>

<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
<b>Students will learn techniques to manage stress and anxiety, including relaxation techniques and strategies they can apply to their daily lives.</b>	
<b>Students will gain a better understanding of how incorporating healthy foods into their diet can affect overall health and wellness.</b>	
<b>Students will learn how to assess their own health and mental health to set goals and implement strategies to improve all areas of health.</b>	

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?
5-Minute Stress Relief: 75 Exercises to Quiet Your Mind and Calm Your Body by Elena Welsh, PhD, one time purchase, \$15.99	
Journal Therapy for Calming Anxiety: 366 prompts to help reduce stress and create Inner Peace, one-time purchase and will be used to photocopy for students, \$14.39	
Stress Management for Teens, Teachers Pay Teachers, \$10.00	
Free online articles, videos, and resources	

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student's course average?
Class participation, 60%	
Written exercises, 20%	
Projects, 20%	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
<b>Stress and anxiety among teens continues to rise, especially in the wake of the pandemic. This course will explore techniques to help manage stress and learn strategies for relaxation. In addition, all areas of health will be explored with a focus on nutrition and how healthy food choices contribute to our health. Self-care is also an area that is often overlooked and students will explore personal self-care options that they can incorporate into their lives to maintain their wellness. All of these skills will be able to be applied now and throughout their lives.</b>	

Form Completed By: \_\_\_\_\_ Date: \_\_\_\_\_

Department Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Executive Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator for Curriculum, Instruction & Assessment signature:

----- Date: -----

Superintendent Signature: ----- Date: -----

Board of Education Meeting: -----

Approval by BOE:  Approved Date: -----

Disapproved Date: -----





# Oneida City School District Course Proposal Form

RECEIVED  
FEB 24 2021

BY: \_\_\_\_\_

Course Name: \_\_\_\_\_ Be an 11 Citizenship Class \_\_\_\_\_

Proposal Made by: \_\_\_\_\_ Matthew Cretaro \_\_\_\_\_

Course Description	Please provide a formal description of the course in the area below.
	<ul style="list-style-type: none"><li>This course emphasizes the importance of civic competency, by teaching students how to embody the necessary characteristics of a good citizen. Students of this course are tasked with becoming citizens who could be rated as “an 11” on a scale from 1 to 10. Be an 11 Citizenship Class emphasizes traits such as character, compassion, leadership that will help students become productive citizens.</li></ul>

Credits	Please provide the number of credits proposed to be awarded after successful completion of the course.
.5	

Course Length	Please provide the length of the course (full year, half year, etc.)
Half year	

Course Pre-Requisites	Please provide a list of any courses required prior to taking this course.
None	

Grade Level(s)	Please list the grade level(s) of students who may be enrolled in the course.
10-12	

<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
	<ul style="list-style-type: none"> <li>- Describe how one can be a responsible digital citizen</li> <li>- Make a paradigm shift to realize they can accomplish more than what is apparent.</li> <li>- Describe how to believe in yourself and your ability to lead.</li> <li>- Observe classmates, teachers and successful people on how they communicate.</li> <li>- Assess ways in which you can use your gifts and talents to help others</li> <li>- Explain how to embody the necessary characteristics of a good citizen</li> </ul>

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?
<p><b>There won't be any required texts for students and no resources will need to be purchased. However, the following resources will be emphasized to create course material:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Be An 11 Guidebook For Success</a></li> <li>- <a href="#">College, Career, and Civic Life C3 Framework for Social Studies State Standards</a></li> <li>- <a href="#">Civic Online Reasoning Materials</a> from Stanford University</li> </ul>	

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student's course average?
<p><b>The criteria used for grading will align with the current Social Studies Department expectations:</b></p> <p>60% → Summative Assessments</p> <ul style="list-style-type: none"> <li>- This will consist of projects or essays where students can summarize and apply specific citizenship skills we discuss.</li> </ul> <p>30% → Formative Assessments</p> <ul style="list-style-type: none"> <li>- This will consist of assignments that students complete as they build up their practical understanding of each citizenship skill</li> </ul> <p>10% → Daily Engagement</p> <ul style="list-style-type: none"> <li>- This consists of students actively participating in class and completing daily coursework</li> </ul>	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
<p>Students should graduate from Oneida High School with the skills and knowledge necessary to become the best possible citizens. Civic competency is extremely important and this course will help students to go beyond knowledge of simply how to participate in the democratic processes in our society. Students will gain an understanding on how to effectively function as a citizen in both the physical and digital world. This course will also help them to see the best qualities within themselves and seek to utilize their innate abilities to be a positive force in their community.</p>	

Form Completed By: Matthew Cretaro Date: 2/5/21

Department Chair Signature: Megan R. Kelly Date: 2/9/21

Executive Principal Signature: [Signature] Date: 2/12/21

Administrator for Curriculum, Instruction & Assessment signature:  
\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Meeting: \_\_\_\_\_

Approval by BOE:  Approved Date: \_\_\_\_\_

Disapproved Date: \_\_\_\_\_



# Oneida City School District Course Proposal Form

RECEIVED  
FEB 24 2021

BY:

Course Name: Jazz Improvisation Lab

Proposal Made by: David Hawthorne and Marjorie Hawthorne

Course Description	Please provide a formal description of the course in the area below.
	This course develops understanding of the jazz idiom. It focuses on the basic concepts of improvisation, exploring the theory of jazz, listening to a variety of jazz styles, performing jazz standards, and watching live or pre-recorded performances. This course presents the basics of jazz improvisation on blues forms in multiple keys. In addition to learning to improvise on these sets of changes, the student will also learn to play basic jazz standards.

Credits	Please provide the number of credits proposed to be awarded after successful completion of the course.
1	

Course Length	Please provide the length of the course (full year, half year, etc.)
Full year	

Course Pre-Requisites	Please provide a list of any courses required prior to taking this course.
	Must have been a member of the Wind Ensemble or teacher approval. Must have an instrument to play.

Grade Level(s)	Please list the grade level(s) of students who may be enrolled in the course.
Grades 10-12	Must be enrolled in the Wind Ensemble or teacher recommendation.

--

<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
<ol style="list-style-type: none"><li>1. Students will learn how to listen, analyze, and respond to jazz music.</li><li>2. Students will gain knowledge and insight into the lives and music of various jazz artists.</li><li>3. Students will learn to identify important musical aspects of jazz including theory, form and structure.</li><li>4. Students will learn to recognize and describe the differences between various jazz styles such as cool, bebop, early jazz, and swing.</li><li>5. Students will learn to improvise on the blues scale in multiple keys and learn to play basic jazz standards.</li><li>6. Students will gain an understanding of jazz history as well as its relationship to American history and culture</li></ol>	

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?
Online recordings – YouTube.com Jamie Aebersold Jazz Book: Volume 1 – How to Play Jazz and Improvise Wynton Marsalis Young People’s Guide to Jazz  Yearly purchase: Jamie Aebersold Jazz Book: Volume 1 – How to Play Jazz and Improvise	

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student’s course average?
Grades are based 40% on Projects, 40% on Class Participation, and 20% on homework/assessments. Both teacher and student-created rubrics are used when grading projects and class participation.	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
-------------------------	--

We currently do not offer a Jazz improvisation Lab class at Oneida High School. This class will offer any band student the opportunity to learn about jazz history, styles, musicians and how to improvise on blues scales with standard jazz tunes. This class allows each individual student to enhance their abilities and skill on their instrument.

Form Completed By: David Blawie Date: 2/4/21

Department Chair Signature: Maynard Hawthorne Date: 2/4/21

Executive Principal Signature: [Signature] Date: 2.4.21

Administrator for Curriculum, Instruction & Assessment signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Meeting: \_\_\_\_\_

Approval by BOE:  Approved Date: \_\_\_\_\_

Disapproved Date: \_\_\_\_\_



# Oneida City School District Course Proposal Form

RECEIVED  
MAY 03 2021  
BY: \_\_\_\_\_

Course Name: Principles of Marketing MVCC (BM 120)

Proposal Made by: Business Department

<b>Course Description</b>	Please provide a formal description of the course in the area below.
This course emphasizes the basic practices, concepts, and activities involved in developing a successful marketing program. Topic include buyer behavior, market identification, product development, distribution, promotion, pricing and the uncontrollable factors (economic, social, political, legal and technological) that are involved in the changing marketing environment of today.	

<b>Credits</b>	Please provide the number of credits proposed to be awarded after successful completion of the course.
1/2	

<b>Course Length</b>	Please provide the length of the course (full year, half year, etc.)
Half Year	

<b>Course Pre-Requisites</b>	Please provide a list of any courses required prior to taking this course.
None	

<b>Grade Level(s)</b>	Please list the grade level(s) of students who may be enrolled in the course.
10-12	

<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of the marketing system, the marketing concept, and the factors influencing them</li> <li>2. Analyze the various aspects of buyer behavior in a variety of markets</li> <li>3. Demonstrate understanding of the processes of market research; the basic methods used</li> <li>4. Demonstrate a fundamental knowledge of marketing management</li> <li>5. Formulate an understanding of basic steps in a successful marketing program</li> <li>6. Contrast the phases in the product development process and product life cycle</li> <li>7. Distinguish the elements of a good distribution program and the types of wholesale, retail, and non-store outlets used</li> </ol>	

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student's course average?
Participation: 10% Tests/Quizzes: 30% Class Assignments: 30% Projects: 30%	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
<p>Marketing is more than a concentration within a business major. More accurately, it describes a collection of skills that are useful in any career. As a professional discipline, marketing is a vital function of any business' operation. It explores customer perceptions and journeys as primary sources of profit. It also utilizes various data to make smart and insightful business decisions. On a broader scale, marketing skills transcend the business world and are used in many careers. Even outside of a traditional marketing role, people benefit from knowing the fundamental values that connect people, brands, and businesses.</p>	



Form Completed By: David Wright

Date: 4-29-21

Department Chair Signature: *David Wright*

Date: 4-29-21

Executive Principal Signature: *[Signature]*

Date: 4.30.21

Administrator for Curriculum, Instruction & Assessment signature:

\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Board of Education Meeting: \_\_\_\_\_

Approval by BOE:

Approved Date: \_\_\_\_\_

Disapproved Date: \_\_\_\_\_



# Oneida City School District Course Proposal Form

RECEIVED  
MAY 03 2021  
BY: \_\_\_\_\_

Course Name: Foundations of Sport Management MVCC (SM 101)

Proposal Made by: Business Department

<b>Course Description</b>	Please provide a formal description of the course in the area below.
This course provides an overview of sport management in terms of its scope, principles, issues and future trends, and career opportunities. It also examines the job responsibilities and competencies required of sport managers in a variety of sports or sports-related organizations. The course also provides students with an overview of the different facets and career opportunities that are available in the field of sport management	

<b>Credits</b>	Please provide the number of credits proposed to be awarded after successful completion of the course.
1/2	

<b>Course Length</b>	Please provide the length of the course (full year, half year, etc.)
Half	

<b>Course Pre-Requisites</b>	Please provide a list of any courses required prior to taking this course.
Principles of Marketing MVCC (BM 120)	

<b>Grade Level(s)</b>	Please list the grade level(s) of students who may be enrolled in the course.
10-12	

<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
<p>1. Student will recognize the potential career fields in sport management and the special qualifications required of those fields;</p> <p>2. Students will demonstrate an understanding of basic economic principle underlying all marketing aspects of sports;</p> <p>3. Students will demonstrate an understanding of the unique dimensions and characteristics of sport and how these influence the management of sports;</p> <p>4. Students will demonstrate practical experience and understanding of the managerial role and the responsibilities of sport managers in a variety of sports related organizational settings;</p> <p>5. Students will analyze the major issues and problems confronting sport managers;</p> <p>6. Students will recognize the required competencies and managerial skills for sport managers;</p>	

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student's course average?
<p><b>Participation: 10%</b></p> <p><b>Tests/Quizzes: 30%</b></p> <p><b>Class Assignments: 30%</b></p> <p><b>Projects: 30%</b></p>	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
<p>Management in sport organizations provide sports development, general planning activities in the field of sports, organizes all relevant resources, processes and functions, exercised a policy of human resources development, organized sports and business functions, provide communication and coordination, deciding on the implementation of most appropriate solutions, processes and controls eliminate destructive conflict. Management and sports marketing are one of the most important, also the most complex activities, which ensure that sport and business functions carried out in the more rational, economical and efficient way. Marketing agencies in the sport today are not only involved in the negotiations, advertising and underwriting, but also provide many other services. Some of the key factors for success and competitive advantage both in management, marketing and sports, and in general are fine, owning and managing information, to detect and respond to changes in environment, application of new technological developments, development of old and acquisition of new knowledge. Sports management as a skill and unstructured experience of talented managers of individual athletes, teams and clubs emerged with the appearance of the first professional sports organization. The appearance of a systematic, scientific knowledge of sport management is linked to the growth of professionalization of sport and its submission to the laws of market economy and the emergence of management science, first in the profit sector, corporate business and then it's spreading to the sector of non-profit public and private sector.</p>	

Form Completed By: David Wright Date: 4-29-20

Department Chair Signature: *David Wright* Date: 4-29-21

Executive Principal Signature: *[Signature]* Date: 4.30.21

Administrator for Curriculum, Instruction & Assessment signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Meeting: \_\_\_\_\_

Approval by BOE:  Approved Date: \_\_\_\_\_

Disapproved Date: \_\_\_\_\_



## Oneida City School District Course Proposal Form

Course Name: Introduction to Business MVCC (BM 100)

Proposal Made by: Business Department

RECEIVED  
MAY 03 2021  
BY: \_\_\_\_\_

<b>Course Description</b>	Please provide a formal description of the course in the area below.
This course presents the relationship among social, political, economic, legal and environmental forces, and the development and operation of business in a global economy. It includes an overview of the concepts and principles of the various subfields of business - accounting, management, finance, marketing, law, ethics, human resources, and general business - as well as current topics of interest, and internet research and simulation exercises.	

<b>Credits</b>	Please provide the number of credits proposed to be awarded after successful completion of the course.
1/2	

<b>Course Length</b>	Please provide the length of the course (full year, half year, etc.)
Half Year	

<b>Course Pre-Requisites</b>	Please provide a list of any courses required prior to taking this course.
None	

<b>Grade Level(s)</b>	Please list the grade level(s) of students who may be enrolled in the course.
10-12	

<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
<p>1. Demonstrate understanding of the nature of economic organizations and their inherent management functions, activities, and issues within organizations.</p> <p>2. Define common terminology related to business management.</p> <p>3. Identify the different types of business organizations, the advantages and disadvantages of their unique structures.</p> <p>4. Identify the basic concepts and tools for the conduct of business.</p> <p>5. Demonstrate an understanding of the managerial and operational challenges and opportunities of operating internationally, and the role of international business as a contributor to an organization's overall business objective achievement.</p> <p>6. Analyze in what way relevant changes in social values, political, economic, and legal forces, and environmental factors impact changes in the business environment.</p>	

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student's course average?
<p>Participation: 10%</p> <p>Tests/Quizzes: 30%</p> <p>Class Assignments: 30%</p> <p>Projects: 30%</p>	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
<p>In this introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, taxes, and credits, the basics of financing a business, how a business relates to society, how to identify a business opportunity; and techniques for planning, executing, and marketing a business plan.</p>	

Form Completed By: David Wright

Date: 4-29-21

Department Chair Signature: \_\_\_\_\_



Date: 4-29-21

Executive Principal Signature: \_\_\_\_\_



Date: 4.30.21

Administrator for Curriculum, Instruction & Assessment signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Board of Education Meeting: \_\_\_\_\_

Approval by BOE:

Approved Date: \_\_\_\_\_

Disapproved Date: \_\_\_\_\_



# Oneida City School District Course Proposal Form

Course Name: Business Law 1 MVCC (AC 131)

Proposal Made by: Business Department

RECEIVED  
MAY 03 2021  
BY: \_\_\_\_\_

<b>Course Description</b>	Please provide a formal description of the course in the area below.
<p>This basic law course investigates the application of law to societal and business relationships through a study of the concept of commercial law and its sources, the law of contracts, the law of sales, and the law of negotiable instruments. Lecture, class discussion, and case study comprise the primary methods of instruction. In the effort to develop awareness of the logic and application of the law.</p>	

<b>Credits</b>	Please provide the number of credits proposed to be awarded after successful completion of the course.
1/2	

<b>Course Length</b>	Please provide the length of the course (full year, half year, etc.)
Half Year	

<b>Course Pre-Requisites</b>	Please provide a list of any courses required prior to taking this course.
None	

<b>Grade Level(s)</b>	Please list the grade level(s) of students who may be enrolled in the course.
10-12	



<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of Constitutional Law and its relationship to business and society.</li> <li>2. Outline the hierarchy of courts and procedures in both criminal and civil law.</li> <li>3. Differentiate between criminal and civil law with regards to the plaintiff, the degree of evidence, the verdict outcome and the punishment outcome.</li> <li>4. Evaluate the difference aspects of the three types of civil injustices: intentional torts, negligence and strict liability regarding defendants' intentions, the degree of evidence and the verdict and punishment outcomes.</li> <li>5. Demonstrate an understanding of the law of contracts and the application of the Uniform Commercial Code.</li> <li>6. Delineate and assess ethical and social responsibilities of business entities.</li> </ol>	

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?
<b>1. Law for Business and Personal Use, 19th Edition</b>	

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student's course average?
Participation: 10% Tests/Quizzes: 30% Class Assignments: 30% Projects: 30%	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
<p>Law is a fundamental part of business and business has always been intertwined with the law and legal regulations, but these are becoming more complex. As a result, business students often enter the corporate world without a comprehensive understanding of the law or the role of legal professionals in the creation and operation of a business. Business students who study the interaction of law and business can anticipate the legal needs of their companies and comprehend how laws and regulations can impact businesses in both positive and negative ways.</p>	

Form Completed By: David Wright Date: 4-30-21

Department Chair Signature:  Date: 4-30-21

Executive Principal Signature:  Date: 4.30.21

Administrator for Curriculum, Instruction & Assessment signature:  
\_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Meeting: \_\_\_\_\_

Approval by BOE:  Approved Date: \_\_\_\_\_

Disapproved Date: \_\_\_\_\_



## Oneida City School District Course Proposal Form



**Course Name:** Unified Consumer Science in the Home (15:1 Special Education)

**Proposal Made by:** Kristin Robinson, Special Education Teacher, OHS

<b>Course Description</b>	Please provide a formal description of the course in the area below.
Please see attached Course Outline/Description.	

<b>Credits</b>	Please provide the number of credits proposed to be awarded after successful completion of the course.
1 credit	

<b>Course Length</b>	Please provide the length of the course (full year, half year, etc.)
Full year	

<b>Course Pre-Requisites</b>	Please provide a list of any courses required prior to taking this course.
Special Education Elective for 15:1 students (life skills science)	

<b>Grade Level(s)</b>	Please list the grade level(s) of students who may be enrolled in the course.
9-12 Mixed	

<b>Course Objectives</b>	Please provide an overview of the three to six course objectives. What is the purpose of the course?
Please see attached course outline	

<b>Required Texts and Resources</b>	What textbooks or primary sources will be used? Are these available online? Are any online programs available? What other resources are required (calculators, etc.)? What resources need to be purchased every year?
<ul style="list-style-type: none"><li>• No textbooks required</li><li>• Will utilize some online sites but nothing to purchase</li><li>• All resources are available in the Special Education Program at this time</li></ul>	

<b>Grading Procedures</b>	Please provide a description of the criteria used for grading, including homework, quizzes, projects, and classroom assessments. What is the percentage allotted for each when calculating a student's course average?
Please see attached Grading Policy	

<b>Course Rationale</b>	Please provide a rationale why this course is needed for the students at Oneida High School.
As students in our special education program prepare to live more independently, some basic skills need to be directly taught and practiced in preparation. Students in the 15:1 program need more instruction in everyday skills. This course specifically focuses on science in the home and daily life (nutrition, safety, health, etc.) that students do not directly receive instruction in while enrolled in any of our other 15:1 courses.	

Form Completed By: Kristin Erickson Date: 05/05/2021

Department Chair Signature: [Signature] Date: 5/7/21

Executive Principal Signature: [Signature] Date: 5/7/21

Administrator for Curriculum, Instruction & Assessment signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Board of Education Meeting: \_\_\_\_\_

Approval by BOE:  Approved Date: \_\_\_\_\_

Disapproved Date: \_\_\_\_\_



## Unified Consumer Science in the Home Mrs. Robinson, OHS

The Unified Consumer Science in the Home Course is a science course that will be centered on basic science concepts and how they are relevant to each of you as you learn to live more independently. This course will increase your understanding of fundamental every day science in your lives. The focus is on how you function and interact with the surrounding environment. Most importantly, the course is focused on how you utilize scientific concepts in your everyday life to keep you safe and healthy.

### HEALTHY MIND & BODY

- General hygiene-personal and home
- Nutrition-healthy eating, balanced meals, portion control, food preparation & safety, food labels and allergens, cleaning procedures
- Economical food choices-being a smart, healthy consumer (shopping healthy on a budget)
- Kitchen chemistry (Acids, bases, understanding safety & interactions between common household products)
- Eating out (nutritious choices, etiquette)
- Keeping healthy long term
  - ❖ Knowing resources in the community
  - ❖ Doctors, dentists, counselors, community programs and services
  - ❖ Office visits and understanding medication
  - ❖ Exercise-individual activities to keep fit
  - ❖ Active Minds-activities for now and after graduation
  - ❖ Basic First Aid-emergency procedures
  - ❖ America's most common diseases & medical conditions

## HOME AND PERSONAL SAFETY

- Electricity-understanding circuits & basic electrical concepts, electrical safety in the home, breakers and circuits, understanding electrical bill
- Alternative power suppliers-wind, water, & solar
- Simple machines
- Tool and household machine use & safety
- Accident Avoidance and Safety Procedures
- Internet safety
- Recycling and proper disposal of items

## NATURE AND THE ENVIRONMENT

- Safety in nature (identification of harmful plants and animals & safe procedures in the local area)
- Pets and domesticated animals
- Hiking, biking, water, and outdoor safety
- Fishing & hunting regulations
- Wild weather emergency procedures
- Creation of emergency kits for home use
- Gardening (vegetable, flower/plant)
- Conservation

## STUDENT CHOICE

If time permits, I will open up the curriculum to inquiries into topics that are of interest to the class.



## Unified Consumer Science Grading Policy:

You will be required to keep a class notebook of all work for Unified Consumer Science. We will develop the notebook together and a binder will be provided for you. It will remain in class unless permission is granted by Mrs. Robinson to bring it home. It must be in class every day! You will receive a notebook grade at least 2x throughout each marking period-emphasizing completion and organization. Homework will be graded and kept in the notebook as part of this grade.

Notebook and Labs (25%)

Quizzes (20%)

Homework/Bell ringers/Class work/Participation (25%)

Tests & Projects (30%)

Unified Consumer Science in the Home 15:1  
2021-2022

Be prepared and in class every day, and you will find success in science!!  
If you are absent, you are required to update your notebook and  
complete any missed work (including labs, projects, quizzes, and tests).

## Unified Consumer Science Rules:

*Please...*

- Follow all Oneida High School rules and regulations.
- Be respectful of Mrs. Robinson and your classmates in both words and actions.
- Attend class and be on time (any missed class work will be required to be made up). Missed labs will be required to be made up during tenth period.
- Be prepared for class (positive attitude, pen or pencil, homework/projects—notebooks will be kept in class).
- If I have a concern or a question, I will ask in class or ask for assistance from Mrs. Robinson tenth period.

I have read and understand the rules and expectations of this class. I will do my best.

Student Signature \_\_\_\_\_

\_\_\_\_\_ Date \_\_\_\_\_

We have read the course outline, rules, & grading policy; we understand the expectations of Unified Science. We know we can contact Mrs. Robinson if we have concerns or questions.

Parent/Guardian

Signature \_\_\_\_\_ Date \_\_\_\_\_

Email \_\_\_\_\_

Phone \_\_\_\_\_ Best time to reach \_\_\_\_\_

---

Please keep this contact information for your reference:

**UNIFIED CONSUMER SCIENCE**

Mrs. Kristin Robinson 363-6901 ext. 2141 (7:30am-3:00pm)

NYS Certified Teacher: Special Education K-12/General Science 7-12/Biology 9-12/El.

Ed pre K-6

Email: [krobinson@oneidacsd.org](mailto:krobinson@oneidacsd.org) or [krobinson@ocsdny.org](mailto:krobinson@ocsdny.org)

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: BOE REPORT**  
**DATE: MAY 18, 2021**

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

**FOR INFORMATION ONLY**



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: SUPERINTENDENT REPORT**  
**DATE: MAY 18, 2021**

Dr. Davis will give her Superintendent's Report.

**FOR DISCUSSION ONLY**

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: ASSISTANT SUPERINTENDENT FOR FINANCE REPORT**  
**DATE: MAY 18, 2021**

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

**FOR DISCUSSION ONLY**

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: EXECUTIVE SESSION**  
**DATE: MAY 18, 2021**

We are recommending approval to enter into Executive Session for the purpose of discussions regarding proposed, pending or current litigation; and the employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

**RECOMMENDED ACTION**

**Motion to enter into Executive Session as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A\_\_\_\_ N\_\_\_\_

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: DR. KATHLEEN DAVIS**  
**RE: TENURE RECOMMENDATIONS**  
**DATE: MAY 18, 2021**

The following tenure recommendations have been reviewed and recommended by Interim Superintendent Dr. Kathy Davis and are submitted for review and approval as submitted.

<u>Staff</u>	<u>Tenure Area</u>
Eric Coriale	Principal
Stacey Tice	Assistant Principal/Athletic Director
Lindsey Blair	Reading
Matthew Cretaro	Social Studies
Nicolas Grossmann	Counselor
Mary Houck	Special Education
Michaleen Mahoney	Special Education
Melissa Moshetti	Math

**RECOMMENDED ACTION**

**Motion to approve the tenure recommendations as submitted.**

**MOTION MADE BY \_\_\_\_\_**

**SECONDED BY \_\_\_\_\_**

A\_\_\_\_ N\_\_\_\_