

Regular meeting of the
Oneida City School District
Board of Education

August 18, 2020
at the Costello Transportation Center



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

Agenda

- I. Meeting Called to Order**
- II. Pledge of Allegiance**
- III. Public Forum (20 Minutes)**
- IV. Presentation**
 - a. King & King Architecture
- V. Consent Agenda**
 - a. Meeting Minutes
 - i. July 1, 2020 Organizational Meeting
 - ii. July 1, 2020 Regular Meeting
 - iii. July 7, 2020 Special Meeting
 - iv. July 20, 2020 Special Meeting
 - v. July 22, 2020 Special Meeting
 - b. Special Education
 - i. Committee on Special Education
 - ii. 504 Committee
 - iii. Committee on Preschool Special Education
- VI. Finance**
 - a. Financial Reports
 - b. Appropriation Transfers
- VII. Resolutions**
 - a. Personnel
 - b. 2020-2021 Bus Maintenance Contract (Form TC)
 - c. Policies for Approval
 - d. Textbook for Approval: Just Mercy
 - e. Textbook for Approval: It's Trevor Noah
 - f. Textbook for Approval: Holding Up the Universe
 - g. 2020-2021 District Comprehensive Improvement Plan (DCIP)
 - h. 2020-2021 North Broad School Comprehensive Education Plan

- i. Designation of LEAD Evaluator
- j. Designation of DASA Coordinator
- k. Establishment of Petty Cash Accounts
- l. Policies for Approval
- m. Project Account Expenditure
- n. Bus Lease Award
- o. Salary Waiver - School Resource Officer
- p. Employment Agreement Addendum
- q. Employment Agreement Addendum
- r. Employment Agreement Addendum
- s. Textbook for Review: Home of the Brave
- t. Textbook for Review: Big Java – Early Objects 7th edition
- u. Textbook for Review: Horngren’s Accounting
- v. Textbook for Review: Personal Financial Literacy

VIII. Communications

- a. Committee Chair Reports
- b. BOE President Report
- c. Discussions
 - 1. Reopening plans
 - 2. Repair and replace project
 - 3. BOE retreat reflection
- d. Superintendent Report
- e. Assistant Superintendent for Finance Report

- IX. Executive Session** Collective negotiations pursuant to Article Fourteen of the Civil Service Law; and the Employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

X. Adjournment

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: CONSENT ITEMS
DATE: AUGUST 18, 2020

The following consent items are being submitted for your approval:

- Meeting Minutes
 - i. July 1, 2020 Organizational Meeting
 - ii. July 1, 2020 Regular Meeting
 - iii. July 7, 2020 Special Meeting
 - iv. July 20, 2020 Special Meeting
 - v. July 22, 2020 Special Meeting
- Special Education
 - vi. Committee on Special Education
 - vii. 504 Committee
 - viii. Committee on Preschool Special Education

RECOMMENDED ACTION

Motion to approve consent items as submitted for August 18, 2020.

MOTION MADE BY _____

SECONDED BY _____

A _____ N _____

**ORGANIZATIONAL MEETING OF THE
ONEIDA CITY SCHOOL DISTRICT
BOARD OF EDUCATION**

July 1, 2020
6:00 PM

MEMBERS PRESENT:

Ms. Melinda Bowe
Ms. Heather Denby *-late arrival at 6:05 PM*
Mr. Robert Group
Mr. Martin Kelly
Mr. James Maio
Mr. Brad Myatt
Ms. Jennifer Parker

MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

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

SPECTATORS PRESENT:

Jessica Poyer, Genevieve Brauner,
Kevin Healy

The *organizational* meeting of the Oneida City School District's Board of Education for July 1, 2020 was called to order by Ms. Mary-Margaret Zehr, Superintendent of Schools, at 6:02 PM. The Pledge of Allegiance was said.

TEMPORARY CHAIRMAN

Chairman
ACTION NO.
1

**MOVED BY Parker, SECONDED BY Maio, to appoint
Ms. Mary-Margaret Zehr as temporary chairman.**

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED

CLERK OF THE BOARD

**Clerk of the
Board**
ACTION NO.
2

**MOVED BY Bowe, SECONDED BY Kelly, to appoint the Asst.
Superintendent for Finance, James Rowley, as Clerk of the Board
for the 2020-2021 school year. He is hereby duly empowered to
conduct the activities of the Clerk of the Board at this first Annual
Board Meeting and to administer the Oaths of Office.**

VOTE ON THE MOTION AYES 6 NAYS 0
MOTION CARRIED

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

July 1, 2020
Immediately following Organizational Meeting
at the Costello Transportation Center Conference Room

MEMBERS PRESENT:

Ms. Melinda Bowe
Ms. Heather Denby
Mr. Robert Group
Mr. Martin Kelly
Mr. James Maio
Mr. Brad Myatt
Ms. Jennifer Parker

MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

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

SPECTATORS PRESENT:

Jessica Poyer, Genevieve Brauner, Kevin Healy

The regular meeting of the Oneida City School District's Board of Education for July 1, 2020 was called to order by President Mr. Robert Group at 6:12 PM.

CONSENT ITEMS

Consent Items
ACTION NO. 11

MOVED BY *Maio*, SECONDED BY *Bowe*, to approve the consent items as submitted for the July 1, 2020 Board of Education Meeting.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

FINANCE

Finance
ACTION NO. 12

MOVED BY *Denby*, SECONDED BY *Parker*, to approve the financial reports as presented.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

APPROPRIATION TRANSFERS

Appropriation
Transfers
ACTION NO. 13

MOVED BY *Maio*, SECONDED BY *Bowe*, to approve the appropriation transfers as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

COMMITTEE CHAIR REPORTS

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

FOR INFORMATION ONLY

BOE PRESIDENT REPORT

Mr. Robert Group presented his BOE President Report.

FOR INFORMATION ONLY

COMMITTEE ASSIGNMENTS

Committee Assignments are as follows: **Policy-** J.Parker (chair), M. Bowe, H. Denby; **CIT-** M. Kelly (chair), B. Myatt, B. Group; **Finance & Facility-** J. Maio (chair), J. Parker, M. Kelly; **Governance-** B. Group (chair), M. Bowe, J. Maio;

FOR DISCUSSION ONLY

BOE RETREAT

The BOE Retreat will be on August 6, 2020 from 1:00 – 6:00 PM. Governance Committee to determine the location and social plans. Topics will include opening plans, BOE goals (DCIP, etc), capital project update, budget breakout.

FOR DISCUSSION ONLY

NEW BOE MEMBER ORIENTATION

Fall trainings with SBI (B. Group will attend with B. Myatt), District Office meeting with Mary-Margaret Zehr and Bob Group with possible district tour.

FOR DISCUSSION ONLY

FIELD TRIPS

There will be no field trips, local and non-local, until further notice.

FOR DISCUSSION ONLY

EXCHANGE STUDENTS

No exchange students until further notice. This includes the Japanese exchange program.

FOR DISCUSSION ONLY

Committee Chair Reports

NO ACTION

BOE President Report

NO ACTION

Committee Assignments

NO ACTION

BOE Retreat

NO ACTION

New BOE Member Orientation

NO ACTION

Field Trips

NO ACTION

Exchange Students

NO ACTION

SUMMER STAFF RESIGNATIONS OR RETIREMENTS

BOE defers to administration regarding filling positions if there is a summer resignation.

FOR DISCUSSION ONLY

USE OF BUILDINGS AND GROUNDS

If there is no student use there will be no community use. Exceptions include individual use of track and tennis courts as District has no way to monitor, or use by government/health and safety organizations (Red Cross).

FOR DISCUSSION ONLY

TRANSFERRING FUNDS TO THE RETIREMENT CONTRIBUTION RESERVE FUND

Discussion regarding transferring funds to the retirement contribution reserve fund.

FOR DISCUSSION ONLY

TRANSFERRING FUNDS TO THE RETIREMENT CONTRIBUTION RESERVE FUND

MOVED BY *Denby*, SECONDED BY *Maio*, to approve Transferring Funds to the Retirement Contribution Reserve Fund as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

SUPERINTENDENT REPORT

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

FOR INFORMATION ONLY

ASSISTANT SUPERINTENDENT FOR FINANCE REPORT

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

FOR INFORMATION ONLY

Summer Staff Resignations or Retirements
NO ACTION

Use of Buildings and Grounds
NO ACTION

Transferring Funds to the Retirement Contribution Reserve Fund
NO ACTION

Transferring Funds to the Retirement Contribution Reserve Fund
ACTION NO. 27

Superintendent Report
NO ACTION

Asst. Supt. For Finance Report
NO ACTION

EXECUTIVE SESSION

Exec. Session
ACTION NO. 28

MOVED BY *Denby*, SECONDED BY *Maio*, that the board of education meeting of July 1, 2020 move to executive session at 7:57 PM for purposes of discussion collective negotiations pursuant to Article Fourteen of the Civil Service Law;

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____

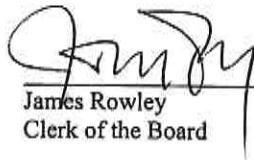
The Board of Education returned to regular session at 9:25 PM

ADJOURNMENT

Adjournment
ACTION NO. 29

MOVED BY *Parker*, SECONDED BY *Denby*, that the Board of Education meeting of July 1, 2020 be adjourned at 9:26 PM.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED _____



James Rowley
Clerk of the Board

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

July 7, 2020
6:00 PM at Costello Transportation Conference Room

MEMBERS PRESENT:

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

MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

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

SPECTATORS PRESENT:

Bethany Centrone

The special meeting of the Oneida City School District's Board of Education for July 7, 2020 was called to order by President Mr. Robert Group at 6:02 PM. The Pledge of Allegiance was said and President Group referred to the agenda.

EXECUTIVE SESSION

Exec Session
ACTION NO. 30

MOVED BY *Bowe*, SECONDED BY *Parker*, that the Special Board of Education meeting of July 7, 2020 move to executive session at 6:03 PM for purposes of the employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

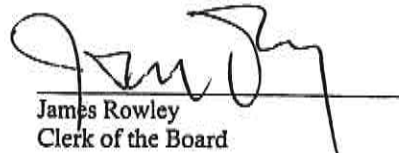
VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED

ADJOURNMENT

Adjournment
ACTION NO. 31

MOVED BY *Myatt*, SECONDED BY *Denby*, that the Special Board of Education meeting of July 7, 2020 be adjourned at 6:38 PM.

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


James Rowley
Clerk of the Board

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

July 20, 2020
6:00 PM at Costello Transportation Conference Room

MEMBERS PRESENT:

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

ADMINISTRATORS PRESENT:

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

SPECTATORS PRESENT:

The special meeting of the Oneida City School District's Board of Education for July 20, 2020 was called to order by President Mr. Robert Group at 6:03 PM. The Pledge of Allegiance was said and President Group referred to the agenda.

TAX WARRANT, 2020-2021

MOVED BY Kelly, SECONDED BY Maio, to approve the 2020-2021 Tax Warrant as submitted.

**Tax Warrant,
2020-2021**
ACTION NO. 32

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

EXECUTIVE SESSION

MOVED BY Bowe, SECONDED BY Denby, that the Special Board of Education meeting of July 20, 2020 move to executive session at 6:06 PM for purposes of the employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

Exec. Session
ACTION NO. 33

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

The Board of Education returned to regular session at 6:50 PM

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

July 22, 2020

8:00 AM at Costello Transportation Conference Room

MEMBERS PRESENT:

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

MEMBERS ABSENT:

Ms. Melinda Bowe
Ms. Jennifer Parker

ADMINISTRATORS PRESENT:

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

SPECTATORS PRESENT:

The special meeting of the Oneida City School District's Board of Education for July 22, 2020 was called to order by President Mr. Robert Group at 8:02 AM. The Pledge of Allegiance was said and President Group referred to the agenda.

EXECUTIVE SESSION

Exec. Session

ACTION NO. 36

MOVED BY Denby, SECONDED BY Maio, that the Special Board of Education meeting of July 22, 2020 move to executive session at 8:03 AM for purposes of the employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

VOTE ON THE MOTION AYES 5 NAYS 0
MOTION CARRIED

The Board of Education returned to regular session at 8:07 AM

**ABOLISHMENT OF POSITION IN THE PRINCIPAL TENURE
AREA- AGENDA ADDITION**

**Abolishment of Position
in Principal Tenure**

Area- Agenda Addition
ACTION NO.

MOVED BY Myatt, SECONDED BY Kelly, Resolved, that upon the recommendation of the Superintendent, pursuant to Education Law Section 3013, the position within the tenure area of Principal of the least senior individual have been abolished and the employment of Danielle Mullen is discontinued as of July 27, 2020. Be it further resolved that Danielle Mullen shall be placed on a preferred eligibility list for the tenure area of Principal for a period of seven (7) years.

VOTE ON THE MOTION AYES 5 NAYS 0
MOTION CARRIED

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: FINANCIAL REPORTS
DATE: AUGUST 18, 2020

Financial reports for the month of June 2020:

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

RECOMMENDED ACTION

Motion to approve the financial reports as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

ONEIDA CITY SCHOOL DISTRICT - GENERAL FUND REVENUE REPORT

Month Ending June 30, 2020

		<u>Budgeted</u> <u>Revenues</u>	<u>Revenues</u> <u>Received</u>	<u>Balance</u> <u>Unearned</u>
A1001	Real Property Tax	\$ 15,205,474.11	\$ 15,177,411.06	\$ 28,063.05
A1081	Payments in Lieu of Taxes	59,900.00	35,223.98	24,676.02
A1085	School Tax Relief Reimbursement	2,689,235.89	2,688,120.61	1,115.28
A1090	Interest & Penalties on Taxes	70,000.00	58,759.56	11,240.44
A1310	Day School Tuition (Includes Foster)	0.00	0.00	0.00
A1330	Textbook Charges from Individuals	300.00	70.47	229.53
A1410	Admissions	15,000.00	9,021.81	5,978.19
A1489	Other Charges/Services	0.00	771.00	(771.00)
A2280	Health Services-Other Districts	25,000.00	32,786.00	(7,786.00)
A2308	Transportation-BOCES	0.00	0.00	0.00
A2401.A	Interest and Earnings	4,000.00	29,963.09	(25,963.09)
A2410	Rental of Property	11,000.00	26,160.00	(15,160.00)
A2413	Rental of Property-BOCES	76,000.00	97,625.00	(21,625.00)
A2414	Rental of Buses	12,000.00	47,890.97	(35,890.97)
A2450	Commissions	0.00	271.29	(271.29)
A2650	Sale of Scrap and Excess	0.00	0.00	0.00
A2655	Minor Sales/Machine	0.00	0.00	0.00
A2660	Sale of Real Property	0.00	0.00	0.00
A2665	Sale of Equipment	10,675.00	13,416.70	(2,741.70)
A2666	Sale of Transportation Equipment	0.00	18,925.00	(18,925.00)
A2670-2	Sale of Instr. Supplies	0.00	0.00	0.00
A2680	Insurance Recoveries	0.00	1,386.57	(1,386.57)
A2690	Other Compensation for Loss	0.00	3,795.52	(3,795.52)
A2700	Reimb. Medicare Part D Expenditures	150,000.00	178,527.38	(28,527.38)
A2701	Refund-Prior Yrs. Expenditures/BOCES aide	150,000.00	490,363.02	(340,363.02)
A2703	Refund-Prior Yrs. Expenditures	100,000.00	105,654.72	(5,654.72)
A2705	Gifts and Donations	0.00	1,000.00	(1,000.00)
A2707	Special Program Revenue	0.00	0.00	0.00
A2725	VLT/Tribal Compact Monies	0.00	4,595.82	(4,595.82)
A2770	Miscellaneous Revenues	100,000.00	31,348.75	68,651.25
A3089	Star Program/Reimbursement/Admin.	0.00	0.00	0.00
A3101.A	Basic Aid & Building	17,140,731.00	15,675,377.51	1,465,353.49
A3101.E	Excess Cost Aid	2,773,428.00	2,871,357.00	(97,929.00)
A3102	Lottery Aid	3,159,756.00	3,974,184.49	(814,428.49)
A3103	BOCES	2,402,962.00	2,305,836.00	97,126.00
A3104	Tuition Aid/Students w/Disabilities	0.00	58,673.00	(58,673.00)
A3260	Textbooks	116,279.00	116,500.00	(221.00)
A3262	Computer Software Aid	71,070.00	71,046.00	24.00
A3263	Library Loan Program	13,052.00	13,050.00	2.00
A3289.A	Other State Aid-Incar. Youth	50,000.00	38,095.00	11,905.00
A3289	Other State Aid	0.00	235,547.57	(235,547.57)
A4289	Federal Aid -Misc. - PL 874 Impact Aid	0.00		0.00
A4601	Medicaid Assistance	115,000.00	270,015.85	(155,015.85)
A5031	Interfund Transfers - Other than Debt	0.00	897.28	(897.28)
A5031.E	Transfers From Debt Service Fund	50,000.00	50,000.00	0.00
A5050	Interfund Transfer for Debt	0.00	0.00	0.00
	Subtotal	\$ 44,570,863.00	\$ 44,733,668.02	\$ (162,805.02)
19-20	Appropriated Fund Balance	2,386,926.00	0.00	2,386,926.00
	Appropriated Reserves	32,500.00	0.00	32,500.00
	TOTAL REVENUES	\$ 46,990,289.00	\$ 44,733,668.02	\$ 2,256,620.98

ONEIDA CITY SCHOOL DISTRICT

TREASURER'S REPORT - GENERAL FUND

Cash Per Books:	June 1, 2020	\$	<u>13,572,872.64</u>	
	Cash receipts - State/BOCES Aid		<u>2,257,941.49</u>	
	- Other		<u>1,017,556.47</u>	
Receipts and Cash Balance			<u>16,848,370.60</u>	
Cash Disbursements		(<u>5,972,335.17</u>)
Cash Per Books:	June 30, 2020	\$	<u>10,876,035.43</u>	

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>815,447.51</u>	
	CD/Savings		<u>10,829,615.09</u>	
	subtotal		<u>11,645,062.60</u>	
Plus:				
Hasler wire (taken by bank 5/26/20, recorded in nVision)			<u>0.00</u>	
Less:				
Outstanding Checks:		(<u>769,027.17</u>)
Reconciled Balance:	June 30, 2020	\$	<u>10,876,035.43</u>	

TREASURER'S REPORT - SCHOOL LUNCH FUND

Cash Per Books:	June 1, 2020	\$	<u>17,876.84</u>	
Cash receipts:			<u>237,393.24</u>	
Receipts and Cash Balance			<u>255,270.08</u>	
Cash Disbursements		(<u>223,201.92</u>)
Cash Per Books:	June 30, 2020	\$		<u>32,068.16</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>53,462.64</u>	
Less:				
Outstanding Checks		(<u>21,394.48</u>)
Add:				
Lunch deposits			0.00	
MSB In-Transit			0.00	
Heartland In-Transit			<u>0.00</u>	
Reconciled Balance:	June 30, 2020	\$		<u>32,068.16</u>

TREASURER'S REPORT - SPECIAL AID FUND

Cash Per Books:	June 1, 2020	\$	<u>140,939.89</u>	
Cash receipts:			<u>202,222.75</u>	
Receipts and Cash Balance			<u>343,162.64</u>	
Cash Disbursements		(<u>326,494.89</u>)
Cash Per Books:	June 30, 2020	\$		<u>16,667.75</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>49,387.01</u>	
	subtotal		<u>49,387.01</u>	
Less:				
Outstanding Checks		(<u>32,719.26</u>)
Reconciled Balance:	June 30, 2020	\$		<u>16,667.75</u>

TREASURER'S REPORT - CAPITAL FUND

Cash Per Books: June 1, 2020		\$ <u>359,442.01</u>
Cash receipts:		<u>636,591.43</u>
Receipts and Cash Balance		\$ <u>996,033.44</u>
Cash Disbursements		(<u>111,136.72</u>)
Cash Per Books: June 30, 2020		\$ <u>884,896.72</u>

BANK RECONCILIATION

Balance as Per Statement:			
	Checking	\$ <u>691,857.54</u>	
	CD/Savings	<u>193,039.18</u>	
	Subtotal	\$ <u>884,896.72</u>	
Less:			
Outstanding Checks		(<u>0.00</u>)	
Reconciled Balance:	June 30, 2020		\$ <u>884,896.72</u>

TREASURER'S REPORT - TRUST AND AGENCY/SCHOLARSHIP FUNDS

Cash Per Books: June 1, 2020		\$ <u>701,872.23</u>
Cash receipts:		4,302,599.54
Receipts and Cash Balance		\$ <u>5,004,471.77</u>
Cash Disbursements		(<u>4,270,738.88</u>)
Cash Per Books: June 30, 2020		\$ <u>733,732.89</u>

BANK RECONCILIATION

Balance as Per Statement:			
	Checking	\$ <u>692,015.78</u>	
	Payroll Checking	<u>15,524.18</u>	
	Scholarship Savings	<u>62,255.17</u>	
	Subtotal	\$ <u>769,795.13</u>	
Plus:			
ERS - 3 employees that had ERS issues		<u>226.37</u>	
Less:			
Outstanding Checks: Trust & Agency		(<u>12,879.57</u>)	
Payroll		(<u>15,230.00</u>)	
Payroll ERS wire in transit (for June 2020 payroll)		(<u>7,639.90</u>)	
Payroll (ERS wires less than was posted to nVision)		(<u>539.14</u>)	
Reconciled Balance:	June 30, 2020		\$ <u>733,732.89</u>

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1010.400-00-0100	BD OF ED CONTRACTUAL	2,800.00	0.00	2,800.00	1,492.36	0.00	1,307.64
1010	Board of Education	2,800.00	0.00	2,800.00	1,492.36	0.00	1,307.64
A 1040.150-00-0100	DISTRICT CLERK INST SAL	1,000.00	0.00	1,000.00	1,000.00	0.00	0.00
1040	District Clerk	1,000.00	0.00	1,000.00	1,000.00	0.00	0.00
A 1060.400-00-0100	DIST MEETING CONTRACTUAL	3,000.00	30,000.00	33,000.00	10,361.55	0.00	22,638.45
1060	District Meeting	3,000.00	30,000.00	33,000.00	10,361.55	0.00	22,638.45
10	Board of Education	6,800.00	30,000.00	36,800.00	12,853.91	0.00	23,946.09
A 1240.150-00-0100	SUPERINTENDENT INST SAL	178,115.00	-1.00	178,114.00	177,250.00	0.00	864.00
A 1240.161-00-0200	SUPERINTENDENT CLER SAL	41,667.00	1.00	41,668.00	41,667.20	0.00	0.80
A 1240.400-00-0800	SUPERINTENDENT CONTR.	7,500.00	0.00	7,500.00	7,490.41	0.00	9.59
A 1240.500-00-0800	SUPERINTENDENT MAT & SUP	8,000.00	0.00	8,000.00	6,553.65	0.00	1,446.35
1240	Chief School Administrator	235,282.00	0.00	235,282.00	232,961.26	0.00	2,320.74
12	Central Administration	235,282.00	0.00	235,282.00	232,961.26	0.00	2,320.74
A 1310.150-00-0100	SCHOOL BUS OFF INST SAL	140,580.00	0.00	140,580.00	140,580.00	0.00	0.00
A 1310.161-00-0200	SCHOOL BUS OF CLERICAL	212,525.00	1,500.00	214,025.00	214,024.10	0.00	0.90
A 1310.400-00-0100	SCHOOL BUS OF CONTR	12,000.00	-1,300.00	10,700.00	10,595.92	0.00	104.08
A 1310.490-00-0100	SCHOOL BUS OF BOCES	111,752.00	5,500.00	117,252.00	117,232.22	0.00	19.78
A 1310.500-00-0100	SCHOOL BUS OF MAT & SUP	7,000.00	0.00	7,000.00	6,697.78	0.00	302.22
1310	Business Administration	483,857.00	5,700.00	489,557.00	489,130.02	0.00	426.98
A 1320.400-00-0100	AUDIT INDP CPA	26,000.00	0.00	26,000.00	22,500.00	0.00	3,500.00
A 1320.400-00-0200	Audit Int. Audit Function	11,000.00	0.00	11,000.00	9,527.00	0.00	1,473.00
1320	Auditing	37,000.00	0.00	37,000.00	32,027.00	0.00	4,973.00
A 1330.160-00-0200	TAX COLLECTOR NON-INST.SALARY	4,930.00	0.00	4,930.00	4,929.10	0.00	0.90
A 1330.400-00-0300	TAX COLLECTOR CONT	18,000.00	0.00	18,000.00	16,849.90	0.00	1,150.10
A 1330.500-00-0300	TAX COL MAT & SUP	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
1330	Tax Collector	23,930.00	0.00	23,930.00	21,779.00	0.00	2,151.00
A 1345.490-00-0100	PURCHASING BOCES	8,744.00	0.00	8,744.00	5,514.34	0.00	3,229.66
1345	Purchasing	8,744.00	0.00	8,744.00	5,514.34	0.00	3,229.66
13	Finance	553,531.00	5,700.00	559,231.00	548,450.36	0.00	10,780.64
A 1420.400-00-0100	LEGAL EXP SCHOOL ATTORNY	90,000.00	0.00	90,000.00	64,386.05	0.00	25,613.95
1420	Legal	90,000.00	0.00	90,000.00	64,386.05	0.00	25,613.95
A 1430.400-00-0100	PERSONNEL-CIVIL SERVICE	12,000.00	0.00	12,000.00	0.00	0.00	12,000.00
A 1430.490-00-0100	PERSONNEL-BOCES	77,388.00	57.00	77,445.00	77,444.97	0.00	0.03

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
1430	Personnel	89,388.00	57.00	89,445.00	77,444.97	0.00	12,000.03
14	Staff	179,388.00	57.00	179,445.00	141,831.02	0.00	37,613.98
A.1620.160-00-0200	OP CUST.SAL DW	550,740.00	6,060.00	556,800.00	556,792.00	0.00	8.00
A.1620.164-00-0100	OP CUST. SAL DW SUBS	58,000.00	-6,060.00	51,940.00	40,922.48	0.00	11,017.52
A.1620.169-22-0100	OP CUST. SAL OT HS	5,000.00	0.00	5,000.00	1,546.33	0.00	3,453.67
A.1620.400-00-0148	OPERATIONS RENT	1,200.00	0.00	1,200.00	1,200.00	0.00	0.00
A.1620.400-00-0184	OPERATIONS SERV. CONTRACTS	77,000.00	0.00	77,000.00	75,052.53	0.00	1,947.47
A.1620.400-00-0186	OPERATIONS WATER	21,000.00	0.00	21,000.00	15,602.46	0.00	5,397.54
A.1620.400-00-0187	OPERATIONS ELECTRICITY	386,000.00	-30,000.00	356,000.00	272,519.55	0.00	83,480.45
A.1620.400-00-0192	OPERATIONS FUEL OIL	65,000.00	0.00	65,000.00	30,412.08	0.00	34,587.92
A.1620.400-00-0193	OPERATIONS NATURAL GAS	189,100.00	0.00	189,100.00	115,334.36	0.00	73,765.64
A.1620.400-00-0500	OPERATIONS CONTRACTUAL	25,800.00	0.00	25,800.00	25,386.28	0.00	413.72
A.1620.490-00-0100	OPERATIONS BOCES	89,007.00	21,824.00	110,831.00	110,423.11	0.00	407.89
A.1620.500-00-0500	OPERATIONS MATL & SUPP	72,500.00	0.00	72,500.00	63,838.47	0.00	8,661.53
1620	Operation of Plant	1,540,347.00	-8,176.00	1,532,171.00	1,309,029.65	0.00	223,141.35
A.1621.160-00-0200	MAINTENANCE NON-INST SAL	300,210.00	1,270.00	301,480.00	301,477.25	0.00	2.75
A.1621.169-00-0100	MAINTENANCE OT & EXTRA	10,000.00	-1,270.00	8,730.00	8,053.20	0.00	676.80
A.1621.200-00-0500	MAINTENANCE EQUIPMENT	0.00	18,655.00	18,655.00	18,653.79	0.00	1.21
A.1621.400-00-0500	MAINTENANCE CONTRACTUAL	47,300.00	250.00	47,550.00	19,367.93	0.00	28,182.07
A.1621.490-00-0100	MAINTENANCE BOCES	10,000.00	1,088.00	11,088.00	11,087.70	0.00	0.30
A.1621.500-00-0500	MAINTENANCE MATL & SUPP	72,000.00	-2,975.00	69,025.00	56,790.64	0.00	12,234.36
1621	Maintenance of Plant	439,510.00	17,018.00	456,528.00	415,430.51	0.00	41,097.49
A.1670.400-00-0100	CENTRAL PRINT MAIL CONTRACTUAL	220.00	1,800.00	2,020.00	1,972.40	0.00	47.60
A.1670.490-00-0100	CENTRAL PRINT & MAIL BOCES	30,000.00	1,810.00	31,810.00	31,805.85	0.00	4.15
A.1670.500-00-0100	CENTRAL PRINT & MAIL MATL & SUPP	36,100.00	8,975.00	45,075.00	44,607.51	0.00	467.49
1670	Central Printing and Mailing	66,320.00	12,585.00	78,905.00	78,385.76	0.00	519.24
A.1680.490-00-0100	CENTRAL DATA PROCESSING	247,563.00	0.00	247,563.00	244,088.08	0.00	3,474.92
1680	Central Data Processing	247,563.00	0.00	247,563.00	244,088.08	0.00	3,474.92
16	Central Services	2,293,740.00	21,427.00	2,315,167.00	2,046,934.00	0.00	268,233.00
A.1910.400-00-0100	UNALLOCATED INSURANCE	141,732.00	-9,000.00	132,732.00	128,768.27	0.00	3,963.73
1910	UNALLOCATED INSURANCE	141,732.00	-9,000.00	132,732.00	128,768.27	0.00	3,963.73
A.1964.400-00-0100	REFUNDS ON REAL PROPERTY TAXES	3,000.00	25,000.00	28,000.00	27,861.79	0.00	138.21
1964	REFUND ON REAL PROPERTY TAXES	3,000.00	25,000.00	28,000.00	27,861.79	0.00	138.21

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 1981.490-00-0100	ADMINISTRATIVE CHARGES BOCES	180,424.00	0.00	180,424.00	178,516.00	0.00	1,908.00
1981	ADMIN CHARGE-BOCES *	180,424.00	0.00	180,424.00	178,516.00	0.00	1,908.00
A 1983.490-00-0100	CAPITAL EXPENSES BOCES	245,574.00	-17,579.00	227,995.00	222,446.00	0.00	5,549.00
1983	BOCES Capital Expenses *	245,574.00	-17,579.00	227,995.00	222,446.00	0.00	5,549.00
19	General Support **	570,730.00	-1,579.00	569,151.00	557,592.06	0.00	11,558.94
1	General Support ***	3,839,471.00	55,605.00	3,895,076.00	3,540,622.61	0.00	354,453.39
A 2010.150-00-0100	CURRICULUM DEVEL ASST SUPT	204,905.00	0.00	204,905.00	169,215.15	0.00	35,689.85
A 2010.161-00-0200	CURRICULUM DEVEL SAL SECRETARIAL	37,063.00	0.00	37,063.00	37,062.00	0.00	1.00
A 2010.400-00-0400	CURRICULUM DEVEL CONTRACTUAL K-6	2,250.00	0.00	2,250.00	120.00	0.00	2,130.00
A 2010.500-00-0400	CURRICULUM DEVEL MATL & SUPP	2,000.00	-1,913.00	87.00	86.57	0.00	0.43
2010	CURR. DEV./SUPERVISION *	246,218.00	-1,913.00	244,305.00	206,483.72	0.00	37,821.28
A 2020.150-10-0200	SUPERVISION PRINCIPALS ELEM	446,015.00	0.00	446,015.00	424,279.02	0.00	21,735.98
A 2020.150-21-0200	SUPERVISION PRINCIPALS MS	214,877.00	1,130.00	216,007.00	216,004.00	0.00	3.00
A 2020.150-22-0200	SUPERVISION PRINCIPALS HS	343,480.00	-1,130.00	342,350.00	331,772.13	0.00	10,577.87
A 2020.156-00-0164	SUPERVISION DIRECTOR & DEPT CHAIR	54,599.00	0.00	54,599.00	54,599.00	0.00	0.00
A 2020.156-10-0165	SUPERVISION NOON & BUS DUTY ELEM	44,084.00	0.00	44,084.00	30,425.25	0.00	13,658.75
A 2020.156-21-0164	SUPERVISION TEAM LEADER/DEAN OF STUDENTS	6,828.00	1,225.00	8,053.00	8,051.30	0.00	1.70
A 2020.156-21-0165	SUPERVISION NOON & BUS DUTY MS	40,122.00	-1,225.00	38,897.00	31,460.11	0.00	7,436.89
A 2020.156-22-0165	SUPERVISION NOON & BUS DUTY/LIBRARY HS	40,730.00	0.00	40,730.00	29,674.67	0.00	11,055.33
A 2020.150-00-0100	SUPERVISION PARKING MONITOR HS	53,560.00	0.00	53,560.00	53,560.00	0.00	0.00
A 2020.161-10-0200	SUPERVISION BLDG SECRETARY ELEM	171,995.00	0.00	171,995.00	147,330.21	0.00	24,664.79
A 2020.161-21-0200	SUPERVISION BLDG SECRETARY MS	63,571.00	0.00	63,571.00	49,778.47	0.00	13,792.53
A 2020.161-22-0200	SUPERVISION BLDG SECRETARY HS	145,112.00	30,115.00	175,227.00	175,223.67	0.00	3.33
A 2020.500-12-1200	SUPERVISION MATL & SUPP DV	700.00	0.00	700.00	482.94	0.00	217.06
A 2020.500-13-1300	SUPERVISION MATL & SUPP WP	700.00	0.00	700.00	677.71	22.25	0.04
A 2020.500-15-1500	SUPERVISION MATL & SUPP NB	700.00	-346.00	354.00	353.21	0.00	0.79
A 2020.500-16-1600	SUPERVISION MATL & SUPP SS	700.00	-570.00	130.00	129.09	0.00	0.91
A 2020.500-21-2100	SUPERVISION MATL & SUPP MS	2,300.00	-2,150.00	150.00	150.00	0.00	0.00
A 2020.500-22-2200	SUPERVISION MATL & SUPP HS	2,800.00	2,021.00	4,821.00	4,514.17	0.00	306.83
2020	Supervision - Regular School *	1,632,873.00	29,070.00	1,661,943.00	1,558,464.95	22.25	103,455.80
A 2060.490-00-0100	RESEARCH & SCHOOL IMPROVEMENT	32,000.00	0.00	32,000.00	0.00	0.00	32,000.00
2060	Research, Planning and Evaluation *	32,000.00	0.00	32,000.00	0.00	0.00	32,000.00

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2070.150-00-0400	INSERVICE TRAINING INST SAL STAFF DEV	15,000.00	0.00	15,000.00	1,336.45	0.00	13,663.55
A 2070.400-00-0400	INSERVICE TRAINING CONTRACTUAL STAFF DEV	5,000.00	-2,000.00	3,000.00	0.00	0.00	3,000.00
A 2070.490-00-0100	INSERVICE TRAINING BOCES	227,493.00	15,381.00	242,874.00	242,873.02	0.00	0.98
2070	Inservice Training - Instruction	247,493.00	13,381.00	260,874.00	244,209.47	0.00	16,664.53
20	Administration and Improvement	2,158,584.00	40,538.00	2,199,122.00	2,009,158.14	22.25	189,941.61
A 2110.120-00-0212	TEACH INST SAL K-6 ART	136,150.00	0.00	136,150.00	121,054.00	0.00	15,096.00
A 2110.120-00-0217	TEACH INST SAL K-6 PE	218,505.00	0.00	218,505.00	216,556.00	0.00	1,949.00
A 2110.120-00-0222	TEACH INST SAL K-6 MUSIC	235,450.00	0.00	235,450.00	193,403.00	0.00	42,047.00
A 2110.120-12-0200	TEACH INST SAL K-6 DV	952,881.00	1,011.00	953,892.00	916,171.04	0.00	37,720.96
A 2110.120-13-0200	TEACH INST SAL K-6 WP	653,906.00	-43,316.00	610,590.00	592,285.80	0.00	18,304.20
A 2110.120-15-0200	TEACH INST SAL K-6 NB	914,886.00	25,140.00	940,026.00	940,026.00	0.00	0.00
A 2110.120-16-0200	TEACH INST SAL K-6 SS	1,020,029.00	4,800.00	1,024,829.00	1,024,827.28	0.00	1.72
A 2110.129-10-0100	TEACH INST SAL K-6 COCURR/TIME/CRHR/M	8,465.00	0.00	8,465.00	4,388.00	0.00	4,077.00
A 2110.130-00-0100	TEACH INST SAL TUTORS	85,000.00	0.00	85,000.00	54,005.48	0.00	30,994.52
A 2110.130-00-0212	TEACH INST SAL 7-12 ART	364,250.00	12,365.00	376,615.00	376,613.00	0.00	2.00
A 2110.130-00-0217	TEACH INST SAL 7-12 PE	356,450.00	0.00	356,450.00	332,309.00	0.00	24,141.00
A 2110.130-00-0222	TEACH INST SAL 7-12 MUSIC	343,960.00	48,890.00	392,850.00	392,839.00	0.00	11.00
A 2110.130-21-0200	TEACH INST SAL 7-8 MS	2,059,247.00	41,440.00	2,100,687.00	2,100,684.34	0.00	2.66
A 2110.130-22-0200	TEACH INST SAL 9-12 HS	2,495,273.00	-90,330.00	2,404,943.00	2,294,936.81	0.00	110,006.19
A 2110.139-21-0100	TEACH INST SAL 7-8 COCURR/TIME/CRHR/M	27,355.00	-3,368.00	23,987.00	18,888.68	0.00	5,098.32
A 2110.139-22-0100	TEACH INST SAL 9-12 COCURR/TIME/CRHR/M	99,954.00	3,368.00	103,322.00	103,316.36	0.00	5.64
A 2110.140-00-0100	TEACH INST SAL SUBSTITUTES	370,460.00	-64,000.00	306,460.00	284,569.10	0.00	21,890.90
A 2110.182-00-0200	TEACH NON-INST SAL CONTRACT AIDES	463,965.00	0.00	463,965.00	436,464.93	0.00	27,500.07
A 2110.169-00-0100	TEACH NON-INST SAL HOURLY AIDES	75,000.00	33,885.00	108,885.00	106,932.79	0.00	1,952.21
A 2110.200-00-0100	TEACH EQUIPMENT DW	0.00	1,391.00	1,391.00	1,391.00	0.00	0.00
A 2110.400-00-0100	TEACH CONTRACTUAL DW	340,000.00	0.00	340,000.00	291,167.50	0.00	48,832.50
A 2110.400-00-3112	TEACH CONTRACTUAL ART	450.00	0.00	450.00	322.00	0.00	128.00
A 2110.400-00-3222	TEACH CONTRACTUAL MUSIC	25,688.00	-262.00	25,426.00	20,827.50	0.00	4,598.50
A 2110.400-21-2100	TEACH CONTRACTUAL MS	2,700.00	0.00	2,700.00	2,428.50	0.00	271.50
A 2110.400-22-2200	TEACH CONTRACTUAL HS	5,000.00	-234.00	4,766.00	4,765.70	0.00	0.30
A 2110.470-00-0100	TEACH TUITION	25,000.00	-2,195.00	22,805.00	3,797.40	0.00	19,007.60

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2110.480-00-0900	TEACH TEXTBOOKS DW	121,800.00	0.00	121,800.00	114,923.54	0.00	6,876.46
A 2110.490-00-0100	TEACH BOCES	304,000.00	32,300.00	336,300.00	313,892.17	0.00	22,407.83
A 2110.491-00-0900	Teach BOCES Learning Management system	49,872.00	0.00	49,872.00	46,093.92	0.00	3,778.08
A 2110.500-00-0100	TEACH MATL & SUPP DW	4,500.00	0.00	4,500.00	2,550.16	0.00	1,949.84
A 2110.500-00-0900	TEACH MATL&SUPP LIMITED ENG PROFICIENCY	670.00	0.00	670.00	0.00	0.00	670.00
A 2110.500-00-3112	TEACH MATL & SUPP ART	17,800.00	93.66	17,893.66	17,825.11	0.00	68.55
A 2110.500-00-3222	TEACH MATL & SUPP MUSIC	11,950.00	262.00	12,212.00	7,536.24	0.00	4,675.76
A 2110.500-00-3517	TEACH MATL & SUPPLIES PE	4,400.00	0.00	4,400.00	4,119.50	0.00	280.50
A 2110.500-12-1200	TEACH MATL & SUPP DV	10,668.00	-2,161.00	8,507.00	8,277.58	0.00	229.42
A 2110.500-13-1300	TEACH MATL & SUPP WP	6,132.00	1,181.08	7,313.08	7,309.18	0.00	3.90
A 2110.500-15-1500	TEACH MATL & SUPP NB	9,996.00	-1,833.00	8,163.00	8,162.34	0.00	0.66
A 2110.500-16-1600	TEACH MATL & SUPP SS	8,190.00	-830.00	7,360.00	7,355.45	0.00	4.55
A 2110.500-21-2100	TEACH MATL & SUPP MS	25,245.00	-3,394.00	21,851.00	21,434.52	0.00	416.48
A 2110.500-22-2200	TEACH MATL & SUPP HS	31,900.00	-1,399.08	30,500.92	29,700.80	259.70	540.42
2110	Teaching - Regular School	11,887,147.00	-7,195.34	11,879,951.66	11,424,150.72	259.70	455,541.24
21	Teaching	11,887,147.00	-7,195.34	11,879,951.66	11,424,150.72	259.70	455,541.24
A 2250.150-00-0100	HANDICAPPED INST SAL PSYCHOLOGISTS	230,889.00	300.00	231,189.00	231,187.00	0.00	2.00
A 2250.151-00-0200	HANDICAPPED INST SAL	1,131,818.00	-17,410.00	1,114,408.00	1,109,917.66	0.00	4,490.34
A 2250.156-00-0100	HANDICAPPED INST SAL TUTORS	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
A 2250.160-00-0200	HANDICAPPED NON-INST SAL CLERICAL	17,914.00	17,110.00	35,024.00	35,020.00	0.00	4.00
A 2250.200-00-0400	HANDICAPPED EQUIPMENT DW	2,500.00	0.00	2,500.00	161.89	659.00	1,679.11
A 2250.400-00-0400	HANDICAPPED CONTRACTUAL DW	75,000.00	14,575.00	89,575.00	84,609.87	0.00	4,965.13
A 2250.470-00-0400	HANDICAPPED TUITION	425,000.00	-14,575.00	410,425.00	234,552.07	0.00	175,872.93
A 2250.490-00-0100	HANDICAPPED BOCES	3,296,558.00	-104,393.00	3,192,165.00	2,813,516.04	0.00	378,648.96
A 2250.500-00-0400	HANDICAPPED MATL & SUPP DW	7,500.00	-576.16	6,923.84	6,923.14	0.00	0.70
2250	HANDICAPPED PROGRAM	5,192,179.00	-104,969.16	5,087,209.84	4,515,887.67	659.00	570,663.17
A 2280.156-00-0200	OCCUPATIONAL EDUCATION INST SAL	417,480.00	6,995.00	424,475.00	424,475.00	0.00	0.00
A 2280.490-00-0100	OCCUPATIONAL EDUCATION BOCES	974,878.00	35,544.00	1,010,422.00	1,008,462.00	0.00	1,960.00
2280	Occupational Education	1,392,358.00	42,539.00	1,434,897.00	1,432,937.00	0.00	1,960.00
22	Special Apportionment Programs	6,584,537.00	-62,430.16	6,522,106.84	5,948,824.67	659.00	572,623.17
A 2330.490-00-0100	TEACH SPEC SCH BOCES	80,684.00	0.00	80,684.00	52,986.60	0.00	27,697.40
A 2330.491-00-0100	ALTERNATIVE EDUCATION BOCES	553,873.00	7,845.00	561,718.00	561,715.72	0.00	2.28

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2330	Teaching - Special Schools	634,557.00	7,845.00	642,402.00	614,702.32	0.00	27,699.68
23	Teaching	634,557.00	7,845.00	642,402.00	614,702.32	0.00	27,699.68
A.2610.156-10-0200	SCHOOL LIBRARY & AV INST SAL EL	150,557.00	-6,995.00	143,562.00	68,254.00	0.00	75,308.00
A.2610.156-21-0200	SCHOOL LIBRARY & AV INST SAL MS	76,268.00	0.00	76,268.00	76,268.00	0.00	0.00
A.2610.156-22-0200	SCHOOL LIBRARY & AV INST SAL HS	63,395.00	0.00	63,395.00	62,523.30	0.00	871.70
A.2610.161-00-0200	SCHOOL LIBRARY & AV CLERKS DW	83,386.00	0.00	83,386.00	68,164.87	0.00	15,221.13
A.2610.162-00-0200	SCHOOL LIBRARY & AV AIDS DW	35,400.00	-1,970.00	33,430.00	0.00	0.00	33,430.00
A.2610.460-00-3469	SCHOOL LIBRARY & AV LOAN PROG	21,000.00	-9,407.00	11,593.00	11,444.41	0.00	148.59
A.2610.490-00-0169	SCHOOL LIBRARY & AV BOCES	125,689.00	1,559.00	127,248.00	124,637.26	0.00	2,610.74
A.2610.491-00-0100	SCHOOL LIBRARY (email/internet)	12,223.00	0.00	12,223.00	12,102.00	0.00	121.00
A.2610.500-00-3469	SCHOOL LIBRARY & AV MATL & SUPP	29,350.00	-12,463.00	16,887.00	15,798.03	0.00	1,088.97
2610	School Library and Audiovisual	597,268.00	-29,276.00	567,992.00	439,191.87	0.00	128,800.13
A.2630.150-00-0100	COMPUTER ASSTED INSTRUCTIONAL SALARY	93,907.00	-715.00	93,192.00	93,005.90	0.00	186.10
A.2630.161-00-0200	COMPUTER ASSTED SALARY SECRETARY	62,413.00	715.00	63,128.00	63,127.30	0.00	0.70
A.2630.220-00-0900	COMPUTER ASSTED INSTR EQUIPMENT DW	55,000.00	100,454.54	155,454.54	153,345.37	1,969.00	140.17
A.2630.460-00-0900	COMPUTER ASSTED INSTR SOFTWARE DW	42,000.00	-18,710.32	23,289.68	21,200.32	0.00	2,089.36
A.2630.490-00-0100	COMPUTER ASSTED INSTR BOCES	159,005.00	0.00	159,005.00	117,144.75	0.00	41,860.25
2630	Computer Assisted Instruction	412,325.00	81,744.22	494,069.22	447,823.64	1,969.00	44,276.58
26	Instructional Media	1,009,593.00	52,468.22	1,062,061.22	887,015.51	1,969.00	173,076.71
A.2805.161-00-0200	ATTENDANCE CLERICAL	10,417.00	0.00	10,417.00	10,416.80	0.00	0.20
A.2805.490-00-0100	ATTENDANCE BOCES	54,167.00	0.00	54,167.00	53,008.68	0.00	1,158.32
2805	Attendance - Regular School	64,584.00	0.00	64,584.00	63,425.48	0.00	1,158.52
A.2810.156-00-0200	GUIDANCE INST SAL	584,363.00	-640.00	583,723.00	432,847.55	0.00	150,875.45
A.2810.161-00-0200	GUIDANCE SECRETARY	69,770.00	3,640.00	73,410.00	73,410.00	0.00	0.00
A.2810.400-00-3600	GUIDANCE CONTRACTUAL	1,500.00	0.00	1,500.00	833.99	0.00	666.01
A.2810.490-00-0100	GUIDANCE BOCES	72,190.00	0.00	72,190.00	71,858.84	0.00	331.16
A.2810.500-00-3600	GUIDANCE MATL & SUPP	3,500.00	-2,179.00	1,321.00	1,223.08	0.00	97.92
2810	Guidance - Regular School	731,323.00	821.00	732,144.00	580,173.46	0.00	151,970.54
A.2815.160-00-0200	HEALTH SERVICES NURSES	286,600.00	6,520.00	293,120.00	293,115.80	0.00	4.20
A.2815.200-00-3300	HEALTH SERVICES EQUIPMENT	3,110.00	0.00	3,110.00	2,756.97	0.00	353.03
A.2815.400-00-0100	HEALTH SERVICES CONTRACT	17,000.00	0.00	17,000.00	10,898.43	0.00	6,101.57
A.2815.400-00-3300	HEALTH SERVICES CONTRACTUAL	2,500.00	0.00	2,500.00	879.25	0.00	1,620.75

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A 2815.500-00-3300	HEALTH SERVICES MATL & SUPP	8,400.00	0.00	8,400.00	7,599.34	0.00	800.66
2815	Health Services - Regular School *	317,610.00	6,520.00	324,130.00	315,249.79	0.00	8,880.21
A 2820.500-00-0400	PSYCHOLOGICAL SERVICES MATL & SUPP	1,500.00	0.00	1,500.00	606.30	834.15	59.55
2820	PSYCHOLOGY SERVICES *	1,500.00	0.00	1,500.00	606.30	834.15	59.55
A 2855.150-00-0100	INTERSCHOLASTIC ATHL INST SAL	296,300.00	-6,520.00	289,780.00	264,844.40	0.00	24,935.60
A 2855.400-00-3500	INTERSCHOLASTIC ATHL CONTRACTUAL	78,518.00	-9,693.00	68,825.00	64,818.14	0.00	4,006.86
A 2855.490-00-0100	INTERSCHOLASTIC ATH BOCES SERVICES	7,501.00	6,000.00	13,501.00	9,450.90	0.00	4,050.10
A 2855.500-00-3500	INTERSCHOLASTIC ATHL MATL & SUPP	50,300.00	-19,159.00	31,141.00	31,138.71	0.00	2.29
2855	INTERSCHOLASTIC ACT. *	432,619.00	-29,372.00	403,247.00	370,252.15	0.00	32,994.85
28	Pupil Services **	1,547,636.00	-22,031.00	1,525,605.00	1,329,707.18	834.15	195,063.67
2	Instruction ***	23,822,054.00	9,194.72	23,831,248.72	22,213,558.54	3,744.10	1,613,946.08
A 5510.160-00-0200	TRANSPORTATION SUPERVISION	157,388.00	-9,125.00	148,263.00	141,872.45	0.00	6,390.55
A 5510.168-00-0100	TRANSPORTATION REGULAR DRIVING	907,670.00	9,125.00	916,795.00	916,792.26	0.00	2.74
A 5510.169-00-0100	TRANSPORTATION EXTRA DRIVING	230,000.00	-550.00	229,450.00	154,250.78	0.00	75,199.22
A 5510.400-00-0600	TRANSPORTATION CONTRACTUAL	457,000.00	0.00	457,000.00	456,254.68	0.00	745.32
A 5510.401-00-0300	TRANSPORTATION INSURANCE	54,052.00	-1,300.00	52,752.00	43,596.00	0.00	9,156.00
A 5510.402-00-0100	TRANSPORTATION BOCES BUS MAINT	191,615.00	0.00	191,615.00	182,325.66	0.00	9,289.34
A 5510.490-00-0100	TRANSPORTATION BOCES	11,719.00	0.00	11,719.00	4,738.01	0.00	6,980.99
A 5510.500-00-0600	TRANSPORTATION MATL & SUPP	3,500.00	1,300.00	4,800.00	4,674.48	0.00	125.52
A 5510.500-00-0696	TRANSPORTATION BUS FUEL	210,000.00	-40,000.00	170,000.00	54,851.33	0.00	115,148.67
5510	District Transportation Services *	2,222,944.00	-40,550.00	2,182,394.00	1,959,355.65	0.00	223,038.35
A 5530.400-00-0187	BUS GARAGE POWER	8,000.00	0.00	8,000.00	7,736.00	0.00	264.00
A 5530.400-00-0193	BUS GARAGE GAS	6,000.00	550.00	6,550.00	6,543.00	0.00	7.00
A 5530.400-00-0600	BUS GARAGE CONTRACTUAL	2,100.00	0.00	2,100.00	2,100.00	0.00	0.00
A 5530.500-00-0600	BUS GARAGE MATL & SUPP	250.00	0.00	250.00	0.00	0.00	250.00
5530	Garage Building *	16,350.00	550.00	16,900.00	16,379.00	0.00	521.00
55	Pupil Transportation **	2,239,294.00	-40,000.00	2,199,294.00	1,975,734.65	0.00	223,559.35
5	Transportation ***	2,239,294.00	-40,000.00	2,199,294.00	1,975,734.65	0.00	223,559.35
A 9010.800-00-0100	EMPLOYEES' RETIREMENT	401,310.00	0.00	401,310.00	361,121.57	0.00	40,188.43
A 9010.800-00-0155	EMPLOYEE'S RETIREMENT TRANSPORTATION	154,000.00	0.00	154,000.00	137,704.89	0.00	16,295.11
9010	EMP. RETIREMENT SYSTEM *	555,310.00	0.00	555,310.00	498,826.46	0.00	56,483.54
A 9020.800-00-0100	TEACHERS' RETIREMENT	1,606,005.00	0.00	1,606,005.00	1,265,167.87	0.00	340,837.13

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
9020	TEACHERS RETIRE. SYSTEM	1,606,005.00	0.00	1,606,005.00	1,265,167.87	0.00	340,837.13
A.9030.800-00-0100	SOCIAL SECURITY	1,452,241.00	0.00	1,452,241.00	1,295,735.20	0.00	156,505.80
A.9030.800-00-0155	SOCIAL SECURITY TRANSPORTATION	99,072.00	0.00	99,072.00	92,787.96	0.00	6,284.04
9030	FICA	1,551,313.00	0.00	1,551,313.00	1,388,523.16	0.00	162,789.84
A.9040.800-00-0100	WORKERS' COMPENSATION	191,700.00	0.00	191,700.00	159,646.00	0.00	32,054.00
A.9040.800-00-0155	WORKER'S COMP. TRANS.	78,300.00	0.00	78,300.00	68,633.00	0.00	9,667.00
9040	WORKMENS COMPENSATION	270,000.00	0.00	270,000.00	228,279.00	0.00	41,721.00
A.9050.800-00-0100	UNEMPLOYMENT INSURANCE	25,000.00	0.00	25,000.00	19,177.58	0.00	5,822.42
9050	UNEMPLOYMENT	25,000.00	0.00	25,000.00	19,177.58	0.00	5,822.42
A.9055.800-00-0100	DISABILITY INSURANCE	77,484.00	-300.00	77,184.00	55,613.89	0.00	21,570.11
A.9055.800-00-0155	DISABILITY INS. TRANSPORTATION	3,229.00	300.00	3,529.00	3,526.02	0.00	2.98
9055	DISABILITY INSURANCE	80,713.00	0.00	80,713.00	59,139.91	0.00	21,573.09
A.9060.801-00-0100	HOSP & MED INSURANCE	8,289,536.00	0.00	8,289,536.00	7,835,219.55	0.00	454,316.45
A.9060.801-00-0155	HOSP & MED TRANS	529,119.00	0.00	529,119.00	437,682.50	0.00	91,436.50
A.9060.802-00-0100	VISION INSURANCE	101,520.00	7,000.00	108,520.00	107,536.86	0.00	983.14
A.9060.802-00-0155	VISION INSURANCE TRANS	6,480.00	0.00	6,480.00	4,371.16	0.00	2,108.84
A.9060.804-00-0100	HOSP & MED INSURANCE-LIFE	7,053.00	0.00	7,053.00	5,580.90	0.00	1,472.10
A.9060.805-00-0100	HOSP & MED INSURANCE-DENTAL	292,398.00	-7,800.00	284,598.00	244,362.58	0.00	40,235.42
A.9060.805-00-0155	DENTAL INSURANCE TRANS	20,327.00	800.00	21,127.00	20,878.91	0.00	248.09
9060	HEALTH INSURANCE	9,246,433.00	0.00	9,246,433.00	8,655,632.46	0.00	590,800.54
A.9089.800-00-0400	ANNUITY ADMINISTRATION (403b)	7,625.00	0.00	7,625.00	5,957.00	0.00	1,668.00
9089	OTHER	7,625.00	0.00	7,625.00	5,957.00	0.00	1,668.00
90	Employee Benefits	13,342,399.00	0.00	13,342,399.00	12,120,703.44	0.00	1,221,695.56
A.9711.600-00-0300	CONSTRUCTION BONDS-PRINCIPLE	2,400,000.00	0.00	2,400,000.00	2,400,000.00	0.00	0.00
A.9711.600-00-0301	BUS BONDS-PRINCIPLE	70,000.00	0.00	70,000.00	70,000.00	0.00	0.00
A.9711.700-00-0300	CONSTRUCTION BONDS-INTEREST	917,338.00	0.00	917,338.00	917,337.50	0.00	0.50
A.9711.700-00-0301	BUS BONDS-INTEREST	657.00	0.00	657.00	656.25	0.00	0.75
9711	SERIAL BOND	3,387,995.00	0.00	3,387,995.00	3,387,993.75	0.00	1.25
A.9789.600-00-0300	ENERGY PERFORMANCE - PRINCIPLE	155,665.00	0.00	155,665.00	155,664.32	0.00	0.68
A.9789.700-00-0300	ENERGY PERFORMANCE-INTEREST	1,236.00	0.00	1,236.00	1,235.19	0.00	0.81
9789	Other Debt (Specify)	156,901.00	0.00	156,901.00	156,899.51	0.00	1.49
97	Term Bonds - Other (Specify)	3,544,896.00	0.00	3,544,896.00	3,544,893.26	0.00	2.74
A.9901.930-00-0000	TRANSFER TO SCHOOL LUNCH FUND	45,000.00	0.00	45,000.00	36,722.00	0.00	8,278.00

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>A.9901.950-00-0300</u>	TRANSFER TO SPECIAL AID FUNDS	50,000.00	40,000.00	90,000.00	87,507.28	0.00	2,492.72
9901	TRANSFER TO SPECIAL AID	* 95,000.00	40,000.00	135,000.00	124,229.28	0.00	10,770.72
<u>A.9950.900-00-0100</u>	TRANS TO CAPITAL FUND	100,000.00	0.00	100,000.00	98,312.75	0.00	1,687.25
9950	TRANSFER TO CAPITAL	* 100,000.00	0.00	100,000.00	98,312.75	0.00	1,687.25
99	Capital Fund Expenditures	** 195,000.00	40,000.00	235,000.00	222,542.03	0.00	12,457.97
9	Employee Benefits & Interfund Transfers	*** 17,082,295.00	40,000.00	17,122,295.00	15,888,138.73	0.00	1,234,156.27
	Fund A Totals:	46,983,114.00	64,799.72	47,047,913.72	43,618,054.53	3,744.10	3,426,115.09
	Grand Totals:	46,983,114.00	64,799.72	47,047,913.72	43,618,054.53	3,744.10	3,426,115.09

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
C. 2860.160	NON INST SALARY	224,000.00	0.00	224,000.00	207,383.31	0.00	16,616.69
C. 2860.169	NON INST EXTRA PAY	28,000.00	0.00	28,000.00	25,355.62	0.00	2,644.38
C. 2860.200	EQUIPMENT	5,000.00	0.00	5,000.00	2,373.10	0.00	2,626.90
C. 2860.400	CONTRACTUAL EXPENSE	10,000.00	0.00	10,000.00	9,361.07	0.00	638.93
C. 2860.410	FOOD	340,000.00	0.00	340,000.00	286,919.05	0.00	43,080.95
C. 2860.420	WAREHOUSE CHARGES	1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
C. 2860.490	BOCES	95,000.00	0.00	95,000.00	94,408.43	0.00	591.57
C. 2860.500	MATERIALS & SUPPLIES	40,000.00	0.00	40,000.00	23,002.31	0.00	16,997.69
2860		743,000.00	0.00	743,000.00	658,802.89	0.00	84,197.11
28		743,000.00	0.00	743,000.00	658,802.89	0.00	84,197.11
2		743,000.00	0.00	743,000.00	658,802.89	0.00	84,197.11
C. 9010.800	EMPLOYEES RETIREMENT	40,000.00	0.00	40,000.00	21,190.12	0.00	18,809.88
9010		40,000.00	0.00	40,000.00	21,190.12	0.00	18,809.88
C. 9030.800	SOCIAL SECURITY	19,200.00	0.00	19,200.00	17,050.23	0.00	2,149.77
9030		19,200.00	0.00	19,200.00	17,050.23	0.00	2,149.77
C. 9060.800	HEALTH INSURANCE	125,000.00	0.00	125,000.00	83,300.64	0.00	41,699.36
9060		125,000.00	0.00	125,000.00	83,300.64	0.00	41,699.36
90		184,200.00	0.00	184,200.00	121,540.99	0.00	62,659.01
9		184,200.00	0.00	184,200.00	121,540.99	0.00	62,659.01
	Fund C Totals:	927,200.00	0.00	927,200.00	780,343.88	0.00	146,856.12
	Grand Totals:	927,200.00	0.00	927,200.00	780,343.88	0.00	146,856.12

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>F005 2110.400-00-00</u>	DG Library & Literacy/Contractual	8,252.10	0.00	8,252.10	192.50	0.00	8,059.60
<u>F005 2110.500-00-00</u>	DG Libr&Literacy Materials &Supplies	2,689.87	0.00	2,689.87	2,003.47	0.00	686.40
2110	*	10,941.97	0.00	10,941.97	2,195.97	0.00	8,746.00
21	**	10,941.97	0.00	10,941.97	2,195.97	0.00	8,746.00
2	***	10,941.97	0.00	10,941.97	2,195.97	0.00	8,746.00
	Fund F005Totals:	10,941.97	0.00	10,941.97	2,195.97	0.00	8,746.00
<u>F009 2110.150-00-00</u>	Salaries for the Middle School Counts program	500.00	0.00	500.00	500.00	0.00	0.00
2110	*	500.00	0.00	500.00	500.00	0.00	0.00
21	**	500.00	0.00	500.00	500.00	0.00	0.00
2	***	500.00	0.00	500.00	500.00	0.00	0.00
	Fund F009Totals:	500.00	0.00	500.00	500.00	0.00	0.00
<u>F010 2110.400-00-00</u>	Bear Creek "Tiny House"/Contractual	18,000.00	0.00	18,000.00	0.00	0.00	18,000.00
<u>F010 2110.500-00-00</u>	Bear Creek "Tiny House"/ Materials &Supplies	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
2110	*	58,000.00	0.00	58,000.00	0.00	0.00	58,000.00
21	**	58,000.00	0.00	58,000.00	0.00	0.00	58,000.00
2	***	58,000.00	0.00	58,000.00	0.00	0.00	58,000.00
	Fund F010Totals:	58,000.00	0.00	58,000.00	0.00	0.00	58,000.00
<u>F038 2110.200-00-00</u>	TITLE III CONSORTIUM - EQUIPMENT	3,422.00	-562.68	2,859.32	2,859.32	0.00	0.00
<u>F038 2110.400-00-00</u>	TITLE III CONSORTIUM - PURCHASED SERVICES	1,400.00	562.68	1,962.68	0.00	0.00	1,962.68
2110	*	4,822.00	0.00	4,822.00	2,859.32	0.00	1,962.68
21	**	4,822.00	0.00	4,822.00	2,859.32	0.00	1,962.68
2	***	4,822.00	0.00	4,822.00	2,859.32	0.00	1,962.68
	Fund F038Totals:	4,822.00	0.00	4,822.00	2,859.32	0.00	1,962.68
<u>F120 2250.150-00-00</u>	Instructional Salaries	479,354.00	0.00	479,354.00	479,354.00	0.00	0.00
<u>F120 2250.400-00-00</u>	Purchased Services	58,043.00	0.00	58,043.00	58,042.22	0.00	0.78
<u>F120 2250.500-00-00</u>	Materials and Supplies	776.00	0.00	776.00	365.78	0.00	410.22
2250	*	538,173.00	0.00	538,173.00	537,762.00	0.00	411.00
22	**	538,173.00	0.00	538,173.00	537,762.00	0.00	411.00

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2		538,173.00	0.00	538,173.00	537,762.00	0.00	411.00
	Fund F120Totals:	538,173.00	0.00	538,173.00	537,762.00	0.00	411.00
F219 2110.150-00-00	Title IIA Instructional Salaries	60,047.26	-10,800.00	49,247.26	49,247.26	0.00	0.00
F219 2110.400-00-00	Title IIA Contractual	1,388.69	5,000.00	6,388.69	2,765.27	0.00	3,623.42
F219 2110.460-00-00	Title IIA Travel	0.00	5,800.00	5,800.00	3,401.12	0.00	2,398.88
F219 2110.500-00-01	Title IIA Materials & Supplies - St. Pat's	1,614.15	0.00	1,614.15	0.00	0.00	1,614.15
F219 2110.500-00-02	Title IIA Materials & Supplies - Holy Cross	34.79	2,915.21	2,950.00	2,915.21	0.00	34.79
2110		63,084.89	2,915.21	66,000.10	58,328.86	0.00	7,671.24
21		63,084.89	2,915.21	66,000.10	58,328.86	0.00	7,671.24
2		63,084.89	2,915.21	66,000.10	58,328.86	0.00	7,671.24
	Fund F219Totals:	63,084.89	2,915.21	66,000.10	58,328.86	0.00	7,671.24
F220 2110.150-00-00	INSTRUCTIONAL SALARIES	72,166.00	0.00	72,166.00	65,087.07	0.00	7,078.93
F220 2110.400-00-00	CONTRACTUAL	6,000.00	5,000.00	11,000.00	8,755.57	0.00	2,244.43
F220 2110.400-00-02	CONTRACTUAL (HOLY CROSS)	1,376.00	0.00	1,376.00	535.00	0.00	841.00
F220 2110.490-11-14	BOCES SERVICES (ST. PAT'S)	1,124.00	0.00	1,124.00	0.00	0.00	1,124.00
F220 2110.802-00-00	TEACHERS RETIREMENT SYSTEM	3,624.00	0.00	3,624.00	2,899.20	0.00	724.80
F220 2110.803-00-00	SOCIAL SECURITY	3,129.00	0.00	3,129.00	3,129.00	0.00	0.00
F220 2110.804-00-00	HEALTH INSURANCE	32,345.00	-5,000.00	27,345.00	25,876.00	0.00	1,469.00
2110		119,764.00	0.00	119,764.00	106,281.84	0.00	13,482.16
21		119,764.00	0.00	119,764.00	106,281.84	0.00	13,482.16
2		119,764.00	0.00	119,764.00	106,281.84	0.00	13,482.16
	Fund F220Totals:	119,764.00	0.00	119,764.00	106,281.84	0.00	13,482.16
F320 2250.150-00-00	Instructional Salaries	14,322.00	0.00	14,322.00	14,322.00	0.00	0.00
F320 2250.400-00-00	Purchased Services	7,855.00	0.00	7,855.00	7,489.00	0.00	366.00
F320 2250.500-00-00	Materials and Supplies	464.00	0.00	464.00	0.00	0.00	464.00
2250		22,641.00	0.00	22,641.00	21,811.00	0.00	830.00
22		22,641.00	0.00	22,641.00	21,811.00	0.00	830.00
2		22,641.00	0.00	22,641.00	21,811.00	0.00	830.00
	Fund F320Totals:	22,641.00	0.00	22,641.00	21,811.00	0.00	830.00

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>F520 2253.400-00-00</u>	Summer School Handicapped Purchased Services	1,000.00	1,507.00	2,507.00	2,506.16	0.00	0.84
<u>F520 2253.472-00-00</u>	Summer School Handicapped Tuition	30,000.00	0.00	30,000.00	29,337.00	0.00	663.00
<u>F520 2253.490-00-00</u>	Summer School Handicapped BOCES	121,000.00	7,900.00	128,900.00	128,838.00	0.00	62.00
2253	*	152,000.00	9,407.00	161,407.00	160,681.16	0.00	725.84
22	**	152,000.00	9,407.00	161,407.00	160,681.16	0.00	725.84
2	***	152,000.00	9,407.00	161,407.00	160,681.16	0.00	725.84
<u>F520 5510.150-00-00</u>	Summer School Handicapped Trans Salaries	17,000.00	3,383.00	20,383.00	20,382.43	0.00	0.57
<u>F520 5510.400-00-00</u>	Summer School Handicapped Trans Contractual	36,000.00	0.00	36,000.00	46,479.13	0.00	-10,479.13
<u>F520 5510.800-00-00</u>	Summer School Handicapped Employee Benefits	12,000.00	-1,970.00	10,030.00	10,027.40	0.00	2.60
5510	*	65,000.00	1,413.00	66,413.00	76,888.96	0.00	-10,475.96
55	**	65,000.00	1,413.00	66,413.00	76,888.96	0.00	-10,475.96
5	***	65,000.00	1,413.00	66,413.00	76,888.96	0.00	-10,475.96
	Fund F520Totals:	217,000.00	10,820.00	227,820.00	237,570.12	0.00	-9,750.12
<u>F529 2253.490-00-00</u>	SUMMER SCHOOL HANDICAPPED BOCES	0.00	0.00	0.00	2,989.00	0.00	-2,989.00
2253	*	0.00	0.00	0.00	2,989.00	0.00	-2,989.00
22	**	0.00	0.00	0.00	2,989.00	0.00	-2,989.00
2	***	0.00	0.00	0.00	2,989.00	0.00	-2,989.00
	Fund F529Totals:	0.00	0.00	0.00	2,989.00	0.00	-2,989.00
<u>F619 2110.500-11-14</u>	TITLE IV PART A - MATERIALS & SUPPLIES (ST. PATS)	107.00	0.00	107.00	0.00	0.00	107.00
<u>F619 2110.500-11-15</u>	TITLE IV PART A - MATERIALS & SUPPLIES (HOLY CROSS)	13.32	2,016.68	2,030.00	1,861.00	0.00	169.00
2110	*	120.32	2,016.68	2,137.00	1,861.00	0.00	276.00
21	**	120.32	2,016.68	2,137.00	1,861.00	0.00	276.00
2	***	120.32	2,016.68	2,137.00	1,861.00	0.00	276.00
	Fund F619Totals:	120.32	2,016.68	2,137.00	1,861.00	0.00	276.00
<u>F620 2110.150-00-00</u>	PROFESSIONAL SALARIES	35,799.00	0.00	35,799.00	35,799.00	0.00	0.00
<u>F620 2110.400-00-00</u>	PURCHASED SERVICES	0.00	0.00	0.00	0.00	0.00	0.00
<u>F620 2110.500-00-00</u>	SUPPLIES & MATERIALS	2,000.00	0.00	2,000.00	1,778.07	0.00	221.93

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
F620 2110.500-11-14	MATERIALS & SUPPLIES (ST. PATS)	1,626.00	0.00	1,626.00	1,624.00	0.00	2.00
F620 2110.500-11-15	MATERIALS & SUPPLIES (HOLY CROSS)	1,990.00	0.00	1,990.00	130.15	0.00	1,859.85
F620 2110.802-00-00	TEACHERS RETIREMENT SYSTEM	3,172.00	0.00	3,172.00	3,172.00	0.00	0.00
F620 2110.803-00-00	SOCIAL SECURITY	2,739.00	0.00	2,739.00	2,739.00	0.00	0.00
F620 2110.804-00-00	HEALTH INSURANCE	10,193.00	0.00	10,193.00	10,193.00	0.00	0.00
2110	*	57,519.00	0.00	57,519.00	55,435.22	0.00	2,083.78
21	**	57,519.00	0.00	57,519.00	55,435.22	0.00	2,083.78
2	***	57,519.00	0.00	57,519.00	55,435.22	0.00	2,083.78
Fund F620Totals:		57,519.00	0.00	57,519.00	55,435.22	0.00	2,083.78
F819 2110.500-00-00	TITLE V MATERIALS & SUPPLIES	13,642.76	0.00	13,642.76	0.00	0.00	13,642.76
2110	*	13,642.76	0.00	13,642.76	0.00	0.00	13,642.76
21	**	13,642.76	0.00	13,642.76	0.00	0.00	13,642.76
2	***	13,642.76	0.00	13,642.76	0.00	0.00	13,642.76
Fund F819Totals:		13,642.76	0.00	13,642.76	0.00	0.00	13,642.76
F820 2110.150-00-00	PROFESSIONAL SALARIES	9,000.00	0.00	9,000.00	9,000.00	0.00	0.00
F820 2110.400-00-00	CONTRACTUAL	5,000.00	0.00	5,000.00	4,800.00	0.00	200.00
F820 2110.500-00-00	MATERIALS & SUPPLIES	23,757.00	0.00	23,757.00	23,716.00	0.00	41.00
2110	*	37,757.00	0.00	37,757.00	37,516.00	0.00	241.00
21	**	37,757.00	0.00	37,757.00	37,516.00	0.00	241.00
2	***	37,757.00	0.00	37,757.00	37,516.00	0.00	241.00
Fund F820Totals:		37,757.00	0.00	37,757.00	37,516.00	0.00	241.00
F919 2110.400-00-00	TITLE I - PURCHASED SERVICES	289.43	0.00	289.43	0.00	0.00	289.43
F919 2110.490-00-00	TITLE I - BOCES SERVICES	2,893.00	0.00	2,893.00	0.00	0.00	2,893.00
F919 2110.500-00-00	TITLE I - SUPPLIES & MATERIALS	6,285.43	0.00	6,285.43	0.00	0.00	6,285.43
F919 2110.500-11-14	TITLE I - MATERIALS & SUPPLIES (ST. PATS)	821.90	0.00	821.90	0.00	0.00	821.90
F919 2110.500-11-15	TITLE I - MATERIALS & SUPPLIES (HOLY CROSS)	1.28	2,140.72	2,142.00	0.00	0.00	2,142.00
2110	*	10,291.04	2,140.72	12,431.76	0.00	0.00	12,431.76
21	**	10,291.04	2,140.72	12,431.76	0.00	0.00	12,431.76
2	***	10,291.04	2,140.72	12,431.76	0.00	0.00	12,431.76

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
Fund F919Totals:		10,291.04	2,140.72	12,431.76	0.00	0.00	12,431.76
<u>F919SI 2110.150-00-00</u>	TITLE I SCHOOL IMPROVEMENT - INSTRUCTIONAL SALARIES	1,593.60	2,270.66	3,864.26	3,864.26	0.00	0.00
<u>F919SI 2110.400-00-00</u>	TITLE I SCHOOL IMPROVEMENT - PURCHASED SERVICES	1,750.00	-1,750.00	0.00	0.00	0.00	0.00
<u>F919SI 2110.479-00-00</u>	TITLE I SCHOOL IMPROVEMENT - TRAVEL	393.36	-393.36	0.00	0.00	0.00	0.00
<u>F919SI 2110.500-00-00</u>	TITLE I SCHOOL IMPROVEMENT - MATERIALS & SUPPLIES	127.30	-127.30	0.00	0.00	0.00	0.00
2110	*	3,864.26	0.00	3,864.26	3,864.26	0.00	0.00
21	**	3,864.26	0.00	3,864.26	3,864.26	0.00	0.00
2	***	3,864.26	0.00	3,864.26	3,864.26	0.00	0.00
Fund F919SI Totals:		3,864.26	0.00	3,864.26	3,864.26	0.00	0.00
<u>F920D 2110.490-00-00</u>	BOCES SERVICES	11,795.00	37.00	11,832.00	11,832.00	0.00	0.00
2110	*	11,795.00	37.00	11,832.00	11,832.00	0.00	0.00
21	**	11,795.00	37.00	11,832.00	11,832.00	0.00	0.00
2	***	11,795.00	37.00	11,832.00	11,832.00	0.00	0.00
Fund F920D Totals:		11,795.00	37.00	11,832.00	11,832.00	0.00	0.00
<u>F920SI 2110.150-00-00</u>	Instructional Salaries	58,160.00	21,744.00	79,904.00	4,658.58	0.00	75,245.42
<u>F920SI 2110.400-00-00</u>	Purchased Services	36,000.00	37,884.00	73,884.00	21,269.24	0.00	52,614.76
<u>F920SI 2110.479-00-00</u>	Travel	848.00	0.00	848.00	788.88	0.00	59.12
<u>F920SI 2110.490-00-00</u>	BOCES Services	32,852.00	24,000.00	56,852.00	56,852.00	0.00	0.00
<u>F920SI 2110.500-00-00</u>	Materials and Supplies	22,140.00	8,800.00	30,940.00	2,245.69	0.00	28,694.31
<u>F920SI 2110.804-00-00</u>	Health Insurance	0.00	7,572.00	7,572.00	0.00	0.00	7,572.00
2110	*	150,000.00	100,000.00	250,000.00	85,814.39	0.00	164,185.61
21	**	150,000.00	100,000.00	250,000.00	85,814.39	0.00	164,185.61
2	***	150,000.00	100,000.00	250,000.00	85,814.39	0.00	164,185.61
Fund F920SI Totals:		150,000.00	100,000.00	250,000.00	85,814.39	0.00	164,185.61
<u>FP20 2510.150-00-00</u>	Pre-K Instructional Salaries	142,197.00	-59.00	142,138.00	142,138.00	0.00	0.00
<u>FP20 2510.160-00-00</u>	Pre-K Support Salaries	30,704.00	-579.94	30,124.06	30,124.06	0.00	0.00
<u>FP20 2510.400-00-00</u>	Pre-K Purchased Services	30,464.00	0.00	30,464.00	30,464.00	0.00	0.00

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>EP20 2510.500-00-00</u>	Pre-K Materials & Supplies	9,949.00	7.85	9,956.85	9,956.85	0.00	0.00
<u>EP20 2510.800-00-01</u>	Pre-K Social Security	10,878.00	638.94	11,516.94	11,516.94	0.00	0.00
<u>EP20 2510.800-00-02</u>	Pre-K Teacher's Retirement System	12,598.00	-7.85	12,590.15	12,590.15	0.00	0.00
<u>EP20 2510.800-00-03</u>	Pre-K Health Insurance	37,396.00	0.00	37,396.00	37,396.00	0.00	0.00
2510	*	274,186.00	0.00	274,186.00	274,186.00	0.00	0.00
25	**	274,186.00	0.00	274,186.00	274,186.00	0.00	0.00
2	***	274,186.00	0.00	274,186.00	274,186.00	0.00	0.00
	Fund FP20Totals:	274,186.00	0.00	274,186.00	274,186.00	0.00	0.00
<u>ET20 2110.400-00-00</u>	PURCHASED SERVICES	10,295.40	0.00	10,295.40	893.50	0.00	9,401.90
2110	*	10,295.40	0.00	10,295.40	893.50	0.00	9,401.90
21	**	10,295.40	0.00	10,295.40	893.50	0.00	9,401.90
2	***	10,295.40	0.00	10,295.40	893.50	0.00	9,401.90
	Fund FT20Totals:	10,295.40	0.00	10,295.40	893.50	0.00	9,401.90
<u>ETI20 2110.150-00-00</u>	PROFESSIONAL SALARIES	532,352.00	0.00	532,352.00	518,637.00	0.00	13,715.00
<u>ETI20 2110.400-11-14</u>	PURCHASED SERVICES (ST. PAT'S)	7,904.00	0.00	7,904.00	7,904.00	0.00	0.00
<u>ETI20 2110.400-11-15</u>	PURCHASED SERVICES (HOLY CROSS)	3,161.00	0.00	3,161.00	0.00	0.00	3,161.00
<u>ETI20 2110.500-00-00</u>	MATERIALS & SUPPLIES	14,707.00	-0.93	14,706.07	210.90	0.00	14,495.17
<u>ETI20 2110.500-11-14</u>	MATERIALS & SUPPLIES (ST. PAT'S)	80.00	0.93	80.93	80.93	0.00	0.00
<u>ETI20 2110.500-11-15</u>	MATERIALS & SUPPLIES (HOLY CROSS)	32.00	2,140.72	2,172.72	2,140.72	0.00	32.00
<u>ETI20 2110.802-00-00</u>	TEACHERS RETIREMENT SYSTEM	45,951.00	0.00	45,951.00	45,951.00	0.00	0.00
<u>ETI20 2110.803-00-00</u>	SOCIAL SECURITY	39,676.00	0.00	39,676.00	39,676.00	0.00	0.00
<u>ETI20 2110.804-00-00</u>	HEALTH INSURANCE	127,978.00	0.00	127,978.00	127,978.00	0.00	0.00
2110	*	771,841.00	2,140.72	773,981.72	742,578.55	0.00	31,403.17
21	**	771,841.00	2,140.72	773,981.72	742,578.55	0.00	31,403.17
2	***	771,841.00	2,140.72	773,981.72	742,578.55	0.00	31,403.17
	Fund FTI20Totals:	771,841.00	2,140.72	773,981.72	742,578.55	0.00	31,403.17
	Grand Totals:	2,376,238.64	120,070.33	2,496,308.97	2,184,279.03	0.00	312,029.94

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
<u>H005 2110.200-00-SS-1</u>	District Wide/Smart Schools Equipment Ph 1	450,020.00	0.00	450,020.00	335,896.96	114,115.64	7.40
<u>H005 2110.240-00-SS-1</u>	District Wide/ Smart Schools/ Ph-1	3,929.00	0.00	3,929.00	0.00	0.00	3,929.00
2110		453,949.00	0.00	453,949.00	335,896.96	114,115.64	3,936.40
21		453,949.00	0.00	453,949.00	335,896.96	114,115.64	3,936.40
2		453,949.00	0.00	453,949.00	335,896.96	114,115.64	3,936.40
Fund H005Totals:		453,949.00	0.00	453,949.00	335,896.96	114,115.64	3,936.40
<u>H006 1620.293-00-SS-2</u>	District Wide /Smart Schools Ph 2	109,291.00	0.00	109,291.00	0.00	0.00	109,291.00
1620		109,291.00	0.00	109,291.00	0.00	0.00	109,291.00
16		109,291.00	0.00	109,291.00	0.00	0.00	109,291.00
1		109,291.00	0.00	109,291.00	0.00	0.00	109,291.00
<u>H006 2110.200-00-SS-2</u>	District Wide/Smart Schools Equipment Ph 1	366,936.00	0.00	366,936.00	0.00	0.00	366,936.00
<u>H006 2110.240-00-SS-2</u>	District Wide/ Smart Schools/ Ph-2	47,046.00	0.00	47,046.00	0.00	0.00	47,046.00
<u>H006 2110.245-00-SS-2</u>	District Wide/ Smart Schools/ Ph-2	10,200.00	0.00	10,200.00	10,200.00	0.00	0.00
2110		424,182.00	0.00	424,182.00	10,200.00	0.00	413,982.00
21		424,182.00	0.00	424,182.00	10,200.00	0.00	413,982.00
2		424,182.00	0.00	424,182.00	10,200.00	0.00	413,982.00
Fund H006Totals:		533,473.00	0.00	533,473.00	10,200.00	0.00	523,273.00
<u>H008 1620.400-00-00</u>	District Wide - Contractual	122,333.24	28,740.00	151,073.24	124,518.10	2,429.36	24,125.78
1620		122,333.24	28,740.00	151,073.24	124,518.10	2,429.36	24,125.78
16		122,333.24	28,740.00	151,073.24	124,518.10	2,429.36	24,125.78
1		122,333.24	28,740.00	151,073.24	124,518.10	2,429.36	24,125.78
Fund H008Totals:		122,333.24	28,740.00	151,073.24	124,518.10	2,429.36	24,125.78
<u>H100 9901.960-00-00</u>	Interfund Transfer to General Fund	0.00	0.00	0.00	897.28	0.00	-897.28
9901		0.00	0.00	0.00	897.28	0.00	-897.28
99		0.00	0.00	0.00	897.28	0.00	-897.28
9		0.00	0.00	0.00	897.28	0.00	-897.28
Fund H100Totals:		0.00	0.00	0.00	897.28	0.00	-897.28
<u>H120 1620.293-00-00</u>	High School Reconstruction - General Construction	83,000.00	0.00	83,000.00	81,709.00	0.00	1,291.00

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
1620	*	83,000.00	0.00	83,000.00	81,709.00	0.00	1,291.00
16	**	83,000.00	0.00	83,000.00	81,709.00	0.00	1,291.00
1	***	83,000.00	0.00	83,000.00	81,709.00	0.00	1,291.00
<u>H120.2110.240-00-00</u>	High School Reconstruction - Incidentals	1,000.00	1,000.00	2,000.00	1,603.75	0.00	396.25
<u>H120.2110.243-00-00</u>	High School Reconstruction - Insurance	500.00	-500.00	0.00	0.00	0.00	0.00
<u>H120.2110.244-00-00</u>	High School Reconstruction - Legal Fees	500.00	-500.00	0.00	0.00	0.00	0.00
<u>H120.2110.245-00-00</u>	High School Reconstruction - Architect's Fees	15,000.00	0.00	15,000.00	15,000.00	0.00	0.00
2110	*	17,000.00	0.00	17,000.00	16,603.75	0.00	396.25
21	**	17,000.00	0.00	17,000.00	16,603.75	0.00	396.25
2	***	17,000.00	0.00	17,000.00	16,603.75	0.00	396.25
Fund H120Totals:		100,000.00	0.00	100,000.00	98,312.75	0.00	1,687.25
Grand Totals:		1,209,755.24	28,740.00	1,238,495.24	569,825.09	116,545.00	552,125.15

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
IE 2999.400	EXPENDABLE TRUST-AWARDS & SCHOLARSH	0.00	0.00	0.00	13,465.47	0.00	-13,465.47
2999	*	0.00	0.00	0.00	13,465.47	0.00	-13,465.47
29	**	0.00	0.00	0.00	13,465.47	0.00	-13,465.47
2	***	0.00	0.00	0.00	13,465.47	0.00	-13,465.47
Fund TETotals:		0.00	0.00	0.00	13,465.47	0.00	-13,465.47
Grand Totals:		0.00	0.00	0.00	13,465.47	0.00	-13,465.47

ONEIDA CITY SCHOOL

Appropriation Status Detail Report By Function From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
V 9901.900-00-0100	INTERFUND TRANSFERS	0.00	0.00	0.00	50,000.00	0.00	-50,000.00
9901							
99	*	0.00	0.00	0.00	50,000.00	0.00	-50,000.00
9	**	0.00	0.00	0.00	50,000.00	0.00	-50,000.00
	***	0.00	0.00	0.00	50,000.00	0.00	-50,000.00
	Fund VTotals:	0.00	0.00	0.00	50,000.00	0.00	-50,000.00
	Grand Totals:	0.00	0.00	0.00	50,000.00	0.00	-50,000.00

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A.1001	REAL PROPERTY TAXES	14,870,505.00	334,969.11	15,205,474.11	15,177,411.06	28,063.05
A.1081	PAYMENTS IN LIEU OF TAXES	59,900.00	0.00	59,900.00	35,223.98	24,676.02
A.1085	SCHOOL TAX RELIEF REIMBURSEMENT	3,024,205.00	-334,969.11	2,689,235.89	2,688,120.61	1,115.28
A.1090	INTEREST AND PENALTIES ON REAL PROP TAX	70,000.00	0.00	70,000.00	58,759.56	11,240.44
A.1330	TEXTBOOK CHARGES FROM INDIVIDUALS	300.00	0.00	300.00	70.47	229.53
A.1410	ADMISSIONS FROM INDIVIDUALS	15,000.00	0.00	15,000.00	9,021.81	5,978.19
A.1489	OTHER CHARGES/SERVICES	0.00	0.00	0.00	771.00	-771.00
A.2280	HEALTH SERVICES FOR OTHER DISTRICTS	25,000.00	0.00	25,000.00	32,786.00	-7,786.00
A.2401.A	INTEREST AND EARNINGS/W/O CAPT PROJECTS	4,000.00	0.00	4,000.00	29,963.09	-25,963.09
A.2410	RENTAL OF PROPERTY	11,000.00	0.00	11,000.00	26,160.00	-15,160.00
A.2413	RENTAL OF PROPERTY - BOCES	76,000.00	0.00	76,000.00	97,625.00	-21,625.00
A.2414	RENTAL OF BUSES	12,000.00	0.00	12,000.00	47,890.97	-35,890.97
A.2450	COMMISSIONS	0.00	0.00	0.00	271.29	-271.29
A.2665	SALE OF EQUIPMENT	3,500.00	7,175.00	10,675.00	13,416.70	-2,741.70
A.2666	SALE OF TRANSPORTATION EQUIPMENT	0.00	5,680.00	5,680.00	18,925.00	-13,245.00
A.2680	INSURANCE RECOVERIES	0.00	0.00	0.00	1,386.57	-1,386.57
A.2690	OTHER COMPENSATION FOR LOSS	0.00	0.00	0.00	3,795.52	-3,795.52
A.2700	REIMB MEDICARE PART D EXPENDITURES	150,000.00	0.00	150,000.00	178,527.38	-28,527.38
A.2701	REFUNDS FOR BOCES AIDED SERVICES	150,000.00	0.00	150,000.00	490,363.02	-340,363.02
A.2703	REFUND PRIOR YEARS EXP./NOT TRANSPORTATI	100,000.00	0.00	100,000.00	105,654.72	-5,654.72
A.2705	GIFTS AND DONATIONS	0.00	0.00	0.00	1,000.00	-1,000.00
A.2725	Tribal Compact Moneys	0.00	0.00	0.00	4,595.82	-4,595.82
A.2770	MISCELLANEOUS REVENUES	100,000.00	0.00	100,000.00	31,348.75	68,651.25
A.3101.A	NYS AID - FOUNDATION	17,140,731.00	-981,927.34	16,158,803.66	15,675,377.51	483,426.15
A.3101.E	EXCESS COST AID/HIGH COST	2,773,428.00	376,604.00	3,150,032.00	2,871,357.00	278,675.00
A.3102	NYS AID - LOTTERY AID	3,159,756.00	708,246.34	3,868,002.34	3,974,184.49	-106,182.15
A.3103	NYS AID - BOCES AID	2,402,962.00	-103,118.00	2,299,844.00	2,305,836.00	-5,992.00
A.3104	NYS AID - TUITION AID/Disabilities	0.00	0.00	0.00	58,673.00	-58,673.00
A.3260	NYS AID - TEXTBOOKS	116,279.00	221.00	116,500.00	116,500.00	0.00
A.3262	NYS AID - COMPUTER SOFTWARE AID	71,070.00	-24.00	71,046.00	71,046.00	0.00
A.3263	NYS AID - LIBRARY A/V LOAN PROGRAM	13,052.00	-2.00	13,050.00	13,050.00	0.00
A.3289	OTHER STATE AIDS	0.00	0.00	0.00	235,547.57	-235,547.57

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A.3289.A	NYS AID - MISC. AID - INCARCERATED YOUTH	50,000.00	0.00	50,000.00	38,095.00	11,905.00
A.4601	FEDERAL AID - MEDICAID REIMBURSEMENT	115,000.00	0.00	115,000.00	270,015.85	-155,015.85
A.5031	INTERFUND TRANSFERS - (OTHER THAN DEBT)	0.00	0.00	0.00	897.28	-897.28
A.5031.E	TRANSFERS FROM DEBT SERVICE FUND	0.00	0.00	0.00	50,000.00	-50,000.00
A.5031.J	TRANSFER FROM MANDATORY DEBT SERVICE	32,500.00	0.00	32,500.00	0.00	32,500.00
A.5031.K	TRANSFER FROM EBALR	50,000.00	0.00	50,000.00	0.00	50,000.00
A Totals:		44,596,188.00	12,855.00	44,609,043.00	44,733,668.02	-124,625.02
Grand Totals:		44,596,188.00	12,855.00	44,609,043.00	44,733,668.02	-124,625.02

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
C.1440	SALE OF MEALS	110,000.00	0.00	110,000.00	72,647.24	37,352.76
C.1445	OTHER REIMBURSABLE SALES	100,000.00	0.00	100,000.00	45,954.34	54,045.66
C.2401	SCH.LUNCH INTEREST EARNED	40.00	0.00	40.00	7.97	32.03
C.2650	SALES - VENDING	8,500.00	0.00	8,500.00	6,889.00	1,611.00
C.2701	REFUND OF PRIOR YEARS EXPENSE	3,000.00	0.00	3,000.00	6,007.00	-3,007.00
C.3190.FB	STATE AID CLAIMS REIMB/FED.BREAKFAST	92,000.00	0.00	92,000.00	72,589.00	19,411.00
C.3190.FL	STATE CLAIMS REIMB/FED.LUNCH	425,000.00	0.00	425,000.00	261,254.00	163,746.00
C.3190.SB	STATE CLAIMS REIMB/STATE BREAKFAST	5,000.00	0.00	5,000.00	3,943.00	1,057.00
C.3190.SL	STATE CLAIMS REIMB/STATE LUNCH	13,000.00	0.00	13,000.00	9,308.00	3,692.00
C.4190	FEDERAL AID - SURPLUS FOOD	65,000.00	0.00	65,000.00	46,508.73	18,491.27
C.4192.SMR	Summer Food Service Program for Children	0.00	0.00	0.00	8,945.00	-8,945.00
C.4192.SMR	Summer Food Service Program for Children	6,000.00	0.00	6,000.00	249,953.00	-243,953.00
C.5031	TRANSFER FROM GENERAL FUND	38,500.00	0.00	38,500.00	36,722.00	1,778.00
	C Totals:	866,040.00	0.00	866,040.00	820,728.28	45,311.72
	Grand Totals:	866,040.00	0.00	866,040.00	820,728.28	45,311.72

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
<u>F005 2770</u>	DG Libr&Literacy/ Other Revenue	10,941.97	0.00	10,941.97	2,195.97	8,746.00
	F005 Totals:	10,941.97	0.00	10,941.97	2,195.97	8,746.00
<u>F009 2770</u>	Middle School Counts Other Revenue	500.00	0.00	500.00	500.00	0.00
	F009 Totals:	500.00	0.00	500.00	500.00	0.00
<u>F010 2770</u>	Bear Creek "Tiny House"/ Other Revenue	58,000.00	0.00	58,000.00	-25,296.22	83,296.22
<u>F010 5031</u>	Transfer from General Fund	0.00	0.00	0.00	25,296.22	-25,296.22
	F010 Totals:	58,000.00	0.00	58,000.00	0.00	58,000.00
<u>F038 2770</u>	TITLE III CONSORTIUM AID	4,822.00	0.00	4,822.00	2,859.32	1,962.68
	F038 Totals:	4,822.00	0.00	4,822.00	2,859.32	1,962.68
<u>F120 4256</u>	State Aid	538,173.00	0.00	538,173.00	537,762.00	411.00
	F120 Totals:	538,173.00	0.00	538,173.00	537,762.00	411.00
<u>F219 4126</u>	Title IIA State Aid	63,084.89	0.00	63,084.89	58,328.86	4,756.03
	F219 Totals:	63,084.89	0.00	63,084.89	58,328.86	4,756.03
<u>F220 4126</u>	Title IIA State Aid	119,764.00	0.00	119,764.00	106,281.84	13,482.16
	F220 Totals:	119,764.00	0.00	119,764.00	106,281.84	13,482.16
<u>F320 4256</u>	State Aid	22,641.00	0.00	22,641.00	21,811.00	830.00
	F320 Totals:	22,641.00	0.00	22,641.00	21,811.00	830.00
<u>F520 3289</u>	Summer School Handicapped State Aid	157,000.00	7,900.00	164,900.00	0.00	164,900.00
<u>F520 3289.EDU</u>	Summer School Handicapped State Aid - Education	0.00	0.00	0.00	118,069.60	-118,069.60
<u>F520 3289.IRA.NS</u>	Summer School Handicapped State Aid - Transportation	0.00	0.00	0.00	57,771.26	-57,771.26
<u>F520 5031</u>	Summer School Handicapped Interfund Transfer	60,000.00	2,920.00	62,920.00	61,729.26	1,190.74
	F520 Totals:	217,000.00	10,820.00	227,820.00	237,570.12	-9,750.12
<u>F529 3289</u>	SUMMER SCHOOL HANDICAPPED STATE AID	0.00	0.00	0.00	2,507.20	-2,507.20
<u>F529 5031</u>	SUMMER SCHOOL HANDICAPPED INTERFUND	0.00	0.00	0.00	481.80	-481.80

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
	TRANSFER					
	F529 Totals:	0.00	0.00	0.00	2,989.00	-2,989.00
<u>F619.4126</u>	TITLE IV PART A - STATE AID	120.32	0.00	120.32	1,861.00	-1,740.68
	F619 Totals:	120.32	0.00	120.32	1,861.00	-1,740.68
<u>F620.4126</u>	STATE AID	57,519.00	0.00	57,519.00	55,435.22	2,083.78
	F620 Totals:	57,519.00	0.00	57,519.00	55,435.22	2,083.78
<u>F819.4126</u>	TITLE V STATE AID	13,642.76	0.00	13,642.76	0.00	13,642.76
	F819 Totals:	13,642.76	0.00	13,642.76	0.00	13,642.76
<u>F820.4126</u>	STATE AID	37,757.00	0.00	37,757.00	37,516.00	241.00
	F820 Totals:	37,757.00	0.00	37,757.00	37,516.00	241.00
<u>F919.4126</u>	TITLE I/STATE AID	12,431.76	0.00	12,431.76	0.00	12,431.76
	F919 Totals:	12,431.76	0.00	12,431.76	0.00	12,431.76
<u>F919SI.4126</u>	TITLE I SCHOOL IMPROVEMENT STATE AID	3,864.26	0.00	3,864.26	3,864.26	0.00
	F919SI Totals:	3,864.26	0.00	3,864.26	3,864.26	0.00
<u>F920D.4126</u>	STATE AID	11,795.00	37.00	11,832.00	11,832.00	0.00
	F920D Totals:	11,795.00	37.00	11,832.00	11,832.00	0.00
<u>F920SI.4126</u>	Title I - School Improvement	150,000.00	100,000.00	250,000.00	85,814.39	164,185.61
	F920SI Totals:	150,000.00	100,000.00	250,000.00	85,814.39	164,185.61
<u>FP20.3289</u>	Pre-K State Aid	274,186.00	0.00	274,186.00	274,186.00	0.00
	FP20 Totals:	274,186.00	0.00	274,186.00	274,186.00	0.00
<u>FT20.2770</u>	REVENUE FROM OTHER DISTRICTS	10,295.40	0.00	10,295.40	893.50	9,401.90
	FT20 Totals:	10,295.40	0.00	10,295.40	893.50	9,401.90

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
FTI20 4126	STATE AID	771,841.00	2,140.72	773,981.72	742,578.55	31,403.17
FTI20 Totals:		771,841.00	2,140.72	773,981.72	742,578.55	31,403.17
Grand Totals:		2,378,379.36	112,997.72	2,491,377.08	2,184,279.03	307,098.05

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
<u>H005_3297</u>	Smart Schools Bond Act Rev.	453,949.00	0.00	453,949.00	335,896.96	118,052.04
	H005 Totals:	453,949.00	0.00	453,949.00	335,896.96	118,052.04
<u>H006_3297</u>	Smart Schools Bond Act Rev.	533,473.00	0.00	533,473.00	10,200.00	523,273.00
	H006 Totals:	533,473.00	0.00	533,473.00	10,200.00	523,273.00
<u>H008_5031</u>	Interfund Transfer from General Fund	122,333.24	0.00	122,333.24	0.00	122,333.24
	H008 Totals:	122,333.24	0.00	122,333.24	0.00	122,333.24
<u>H120_5031 A</u>	Interfund Transfer from General Fund	100,000.00	0.00	100,000.00	98,312.75	1,687.25
	H120 Totals:	100,000.00	0.00	100,000.00	98,312.75	1,687.25
	Grand Totals:	1,209,755.24	0.00	1,209,755.24	444,409.71	765,345.53

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020



Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
IE 2401	INTEREST AND EARNINGS	0.00	0.00	0.00	13.20	-13.20
IE 2705	GIFTS AND DONATIONS	0.00	0.00	0.00	10,830.00	-10,830.00
TE Totals:		0.00	0.00	0.00	10,843.20	-10,843.20
Grand Totals:		0.00	0.00	0.00	10,843.20	-10,843.20

ONEIDA CITY SCHOOL

Revenue Status Report From 7/1/2019 To 6/30/2020

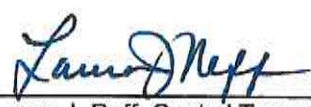


Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
V.2401	INTEREST AND EARNINGS	0.00	0.00	0.00	10,709.77	-10,709.77
V Totals:		0.00	0.00	0.00	10,709.77	-10,709.77
Grand Totals:		0.00	0.00	0.00	10,709.77	-10,709.77

EXTRA CLASSROOM ACTIVITY FUNDS

ONEIDA SENIOR HIGH SCHOOL


Report of Accounts

Month Ended				As of:	30-Jun-20
	Beginning				Ending
Activity	Balance	Receipts	Total	Disbursements	Balance
Advanced Placement	16,329.15		16,329.15	10,380.00	5,949.15
Art Club	404.72		404.72		404.72
Banking Fees & Interest	111.66	29.97	141.63		141.63
Business Club	-		-		-
Class of 2020	692.77		692.77	692.77	-
Class of 2021	4,514.22	260.00	4,774.22	650.00	4,124.22
Class of 2022	7,198.72		7,198.72	2,507.50	4,691.22
Class of 2023	2,000.18		2,000.18		2,000.18
Concert Choir	10,501.07		10,501.07	7,852.00	2,649.07
Drama Club--Fall Play	2,723.50		2,723.50		2,723.50
Drama Club--Spring Musical	9,634.21		9,634.21		9,634.21
Environmental Club	6.28		6.28		6.28
French Travel	1,778.16	1,031.25	2,809.41	2,644.73	164.68
Future Bus. Leaders of America	183.41		183.41		183.41
International Relations Club	2,170.75		2,170.75		2,170.75
Japanese Exchange Club	517.14		517.14		517.14
LGBTQ	20.00		20.00		20.00
Marching Band	568.89		568.89		568.89
National Honor Society	1,202.30		1,202.30		1,202.30
NYS Sales Tax Due	533.11	264.00	797.11	533.11	264.00
Photography Club	80.39		80.39		80.39
Projects (Yearbook)	2,372.44		2,372.44		2,372.44
Retailers (Bookstore)	2,831.92		2,831.92	250.00	2,581.92
Ski Club	851.45		851.45		851.45
Spanish Club	42.61		42.61		42.61
Sports Club	1,206.11		1,206.11		1,206.11
Stage Band	1,842.90	900.00	2,742.90		2,742.90
Student Council	821.47	542.77	1,364.24		1,364.24
Technology	3,415.47	3,232.00	6,647.47	86.46	6,561.01
Technology Student Association	479.87		479.87		479.87
Teens For A Better World	31.17		31.17		31.17
Wind Ensemble	742.92		742.92		742.92
Z Club	2,369.98		2,369.98	160.00	2,209.98
Total	78,178.94	6,259.99	84,438.93	25,756.57	58,682.36
Checking Account ... 9146		34,982.04			
Money Market Account ... 4977		39,592.36			
Deposits in Transit		-			
Less Checks Outstanding		15,892.04			
Working Balance		58,682.36			
 Laura J. Reff, Central Treasurer					
This report and supporting evidence examined and approved except as follows:					
Date	Auditor				

EXTRA CLASSROOM ACTIVITY FUNDS

ONEIDA SENIOR HIGH SCHOOL

Report of Accounts

YEAR ENDED				As of:	30-Jun-20
	Beginning				Ending
Activity	Balance	Receipts	Total	Disbursements	Balance
Advanced Placement	5,779.15	11,250.00	17,029.15	11,080.00	5,949.15
Art Club	404.72	-	404.72	-	404.72
Banking Fees & Interest	70.25	71.38	141.63	-	141.63
Business Club	-	-	-	-	-
Class of 2020	1,493.26	16.99	1,510.25	1,510.25	-
Class of 2021	3,067.49	5,413.53	8,481.02	4,356.80	4,124.22
Class of 2022	1,706.72	9,796.00	11,502.72	6,811.50	4,691.22
Class of 2023	-	4,468.06	4,468.06	2,467.88	2,000.18
Concert Choir	487.83	17,541.64	18,029.47	15,380.40	2,649.07
Drama Club--Fall Play	1,643.29	5,294.57	6,937.86	4,214.36	2,723.50
Drama Club--Spring Musical	15,694.84	-	15,694.84	6,060.63	9,634.21
Environmental Club	742.43	3,861.70	4,604.13	4,597.85	6.28
French Travel	204.12	3,757.29	3,961.41	3,796.73	164.68
Future Bus. Leaders of America	205.31	763.00	968.31	784.90	183.41
International Relations Club	2,315.75	-	2,315.75	145.00	2,170.75
Japanese Exchange Club	517.14	-	517.14	-	517.14
LGBTQ	20.00	-	20.00	-	20.00
Marching Band	568.89	-	568.89	-	568.89
National Honor Society	1,125.32	1,037.26	2,162.58	960.28	1,202.30
NYS Sales Tax Due	1,268.54	3,639.85	4,908.39	4,644.39	264.00
Photography Club	80.39	-	80.39	-	80.39
Projects (Yearbook)	-	4,697.60	4,697.60	2,325.16	2,372.44
Retailers (Bookstore)	4,062.32	470.60	4,532.92	1,951.00	2,581.92
Ski Club	1,179.45	7,061.96	8,241.41	7,389.96	851.45
Spanish Club	42.61	175.00	217.61	175.00	42.61
Sports Club	732.96	548.00	1,280.96	74.85	1,206.11
Stage Band	-	5,287.00	5,287.00	2,544.10	2,742.90
Student Council	1,483.47	542.77	2,026.24	662.00	1,364.24
Technology	3,950.27	3,923.24	7,873.51	1,312.50	6,561.01
Technology Student Association	229.87	250.00	479.87	-	479.87
Teens For A Better World	31.17	-	31.17	-	31.17
Wind Ensemble	-	9,413.00	9,413.00	8,670.08	742.92
Z Club	2,125.56	1,894.00	4,019.56	1,809.58	2,209.98
Total	51,233.12	101,174.44	152,407.56	93,725.20	58,682.36
Checking Account ... 9146		34,982.04		 Laura J. Reff, Central Treasurer	
Money Market Account ... 4977		39,592.36			
Deposits in Transit		-			
Less Checks Outstanding		15,892.04			
Working Balance		58,682.36			
This report and supporting evidence examined and approved except as follows:					
Date	Auditor				

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

For the month

Jun-20

ACTIVITY	BEGINNING BALANCE	MONTHLY RECEIPTS	Total RECEIPTS	Monthly PAYMENTS	ENDING BALANCE
STUDENT COUNCIL	\$ 19,350.88	\$ 5,175.00	\$ 24,525.88	\$ 5,185.00	\$ 19,340.88
	\$ -		\$ -	\$ -	\$ -
MUSIC CLUB (Band/Chorus)	\$ 6,674.23	\$ 8.00	\$ 6,682.23	\$ 8.00	\$ 6,674.23
LIBRARY CLUB	\$ 862.31		\$ 862.31		\$ 862.31
FOREIGN LANGUAGE	\$ 1,225.19		\$ 1,225.19		\$ 1,225.19
DRAMA	\$ 6,628.98		\$ 6,628.98		\$ 6,628.98
ART	\$ 478.20		\$ 478.20		\$ 478.20
YEARBOOK	\$ 4,230.78		\$ 4,230.78	\$ 20.00	\$ 4,210.78
TOTALS	\$ 39,450.57	\$ 5,183.00	\$ 44,633.57	\$ 5,213.00	\$ 39,420.57

OUTSTANDING CHECKS

4375	\$	15.00
4484	\$	20.00
4489	\$	165.00
4494	\$	165.00
4495	\$	165.00
4496	\$	165.00
4497	\$	165.00
	\$	1,330.00

STATEMENT OF BANK BALANCE #614309154
 CHECKING \$ 41,610.57
 Less Outstanding Chks. \$ 2,190.00
 Plus Outstanding Deps. \$ -
 Working Balance \$ 39,420.57


pg 2

\$2,190.00

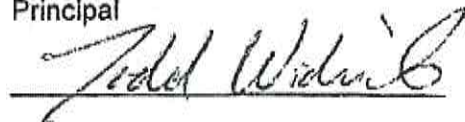
This report and supporting evidence
 examined and approved except as follows:

Auditor

Treasurer



Principal



7-24-20

DATE

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

For the year Jul-19 to June-20

ACTIVITY	BEGINNING BALANCE	MONTHLY RECEIPTS	Total RECEIPTS	Monthly PAYMENTS	ENDING BALANCE
STUDENT COUNCIL	\$ 11,066.29	\$21,676.91	\$ 32,743.20	\$ 13,402.32	\$ 19,340.88
	\$ -		\$ -	\$ -	\$ -
MUSIC CLUB (Band/Chorus)	\$ 4,712.01	\$11,289.00	\$ 16,001.01	\$ 9,326.78	\$ 6,674.23
LIBRARY CLUB	\$ 862.31	\$ 1,885.15	\$ 2,747.46	\$ 1,885.15	\$ 862.31
FOREIGN LANGUAGE	\$ 1,975.17		\$ 1,975.17	\$ 749.98	\$ 1,225.19
DRAMA	\$ 4,561.17	\$ 3,912.05	\$ 8,473.22	\$ 1,844.24	\$ 6,628.98
ART	\$ 590.30	\$ 322.00	\$ 912.30	\$ 434.10	\$ 478.20
YEARBOOK	\$ 4,338.11	\$ 4,061.00	\$ 8,399.11	\$ 4,188.33	\$ 4,210.78
TOTALS	\$ 28,105.36	\$43,146.11	\$ 71,251.47	\$ 31,830.90	\$ 39,420.57

OUTSTANDING CHECKS

4375	\$	15.00
4484	\$	20.00
4489	\$	165.00
4494	\$	165.00
4495	\$	165.00
4496	\$	165.00
4497	\$	165.00
	\$	1,330.00

STATEMENT OF BANK BALANCE	#614309154
CHECKING	\$ 41,610.57
Less Outstanding Chks.	\$ 2,190.00
Plus Outstanding Deps.	\$ -
Working Balance	\$ 39,420.57

pg 2

\$2,190.00

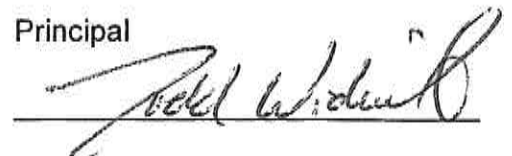
This report and supporting evidence examined and approved except as follows:

Auditor

Treasurer



Principal



7-24-20
DATE

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: APPROPRIATION TRANSFERS
DATE: AUGUST 18, 2020

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

RECOMMENDED ACTION

Motion to approve the appropriation transfers as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

ONEIDA CITY SCHOOL DISTRICT

APPROPRIATION TRANSFER REQUEST FORM

GENERAL FUND OTHER: _____

REQUESTED BY: J. Rowley

DATE 7/6/2020

FOR BOARD APPROVAL PRESENTATION: _____

2020-21

#	FROM (BUDGET CODE)	TO (BUDGET CODE)	AMOUNT	COMMENTS
1	A 9020.800-00-0100	A 2630.220-00-0900	\$84,678.00	Teachers Retirement to Computer Assisted Instr Equip
2	A 9020.800-00-0100	A 2630.220-00-0900	\$58,542.00	Teachers Retirement to Computer Assisted Instr Equip
3	A 9020.800-00-0100	A 2110.500-00-0100	\$6,000.00	Teachers Retirement to Teach Matl & Suppl
4	A 9020.800-00-0100	A 5510.400-00-0600	\$16,000.00	Teachers Retirement to Transportation Contractual
5	A 9020.800-00-0100	A 2110.500-00-0100	\$5,000.00	Teachers Retirement to Teach Matl & Suppl
6	A 9020.800-00-0100	A 1620.200-00-0500	\$8,800.00	Teachers Retirement to Operations Equipment
7	A 9020.800-00-0100	A 2110.500-00-0100	\$5,000.00	Teachers Retirement to Teach Matl & Suppl
8				
9				
10				
11				
12				
13				
14				
15				

Approved Disapproved _____ Date 8/3/20

Assistant Superintendent for Finance

Approved Disapproved _____ Date 8/13/20

Superintendent

**BUDGET MODIFICATION
REQUEST FORM**

2019-20

GENERAL FUND X OTHER: _____
 REQUESTED BY: J. Rowley
 DATE: 6/30/2020
 FOR BOARD APPROVAL XX PRESENTATION: _____

INCREASE (BUDGET CODE)	AMOUNT	COMMENTS
1 A 1621.500-00-0500 A 1670.500-00-0100	\$2,975.00	Maintenance Mat & Suppl to Central Print & Mailing Mat & Suppl
2 A 2110.139-21-0100 A 2110.139-22-0100	\$1,060.00	Teach Inst Salary 7-8 Cocurr to Teach Inst Salary 9-12 Cocurr
3 A 2250.470-00-0400 A 2250.400-00-0400	\$6,575.00	Handicapped Tuition to Handicapped Contractual DW
4 A 2110.500-00-3112 A 2110.500-13-1300	\$25.00	Teach Mat & Suppl Art to Teach Mat & Supl WP
5 A 5510.500-00-0696 A 9901.950-00-0300	\$40,000.00	Transportation Fuel to Trans to Special Aid Fund
6 A 2250.490-00-0100 A 1670.490-00-0100	\$1,810.00	Handicapped BOCES to Central Mail & Print BOCES
7 A 2250.490-00-0100 A 2070.490-00-0100	\$7,300.00	Handicapped BOCES to Inservice Training BOCES
8 A 2250.490-00-0100 A 2330.491-00-0100	\$5,615.00	Handicapped BOCES to Alternative Education BOCES
9 A 2110.470-00-0100 A 2110.400-22-2200	\$2,195.00	Teach Tuition to Teach Contractual HS
10		
11		
12		
13		
14		
15		

Approved Disapproved _____ Date 8/13/20
 Assistant Superintendent for Finance
 Approved Disapproved _____ Date 8/13/20
 Superintendent

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: PERSONNEL
DATE: AUGUST 18, 2020

We are recommending approval of the attached personnel items for the August 18, 2020 Board of Education Meeting as submitted.

RECOMMENDED ACTION

Motion to approve the attached personnel items for the August 18, 2020 Board of Education Meeting as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

Oneida City School District
 Personnel Report
 August 18, 2020
 Board of Education Meeting

RECOMMENDED INSTRUCTIONAL LEAVE

Personnel	Building	Position	Effective
Kimball, Abigail	OHS	English	Approx. mid October 2020 for remainder of 2020-2021 school year
Lambe, Jenna	OSMS	English	Approx. beginning of October 2020 for approximately 12 weeks
Marino, Melissa	DV/SS	Art	Approx. beginning of October 2020 for approximately 12 weeks

RECOMMENDED INSTRUCTIONAL LONG TERM SUBSTITUTE APPOINTMENT

Personnel	Building	Tenure Area	Effective
Cleveland, Hannah	WP	Reading	2020-2021 school year
Stagnitta, Morgan	SS/DV	Art	Approx. beginning of October 2020 for approximately 12 weeks

RECOMMENDED ONE-TIME SALARY ADJUSTMENT

Staff	Building	Tenure Area	Effective
Cronk, Dewayne	OHS	English	2021-2022 School Year

RECOMMENDED STUDENT TEACHER

Personnel	Building	Effective
Crumrine, Matthew	Oneida High School with Mr. Gillander/Technology	October 23, 2020-December 10, 2020

PARENT VOLUNTEERS

Parent Name	Building
Jerauld Lynch	OHS
Ashley Hillenbrand	OHS

RECOMMENDED 2020-2021 YEARLY APPOINTMENTS
 AS ATTACHED

RECOMMENDED SUBSTITUTE TEACHERS
 AS ATTACHED

CLASSIFIED PERSONNEL
 AS ATTACHED

2020-2021 Yearly Appointments

Updated: 8/11/2020

Durhamville	Staff	Rate of Pay	BOE date
Elementary Yearbook	Michaleen Mahoney	\$474	8/18/2020
Lunch Duty- 4 positions	M.Blair; K.Nestler; M.Arthur & M.DeMaintenon; A.Herzog & S.Paz;	M.Blair \$2808; K.Nestler \$2808; M.Arthur/M.DeMaintenon split \$1404 ea; A.Herzog/S.Paz split \$1404;	8/18/2020
Willard Prior	Staff	Rate of Pay	BOE date
Elementary Yearbook	Craig Clarke	\$474	8/18/2020
Lunch Duty	Jessica Jones; Casey Woodcock; Sarah Kelsey; Jeff Weaver;	\$2808 ea	8/18/2020
Seneca Street	Staff	Rate of Pay	BOE date
Elementary Yearbook	Ellen Lefort	\$474	8/18/2020
Lunch Duty- 4 positions	T.Hicks; A.Mahardy; L.Murphy; J.Rodegher;	\$2808 ea	8/18/2020
North Broad	Staff	Rate of Pay	BOE date
Elementary Yearbook	Heidi Rush	\$474	8/18/2020
Lunch Duty- 4 positions	C.Jones, A.Plante, S.Delaney-Hasto, K.Snyder	\$2808 ea	8/18/2020
7-12 Department Chairs	Staff	Rate of Pay	BOE date
English & Library Media Specialists	Tom Kirkpatrick	\$5,936	8/18/2020
Math	Adam Litwak	\$5,623	8/18/2020
Social Studies	Megan Kelly	\$5,623	8/18/2020
Science	Leanne Youngkrans	\$5,623	8/18/2020
Special Areas- Business, Technology & World Languages	David Wright	\$5,936	8/18/2020
Special Education	Chris Meeker	\$5,936	8/18/2020
Director Positions K-12	Staff	Rate of Pay	BOE date
Director of Art	Lisa Billington	\$4,741	8/18/2020
Director of Music	Margie Hawthorne	\$4,741	8/18/2020
Director of Physical Education	Tom Collins	\$5,699	8/18/2020
Director of Guidance	Erika Haggerty	\$4,741	
Music	Staff	Rate of Pay	BOE date
All City Band Assistant- 2 positions	Dave Hawthorne; Margie Hawthorne	\$638 ea	8/18/2020
All City Band Director	Kathryn Dimmel	\$1,003	8/18/2020
All City Chorus Assistant Director	Melinda Phoenix-Heart	\$751	8/18/2020
All City Chorus Director	Ellen Lefort	\$1,003	8/18/2020
All City Chorus Accompanist	Melinda Phoenix-Heart	\$250	8/18/2020
Chorus- MS	Stephanie Gwilt	\$1,289	8/18/2020
Jazz Band 6th Grade - New 2012	Margie Hawthorne	\$958	8/18/2020
Jazz Band grade 7/8 MS-2012 (was Stage Band)	Nick Anderalli	\$1,957	8/18/2020
OHS Marching Band/Fall Director- 2 positions	Margie Hawthorne; Dave Hawthorne	\$2035 ea	8/18/2020
OHS Marching Band/Spring Director -2 positions	Margie Hawthorne; Nick Anderalli	\$2035 ea	8/18/2020
OHS Stage Band	Dave Hawthorne	\$4,186	8/18/2020
OHS Stage Band II	Margie Hawthorne	\$1,856	8/18/2020
OHS Vocal Jazz Ensemble (select group)	Heather O'Connell	\$4,186	8/18/2020
Auditorium Supervisor	Dave Hawthorne	\$1,208	8/18/2020
Middle School	Staff	Rate of Pay	BOE date
Breakfast Monitor	Phil Ottaviano	\$3,132	8/18/2020
Bus Monitor (3:05 PM- late bus)	Sharon Bognaski	\$1,566	8/18/2020
Bus Monitor AM 3 positions- & PM 3 positions	AM- C.Hein, B.Piccola, H.Grow; PM- M.Houck, P.Murphy, M.Quenneville;	\$1,566	8/18/2020
Dean of Students	Phil Ottaviano; Tom Collins;	\$3757.50 ea	8/18/2020
Extra Duty Classroom Funds	Val Martin-Pearson	\$2,171	8/18/2020
Middle School continued	Staff	Rate of Pay	BOE date
Lunch Duty- 8 positions	M.Houck; K.Hicks; N.Anderalli; L.Billington; M.Kelly; K.Culkin; H.Grow; E.Gratien;	\$3,132	8/18/2020

2020-2021 Yearly Appointments

Updated: 8/11/2020

National Junior Honor Society - 2 positions	Stephanie Burke both positions	\$852 (for both positions)	8/18/2020
Student Council Advisor	Becca Piccola	\$1,805	8/18/2020
Yearbook - 2 positions	Terri Campanie; Lisa Billington;	\$2114 ea	8/18/2020
High School	Staff	Rate of Pay	BOE date
Bookstore Supervisor	Jill Gallagher	\$3,972	8/18/2020
Bus Duty (Not in contract) 2 positions for AM	Jeffrey Skibitski & Dewayne Cronk	\$4,073	8/18/2020
Drama Club	Adam Litwak	\$3,258	8/18/2020
Extra Class Funds	Laura Reff	\$4,253	8/18/2020
FBLA	Laura Reff	\$1,348	8/18/2020
International Relations Club	Split - Renee Gleason & Catherine Jeannin	\$1307 ea	8/18/2020
Japanese Exchange Program	Kevin Goggins & Catherine Jeannin	\$1135 ea	8/18/2020
Leo's Club	Beth Poulos	\$676	8/18/2020
Literary Magazine 2 positions	Thomas Kirkpatrick & Kelly Laemmermann	\$1058 ea	8/18/2020
Lunch Duty- 9 positions	D. Cronk; D. Hawthorne; J. Skibitski; L. Youngkrans; D. Fiedler; J. Gallagher; M. Haggas; C. Jeannin; R. Wilczak;	\$4073 ea	8/18/2020
Mathletics	Jeffrey Skibitski	\$1,961	8/18/2020
National Honor Society- 2 positions	Stephanie Anderson & Laura Reff	\$662 ea	8/18/2020
Poetry Club - New 2012	Marie Bamberger	\$1,349	8/18/2020
Science Olympiad	Kevin Goggins	\$1,961	8/18/2020
Student Council Advisor	Chris Meeker & Shane Collins	\$1309 ea	8/18/2020
Teens for a Better World (previously SADD)	Kim Fox	\$675	8/18/2020
Yearbook- 2 positions	Thomas Kirkpatrick & Adam Litwak	\$5218 ea	8/18/2020
Yearbook Business Advisor	Adam Litwak	\$1,151	8/18/2020
Youth Court	Robert Murano	\$1,896	8/18/2020
Z Club	Patty Vaccaro	\$675	8/18/2020
	Staff	Rate of Pay	BOE date
Freshman Class Advisor	Marie Bamberger	\$1,238	8/18/2020
Junior Class Advisor 2 positions	Kelly Laemmermann & Christine Cronk	\$1,953	8/18/2020
Senior Class Advisor- 2 positions	Dave Hawthorne & Jeffrey Skibitski	\$3,258	8/18/2020

Oneida City School District
 August 18, 2020
 Board of Education Meeting

Recommended Substitutes

Substitute Name	Area(s) to Sub	Certification
Sharon Barbano	K-5 Testing at North Broad ONLY	Certified
Lizbeth Blanchard	Any; DO NOT CALL FOR NB;	Certified
Kerry Boyce	Any; esp.art and music; No SPED;	Certified
Betsy Carnevale	Library -OSMS & OHS	Certified
Christine Cavanagh	OHS ONLY	Certified
Barb Centner	Testing ONLY	Certified
Jeff Didio	OSMS & OHS PE only w/1 day notice; OHS History;	Certified
Jennifer Didio	K-2	Certified
Scott Fletcher	OHS long term placements ONLY	Certified
Ann Fowler	Elementary	Certified
Jean Garro	Secondary except PE	Certified
Jennifer Knight	Secondary	Certified
Karen Knight	Durhamville ONLY	Certified
Katrina Mercer	K-5; Spec. Educ./ Also interested in long term positions	Certified
George Moon	Phys Educ, Rdg & Math NB ONLY;	Certified
Noreen Morris	NB & SS ONLY; Not avail until there is a COVID vaccine;	Certified
Brian Mroczek	OHS;	Certified
Deborah New	Any but prefers Gr 6-12	Certified

Oneida City School District
 August 18, 2020
 Board of Education Meeting

Recommended Substitutes

Substitute Name	Area(s) to Sub	Certification
Virginia Pendleton	Elementary Reading w/advanced notice	Certified
Jennifer Peters	North Broad Elementary ONLY	Certified
Herbert Phillips	North Broad ONLY	Certified
Maureen Salmon-Salvemini	K-6 Elementary and K-6 Spec Education;	Certified
Kimberly Snyder	K-6	Certified
Terry Yardley	SECONDARY	Certified
David West	Secondary; NO PHYS EDUC	Certified
Brahim Zogby	High School ONLY; No Phys Educ;	Certified
Alissa Barber	K-5 ANY; K-12 Spec Ed	Non-Certified
Richard Butler	Any; appreciate adv notice	Non-Certified
Griffin Candee	Any; College Student	Non-Certified
Hannah Chambers	K-5; College Student	Non-Certified
Thomas Cochran	K-8; 2 day notice;	Non-Certified
Sydney Coleman	Any;	Non-Certified
Shae D'Arcangelis	Any;	Non-Certified
Brynn Davis	Elementary ONLY; College Student	Non-Certified
Madisyn Davis	K-5; College Student	Non-Certified
Olivia Deraway	North Broad ONLY; Not avail M-W thru Jan 1	Non-Certified
Deanna DiFabio	High School; avail Tues 1/2 AM; all day Thurs; Fri 1/2 PM;	Non-Certified

Oneida City School District
 August 18, 2020
 Board of Education Meeting

Recommended Substitutes

Substitute Name	Area(s) to Sub	Certification
Melody Dixon	Any; not avail Oct-March	Non-Certified
Lucille Duniec	High School; DO NOT CALL FOR OSMS or WP;	Non-Certified
Gabrielle Estrada	Any; Avail Mondays & Fridays	Non-Certified
Susan Fidler	Durhamville ONLY;	Non-Certified
Whitney Fisk	Secondary ONLY; No Phys Educ;	Non-Certified
Rickey Fuller	Any; Spec Educ;	Non-Certified
Trish Johnson	Any;	Non-Certified
Daniel Jones	Any; College student	Non-Certified
Olivia Jones	Secondary; College student avail after Dec 18	Non-Certified
Taylor Karst	Any;	Non-Certified
Nancy Kolvik-Campbell	Any; Not avail on Fridays;	Non-Certified
Carla Kosuda	K-5	Non-Certified
Dawn Krueger	Any;	Non-Certified
McKayla Marshall	Any	Non-Certified
Jody McNichol	Any;	Non-Certified
David Milner	Secondary	Non-Certified
Julie Mondrick	Any; Spanish, English	Non-Certified
Indy Neidhart	Any; College Student	Non-Certified
Jordan O'Connell	High School; College student breaks ONLY	Non-Certified

Oneida City School District
August 18, 2020
Board of Education Meeting

Recommended Substitutes

Substitute Name	Area(s) to Sub	Certification
Zachary Perkins	Any; DO NOT CALL FOR SS;	Non-Certified
Casey Rich	Secondary; College student	Non-Certified
Steven Sayles	Any; College Student	Non-Certified
Jennifer Scholl	Any; Available after 9/14/20	Non-Certified
Morgan Stagnitta	Any; LTS beginning October 2020 for approx 12 weeks	Non-Certified
Jonathan Streeter	High School ONLY; No PE; College student avail college breaks;	Non-Certified
James Swalgin	K-5 SS ONLY;	Non-Certified
Dean Thomas	Secondary	Non-Certified
Traci Todd	SS and WP ONLY	Non-Certified
Donna Togias	Gr 6-12 ONLY	Non-Certified
Jacqueline Wagner	PreK-4; Music, Art, PE, AIS, Rdg	Non-Certified
Tanner Williams	Secondary; No Spec Educ;	Non-Certified
Zekara Williams	Elementary; Reading	Non-Certified
Anita Baldwin	School Nurse; also works 10 hrs/week at St. Pat's	Nurse
Linda Campbell	School Nurse;	Nurse
Kelly Connolly	School Nurse;	Nurse
Brandee DuBois	School Nurse and Holy Cross	Nurse
Jacquelyn Farnach	School Nurse	Nurse

Oneida City School District
August 18, 2020
Board of Education Meeting

Recommended Substitutes

Substitute Name	Area(s) to Sub	Certification
Dawn Krueger	Any;	Non-Certified
Traci Todd	School Nurse	Nurse

Oneida City School District
 Personnel Report
 August 18, 2020
 Board of Education Meeting

CLASSIFIED PERSONNEL

RECOMMENDED CLASSIFIED PROBATIONARY APPOINTMENT

NAME	TITLE	LOCATION	PAYRATE	EFFECTIVE DATE
Sara Arnston	Custodian Part Time – 2 hours/day	DO	\$13.42 per hour	7/1/20
Brenda Grunwald	Teacher Aide – Mon.-Fri. Full Time – 5.5 hours/day	DV	\$11.80 per hour	9/1/20
Jody McNichol	Teacher Aide Part Time – 2 hours/day	SS	\$11.80 per hour	9/1/20
Karen Snyder	Teacher Aide Part Time – 2 hours/day	NB	\$11.80 per hour	9/1/20

RECOMMENDED CLASSIFIED RETIREMENT

NAME	TITLE	LOCATION	EFFECTIVE DATE
Robin Farr	Teacher Aide	NB	8/21/21

RECOMMENDED CLASSIFIED TRANSFER

NAME	TITLE	LOCATION FROM	LOCATION TO	EFFECTIVE DATE
Susan Loper	Teacher Aide	DV 6 hours/day	DV - Library 6 hours/day	9/1/20
Kim Dwyer	Teacher Aide	DV 6 hours/day	DV – 1:1 6 hours/day	9/1/20
Cheryl Ano	Teacher Aide	DV 6 hours/day	NB - Library 6 hours/day	9/1/20
Alicia Elberson	Teacher Aide	NB 6 hours/day	NB – 1:1 6 hours/day	9/1/20
Robin Farr	Teacher Aide	NB 6 hours/day	NB – 1:1 6 hours/day	9/1/20
Patricia Miles	Teacher Aide	OSMS 6 hours/day	SS - Library 6 hours/day	9/1/20
Mary White	Teacher Aide	WP 6 hours/day	WP - Library 6 hours/day	9/1/20
Theresa Conklin	Teacher Aide	WP 6 hours/day	WP - UPK 6 hours/day	9/1/20

Oneida City School District
 Personnel Report
 August 18, 2020
 Board of Education Meeting

CLASSIFIED PERSONNEL

NAME	TITLE	LOCATION FROM	LOCATION TO	EFFECTIVE DATE
Amy Brodock	Teacher Aide	WP 6 hours/day	WP - UPK 6 hours/day	9/1/20
Laurie Cochran-Garbry	Teacher Aide	DV 6 hours/day	WP – 12:1:1 6 hours/day	9/1/20
Danette Allen	Teacher Aide	WP 6 hours/day	WP – 12:1:1 6 hours/day	9/1/20
Susan Hartley	Teacher Aide	DV 6 hours/day	WP – 12:1:1 6 hours/day	9/1/20
Stephanie Plantz	Teacher Aide	WP 6 hours/day	WP – 1:1 6 hours/day	9/1/20
Dava Seifert	Teacher Aide	WP 6 hours/day	WP –1:1 6 hours/day	9/1/20
Ashley Philo	Teacher Aide	WP 6 hours/day	WP –1:1 6 hours/day	9/1/20
Dawn Reising	Teacher Aide	SS 6 hours/day	WP –1:1 6 hours/day	9/1/20
Jodi Swayze	Teacher Aide	WP 6 hours/day	WP –1:1 6 hours/day	9/1/20
Teresa Rice	Teacher Aide	NB 6 hours/day	OSMS - Library 6 hours/day	9/1/20
Andrea Cowan	Teacher Aide	WP 6 hours/day	OSMS – 12:1:1 6 hours/day	9/1/20
Jessica Wagner	Teacher Aide	NB 3 hours/day	OSMS – 1:1 6 hours/day	9/1/20
Jodie Gardner	Teacher Aide	OSMS 6 hours/day	OSMS – 1:1 6 hours/day	9/1/20
Rhonda Bernert	Teacher Aide	OSMS 6 hours/day	HS – 1:1 6 hours/day	9/1/20
Colleen Kahler	Teacher Aide	DV 5.5 hours/day	DV 5.5 hours/day	9/1/20
Michelle Cyphert	Teacher Aide	SS 5.5 hours/day	DV 5.5 hours/day	9/1/20
Melissa Peebles	Teacher Aide	DV 3.5 hours/day	DV – 15:1 5.5 hours/day	9/1/20
Amy Bishop	Teacher Aide	NB 5 hours/day	NB 5.5 hours/day	9/1/20

Oneida City School District
 Personnel Report
 August 18, 2020
 Board of Education Meeting

CLASSIFIED PERSONNEL

NAME	TITLE	LOCATION FROM	LOCATION TO	EFFECTIVE DATE
Christine Taylor	Teacher Aide	NB 5.5 hours/day	NB 5.5 hours/day	9/1/20
JoAnn Candee	Teacher Aide	NB 3.5 hours/day	NB 4 hours/day	9/1/20
Kim Friend-Griffing	Teacher Aide	SS 6 hours/day	SS 5.5 hours/day	9/1/20
Jennifer Harding	Teacher Aide	SS 3 hours/day	SS 5.5 hours/day	9/1/20
Susan Muehl	Teacher Aide	NB 3.5 hours/day	SS 4 hours/day	9/1/20
Denise Badgley	Teacher Aide	WP 6 hours/day	WP 5.5 hours/day	9/1/20
Adriane Bashaw	Teacher Aide	WP 5.5 hours/day	WP 5.5 hours/day	9/1/20
Carla Kosuda	Teacher Aide	DV 3.5 hours/day	WP 4 hours/day	9/1/20
Brenda Stevens	Teacher Aide	WP 5.5 hours/day	WP 3 hours/day & 2 hours/day	9/1/20

RECOMMENDED CLASSIFIED SUBSTITUTE APPOINTMENTS

NAME	TITLE	LOCATION	EFFECTIVE DATE
Danielle Brown	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Natalie Brown	Bus Driver, Teacher Aide	Trans. Center	9/1/20 – 6/30/21
Clement Belusar	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Jeremy Carnahan	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Joseph Ennis	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Ted Hanifin	Bus Driver	Trans. Center	9/1/20 – 6/30/21
John McDaniels	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Johnny Owens	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Carl Pynn	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Judie Stabb	Bus Driver/Monitor	Trans. Center	9/1/20 – 6/30/21
Gary Storinge	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Robert Templar	Bus Driver	Trans. Center	9/1/20 – 6/30/21

Oneida City School District
 Personnel Report
 August 18, 2020
 Board of Education Meeting

CLASSIFIED PERSONNEL

NAME	TITLE	LOCATION	EFFECTIVE DATE
Charles Welch	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Brian Wesseldine	Bus Driver	Trans. Center	9/1/20 – 6/30/21
Kathleen Clinch	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Lisa Coakley	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Theresa Conklin	Clerical	District Wide	9/1/20 – 6/30/21
Deanna DiFabio	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Sharon Dixon	Clerical	District Wide	9/1/20 – 6/30/21
Carm Endemann	Clerical	District Wide	9/1/20 – 6/30/21
Lori-Ann Hartley	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Dawn Krueger	Clerical, Custodian, Food Service Helper, Teacher Aide	District Wide	9/1/20 – 6/30/21
Rose LoMonaco	Clerical	District Wide	9/1/20 – 6/30/21
Kim Eberly	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Jennifer Knight	Clerical	District Wide	9/1/20 – 6/30/21
Lora Leddick	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Georgette Schmutz	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Marie Sicilia	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Ericka Wright	Clerical, Custodian, Food Service Helper Teacher Aide	District Wide	9/1/20 – 6/30/21
Tama Zombek	Clerical, Teacher Aide	District Wide	9/1/20 – 6/30/21
Sara Arnston	Custodian	District Wide	9/1/20 – 6/30/21
Joe Brophy	Custodian	District Wide	9/1/20 – 6/30/21
Michael Cornish	Custodian	District Wide	9/1/20 – 6/30/21
Matt Darling	Custodian	District Wide	9/1/20 – 6/30/21
Tim Finley	Custodian	District Wide	9/1/20 – 6/30/21
Bryan Reaves	Custodian	District Wide	9/1/20 – 6/30/21
Lauren Westcott	Custodian, Food Service Helper	District Wide	9/1/20 – 6/30/21
Cynthia Barker	Food Service Helper	District Wide	9/1/20 – 6/30/21
Teresa DeBrequé	Food Service Helper	District Wide	9/1/20 – 6/30/21
Debra Decker	Food Service Helper, Teacher Aide	District Wide	9/1/20 – 6/30/21
Dawn Kiser	Food Service Helper	District Wide	9/1/20 – 6/30/21
Joseph Malbouf	Food Service Helper, Teacher Aide	District Wide	9/1/20 – 6/30/21
Karen Smith	Food Service Helper	District Wide	9/1/20 – 6/30/21
Rosemarie Smith	Food Service Helper	District Wide	9/1/20 – 6/30/21
Peggy Southworth	Food Service Helper	District Wide	9/1/20 – 6/30/21
Emily Ball	Teacher Aide	District Wide	9/1/20 – 6/30/21
Alissa Barber	Teacher Aide	District Wide	9/1/20 – 6/30/21
Judy Brookins	Teacher Aide	District Wide	9/1/20 – 6/30/21
Betsy Carnevale	Teacher Aide	District Wide	9/1/20 – 6/30/21

Oneida City School District
 Personnel Report
 August 18, 2020
 Board of Education Meeting

CLASSIFIED PERSONNEL

NAME	TITLE	LOCATION	EFFECTIVE DATE
Hannah Chambers	Teacher Aide	District Wide	9/1/20 – 6/30/21
Norma Christian	Teacher Aide	District Wide	9/1/20 – 6/30/21
Susan Clark	Teacher Aide	District Wide	9/1/20 – 6/30/21
Julia Crowley	Teacher Aide	District Wide	9/1/20 – 6/30/21
Bryn Davis	Teacher Aide	District Wide	9/1/20 – 6/30/21
Madisyn Davis	Teacher Aide	District Wide	9/1/20 – 6/30/21
Bonnie Doane	Teacher Aide	District Wide	9/1/20 – 6/30/21
Gabriela Estrada	Teacher Aide	District Wide	9/1/20 – 6/30/21
Jeanne Fox	Teacher Aide	District Wide	9/1/20 – 6/30/21
Valerie Hopkins	Teacher Aide	District Wide	9/1/20 – 6/30/21
Stephanie Mahler	Teacher Aide	District Wide	9/1/20 – 6/30/21
McKayla Marshall	Teacher Aide	District Wide	9/1/20 – 6/30/21
Marteen Maxam	Teacher Aide	District Wide	9/1/20 – 6/30/21
Susan Muehl	Teacher Aide	District Wide	9/1/20 – 6/30/21
Indy Neidhart	Teacher Aide	District Wide	9/1/20 – 6/30/21
Heather Nelson	Teacher Aide	District Wide	9/1/20 – 6/30/21
Melissa Peebles	Teacher Aide	District Wide	9/1/20 – 6/30/21
Jennifer Scholl	Teacher Aide	District Wide	9/1/20 – 6/30/21
Janice Siver	Teacher Aide	District Wide	9/1/20 – 6/30/21
Elaine Smith	Teacher Aide	District Wide	9/1/20 – 6/30/21
James Swalgin	Teacher Aide	District Wide	9/1/20 – 6/30/21
Misty Sullivan	Teacher Aide	District Wide	9/1/20 – 6/30/21
Traci Todd	Teacher Aide	District Wide	9/1/20 – 6/30/21

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2021 BUS MAINTENANCE CONTRACT (FORM TC)
DATE: AUGUST 18, 2020

We are recommending approval of the attached 2020-2021 Bus Maintenance Contract (Form TC) as submitted.

RECOMMENDED ACTION

Motion to approve the 2020-2021 Bus Maintenance Contract (Form TC) as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

2/5/19/0/0/0
(SED CODE)

The State Education Department
Transportation Unit, Room 876 EBA
Albany, New York 12234

Form TC
C / / / / / / / /
Contract Number
(SED will fill in)

TRANSPORTATION CONTRACT

(Do not use for Addendums or Extensions - See Note on Reverse)

Scott Budelmann	Tele (315) 361-5520 Fax (315) 361-5595
Contact Person	
Madison-Oneida BOCES	
School District/BOCES	
P O Box 168, 4937 Spring Rd	
Street or P.O. Box	
Verona New York 13478-0168	
City State Zip Code	

- Check if applicable:**
- Special Education Pupils - Transportation required as a related service.
 - Contract will begin part way through the school year and cost \$20,000 or less.
 - One-month emergency contract- 31 Calendar Days.
 - Contract for bus maintenance only.
- Specifications include:**
- District will supply contractor with fuel.
 - Provision for attendants, escorts or monitors.
 - Clause for increasing or decreasing service.

This AGREEMENT made this 1st day of July, 2020 by and between
Oneida City School District, County of Madison, N.Y.

(Name of School District or BOCES)

party of the first part and Madison-Oneida BOCES, party of the second part.
(Contractor)

WITNESSETH. That whereas party of the first part is duly empowered (by the provisions of Section 1604, 1709, 2021, 2503, 4401 and 4402 of the Education Law) to enter into a contract for the purpose of providing transportation for children of said district for the period of service to begin

July 1st 2020 and to end June 30th 2021
Month Day Year Month Day Year

NOW, THEREFORE, the said party of the first part hereby agrees to pay to the said party of the second part the sum of \$ _____ or \$ _____ if on a per-bus, per-diem, per-mile or _____
*See Annual Cost: lump sum which is paid in 10 monthly installments through regular general fund billing (If lump sum contract) (Unit Cost)

other unit cost basis for providing such transportation on a suitable conveyance.
Total Anticipated Annual Cost \$ 160,000 (approx.)

If awarded through a request for proposals, date of request of such proposals ____ (see note on reverse)
IN WITNESS WHEREOF, The parties have set their hands the day and year above written.

<u>Oneida City School District</u> <small>(Trustee or president of board of education)</small>	<u>565 Sayles St., Oneida NY 13421</u> <small>(Party of the first part)</small>	<u>565 Sayles St., Oneida NY 13421</u> <small>(Post Office Address)</small>
<u>Madison-Oneida BOCES</u> <small>(Contractor)</small>	<u>P O Box 168, Verona NY 13478</u> <small>(Party of the second part)</small>	<u>P O Box 168, Verona NY 13478</u> <small>(Post Office Address)</small>

COMPLIANCE CERTIFICATION. I certify that this contract was awarded in accordance with the competitive bidding provisions of Section 103 of the General Municipal Law, Section 305 (14) of the Education Law, and Section 156.1(b) of Commissioner of Education Regulations, or in accordance with the request for proposals provisions of Section 305(14) of the Education law and Section 156.12 of Commissioner of Education Regulations. I also certify that this contract has been authorized by the voters in accordance with Section 1709(27) of the Education Law, and has been approved by the Superintendent of Schools in accordance with Section 3625(1) of the Education Law.

Approval Date: 7/1/2020 Filed by: _____
(Date of Superintendent's Approval) (Signature of Superintendent or Designee)

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

The party of the second part covenants with the party of the first part that in consideration of the payments hereinbefore stated and of the covenants and agreements set forth that said school children will be conveyed safely, that said duties and obligations in relation thereto pursuant to this contract will be faithfully performed, at all times exercising proper supervision over said children and that said party of the second part will abide by all reasonable rules and regulations and that the driver will be at least 21 years of age and duly licensed and that said driver will be currently approved by the chief school administrator. And the party of the second part further covenants and agrees that the vehicle shall come to a full stop before crossing the tracks of any railroad and before crossing any State highway and that it shall at all times comply with the rules and regulations of the Department of Transportation applying to such vehicles.

It is mutually agreed that this contract shall not become valid and binding upon either party thereto until the same shall be signed by the trustee or president of the board of education and the contractor. This contract or any right, title or interest therein may not be assigned by the party of the second part without the previous consent in writing of the party of the first part. This contract shall be void and of no effect unless the party of the second part shall comply with all applicable provisions of the Workman's Compensation Law in respect to employees engaged in the performance of this contract. The party of the second part will comply with the Labor Law.

"The contractor hereby consents to an audit of any and all financial records relating to this contract by the Department of Audit and Control." "The contractor further agrees to provide to the board of education, trustee(s), or the Commissioner of Education, upon request, any information relating to this contract including financial data."

State aid will be computed on account of this contract in accordance with the total sum specified. Any expenditure in excess of this total sum will not be considered in computing State aid. For school districts eligible for transportation aid, no aid shall be allowed for a period greater than 120 days prior to the filing of the contract in accordance with Section 3625 of the State Education Law.

MINIMUM STATUTORY INSURANCE REQUIREMENTS as provided in Section 370 of New York State Vehicle and Traffic Law must be complied with.

If **COMPETITIVELY BID** date of bid opening ___ Complete **BID TABULATION** below:

- | | | | | | |
|----|--------|-----------------|----|--------|-----------------|
| 1. | | | 3. | | |
| | (Name) | (Amount of Bid) | | (Name) | (Amount of Bid) |
| 2. | | | 4. | | |
| | (Name) | (Amount of Bid) | | (Name) | (Amount of Bid) |

Was contract awarded to the lowest responsible bidder? Yes No If not awarded to the lowest bidder, state reasons why. Give detailed and completed reasons on a separate sheet and attach to this contract. If no bids are received, it is necessary for the district to re-advertise.

Attach Affidavits of Publication which you can secure from the newspapers. Also, attach one printed copy of each Notice to Bidder which appeared in the papers. If detailed specifications were used, kindly forward a copy.

MULTI-YEAR CONTRACT: A separate line item shall be included in the Annual Budget and Budget Brochures. Also a footnote to that line item shall indicate: "___ year (first, second, etc.) of a ___ - year (two, three, etc.) contract, the total cost of which is \$___" (total cost of multi-year contract).

REQUEST FOR PROPOSALS: If contract was awarded through a request for proposals (RFP), submit evidence of the date of the request, the forms and instructions used in making the request, the contract specifications, all proposals received, the criteria used in evaluating the proposals, the weights assigned to each criterion, and the scores used to assess each category of the criteria, in accordance with the provisions of Section 156.12 of Commissioner of Education Regulations.

EXTENSIONS AND ADDENDUMS: An Extension of Contract (Form CE) must be filed for all extensions. Please notify the Department by letter of any additions to a contract after it has been filed with the Department. Such additions can only be made where authorized by the contract specifications.

DISTRICT	BUS #	YEAR	CHASSIS	BODY	SEATING CAPACITY	W/C
ONE	58	2010	FORD	EXPEDITION	7	
ONE	64	2010	GM	Thomas	30	
ONE	68	2013	IC	CESB	65	
ONE	69	2013	IC	CESB	65	
ONE	70	2013	IC	CESB	56	3
ONE	71	2013	IC	CESB	65	
ONE	72	2013	IC	CESB	65	
ONE	73	2013	IC	CESB	65	
ONE	74	2015	BLUEBIRD	VISION	65	
ONE	75	2015	BLUEBIRD	VISION	65	
ONE	76	2015	BLUEBIRD	VISION	59	4
ONE	77	2016	Thomas	C2	65	
ONE	78	2016	Thomas	C2	65	
ONE	79	2016	Thomas	C2	65	
ONE	80	2016	Thomas	C2	66	
ONE	81	2016	Thomas	C2	70	
ONE	82	2016	Thomas	C2	70	
ONE	83	2016	Thomas	C2	54	3
ONE	84	2008	IC	CESB	65	
ONE	85	2018	Thomas	C2	70	
ONE	86	2018	Thomas	C2	70	
ONE	87	2018	Thomas	C2	70	
ONE	88	2018	Thomas	C2	70	
ONE	89	2018	Thomas	C2	70	
ONE	90	2019	Thomas	C2	65	
ONE	91	2019	Thomas	C2	65	
ONE	92	2019	Thomas	C2	65	
ONE	93	2019	Thomas	C2	65	
ONE	94	2019	Thomas	C2	65	
ONE	95	2020	Thomas	C2	65	
ONE	96	2020	Thomas	C2	65	
ONE	97	2020	Thomas	C2	65	
ONE	98	2020	Thomas	C2	65	
ONE	99	2020	Thomas	C2	65	
ONE	100	2020	Chevy	Suburban	8	

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: POLICIES FOR APPROVAL
DATE: AUGUST 18, 2020

We are recommending approval of the following policies as submitted.

- #TBA Course Drop Date Policy
- 0031 Indemnification and Defense of School District Officers and Employees
- 5300 Internet Safety Policy
- 5301 Purpose, Use and Administration of District Digital Information Systems
- 5303 Policy on Data Security and Privacy

RECOMMENDED ACTION

Motion to approve the policies as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Policy

INSTRUCTION

8 _____

COURSE DROP DATE POLICY

The last date at which a student may drop a course is at the 10-week point for a full year (i.e. 40 week) course, OR at the 5-week point for a semester (i.e. 20 week) course. Written permission from the parent, authorization by the Building Principal and written acknowledgement by the Guidance Counselor are required. Exceptions to this policy may be authorized by the Building Principal.

guardian

Students may not drop below the required five (5) credits plus physical education.

Central School District
Adopted:

Policy

Draft 06/16/2020

0031

officers and
EMPLOYEES

GENERAL COMMITMENTS

INDEMNIFICATION AND DEFENSE OF SCHOOL DISTRICT

- I. General Provisions
 - A. Pursuant to the provisions of Sections 3023, 3028 and 3811 of the Education Law, and supplemented by the adoption of Section 18 of the Public Officers' Law, the Board of Education of the Oneida City School District recognizes that it is required to defend, indemnify and hold harmless Board members and employees joined as parties in civil actions or proceedings arising out of the exercise or performance of their duties.
 - B. This policy shall apply to all School District employees, including administrators, Board members, authorized participants in school volunteer programs, teachers and all other employees, including former Board members and employees, their estates and judicially appointed representatives.
- II. Pursuant to Education Law Section 3023, the Board of Education agrees to indemnify and defend all practice or cadet teachers, teachers, supervisors, administrative employees and authorized participants in school volunteer programs from financial loss resulting from a claim of alleged negligence or other act resulting in accidental personal injury or damage to property within the school or on the school grounds provided that:
 - A. The individual involved was acting within the scope of employment;
 - B. The individual involved provides an original or copy of the summons, complaint, process, notice, demand or pleading (hereinafter referred to as "charges") to the Board of Education within ten (10) days of the receipt of said charges.
- III. Pursuant to Section 3028 of the Education Law, the Board of Education agrees to pay attorneys fees and expenses for any teacher, authorized participant in a school volunteer program, administrator or supervisor in any civil or criminal action arising out of disciplinary action against a pupil, provided that:
 - A. The individual against whom the charges are filed was acting within the scope of his/her employment.
 - B. The individual against whom the charges are filed provides an original or copy of the charges to the Board of Education within ten (10) days of the receipt of said charges.
- IV. Pursuant to Education Law Section 3811, the Board of Education agrees to indemnify and defend all Board members, volunteers, teachers, supervisors, administrative employees, and all other employees including non-instructional employees and members

POLICY

Draft 06/16/2020
0031

GENERAL COMMITMENTS

INDEMNIFICATION AND DEFENSE OF SCHOOL DISTRICT EMPLOYEES

of committees of special education, for any action, either civil or administrative, including hearings brought before the Commissioner of Education, excepting only criminal prosecutions and actions or proceedings brought against him/her by this Board of Education, provided that:

- A. The individual was acting in good faith in the performance of his/her duties;
- B. The individual provides written notification to the Board of Education of such charges within five (5) days of receipt of said charges.

With respect to Section 3811 of the Education Law, the Board of Education further agrees that it will appoint an attorney for the individual if requested to do so by said individual within ten (10) days of receipt of the complaint; and if such appointment does not constitute a conflict of interest.

- V. Pursuant to Section 18 of the Public Officers' Law, the Board of Education agrees to indemnify and defend all Board members and employees as defined in Section I. B. hereof against any alleged act or omission arising out of the scope of any individual's employment. This provision is not available for any employee who commits an intentional wrong or acts recklessly or with willful disregard for the consequences of his/her actions. This coverage will only apply provided that:

- A. The District receives the full cooperation of the employee; and
- B. A written request and a copy or original of the charges is provided to the Board within ten (10) days of the receipt of said charges.

The District does not intend the provisions of Public Officers' Law Section 18 to be in lieu of any of the foregoing provisions relating to the Education Law, but rather intends the protection set forth under Public Officers' Law Section 18 to be a supplement to the foregoing Education Law provisions relating to the indemnification and defense of employees.

Oneida City School District

Legal Ref: NYS Education Law §§3023, 3028 and 3811; NYS Public Officers' Law §18

Adopted: _____

- I. A. Although the District recognizes the value of the internet as an educational tool, it also understands that information ~~with no redeeming social value~~ is accessible through the Internet. *that is inappropriate for minors*
- B. 1. The District has developed and will enforce this Internet Safety Policy in compliance with the Children's Internet Protection Act (CIPA) and the Neighborhood Children's Internet Protection Act (NCIPA).
2. In addition to this policy, the District maintains its ~~"Access to Networked Information Resources Policy"~~ Purpose, Use, & Administration of District Digital Information Systems policy which governs the acceptable use of the Internet by students and employees.
- II. Access to the Internet using the District's computer equipment is subject to the following restrictions:
- A. Filtering. Filtering software will be used to the extent technologically feasible to block minors' access to:
1. visual depictions that are (a) obscene, (b) child pornography, or (c) harmful to minors;¹ and
 2. Internet sites which, in the Board's determination, contain material which is "inappropriate for minors." (See item B below.)
- B. Adult access to visual depictions that may fall within paragraph A above will be blocked. However, the Superintendent or his/her designee may disable the software to enable access to blocked sites for bona fide research or other legitimate educational and lawful purposes.
- C. Matter Inappropriate for Minors. The Board will determine by resolution what Internet material is "inappropriate for minors" in the District. This determination will be based on community standards.
- D. Safety of Minors When Using Direct Electronic Communications.
1. In using the computer network and Internet, *to communicate with non-district staff* minors are not permitted to reveal personal information such as home addresses, telephone numbers, their real last names or any information which might allow someone they

¹ The terms "obscene", "child pornography", "harmful to minors," and "matter inappropriate for minors," used throughout the policy, are defined in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act (Public Law 106-554). See Appendix

are communicating with online to locate them. No minor may arrange a face-to-face meeting with someone he/she "meets" on the computer network or Internet without his/her parent's permission.

2. Before utilizing any electronic communications (including but not limited to ~~electronic mail and "chat rooms"~~) in any instructional setting, students will be taught that they must disclose to their teacher any message they receive that is inappropriate or makes them feel uncomfortable. They must also be taught that they must never agree to meet with someone they have met online without their parents' approval.

email, social media,
and messaging

E. Unauthorized Access and Other Unlawful Activities. It is a violation of this Policy to:

- a. use the District's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access;
- b. damage, disable or otherwise interfere with the operation of computers, computer systems, software or related equipment through physical action or by electronic means; and/or
- c. violate state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or any other applicable law or municipal ordinance.

F. Unauthorized Disclosure and Dissemination of Personal Identification Information Regarding Minors. Personally identifiable information concerning minors may not be disclosed or used in any way on the Internet (e.g., on the District's web page or otherwise) without the permission of a parent or guardian. If a student is 18 or over, the permission may also come from the student himself/herself.

III. Regulations and Dissemination. The Superintendent is authorized to develop and implement regulations consistent with this policy. The Superintendent will also be responsible for disseminating the policy and associated regulations to school personnel and students.

INTERNET SAFETY POLICY

Appendix A

Generally speaking, "obscenity" is defined as any work that an average person (applying contemporary community standards) would find, taken as a whole, appeals to a prurient interest. The work also must depict or describe, in a patently offensive way, sexual conduct as specifically defined in state law. Moreover, the work, taken as a whole, has to lack serious literary, artistic, political or scientific value (See 18 U.S.C. §1460 and the cases interpreting that statute.)

"Child pornography" is defined as:

...any visual depiction, including a photograph, film, video, picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical or other means, of sexually explicit conduct, where (a) the production of visual depiction involves the use of a minor [someone under the age of 18] engaging in sexually explicit conduct; (b) such visual depiction is or appears to be, of a minor engaging in sexually explicit conduct; (c) such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or (d) such visual depiction is advertised, promoted, presented, described or distributed in such manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct. (18 U.S.C. §2256(8)).

The phrase "harmful to minors" is defined as:

... any picture, image, graphic image, file, or other visual depiction that (a) taken as whole and with respect to minors [defined here as anyone under the age of 17], appeals to a prurient interest in nudity, sex or excretion; (b) depicts, describes, or presents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (Public Law 106-554, §1703(b)(2).)

The phrase "matter/material inappropriate for minors" must be defined by a determination by the Board applying local community standards. (Public Law 106-554, §1732(1)(2).)

=====
Oneida City School District
Legal Ref: The Children's Internet Protection Act (NCIPA); The Neighborhood Children's Internet Protection Act (NCIPA) (Public Law 106-554)
Adopted: 12/11/01
Revised: 09/14/10, 07/06/18

SUPPORT OPERATIONS 5301

PURPOSE, USE AND ADMINISTRATION OF
DISTRICT DIGITAL INFORMATION SYSTEMS

I. Scope of Policy

A. Digital information systems are important to achieving the District's educational goals and conducting business operations in an efficient manner. The Board's goal is to provide students and staff with digital technology tools that are appropriate to support the District's instructional goals and operational needs, consistent with a wise use of the District's financial resources.

B. When used in this Policy, the term "digital information systems" includes computers of any size and form factor (including smartphones and tablets), network servers, routers, cables, interactive boards, video conferencing equipment, switches, and software that is owned, leased, or licensed by the District, or that the District has the use of through a cooperative educational services agreement (CoSer), and that is used to create, modify, store, or transmit information in a digitized form.

C: letter Ø from page 5.

D. This Policy applies to the use of all District-managed devices, including mobile devices such as laptop computers and digital tablets, whether the equipment is used by staff, students, or members of the public. References to District-managed devices shall include devices owned by the District and devices that may continue to be owned by the BOCES but are assigned to the District for use within the District under District supervision.

E. This Policy also applies to the use of digital devices that are not District-managed devices but are used to access and connect to the District's network, whether the device is owned or used by a staff member, student, or member of the public.

F. Anyone who uses any part of the District's digital information systems is expected to comply with the standards of use set forth in this Policy, whether that person is a staff member (employees and volunteers), student, contractor, or member of the public (including parents and community members).

G. In addition to the standards set forth in this Policy for use of the District's digital information systems, users of those systems must comply with all other board adopted policies and related regulations, including but not limited to, the Code of Conduct, the Internet Safety Policy, and the Equal Opportunity and Nondiscrimination Policy.

II. District Accountability for Use of Digital Information Systems

A. The Board recognizes the District's responsibility to monitor the use of its digital information assets to ensure that those assets are used for their intended purposes, and

Deleted: insure

PURPOSE, USE AND ADMINISTRATION OF
DISTRICT DIGITAL INFORMATION SYSTEMS

that the use of those assets does not expose the District to unnecessary risk. The Superintendent shall develop protocols that will identify possible misuse of District digital assets.

Users who engage in inappropriate use of the digital information systems may have their access rights modified or revoked, or be subject to discipline consistent with the District's Code of Conduct and applicable laws and collective bargaining agreements.

Moved (insertion) (1)

Deleted: O. Users

B. The District reserves the right to inspect the contents of any digital files, folders, images, or other digital information created, modified, stored, or transmitted using the District's digital information assets.

1. While the district acknowledges the only information that should be created, modified, stored, or transmitted using the District's digital information systems is information that is necessary to or supportive of the District's education program or business operations, there may be incidental personal use of the digital information system. Individuals do not have an expectation of personal privacy in any information created, stored, or transmitted by the individual using the District's digital information systems. This includes any passwords to an individual's personal internet accounts that the individual chooses to store on the District's digital information systems.

2. The Superintendent shall ensure that staff, students, and the public are periodically advised that any information created, modified, stored, or transmitted using the District's digital information systems may be examined by the District for such reasons as to ensure that the systems are being properly used, or to comply with obligations under laws such as the Freedom of Information Law (FOIL), the Family Educational Rights and Privacy Act (FERPA), and litigation discovery procedures.

Deleted: i

Deleted: i

C. The District is not responsible for the quality, availability, accuracy, nature, or reliability of Internet service beyond the point at which the District's digital information systems connect to the Internet. Not all information found on the Internet is accurate or reliable, and each user is responsible for verifying the integrity and authenticity of information that the user finds on the Internet.

D. The District maintains its digital information systems for the sole purpose of delivering its educational program and conducting its business operations, and the digital information system shall not be deemed to be a public forum or limited public forum.

III. Responsible Use of Digital Information Systems

Deleted: i

A. Instructional and non-instructional staff are provided with access to the District's digital information systems for the purpose of performing their work duties. Use of the systems for any other purpose may be classified as unacceptable work performance, and may be subject to counseling or discipline consistent with applicable laws and collective bargaining agreements. ~~Limited~~ Incidental personal use for such purposes as brief communication with family members may be acceptable, but staff-members should keep in mind that any data created by personal use remains subject to review by the District.

B. Students are provided with access to the District's digital information systems for the purpose of completing instructional assignments under the guidance of a teacher. Use of the systems in a manner that does not comply with the standards in this Policy or another Policy, or guidance issued by the Superintendent or other administrator or teacher, may result in disciplinary action consistent with the District's Code of Conduct.

C. Members of the public may access the District's digital information systems to support a child's education (e.g., Parent Portal to access grades), to communicate with staff, or for personal reasons (e.g., WiFi access while in the school building). The Superintendent, in consultation with the Administrator for Technology and Special Programs, shall ensure ~~develop and implement procedures and protocols so~~ that members of the public are reasonably advised of their responsibility to adhere to the standards set forth in this and other Board Policies, and are reasonably advised that information created, modified, stored, or transmitted through the District's digital information systems is not considered private, except to the extent explicitly provided by law.

D. Users of the District's Digital Information Systems must not engage in the following.

1. A user may not access the systems with any password other than the password given to the user by the authorized District staff member.
2. A user may not disclose the user's assigned password to anyone except a District staff member authorized to have access to that user's password.
3. A user may not use, download or install any program, app, content, or other software that has not been approved for installation or use by the District.
4. A user may not circumvent, or attempt to circumvent, any computer security measure implemented by the District or required by any service provider or program as a condition for using a service or program.
5. A user may not download, create, or distribute a virus, Trojan horse, adware, or other malware, or add files to or delete files that change the function or operation of the digital information systems.

6. Users may not deploy or install wireless access points.

E. Users must understand and respect the capacity of the digital information systems and the need to accommodate other users. Therefore, users shall not engage in activities that use a disproportionate share of the system's assets, such as creating or disseminating commercial advertising, political fundraising, mass mailings (unless pre-approved school-related purposes), or playing online games that have not been incorporated into course material.

F. Users must respect the rights of other individuals regarding content those individuals have created. A user cannot download or use content in violation of copyright laws, including music, movies, artwork, photographs, and programs.

G. Users may not access, upload, download, or distribute pornographic material, obscene material, or sexually explicit material.

H. Users may not create or distribute information that is disrespectful of other persons or groups, or that is illegal, defamatory, abusive, intimidating, harassing, or bullying, or the creation or distribution of which is illegal.

I. ~~Users may not participate in chat rooms, instant messaging, or e-mail that is not specifically permitted by a staff member as a legitimate school-related purpose.~~

~~J. Users may not send or display unsolicited non-educational related messages or Pictures to students and may not use any electronic communication method with students that does not create a permanent record, such as SnapChat and similar applications.~~

~~L. Users may not access the internal components of a computer or other device, except as instructed by an authorized member of the District's instructional technology staff or other technical consultants.~~

~~K. Users may not access, or "hack into," other user accounts or files or directories that the user is not authorized to access.~~

~~L. Users may not use the District's digital information systems to conduct business transactions not related to their school responsibilities, or to perform work on behalf of any non-school organization.~~

~~M. Users may not engage in any activity using the District's digital information systems that violates any local, State, or federal law.~~

~~N. Users may not use any device to record, transmit or post photos or video of a person without their knowledge or consent. Images, videos, and audio files recorded at~~

Deleted: J

Deleted: K

Deleted: L

Deleted: M

Deleted: N

Moved up [1]: O. Users who engage in inappropriate use of the digital information systems may have their access rights modified or revoked, or be subject to discipline consistent with the District's Code of Conduct and applicable laws and collective bargaining agreements.
MOVE 'O' SECTION TO A PURPOSE, USE AND ADMINISTRATION OF

Deleted: District's Code of Conduct and applicable collective bargaining agreements.
MOVE 'O' SECTION TO A PURPOSE, USE AND ADMINISTRATION OF DISTRICT DIGITAL INFORMATION SYSTEMS

Deleted: P

school may not transmit or posted at any time, without the expressed permission of a District faculty member.

Deleted: ted

O. Users may not engage in more than incidental personal use of the digital information systems. Incidental use shall include use that does not interfere with the legitimate educational purposes of the digital information systems and does not involve significant amounts of time for personal use.

> move to page 1

IV. Physical Environment and Security

A. The physical assets that are incorporated into the District's digital information systems (hardware) are both valuable and vulnerable. To the extent feasible in existing facilities, network servers and other critical infrastructure shall be installed in physical locations that provide appropriate ventilation, electrical supply, and an absence of potential risks (e.g., water leaks). Future facility plans shall include consideration of proper physical spaces to house digital network infrastructure.

B. The Superintendent, in consultation with the Administrator for Technology and Special Programs, ~~shall adopt a protocol for limiting~~ will limit access to spaces housing network servers and other critical infrastructure, and for logging the identity of those accessing those spaces and the dates of access.

C. If a District-managed mobile device is assigned to a student or staff member for their dedicated use, a record shall be made identifying the device, the person to whom it is assigned, the date of the assignment, and the date of the expected return of the device. All devices shall be returned to the Administrator for Technology and Special Programs no later than June 30 of each school year, upon resignation, termination, or withdrawal, unless prior arrangements have been made with the IT Department.

Deleted: withdrawl

D. A staff member or student may take possession of an assigned device only after providing the ~~Administrator for Technology and Special Programs~~ the Superintendent or designee with a written agreement acknowledging the following conditions with respect to the device and any related equipment provided with the device:

1. Use of the device must conform to the standards of responsible use set forth in this Policy, and all other applicable District policies and rules, whether the device is connected to the District's digital information systems or not;
2. The device remains the property of the District, and must be returned to the District at the designated time or when the user ceases to be affiliated with the District, if earlier;
3. The user will take reasonable care to protect the device from damage due to dropping or other physical shock, inclement weather, spillage of food or other substances, and other physical dangers;

PURPOSE, USE AND ADMINISTRATION OF

3536914.1 4/27/2020

DISTRICT DIGITAL INFORMATION SYSTEMS

4. The user will lock the device using the assigned password, will not share that password with anyone other than an authorized District employee or designee, and will not allow any other person to use the device;
5. The software installed on the device is owned by or licensed to the District, and the user may not copy or alter the installed software; the user will not install or download any software, program, application, or executable code onto the device that is not approved by an authorized District employee or designee;
6. The user acknowledges that the device may be equipped with software installed by the District to protect the device from damage from viruses or other malware, which may prevent the user from installing software or making other changes to the device, and the user agrees not to attempt to remove, neutralize, or circumvent this security measure;
7. The District retains the right to examine the device and its contents, and may do so remotely, and the user has no expectation of privacy in any information created, modified, stored, or transmitted with the device and reserves the right to remove access on the network; and
8. If a District device is damaged through the gross negligence of the user, the user will be responsible for compensating the District for the damage.

Where the user is a student, the acknowledgement shall be signed by both the student and a parent or person in parental relation. The Superintendent or designee may make alternative arrangements where parental signatures cannot be obtained if in the best interest of the student.

V. User Access Rights

- A. The District shall assign each user rights to access only those assets of the digital information systems, and only those data fields, files, or elements that are appropriate to the user's status and, where applicable, job responsibilities.
- B. The District shall periodically review the roster of users and their assigned access rights, and make adjustments to reflect any changes in circumstances.
- C. Users shall be required to use passwords that meet acceptable industry standards ~~established by the Superintendent, in consultation with the Administrator for Technology and Special Programs, and to change passwords periodically.~~
- D. ~~The Superintendent, in consultation with the Administrator for Technology and Special Programs, is authorized to develop and adopt procedures and protocols for~~
PURPOSE, USE AND ADMINISTRATION OF

3538914.1 4/27/2020

DISTRICT DIGITAL INFORMATION SYSTEMS

~~assigning, reviewing, and removing user access rights, including the use of passwords. These procedures and protocols shall include procedures for removing users from the roster when an individual is no longer affiliated with the District.~~

VI. Mitigation of Business Interruption Risk

A. ~~The District~~ Superintendent or designee shall create, periodically review, and update as necessary, a disaster recovery plan that provides a reasonably specific roadmap to responsible District personnel of the steps to follow in responding to, and recovering from, a disaster related interruption of the operation of the District's digital information systems. The plan shall be responsive to such extraordinary events as flood, storm, electrical grid failure, system component failure, and cyber intrusion.

B. As part of the disaster recovery plan, the District shall create, periodically review, and update as necessary, a plan for routine backup of the information stored in the District's digital information systems. The backup plan shall balance cost and administrative effort with the potential consequences of losing particular data elements. The importance of individual data elements or databases to the continued operation of the District shall be prioritized and backup schedules set accordingly.

~~C. The Superintendent, in consultation with the Administrator for Technology and Special Programs, is authorized to develop and implement the procedures and protocols for disaster recovery and information backups. The Board shall be briefed on the status of these plans at least annually.~~

VII. Email Component of Digital Information Systems

A. All references in this Policy to the use of District digital information systems include the use of those systems for the composing, sending, receipt, and storage of email. The District's reserved right to access and inspect information stored on or passing through its systems applies to email messages and related metadata. The standards of responsible use set forth above apply to email.

~~B. Use of Email By Staff Members~~

~~1. Staff members are provided with credentials to access and use the District's email domain (@oneidaesd.org or ocsdny.org) to send and receive workrelated emails. As noted above, those emails are not confidential or private.~~

~~The District may review those emails for any reasonable business purpose, including to insure compliance with this and other Policies, and with other applicable laws and regulations. The District may be required to disclose emails to third parties pursuant to FOIL, FERPA, or other legal requirements.~~

PURPOSE, USE AND ADMINISTRATION OF

3536914.1 4/27/2020

DISTRICT DIGITAL INFORMATION SYSTEMS

~~Employees shall not conduct personal business using the District's email address.~~

~~2. Staff members must use the District's email domain to send and receive all work-related messages. If a staff member uses a personal email account to send or receive a work-related message, the staff member may be required to provide access to the personal email account in order to comply with FOIL, FERPA, or another legal requirement.~~

~~3. If a staff member stores personal email or passwords to personal email accounts, on the District's digital information systems, that information will be available to the District.~~

~~4. Each email is a business document. Consistent with the standards for responsible use set forth above, all email should be businesslike, appropriate to the business purpose, and respectful of the recipients. Staff members must keep in mind that every email is subject to public disclosure under FOIL.~~

~~5. Emails that contain personally identifiable student information may be classified as education records under FERPA. Staff members should use discretion when communicating personally identifiable student information to anyone through email. Disclosure of personally identifiable student information to other staff members should be limited to those staff members who work with the student.~~

C. Use of Email by Students

~~1. Use of the District's email domain by students is permitted when assigned by a teacher as part of a class requirement, project, or unit.~~

~~2. Students may not access their personal email accounts (such as Yahoo!, MSN, personal Gmail, etc.) through a District-owned machine.~~

~~3. The District's email domain is filtered and can be monitored by school staff. Students do not have an expectation of privacy when using the District's email domain.~~

VIII. Personally-Owned Devices Connected to the District's Digital Information Systems

A. In general, the District will not allow connection of personally-owned devices to the District's Digital information systems, except that individuals may connect to publicly available wi-fi on their personal devices. the District is exposed to several additional risks, such as the risk that malware will infiltrate the District's system from a non-secure device; the risk that confidential student information will migrate to the device, which might then be lost or stolen; and the risk that records relating to

3536914.1 4/27/2020

District business will be stored on the device, and the District will be legally obligated to produce those records in response to a FOIL request or litigation.

B. Where exceptions are made and devices not owned or managed by the District are allowed to access the District's digital information systems, employees connecting non-District managed devices shall be required to accept certain requirements.

The Superintendent, in consultation with the Administrator for Technology and Special Programs, shall develop and implement procedures and protocols for authorizing devices not managed by the District to be connected to the District's digital information systems. Devices shall not be connected to the District's systems unless the user of the device agrees to the terms determined by the Superintendent to be appropriate and necessary to mitigate the foreseeable risks. Those terms shall include, but not be limited to:

1. The user acknowledges familiarity with this Policy and other relevant Policies, and agrees that the use of the District's digital information systems through the device will comply with the standards of responsible use and other requirements in the Policies;
2. The user agrees to give the District access to the memory of the device when the District has a business reason to retrieve data or documents, including the need to respond to a FOIL request, a request for education records under FERPA, or a litigation disclosure requirement, or a review to confirm compliance with the standards of responsible use;
3. The user agrees that no data with identifiable student data will be copied or otherwise stored in personal "cloud" accounts such as Dropbox, Box, OneDrive, icloud, google drive, etc.;
4. The user agrees that District-related communications will be sent and received as email when practicable, and that text messaging will only be used to relay non-essential information;
5. In the event that the device is lost, stolen, or missing for more than 48 hours, the user will immediately notify the Administrator for Technology and Special Programs, and will cooperate with all District efforts to recover or reconstruct District-related information that was stored on the device;
6. The user acknowledges that if the device is used to access the internet through the District's digital information systems then that access will be filtered in accordance with the District's Internet Safety Policy;
7. The user agrees that all system updates and all application updates will be installed within a reasonable time of being available, and agrees that anti-virus

Deleted: <#>When devices not owned or managed by the District access the District's digital <#>information systems, the District is exposed to several additional risks, such as the <#>risk that malware will infiltrate the District's system from a non-secure device; the <#> <#> <#>PURPOSE, USE AND ADMINISTRATION OF <#>DISTRICT DIGITAL INFORMATION SYSTEMS <#> <#>risk that confidential student information will migrate to the device, which might then <#>be lost or stolen; and the risk that records relating to District business will be stored <#>on the device, and the District will be legally obligated to produce those records in <#>response to a FOIL request or litigation. To mitigate these risks, employees <#>connecting non-District managed devices to the District's digital information systems <#>shall be required to accept certain requirements. <#>

Deleted: PURPOSE, USE AND ADMINISTRATION OF DISTRICT DIGITAL INFORMATION SYSTEMS

software will be installed on the device, activated, and updated where applicable;

8. The user agrees that the District will not be responsible for any damage that occurs to any component of the device, including processors, memory, video displays, WiFi or Bluetooth circuitry, or programs as a result of being connected to and operating on the District's digital information systems; and

9. The user agrees that failure to abide by the terms of use will be sufficient reason for the District to block the device from further access to the District's digital information systems.

C. The use of non-District managed devices by students on school property shall be subject to rules and protocols approved by the Superintendent after consultation with building principals and teachers.

XI. Start-Up Screen Notice

The following message will appear on all workstations during start-up:
"Your use of this work station implies that you have read, understand and agree to abide by the ~~Acceptable Use Policy for Network and Internet Access~~ Purpose, Use, & Administration of District Digital Information Systems policy of the Oneida City School District."

Oneida City School District
Cross Ref: 0015, Equal Opportunity and Prohibition of Discrimination and Harassment Including Sexual Harassment
1005, Code of Conduct
5300, Internet Safety Policy
 , Data Privacy and Security Policy
Adopted 09/14/10
Revised: 07/06/18, 03/12/19

~~Deleted: IX. Student Data Security and Parental Consent
REMOVE AND MOVE TO FERPA POLICY AND MAKE
2-D COMPLIANT~~

~~A. The creation, modification, storage, and transmission of personally identifiable student information using the District's digital information systems must comply with the requirements of federal and State law.~~

~~1. Usernames and passwords assigned to or created for students will generally be considered personally identifiable student information.~~

~~2. Personally identifiable student information may not be provided to third party contractors (including online or "cloud" services) without determining that any online Terms of Service or other online agreement complies with federal and state laws.~~

~~B. The standard procedure in the District shall be to provide each student with access to the District's digital information systems unless student violates the District rules for the use of those systems or the District is notified in writing (including email) by a student's parent or person in parental relation that the student is not to be given access to those systems. At the time of enrollment and the beginning of each school year, a student's parent or person in parental relation shall be notified of this Policy, the importance of online access to contemporary education methods, and how to inform the District that their student is not to be given access to the District's digital information systems.~~

~~PURPOSE, USE AND ADMINISTRATION OF
DISTRICT DIGITAL INFORMATION SYSTEMS~~

~~X. Data Security Awareness Training
District staff shall be provided with instruction concerning the requirements of applicable laws and this Policy, and the importance of following best practices to protect the security of information stored in the District's digital information systems.~~

SUBJECT: POLICY ON DATA SECURITY AND PRIVACY

The Board of Education is committed to maintaining the privacy and security of student data and teacher and principal data and will follow all applicable laws and regulations for the handling and storage of this data in the District and when disclosing or releasing Personally Identifiable Information ("PII") to others. The Board adopts this policy to implement the requirements of Education Law § 2-d and its implementing regulations.

Parent and Student Rights Under State and Federal Law

This Policy shall include all protections given to parents/persons in parental relationship and students pursuant all State and federal laws that protect student data, including but not limited to Board policies implementing the Family Educational Rights in Privacy Act and the Americans with Disabilities Act. *Any reference to parent in this policy will include a parent and anyone in parental relationships.*

Parents Bill of Rights

The Superintendent, or designee, shall publish a Parents Bill of Rights in an appropriate location on the District's website which shall inform parents:

- (1) A student's personally identifiable information cannot be sold or released for any commercial purposes;
- (2) Parents have the right to inspect and review the complete contents of their child's education record, and the process for requesting such review;
- (3) State and federal laws protect the confidentiality of personally identifiable information, and safeguards associated with industry standards and best practices, including but not limited to, encryption, firewalls, and password protection, must be in place when data is stored or transferred;
- (4) A complete list of all student data elements collected by New York State is available for public review on the State's website, including link to that information, or by writing to the address and individual designated by the State including the contact information; and
- (5) Parents have the right to have complaints about possible breaches of student data addressed, and the process for making such complaints. Complaints should be directed to the Data Protection Officer, with contact information.

Use and Disclosure of Personally Identifiable Data

As part of its commitment to maintaining the privacy and security of student data and teacher and principal data, the District will take steps to minimize its collection, processing, and transmission of PII. Every use and disclosure of personally identifiable information by the educational agency shall benefit students and the educational agency (e.g., improve academic achievement, empower parents and students with information, and/or advance efficient and effective school operations).

No personally identifiable information may be included in public reports or other documents, unless otherwise authorized by law.

Nothing in Education Law § 2-d or this policy should be construed as limiting the administrative use of student data or teacher or principal data by a person acting exclusively in the person's capacity as an employee of the District.

Chief Privacy Officer

The District will comply with its obligation to report breaches or unauthorized releases of student data or teacher or principal data to the Chief Privacy Officer in accordance with Education Law § 2-d, its implementing regulations, and this policy.

Data Protection Officer

The Board of Education shall designate a Data Protection Officer who shall be responsible for the implementation and oversight of this policy and any related procedures including those required by Education Law § 2-d and its implementing regulations. The Data Protection Officer will also serve as the main point of contact for data privacy and security for the District.

The Superintendent shall ensure that the Data Protection Officer has the appropriate knowledge, training, and experience to administer these functions. The Data Protection Officer may perform these functions in addition to other job responsibilities.

District Data Privacy and Security Standards

The District will use the National Institute for Standards and Technology Framework for Improving Critical Infrastructure Cybersecurity (Version 1.1) ("Framework") as the standard for its data privacy and security program.

Third-Party Contractors

Any and all contracts between the District and third-party contractors, under which a contractor will receive student data or teacher or principal data, shall include provisions requiring that the contractor maintain the confidentiality of shared student data or teacher or principal data in accordance with law, regulation, and District policy.

In addition, the District will ensure that the contract or written agreement includes a signed copy of the Parents Bill of Rights and the contractor's data privacy and security plan, in compliance with Part 121 of the Commissioner's regulations and that has been accepted by the District.

The District will publish on its website a supplement to the Bill of Rights for any contract or other written agreement it has entered with a third-party contractor that will receive PII from the District. The Bill of Rights and supplemental information may be redacted to the extent necessary to safeguard the privacy and/or security of the District's data and/or technology infrastructure.

Agreements subject to this policy include any agreement created in electronic form and signed with an electronic or digital signature or a click wrap agreement that is used with software licenses, downloaded and/or online applications and transactions for educational technologies and other technologies in which a user must agree to terms and conditions prior to using the product or service.

Reporting a Breach or Unauthorized Release

The Superintendent or designee will report every discovery or report of a breach or unauthorized release of student data or teacher or principal data within the District to the Chief Privacy Officer without unreasonable delay, but no more than ten calendar days after the discovery.

Annual Data Privacy and Security Training

The Superintendent or designee shall ensure that annual data privacy and security awareness training is provided the District's officers and staff with access to PII. This training will include, but not be limited to, training on the applicable laws and regulations that protect PII and how staff can comply with these laws and regulations. This training may be delivered using online training tools. Additionally, this training may be included as part of the training that the District already offers to its workforce.

New York State Technology Law and Information Security Breach and Notification Act

In addition, the District shall maintain digital information in a manner that is consistent with §208 of the New York State Technology Law. School and the in compliance with the Information Security Breach and Notification Act

Should there be a breach of the District's electronic data, which includes unauthorized acquisition or acquisition without valid authorization of computerized data which compromises the security confidentiality, or integrity of personal information maintained by the District, and does not include good faith acquisition of personal information by an employee or agent of the District for the purposes of the agency is not a breach of the security of the system, provided that the private information is not used or subject to unauthorized disclosure, the District shall provide the following notifications in addition to those required above, when it has been determined that there has been, or it is reasonably believed to have been a breach:

- A. The District will notify the affected individual. Such notice shall be directly provided to the affected persons by one of the following methods:
 1. written notice;
 2. electronic notice, provided that the person to whom notice is required has expressly consented to receiving said notice in electronic form; a log of each such notification shall be kept by the District;
 3. telephone notification; a log of each such notification shall be kept by the District;
 4. substitute notice, under qualifying circumstances. Substitute notice shall consist of all of the following:
 - e-mail notice when the District has an e-mail address for the subject persons;
 - conspicuous posting of the notice on the District's web site page, if the District maintains one; and
 - notification to major statewide media.
 -
- B. The notice must include the District's contact information, a description of the categories of information that were, or are reasonably believed to have been,

acquired by a person without valid authorization, including specification of which elements of private information were, or are reasonably believed to have been, so acquired.

C. Notification may be delayed if a law enforcement agency determines that such notification impedes a criminal investigation. The notification required shall be made after such law enforcement agency determines that such notification does not comprise such investigation.

IV. When notification is necessary, the District will also notify the following agencies as to the timing, content and distribution of the notices and approximate number of affected persons:

A. NYS Attorney General

B. NYS Office of Cyber Security & Critical Infrastructure Coordination

C. Consumer Protection Board

D. Consumer Reporting Agencies (ONLY if more than 5,000 New York State residents are notified at one time.)

Notification of Policy

This policy will be published on the District's website and a copy shall be given to all officers and staff.

Education Law § 2-d
General Business Law §899-aa
Technology Law §208
8 NYCRR Part 121

Adoption Date

(Board Policies 7240, 7241)

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR APPROVAL: JUST MERCY
DATE: AUGUST 18, 2020

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

Title: Just Mercy: A True Story of the Fight for Justice
Publisher: Random House
Copyright: 2019;
To Be Used By: Grades 9H Book Club (10 copies)
\$15.89 per book

RECOMMENDED ACTION

Motion to approve the textbook: Just Mercy as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

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

Title: <i>Just Mercy: A True Story of the Fight for Justice, Adapted for Young Adults</i>	Copies Needed: 10
---	-------------------

Author or Editor: Bryan Stevenson	Publisher: Random House
-----------------------------------	-------------------------

Copyright Date: 2019	Latest Revision Date: N/A	Price: \$15.89
----------------------	---------------------------	----------------

To be used by	Eng. 9H Book Clubs	Level Pupils in Grade	25
---------------	--------------------	-----------------------	----

Readability Review	Reviewer: Perma-Bound
Reading level: 7.5	
Of these Pupils <u>0</u> are estimated to be reading one or more grade levels below this level.	
Recommendations for use: Gr. 6 and above for content <u>Gr. 8 and above</u> for text complexity	




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

Reviewer: <u>Marie Bamberger</u>	Representing <u>ELA</u> Department/Committee
----------------------------------	--

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

How will this text be used?
Just Mercy presents timely social issues of race and the justice system, applicable to today's society, which will reinforce other areas of the ninth grade curriculum such as the article of the week and the research paper. This text will be offered as one of the choices for our social/cultural issues book club and will serve to include the non-fiction genre. It has: high interest and appeal, readability, lasting themes, and mature concepts applicable to a middle/high school audience.

	Recommended	
	(Approved)	

III. Recommendation and Approval Routing	Yes	No	Signature	Date
Department Chairperson	x		Thomas L. Kirkpatrick	6/9/20
Principal				
Curriculum Coordinator	x			6/11/20
Superintendent	x			6/11/2020

Score Card for Textbooks:

A. Content and Method	Excellent	Good	Fair	Poor	None	N/A
1. Contribution to Intelligent Thinking	x					
2. Appeals to Pupils	x					
3. Relation to Course of Study	x					
4. Organization (check each item)						
a. Table of Contents	x					
b. Arrangement	x					
c. Development of Ideas	x					
d. Paragraph & Sentence Structure		x				
e. Chapter & Marginal Ideas	x					
f. Summaries						x
g. Provision for Reviews						x
h. Drills and Tests						x
i. Aids						x
j. Suggestions to Teachers and Pupils						x
k. Index						x
l. Bibliography						x
m. Appendix						x
5. Style of Writing	x					
6. Vocabulary		x				
7. Charts, maps, tables are accurate and clear						x
8. Questions: Factual						x
Inductive						x
Interpretive						x
B. Physical Features						
1. General Attractiveness	x					
2. Size of Book	x					
3. Paper						x
4. Type						x
5. Binding: Durability	x					
Color and Design	x					
6. Illustrations & Captions						x
7. Book Lies Flat When Open						x

Score Card for Textbooks

C. Teacher's Edition	Not Available	Yes	No
1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections?			
2. Are directions provided for the teacher in terms of overall aims and objectives?			
3. Are references listed for teachers in such a manner as to be of maximum use?			
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?			
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?			
6. Are appropriate testing materials available to the teacher for an adequate standard program?			
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?			
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?			

D. Other Information

1. How does text fit into a sequential development of this subject in grades below and above?
It meets the NYS CC State Standards

2. How closely does this text follow Oneida curriculum? _____
It meets the NYS CC state standards

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

3. Name and author of current text: N/A	
Publisher:	Copyright Date:
Adoption Date:	Number of Copies on Hand

4. What advantage does this text have over current text? N/A

5. Reaction of professional textbook reviews: See attached reviews.

Starred Review for Kirkus Reviews

"Each of us is more than the worst thing we've ever done," proclaims Stevenson's adaptation for younger audiences of his 2014 *New York Times* bestseller, a deeply moving collage of true stories dedicated to transforming the U.S. criminal justice system. The story begins in 1983, when 23-year-old Stevenson, a Harvard Law intern, found the moral resolve to join the pro bono defense team of a capital punishment case in Georgia. Throughout his journey, he highlights numerous cases that demonstrate unfair policies

and practices throughout our criminal justice system. These examples form an incisive critique of mass incarceration resulting from state and federal policy changes in the late 20th century. He continues to lead the Alabama-headquartered Equal Justice Initiative, whose mission it is to protect basic human rights for the most vulnerable. Stevenson argues that, "The true measure of our character is how we treat the poor, the disfavored, the accused, the incarcerated, and the condemned." These important stories put a human face on statistics and trends and give us tested strategies to reverse the oppressive consequences of racial and economic injustice in our country. This inspiring book will ignite compassion in young readers and show connections between the history of slavery, Reconstruction, and the present day. This is required reading, embracing the ideals that "we all need mercy, we all need justice, and—perhaps—we all need some measure of unmerited grace."

Starred Review ALA Booklist

Starred Review Stevenson brought the topic of mass incarceration to the forefront in his critically acclaimed, Carnegie Award winning *Just Mercy* (2014). In this adaptation for young people, Stevenson once again describes the difficult work he's faced as a lawyer and founder of the Equal Justice Initiative, based in Mobile, Alabama. As he focuses on the case of Walter McMillian, a poor African American man wrongfully convicted of capital murder, he brings to light alarming racial and socioeconomic disparities in the criminal-justice system, particularly the overwhelming number of poor and black prisoners without adequate legal representation and on death row. The author also weaves in stories of mistreated prisoners with mental illness, female prisoners abused by male guards, and other atrocities. The stories that will resonate most with adolescent readers, however, are those of teens, even as young as 13 and 14, sentenced to life in prison in adult facilities. While calling out needs for prison reform, Stevenson asks readers to consider a just mercy for the prisoners mentioned in the book and those like them. A just mercy would see prisoners as human beings, taking into consideration their often trauma-filled backgrounds, realistic sentences for young teens, and rehabilitative services upon release, among other changes. Classrooms and book groups will find plenty to discuss and debate. Compassionate and compelling, Stevenson's narrative is also unforgettable.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR APPROVAL: IT'S TREVOR NOAH
DATE: AUGUST 18, 2020

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

Title: It's Trevor Noah: Born a Crime: Stories From a South African Childhood
Publisher: Penguin Random House
Copyright: 2019;
To Be Used By: Grades 9H Book Club (10 copies)
\$14.19 per book

RECOMMENDED ACTION

Motion to approve the textbook: It's Trevor Noah as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

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

Title: <i>It's Trevor Noah: Born a Crime: Stories From a South African Childhood Adapted for Young Readers</i>	Copies Needed: 10
--	-------------------

Author or Editor: Trevor Noah	Publisher: Penguin Random House
-------------------------------	---------------------------------

Copyright Date: 2019	Latest Revision Date: N/A	Price: \$14.19
----------------------	---------------------------	----------------

To be used by	Eng 9H book club	Level Pupils in Grade	25
---------------	------------------	-----------------------	----

Readability Review	Reviewer: Perma-bound
Reading level: 5.6	
Of these Pupils <u>0</u> are estimated to be reading one or more grade levels below this level.	
Recommendations for use: Gr. 7 and above for content <u>Gr. 5 and above for text complexity</u>	

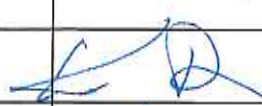
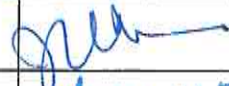
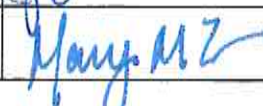
II. Selector Review (See also pages 2 &3)

Reviewer: <u>Marie Bamberger</u>	Representing <u>ELA</u> Department/Committee
----------------------------------	--

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

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

	Recommended	
	(Approved)	

III. Recommendation and Approval Routing	Yes	No	Signature	Date
Department Chairperson	x		Thomas L. Kirkpatrick	6/9/20
Principal				
Curriculum Coordinator	x			6/11/20
Superintendent	x			6/11/2020

Score Card for Textbooks

A. Content and Method	Excellent	Good	Fair	Poor	None	N/A
1. Contribution to Intelligent Thinking	x					
2. Appeals to Pupils	x					
3. Relation to Course of Study	x					
4. Organization (check each item)						
a. Table of Contents	x					
b. Arrangement	x					
c. Development of Ideas	x					
d. Paragraph & Sentence Structure		x				
e. Chapter & Marginal Ideas		x				
f. Summaries						x
g. Provision for Reviews						x
h. Drills and Tests						x
i. Aids						x
j. Suggestions to Teachers and Pupils						x
k. Index						x
l. Bibliography						x
m. Appendix						x
5. Style of Writing	x					
6. Vocabulary		x				
7. Charts, maps, tables are accurate and clear						x
8. Questions: Factual						x
Inductive						x
Interpretive						x
B. Physical Features						
1. General Attractiveness	x					
2. Size of Book	x					
3. Paper						x
4. Type						
5. Binding: Durability	x					
Color and Design	x					
6. Illustrations & Captions						x
7. Book Lies Flat When Open						x

Score Card for Textbooks

C. Teacher's Edition	Not Available	Yes	No
1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections?			
2. Are directions provided for the teacher in terms of overall aims and objectives?			
3. Are references listed for teachers in such a manner as to be of maximum use?			
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?			
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?			
6. Are appropriate testing materials available to the teacher for an adequate standard program?			
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?			
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?			

D. Other Information

- How does text fit into a sequential development of this subject in grades below and above?
It meets the NYS CC State Standards
- How closely does this text follow Oneida curriculum? _____
It meets the NYS CC state standards

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

3. Name and author of current text: N/A	
Publisher:	Copyright Date:
Adoption Date:	Number of Copies on Hand

- What advantage does this text have over current text? N/A
- Reaction of professional textbook reviews: See attached reviews.

Kirkus Reviews

Noah's pre-comedian experience of growing up in a country first strictly divided and then rocked by the fall of apartheid loses some of its grit but none of its potency in this YA adaptation of his memoir for adults *Born a Crime* (2016). Indisputable evidence of his white European father and his black Xhosa mother's illegal interracial relationship, Noah spends his childhood as a perpetual outsider—too black for the white people, too white for the black people, and too mixed for everyone else. But a tenacious spirit of curiosity, an impressive mischievous streak, and an uncompromisingly independent mother shape

much of Noah's early years, and instances of struggle, danger, and bullying are attributed to political upheaval, racism, and bigotry mainly through the lens of adult hindsight. Divided into chapters of individual but interconnected childhood recollections, the book mirrors some of the ebb and flow of Noah's stand-up—strategically disjointed to fuel emotional crescendos without overlapping and diluting them. North American readers unacquainted with South African culture may encounter some different (but not wholly unfamiliar) racial dynamics—the term "colored people," for instance, has a different meaning and history than it does in the U.S.—but Noah does a thorough job of walking them through the colonial history, cultural and language idiosyncrasies, and political structures without bogging down the text, and what he doesn't fully unpack still leaves room for discussion. Startling in its honesty, humor, and humility. (historical note) (*Memoir. 13-18*)

ALA Booklist

A television host, political commentator, and comedian, Trevor Noah has a reputation for wit. In this insightful memoir, adapted from the adult volume *Born a Crime: Stories from a South African Childhood* (2016), his clever mind and grasp of languages are unveiled. Noah intersperses his life experiences with a layered look at the history of South Africa. Growing up at the end of apartheid, he was evidence of a crime as his mother was Black and his father was white, and mixed-race children were illegal and it made him an outsider. Noah grew up understanding that many aspects of his upbringing were fundamentally different: his mother raised him with an imagination and showed that there were no barriers to whatever he wanted to be. Readers will find this journey through Noah's formative years humorous and exciting. He has lived during a tumultuous time in South African history and come through it to become one of the most prominent voices in the world. An engrossing read on one of the most oppressive times in history for people of color.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR APPROVAL: HOLDING UP THE UNIVERSE
DATE: AUGUST 18, 2020

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

Title: Holding Up the Universe
Publisher: Random House
Copyright: 2018;
To Be Used By: Grades 9H Book Club (10 copies)
\$15.89 per book

RECOMMENDED ACTION

Motion to approve the textbook: Holding Up the Universe as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

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

Title: <i>Holding Up the Universe</i>	Copies Needed: 10
---------------------------------------	-------------------

Author or Editor: Jennifer Niven	Publisher: Random House
----------------------------------	-------------------------

Copyright Date:	Latest Revision Date: N/A	Price: \$15.89
-----------------	---------------------------	----------------

To be used by	Eng. 9H Book Clubs	Level Pupils in Grade	25
---------------	--------------------	-----------------------	----

Readability Review	Reviewer: Perma-Bound
Reading level: 4.9	
Of these Pupils <u>0</u> are estimated to be reading one or more grade levels below this level.	
Recommendations for use: <u> </u> Gr. <u> </u> and above for content <u> </u> Gr. <u> </u> and above for text complexity <u> </u>	


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

Reviewer: <u>Marie Bamberger</u>	Representing <u>ELA</u> Department/Committee
----------------------------------	--

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

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

	Recommended	
	(Approved)	

III. <u>Recommendation and Approval Routing</u>	Yes	No	Signature	Date
Department Chairperson	x		Thomas L. Kirkpatrick	6/9/20
Principal				
Curriculum Coordinator	x			6/11/20
Superintendent	x			6/16/2020
Board of Education				

Score Card for Textbooks

A. Content and Method	Excellent	Good	Fair	Poor	None	N/A
1. Contribution to Intelligent Thinking	x					
2. Appeals to Pupils	x					
3. Relation to Course of Study	x					
4. Organization (check each item)						
a. Table of Contents						x
b. Arrangement	x					
c. Development of Ideas	x					
d. Paragraph & Sentence Structure		x				
e. Chapter & Marginal Ideas		x				
f. Summaries						x
g. Provision for Reviews						x
h. Drills and Tests						x
i. Aids						x
j. Suggestions to Teachers and Pupils						x
k. Index						x
l. Bibliography						x
m. Appendix						x
5. Style of Writing	x					
6. Vocabulary		x				
7. Charts, maps, tables are accurate and clear						x
8. Questions: Factual						x
Inductive						x
Interpretive						x
B. Physical Features						
1. General Attractiveness	x					
2. Size of Book	x					
3. Paper						x
4. Type						x
5. Binding: Durability	x					
Color and Design	x					
6. Illustrations & Captions						x
7. Book Lies Flat When Open						x

Score Card for Textbooks

C. Teacher's Edition	Not Available	Yes	No
1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections?			
2. Are directions provided for the teacher in terms of overall aims and objectives?			
3. Are references listed for teachers in such a manner as to be of maximum use?			
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?			
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?			
6. Are appropriate testing materials available to the teacher for an adequate standard program?			
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?			
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?			

D. Other Information

1. How does text fit into a sequential development of this subject in grades below and above?
It meets the NYS CC State Standards
2. How closely does this text follow Oneida curriculum? _____
It meets the NYS CC state standards

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

3. Name and author of current text: N/A	
Publisher:	Copyright Date:
Adoption Date:	Number of Copies on Hand

4. What advantage does this text have over current text? N/A
5. Reaction of professional textbook reviews: See attached reviews.

School Library Journal Starred Review

Gr 9 Up&12; Libby Strout is used to being alone. After her mother's unexpected death, she had eaten her grief away to the point of morbid obesity. Her trials and challenges with this issue turned her into a social media spectacle and forced her into seclusion. Now she is entering high school after years of homeschooling and a medical surgery that helped her go from 600 to 300 pounds. Jack Masselin is the resident bad boy and part of the "in" crowd, but his behavior is all a facade to cover up a big secret. Jack

has prosopagnosia, a neurological condition that causes facial blindness. He uses identifiers such as hairstyles and voice recognition and has mastered the art of keeping people at bay so as not to betray his disability. Libby's and Jack's worlds eventually collide after a bullying incident and poor judgment, which places them both in after-school detention. As their friendship grows, they learn what truth and honesty are all about. Libby's unique presence and drive to be herself permeate this poignant story. Jack, who is biracial, transcends the popular pretty boy trope. Both are complex, nuanced protagonists. Written in short chapters of alternating perspectives, this is a thoughtful exploration of identity and self-acceptance, with commentary on overcoming adversities that will hit close to home. The work also examines anxiety, mixed-race marriages, and LGBTQ issues. VERDICT Niven's approach to hard-hitting subjects will speak to the intellectual teen crowd, including fans of Niven's previous work, Emery Lord's *The Start of Me and You*, and Nicola Yoon's *Everything, Everything*. &12; Sabrina Carnesi, Crittenden Middle School, Newport News, VA

Voice of Youth Advocates

Three years after Libby Strout was named "America's Fattest Teen" and was airlifted out of her house, she is ready to start her junior year of high school and put her infamous past behind her. She is determined to make up for lost time and to be the girl who can do anything if only her classmates will see her for who she is instead of just seeing her size. Jack Masselin is one of the cool, popular kids who seem to have everything easy, but Jack is hiding a big secret that could jeopardize his entire school life. Jack has a disorder called prosopagnosia, an inability to recognize faces. Each morning that he wakes up, his family and friends are strangers to him. Relying on hair styles (that can change) and personality traits to identify his family and friends is getting harder to do as Jack gets older. When Libby is the victim of a cruel joke and Jack is the reluctant perpetrator, they are both sent to group counseling where they learn that they are not as alone as they thought. Told in chapters alternating Libby and Jack's points of view, *Holding Up the Universe* is a thoughtful story of friendship and love. Both Libby and Jack are vulnerable, flawed characters who find peace when they find the strength to be honest with themselves and their loved ones, and when they find each other. This is a worthy addition to any young adult collection; the story is engaging and difficult to put down.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2021 DISTRICT COMPREHENSIVE IMPROVEMENT PLAN (DCIP)
DATE: AUGUST 18, 2020

We are recommending approval of the 2020-2021 District Comprehensive Improvement Plan (DCIP) as submitted.

RECOMMENDED ACTION

Motion to approve the 2020-2021 District Comprehensive Improvement Plan (DCIP) as submitted.

MOTION MADE BY _____

SECONDED BY _____

A _____ N _____



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Oneida City School District	Mary-Margaret Zehr

2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

- 1 **Increase Parent Engagement**
- 2 **Map curriculum across all grade levels**
- 3 **Increase instructional engagement**
- 4 **Decrease chronic absenteeism**
- 5 **Develop a PreK-12 SEL plan including consistent vocabulary**

Stakeholder Participation

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location	Meeting Date	Location
7/21/20	Oneida High School		
7/30/20	Oneida High School		

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP
Teachers responsible for teaching each identified subgroup	The teachers were stakeholders in the planning process. They analyzed and reflected on the data. Teachers were also surveyed.
Parents with children from each identified subgroup	The parents were stakeholders in the planning process. They analyzed and reflected on the data. Parents were also surveyed.
Secondary Schools: Students from each identified subgroup	Students participated in surveys.

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP. If the District is unable to obtain a signature from an individual, the District should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Signature
Mary-Margaret Zehr	Superintendent	
Kristin Robinson	Secondary Special Education teacher	
Stacey Tice	Assistant Principal and Athletic Director	
Amanda Larson	Middle School Principal	
Kelli Claflin	Second grade teacher and parent	
Cynthia Smith	Third grade teacher and parent	
Janet Jones	Secondary Special Educator	
Eric Coriale	Elementary Principal	
Kevin Healy	K-12 Executive Principal	
Megan Kelly	Secondary Social Studies teacher and parent	
Stephanie Neff	Community agency liaison	
Kristy Engler	First grade teacher	
Allison Ferrucci	District Administrative Assistant and parent	
Jessica Poyer	Administrator for Curriculum, Instruction, Assessment	
Matt Shene	Secondary Teacher and Parent	

Priority 1

What will the District prioritize to extend success in 2020-21?

Increase parent engagement

Why will this be prioritized?

2019 Syracuse University survey- 53% of parents agreed with a survey question (families of all backgrounds feel welcome at this school)

- Families don't feel comfortable joining current groups due to climate
- District needs to engage parents in ways that they feel comfortable
- As children age, parents don't feel the need to be included

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
---	---

Increased participation and enrollment in parent groups that results in positive assessment of climate by parents	June 2021
---	-----------

Opportunities for parent participation in schools based on parent interest and skills	June 2021
---	-----------

Emphasis on partnerships between parents and school to enhance student learning	June 2021
---	-----------

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): Syracuse University parent survey -Families of all backgrounds feel welcome at this school.	Middle of Year 2020 End of Year 2020 (optional) 53%	Middle of Year 2021 End of Year 2021 75%

Taking Action: What actions will the district do so that the success identified above will be realized?

<i>August Through January</i>		
Start	End	Action
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
<i>January Through June</i>		
Start	End	Action
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.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Flexibility in Modality</i>	<i>Many virtual options</i>	<i>all year</i>

Priority 2

What will the District prioritize to extend success in 2020-21?

Map curriculum across all grade levels

Why will this be prioritized?

Horizontal and Vertical alignment and need for common language and Survey data revealed that 79% of teachers agree that school leaders make purposeful efforts to develop a curriculum that addresses grade-level expectations and there is currently no system in place for engaging in curriculum mapping and housing curriculum maps that can be easily accessed by staff.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Current and interactive curriculum maps are updated across all grade levels and available to all staff online	June 2021
Establishing consistent and ongoing meeting times for staff to develop curriculum maps	June 2021
Common assessments for like courses	June 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): School leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school.	Middle of Year 2020 End of Year 2020 (optional) 79%	Middle of Year 2021 End of Year 2021 92%

Taking Action: What actions will the district do so that the success identified above will be realized?

August Through January		
Start	End	Action
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
January Through June		
Start	End	Action
January	June	Continue with grade-Level PLC Vertical/Horizontal Curriculum Mapping Process
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
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

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Flexibility in Modality	Many virtual options	all year

Priority 3

What will the District prioritize to extend success in 2020-21?

Increase instructional engagement

Why will this be prioritized?

70% of students report that they understand the connection between what they are learning in school and how it will be useful in college or my future career.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?

When would you expect to see this in place?

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

Spring 2021
Spring 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): Syracuse University student 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.	Middle of Year 2020 End of Year 2020 (optional) 70%	Middle of Year 2021 75% End of Year 2021 80%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

<i>August Through January</i>		
Start	End	Action
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.
<i>January Through June</i>		
Start	End	Action
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.
January	June	The District will continue to provide opportunities for collaboration with grade-level colleagues.
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.
January	June	The District professional development team will continue to solicit feedback from staff to plan engagement professional development.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Flexibility in Modality	Many virtual options	all year

Priority 4

What will the District prioritize to extend success in 2020-21?	Decrease chronic absenteeism
Why will this be prioritized?	The chronic absenteeism rates for grades 1-8 was 13.8% and grades 9-12 was 23.9% in 2018-2019.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place? June 2021
---	---

Improved attendance

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): Chronic absenteeism rates	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021
	2018-2019 Chronic Absenteeism grades 1-8-13.8%	Chronic Absenteeism grades 1-8 - 11.8%
	2018-2019 Chronic Absenteeism grades 9-12 -23.9%	Chronic Absenteeism grades 9-12- 21.9%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
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.

January Through June

Start	End	Action
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.
January	June	Continue to use Student Assistance Teams to support student needs including chronic absenteeism.
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.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Health and wellness of students and families	Be patient and flexible with families.	all year
Fear of becoming ill	Education, utilizing CDC guidance	all year
System to monitor attendance when in remote mode	Work with MORIC to create custom system	all year

Priority 5

What will the District prioritize to extend success in 2020-21?	Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary.
Why will this be prioritized?	The district currently does not have a PreK-12 social emotional learning plan.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
A plan for integrating social emotional learning in classrooms PreK-12.	June 2021
A shared vision for SEL that is pervasive with all stakeholders.	June 2021
The selection of a social emotional learning program (could be homegrown or commercial product).	June 2021
A deep understanding, by all stakeholders, of the Social Emotional Learning standards.	June 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): Syracuse University parent survey question-	Middle of Year 2020	Middle of Year 2021
Adults at this school treat all students with respect.	End of Year 2020 (optional) 61%	End of Year 2021 80%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
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

January Through June		
Start	End	Action
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)
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 2021	June 2021	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

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Flexibility in Modality	Many virtual options	all year

Submission Assurances

Submission Assurances

Directions: Place an "X" in the box next to each item prior to submission.

1. **X** The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. **X** As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. **NA due to COVID June 22, 2020 email-** The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4. **X** The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. **X** Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. **X** The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
7. **X** A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
8. **X** Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2021 NORTH BROAD SCEP
DATE: AUGUST 18, 2020

We are recommending approval of the 2020-2021 North Broad School Comprehensive Education Plan as submitted.

RECOMMENDED ACTION

Motion to approve the 2020-2021 North Broad SCEP as submitted.

MOTION MADE BY _____

SECONDED BY _____

A_____ N_____

**North Broad Street SCEP
2020-2021**

	Attendance	Instruction	Social-Emotional Learning	Curriculum	Bullying Education (Parent Survey)
17-18 Baseline	17.4% of students chronically absent	Math MIP: 87.5 (school goal 89.5)	N/A	ELA MIP: 81.7 (school goal 74.5)	N/A
18-19 Baseline	11.3% of students chronically absent	Math MIP: 130.9 (school goal 94.1)	N/A	ELA MIP: 116.4 (school goal 79.7)	57% of parents agree/strongly agree to the question, "My student has not experienced bullying at school in the last year."
19-20 Baseline	11.3% of students chronically absent	Math MIP: 130.9 (school goal 94.1)	Spring 2020 staff survey question B4 in the School Leadership domain, 73% agree/strongly agree: <i>"School leaders use a variety of strategies to build consensus within the school community around school decisions critical to school vision and goals."</i>	ELA MIP: 116.4 (school goal 79.7)	Spring 2020 parent survey question C1, 44% of parents reported sometimes, regularly, or daily to the question, "During this school year, how often has your child been bullied?"
2021 Mid-Year Goal	9.9% of students chronically absent	STAR Universal Math Screening: 78% proficiency for grades 3-5	80% of staff agree/strongly agree to the survey question above	STAR Universal Reading Screening: 62% proficiency average for grades 3-5	35% or less of parents will report sometimes, regularly, or daily to the survey question above.
2021 EOY Goal	9.9% of students chronically absent	Math MIP: 132	85% of staff agree/strongly agree to the survey question above	ELA MIP: 121.6	30% or less of parents will report sometimes, regularly, or daily to the survey question above.
Action Steps	Attendance incentives/ weekly drawings Monthly attendance letters Review of attendance during data meetings, tiered responses system Communication about attendance via newsletters Supporting "Students with Disabilities" subgroup for increased chronic absenteeism rates	Instructional coaching/PD from Jody Popple focused on small group differentiation within workshop model Data meetings to review math progress/growth Interventions/probes to monitor AIS progress Monthly PLC grade-level meetings Monthly NB PLC workshop meetings	Creating SEL vision Create SEL implementation timeline Identification of key priorities for SEL Review NYS SEL standards and PreK-12 curricular framework Identification and review of resources/programs Communication planning for SEL with staff, parents, students and community	**3-5** Bi-monthly PLC grade-level meetings Mapping reading curriculum for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr. Alignment of reading assessments Report card calibration Utilization of ASCD Activate for professional development resources/collaboration	Year-long focus on manners (rude, conflict, bullying behaviors) Communication of behavior types with specific examples to parents Including "behavior drills" through SEL instruction Creation of building-wide behavior plan to include expectations, response to behavior, positive supports, and consequences Integration of rude, conflict and bullying behaviors into monthly PTO virtual read alouds



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21

School Comprehensive Education Plan (SCEP)

District	School Name	Principal	Grades Served
Oneida City School District	North Broad Street Elementary	Eric A. Coriale	K-5

Accountability Data

2018-19 Accountability Data

CSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the “All Students” subgroup based on the 2018-19 school-level data for the accountability indicators below. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

TSI Schools: In the space below, provide the levels (e.g. 1-4) that the school received for the subgroup(s) identified as TSI based on the 2018-19 school-level data for the accountability indicators below. Add additional rows if the school has more than two identified subgroups. Schools only need to complete the chart for the grade levels for which they have been identified (e.g. 7-12 schools identified for just Elementary and Middle can leave the HS indicator chart blank).

Elementary and Middle Indicators

Subgroup	Composite Performance Achievement Level	Student Growth Level	Combined Composite and Student Growth Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level (Rounded Down)	Chronic Absenteeism Level
All Students	3	1	2	N/A	3	3

HS Indicators

Subgroup	Composite Performance Achievement Level	Average of 4-, 5-, and 6-year Graduation Rate Levels	Combined Composite Performance Achievement and Graduation Rate Level	English Language Proficiency Level	Average ELA and Math Academic Progress Level	Chronic Absenteeism Level	College, Career, Civic Readiness (CCCR) Level
N/A							

Stakeholder Participation

Stakeholder Participation

Background

The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at:

<http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-for-meaningful-stakeholder-participation.pdf>.

Required Steps

There are five distinct steps involved with developing the SCEP:

1. Reviewing multiple sources of feedback regarding data, practices, and resources to identify inequities, needs and root causes
2. Determining priorities and goals based on the needs identified
3. Identifying an evidence-based intervention
4. Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified
5. Identifying a plan to communicate the priorities with different stakeholders

Meeting Dates

Use the space below to identify the meeting dates when specific steps occurred by marking an “X” in the columns to the right. Add additional rows when necessary.

Meeting Date	Step 1: Reviewing multiple sources of feedback to identify inequities, needs and root causes	Step 2: Determining priorities and goals based on the needs identified	Step 3: Identifying an evidence-based intervention	Step 4: Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	Step 5: Identifying a plan to communicate the priorities with different stakeholders
6/22/20	X				
6/24/20	X	X	X	X	X
6/26/20	X	X	X	X	X
6/29/20		X		X	
7/2020-TBD				X	X

Stakeholder Participation

TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the SCEP, their relationship with the school, and the dates in which they participated. The dates should match the dates identified in the Meeting Date table completed previously.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE SCEP. If the school is unable to obtain a signature from an individual, the school should write "Addendum attached" and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached" next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Dates Involved (enter m/dd in the space below and mark an X for each date the individual attended)					Electronic Signature
		6/22	6/24	6/26	6/29		
Heidi Rush	Teacher	X	X		X		Heidi Rush
Colleen Jones	Teacher	X	X	X	X		Colleen Jones
Angeline Sayles	Teacher	X	X		X		Angeline Sayles
Kelli Claflin	Teacher	X	X		X		Kelli Claflin
Amy Bishop	Teacher Aide/Parent	X	X		X		Amy Bishop
Christine Taylor	Teacher Aide/Parent	X	X		X		Christine Taylor
Christine Hawthorne	Teacher	X	X		X		Christine Hawthorne
Lori Collea	Counselor	X	X		X		Lori Collea
Grace Bradley	Teacher	X	X		X		Grace Bradley
Shannon Terrier	Teacher	X	X		X		Shannon Terrier
Melinda Phoenix-Heart	Teacher	X	X		X		Melinda Phoenix-Heart
Heather Tallman	Teacher	X	X	X	X		Heather Tallman
Eric Coriale	Principal	X	X	X	X		Eric Coriale
Jessica Poyer	Admin. for Instruction, Curriculum and Assessment	X	X				Jessica Poyer
Jennifer Peters	Parent			X			Jennifer Peters
Jessica Kirley	Parent			X			Jessica Kirley
Frank Milana	Parent			X			Frank Milana
Nicholas Fedchenko	Parent			X			Nicholas Fedchenko

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at:

<http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses:** What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

State-Supported Evidence Based Strategy

If "X" is marked above, provide responses to the prompts below to identify the strategy and the goal(s) it will support:

Strategy Identified	Instructional Coaching
SCEP Goal(s) this strategy will support	Goal #2

Clearinghouse-Identified

If "X" is marked above, provide responses to the prompts below to identify the strategy, the goal(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Strategy Identified	
SCEP Goal(s) this strategy will support	
Clearinghouse used and corresponding rating	
<input type="checkbox"/>	What Works Clearinghouse
	<input type="checkbox"/> Rating: Meets WWC Standards Without Reservations
	<input type="checkbox"/> Rating: Meets WWC Standards With Reservations
<input type="checkbox"/>	Social Programs That Work
	<input type="checkbox"/> Rating: Top Tier
	<input type="checkbox"/> Rating: Near Top Tier
<input type="checkbox"/>	Blueprints for Healthy Youth Development
	<input type="checkbox"/> Rating: Model Plus
	<input type="checkbox"/> Rating: Model
	<input type="checkbox"/> Rating: Promising

Evidence-based Intervention

School-Identified

If "X" is marked above, complete the prompts below to identify the strategy, the goal(s) it will support, and the research that supports this as an evidence-based intervention.

Strategy Identified	
SCEP Goal(s) this strategy will support	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)	

Tenet 1 or Tenet 2 Goal

Tenet 1 or Tenet 2 Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART (Specific, Measurable, Attainable, Relevant, and Timely) Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
Tenet 1: Systems/ Organization	1D	By June 2021, the North Broad Street Elementary Chronic Absentee percentage will be reduced from 11.3% (2019 percent) to 9.9% (NYS 2021 Measure of Interim Progress).	EOY Data 2019 school year: 11.3%

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
The school needs more clearly defined intervention steps to support families and students with poor attendance.	All students/SWD
Before the extended school closure, there was an increase in absences due to news about increased concerns regarding public health.	All students
Students with disabilities have a 17% chronic absentee rate possibly due to lack of clearly defined individualized goals and expectations for attendance with this subgroup of students.	SWD
There has been significant improvement with chronic absenteeism, however the school can still delve deeper into data analysis and root causes in order to target the most effective strategies for at risk students.	All students

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 20	August 20	The Building Leadership Team will be charged with the creation of weekly attendance incentives for students in collaboration with local businesses for donations. Additionally, this team will create certificates, communication, and procedures for attendance initiative for the school year. This framework will be built upon the 2019-2020 incentive program which reduced our chronic absenteeism rate significantly.
August 20	August 20	The Building Leadership Team will develop a system/protocols for attendance benchmarks to review at each data meeting throughout the school year. These will focus on 5, 10, 15, and 20 day absence benchmarks and include phone calls, parent meetings, home visits, individual student plans, connection to outside resources, etc. A system for celebration of individual student improvement will be developed. The clearly defined intervention steps will include: All Students Daily Absences: Daily automated phone call, monthly attendance letter 5 Absences: Tier 1 Supports, Phone call from classroom teacher and/or counselor to outline classroom level plan for attendance. 10 Absences: Tier 2 Supports, Phone call and meeting with classroom teacher, counselor, parent, student and principal to develop a detailed individualized plan for the student, including daily check-in and monitoring of student attendance. Connecting parents/students with internal and external agencies that provide support as needed. 15+ Absences: Tier 3 Supports, Phone call and meeting with classroom teacher, counselor, parent, student and principal to develop a detailed individualized plan for the student, including daily check-in and monitoring of student attendance. Connecting parents with internal and external agencies that provide support as needed. Identify staff who will act as a mentor for individual student.
September 20	September 20	Welcome back student assembly will celebrate previous year attendance improvements and kickoff this school year incentive/goal. This assembly will be streamed and/or recorded for parents
September 20	September 20	Building communication to parents/families will celebrate previous attendance improvements and focus on the goal for this school year, how parents can help, and the importance of good attendance on academic performance.
September 20	September 20	Data Team: review of 2018-2019, 2019-2020 chronic absentee data and identification of students who were chronically absent and/or borderline chronically absent. Students identified will be put "on watch" and reviewed at each subsequent data meeting.

Tenet 1 or Tenet 2 Goal

September 20	September 20	Student subgroup "Students with Disabilities" reflects a 17.2 % chronic absentee rate. As such, the special education teacher will implement an attendance tracking system targeting this subgroup of students.
September 20	September 20	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
October 20	October 20	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
October 20	October 20	Data Team: review of previously identified chronically absent students and development of plans for each, as needed (5, 10, 15+ benchmark plans). Students previously identified as concerns with marked improvement will be celebrated with phone calls, letters, and meetings between classroom teachers, counselors, principal, students and/or parents. Students who are new attendance concerns will be identified and a plan will be created for each, using the previously identified benchmark system. A review of "SWD" subgroup will be conducted during this data meeting and individual plans will be created when/if needed. Students with prolonged concerns will be discussed during building Student Assistance Team (SAT) meetings so individual plans can be put in place.
October 20	October 20	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
October 20	October 20	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
November 20	November 20	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
November 20	November 20	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
November 20	November 20	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
December 20	December 20	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
December 20	December 20	Data Team: review of previously identified chronically absent students and development of plans for each, as needed (5, 10, 15+ benchmark plans). Students previously identified as concerns with marked improvement will be celebrated with phone calls, letters, and meetings between classroom teachers, counselors, principal, students and/or parents. Students who are new attendance concerns will be identified and a plan will be created for each, using the previously identified benchmark system. A review of "SWD" subgroup will be conducted during this data meeting and individual plans will be created when/if needed. Students with prolonged concerns will be discussed during building Student Assistance Team (SAT) meetings so individual plans can be put in place.
December 20	December 20	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
December 20	December 20	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
--------------------	----------------------------

Tenet 1 or Tenet 2 Goal

New York State SIRS Attendance Report	By January 2021, the North Broad Street Elementary Chronic Absentee percentage will be reduced from 11.3% (2019 percent) to 9.9% or less.

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target
N/A		

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address the root causes identified above? *(add additional rows as needed)*

Start	End	Action
January 21	January 21	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
January 21	January 21	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
January 21	January 21	The Building Leadership Team will review mid-year progress and data and determine successes and/or adjustments necessary to our plan based on most current trends.
February 21	February 21	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
February 21	February 21	Data Team: review of previously identified chronically absent students and development of plans for each, as needed (5, 10, 15+ benchmark plans). Students previously identified as concerns with marked improvement will be celebrated with phone calls, letters, and meetings between classroom teachers, counselors, principal, students and/or parents. Students who are new attendance concerns will be identified and a plan will be created for each, using the previously identified benchmark system. A review of "SWD" subgroup will be conducted during this data meeting and individual plans will be created when/if needed. Students with prolonged concerns will be discussed during building Student Assistance Team (SAT) meetings so individual plans can be put in place.
February 21	February 21	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
February 21	February 21	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
March 21	March 21	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
March 21	March 21	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.

Tenet 1 or Tenet 2 Goal

March 21	March 21	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
April 21	April 21	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
April 21	April 21	Data Team: review of previously identified chronically absent students and development of plans for each, as needed (5, 10, 15+ benchmark plans). Students previously identified as concerns with marked improvement will be celebrated with phone calls, letters, and meetings between classroom teachers, counselors, principal, students and/or parents. Students who are new attendance concerns will be identified and a plan will be created for each, using the previously identified benchmark system. A review of "SWD" subgroup will be conducted during this data meeting and individual plans will be created when/if needed. Students with prolonged concerns will be discussed during building Student Assistance Team (SAT) meetings so individual plans can be put in place.
April 21	April 21	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
April 21	April 21	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
May 21	May 21	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
May 21	May 21	Data Team: review of previously identified chronically absent students and development of plans for each, as needed (5, 10, 15+ benchmark plans). Students previously identified as concerns with marked improvement will be celebrated with phone calls, letters, and meetings between classroom teachers, counselors, principal, students and/or parents. Students who are new attendance concerns will be identified and a plan will be created for each, using the previously identified benchmark system. A review of "SWD" subgroup will be conducted during this data meeting and individual plans will be created when/if needed. Students with prolonged concerns will be discussed during building Student Assistance Team (SAT) meetings so individual plans can be put in place.
May 21	May 21	Parent communication (print and electronic) will include an update on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
May 21	May 21	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
June 21	June 21	Monthly attendance letters/graphs will be sent home to parents for each student on the first Friday of the month. This letter now includes comparison to grade-level peers, excused/unexcused absences, tardies, and early dismissals. Each student who is considered "chronically absent" will also receive an attachment to the letter indicating this with a plan for improvement. Students with marked improvement in comparison to previous school years will also receive an attachment, celebrating this success. A daily phone call will be sent to students when they are absent.
June 21	June 21	Parent communication (print and electronic) will include an final status on building progress toward chronic absenteeism goals and strategies for families to ensure students remain in good attendance standing.
June 21	June 21	The Building Leadership Team will review current data and determine successes and/or adjustments necessary to our plan based on most current trends.
June 21	June 21	Student celebration of attendance achievement will be determined by the Building Leadership team and may include school assemblies, incentives, and/or celebrations.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
It is difficult to monitor student attendance through remote learning.	Once given guidance from NYS for reopening, we will be able to adapt our systems to monitor chronic absenteeism.	August 2020

Tenet 1 or Tenet 2 Goal

Tenet 3 or Tenet 4 Goal

Tenet 3 or Tenet 4 Goal

DTSDE Pillar	DTSDE Sub-Pillar (If applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
Tenet 4: Instruction	4C	By June 2021, the North Broad Street Elementary School will meet or exceed a MIP of 132 (exceeding the 2022-2023 NYS long-term MIP) through skillful adaptation/differentiation, instructional coaching, and differentiated professional development focused on math workshop implementation.	EOY Math MIP 2019 school year: 130.9

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Previous low participation on New York State Mathematics Assessment, lower number of students having two consecutive years to show growth due to increased opt-out movements in the Central New York region.	All students, 3-5
Recent implementation of math workshop has yielded great gains in student performance, however more time with this structure will continue to show improvement in growth as well.	All students, 3-5
Student growth is still an area of focus. Increasing teachers' toolbox/resources in differentiating through professional development and coaching in the workshop model will help to ensure increases in individual student growth in math.	Math teachers, K-5
The teachers have not received training on differentiating instruction using the Math Modules and will receive this during the upcoming school year with our consultant instructional math coach who will provide differentiated professional development, monitoring and support for this practice.	Math teachers, K-5

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 20	August 20	Math AIS Systems: Math interventionists will review prioritized standards for each grade level, and determine appropriate probes for each priority standard for students not reaching benchmarks as outlined in the District AIS/RtI plan. Review of student skill deficit from previous year to determine appropriate groupings and Tier prior to September. Additionally, the math interventionist will participate in professional learning opportunities and/or engage with professional text aligned to math workshops, data collection, and supporting students with gaps in mathematics foundational skills.
August 20	August 20	Grade Level PLC: Classroom teachers and math interventionists will establish structures for grade-level PLC (norms, meeting agendas, etc.), review work identified gaps from previous grade level teachers and and 3-5 assessed standards, and align New York State Math Modules to math workshop structures (particularly at the intermediate level where the workshop model looks differently than in primary grades).
September 20	September 20	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades 4 and 5 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
September 20	September 20	Data Meeting: Each classroom and AIS teacher will bring a completed data analysis sheet and formative and summative classroom data to the meeting. The focus of our meeting will be on student needs, trends in standards, and instructional supports. A review of the pacing guide and standards progression will determine if teachers are on track to meeting the scheduled dates for completion of each module.

Tenet 3 or Tenet 4 Goal

September 20	September 20	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
September 20	September 20	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
September 20	September 20	Math AIS Data Review: Each student receiving AIS/Rtl support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.
October 20	October 20	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades 2 and 3 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
October 20	October 20	Data Meeting: Each classroom and AIS teacher will bring a completed data analysis sheet and formative and summative classroom data to the meeting. The focus of our meeting will be on student needs, trends in standards, and instructional supports. A review of the pacing guide and standards progression will determine if teachers are on track to meeting the scheduled dates for completion of each module.
October 20	October 20	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
October 20	October 20	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
October 20	October 20	Math AIS Data Review: Each student receiving AIS/Rtl support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.
November 20	November 20	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades K and 1 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
November 20	November 20	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
November 20	November 20	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
November 20	November 20	Math AIS Data Review: Each student receiving AIS/Rtl support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.
December 20	December 20	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades 4 and 5 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
December 20	December 20	Data Meeting: Each classroom and AIS teacher will bring a completed data analysis sheet and formative and summative classroom data to the meeting. The focus of our meeting will be on student needs, trends in standards, and instructional supports. A review of the pacing guide and standards progression will determine if teachers are on track to meeting the scheduled dates for completion of each module.
December 20	December 20	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on

Tenet 3 or Tenet 4 Goal

		student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
December 20	December 20	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
December 20	December 20	Math AIS Data Review: Each student receiving AIS/RtI support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.

Data Source	January 2021 Target
STAR Universal Math Screening, 1/20	78% proficiency for grades 3-5 (this is on track to meet the identified MIP)

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. **(This is required for Tenet 3 and Tenet 4 goals.)**

Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.

Data Source	January 2020 Performance	January 2021 Target
STAR Universal Math Screening	75% proficiency for grades 3-5	78% proficiency for grades 3-5

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the **second half of the year** to address the root causes identified above? *(add additional rows as needed)*

Start	End	Action
January 21	January 21	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades 2 and 3 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
January 21	January 21	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
January 21	January 21	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
January 21	January 21	Math AIS Data Review: Each student receiving AIS/RtI support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.

Tenet 3 or Tenet 4 Goal

February 21	February 21	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades K and 1 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
February 21	February 21	Data Meeting: Each classroom and AIS teacher will bring a completed data analysis sheet and formative and summative classroom data to the meeting. The focus of our meeting will be on student needs, trends in standards, and instructional supports. A review of the pacing guide and standards progression will determine if teachers are on track to meeting the scheduled dates for completion of each module.
February 21	February 21	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
February 21	February 21	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
February 21	February 21	Math AIS Data Review: Each student receiving AIS/Rtl support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.
March 21	March 21	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades 4 and 5 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
March 21	March 21	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
March 21	March 21	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
March 21	March 21	Math AIS Data Review: Each student receiving AIS/Rtl support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.
April 21	April 21	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades 2 and 3 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
April 21	April 21	Data Meeting: Each classroom and AIS teacher will bring a completed data analysis sheet and formative and summative classroom data to the meeting. The focus of our meeting will be on student needs, trends in standards, and instructional supports. A review of the pacing guide and standards progression will determine if teachers are on track to meeting the scheduled dates for completion of each module.
April 21	April 21	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
April 21	April 21	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
April 21	April 21	Math AIS Data Review: Each student receiving AIS/Rtl support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.
May 21	May 21	Instructional Coaching/Professional Development: Instructional Coach, Jody Popple from Madison Oneida BOCES, will collaborate with teachers in grades K and 1 to provide customized instructional coaching and professional development in the area of math workshop alignment to New York State

Tenet 3 or Tenet 4 Goal

		Modules, student math engagement, and/or differentiation of small group instruction to increase individual student growth. Previous to the meeting, the instructional coach will meet with teachers and conduct a needs-inventory to plan specific modeling, instructional feedback/walkthrough, and/or professional development.
May 21	May 21	Grade-Level PLC Meetings (Math Assessment and Pacing Guide): Each grade level will meet monthly to review assessment trend data from mid-module and end-of-module assessments. The team will review the data and utilize the module pacing guide to determine necessary adjustments based on student needs. Additionally, the team will review the next module assessment, and utilizing previously created prioritized New York State Next Generation Math Standards, will review, align, and adjust each assessment to match shifts in standards.
May 21	May 21	Grade-Level PLC Meetings (Differentiation of Small Groups): Each grade level will meet monthly and will collaborate to create differentiated learning opportunities for small-group instruction.
May 21	May 21	Math AIS Data Review: Each student receiving AIS/RtI support for math will be monitored after each progress-monitoring period. This data will be shared with the building principal and classroom teacher.
June 21	June 21	Review of systems and data with math interventions and instructional coach to determine appropriate planning and professional development for the 2021-2022 school year.
June 21	June 21	Each grade level, after creating class lists, will communicate to the next year's teachers about student academic needs, progress, and individual needs specific to math instruction.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Access to devices/Internet	District purchase devices for families	August 2020
Virtual Materials	Determining appropriate resources to utilize in online environment (i.e. Zearn)	August 2020
Expectations guide for students/parents	Developing an elementary guide for students and parents to guide online/virtual learning	August 2020

School-Selected Tenet Goal

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
Tenet 2: School Leadership	2C	By June 2021, the North Broad Street Elementary School will increase the percentage of staff who agree/strongly agree to the survey question B4 about school leadership alignment to vision/goals from 73% to 85%.	Spring 2020 staff survey question B4 in the Ensuring a Culture and Climate of Success domain, 73% agree/strongly agree: <i>"School leaders use a variety of strategies to build consensus within the school community around school decisions critical to school vision and goals."</i>

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Our current SEL program (Second Step) was selected prior to the NYS SEL Framework, so evaluating this program and/or others alongside this framework will ensure alignment with the school's vision and include school-wide stakeholder involvement.	K-5
Specifically looking at social-emotional learning, there is inconsistency in the effectiveness of the current program and/or implementation, possibly more appropriate for some grade levels than others (i.e. grades 3-5 may view the program as childish). The school seeks a "best fit" SEL program that proactively addresses both school-wide and grade specific challenges.	K-5
Teachers were not part of the selection process for our current SEL program and we did not have a shared, clear vision for SEL at the time that the program was adopted.	K-5

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 20	August 20	Creation of SEL Team to sustain a year-long commitment to execute the steps below. The team will consist of staff and parent representatives.
August 20	August 20	Bi-Monthly (2x Monthly) SEL Team Meetings Goals/Action Steps: <ul style="list-style-type: none"> • Complete SEL Implementation Rubric (CASEL)-Beginning of Year Review • Create a shared vision • Create norms • Establish roles • Set meeting dates for the 20-21 year • PD around the foundation of SEL & process for PD approval PreK-12 • Drafting agendas and communication with community partners • Administer and analyze surveys to families • Create consistent communication steps to share updates with all staff members • Review of NYS SEL standards and a PreK-12 curricular framework • Review of District spring 2020 parent, student, and staff survey data regarding SEL
September 20	October 20	Bi-Monthly (2x Monthly) SEL Team Meetings Goals/Action Steps: <ul style="list-style-type: none"> • Finalize shared vision draft • Share out data from stakeholder survey • Share SEL standards with all staff members • Share of vision draft at back to school night and invite parent feedback • Seek feedback on shared vision from faculty and staff and seek suggestions for adult SEL learning experience • Review recommendations and finalize shared vision

School-Selected Tenet Goal

		<ul style="list-style-type: none"> Finalize SEL budget Review NYS SEL standards and PreK-12 curricular framework
October 20	December 20	Bi-Monthly (2x Monthly) SEL Team Meetings Goals/Action Steps: <ul style="list-style-type: none"> Team rolls out final shared vision at staff meeting Publish vision and share with staff members Publish vision on website, social media, and in newsletters Complete schoolwide SEL implementation rubric Identify 3 key priorities for 2020-2021 (ie: In the 20-21 school year, research, review and adopt an evidenced-based program for implementation in the the 21-22 school year) Solicit feedback from staff about the implementation of the SEL team Review of NYS SEL standards and a PreK-12 curricular framework

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
Data Source	January 2021 Target
Staff Survey Question	Spring 2020 staff survey question B4 in the Ensuring a Culture and Climate of Success domain, 73% agree/strongly agree: <i>"School leaders use a variety of strategies to build consensus within the school community around school decisions critical to school vision and goals."</i> Mid-year goal for the same question: 80% of staff will agree/strongly agree to the question above.

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. (This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets.)		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
Data Source	January 2020 Performance	January 2021 Target
N/A		

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 21	March 21	Bi-Monthly (2x Monthly) SEL Team Meetings Goals/Action Steps: <ul style="list-style-type: none"> Complete SEL Implementation Rubric (CASEL)-Mid Year Review Review of mid-year benchmark data/feedback Research SEL programs aligned to vision (including current updated program) Select 2 vendors present at March superintendent's conference day Staff provides feedback on standards-based rubric Develop communication plan using school's newsletter and social media to provide updates Finalize SEL budget

School-Selected Tenet Goal

		<ul style="list-style-type: none"> Review 3 NYS SEL standards and a PreK-12 curricular framework
March 21	May 21	Bi-Monthly (2x Monthly) SEL Team Meetings Goals/Action Steps: <ul style="list-style-type: none"> Schedule and plan professional learning sessions for all staff during superintendent's conference day (Charlie Appelstein, Joanne Joseph, Renee Hettich) Establish growth mindset from learning colleagues SEL coordinated with an outside provider to provide session on cultural responsiveness Review of teacher survey data from vendors Invite in guest speakers from school districts who have adopted chosen program and interview on best practice and implementation
May 21	June 21	Bi-Monthly (2x Monthly) SEL Team Meetings Goals/Action Steps: <ul style="list-style-type: none"> Complete SEL Implementation Rubric (CASEL)-End of Year Review Selection of vendor for SEL curriculum Plan for summer/fall implementation timeline of new program Communication to entire staff about selection of program and timeline for implementation

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Consideration of online SEL resources/programs	When reviewing and selecting SEL programs, consider which would be most adaptable to an online/hybrid environment.	March-May 21
Home activities	Continuation of providing targeted instruction and support from teaching and counseling staff virtually to students	
Participation from all team members face-to-face	This can easily be accomplished through virtual meetings and electronic communication	All Year

School-Selected Tenet Goal

School-Selected Tenet Goal

DTSDE Pillar	DTSDE Sub-Pillar (if applicable)	June 2021 SMART Goal	Most Recent End-of-Year Data for the Same Measure as the Goal
Tenet 3: Curriculum	3A	By June 2021, the North Broad Street Elementary School will meet or exceed a MIP of 121.6 (2022-2023 NYS ELA MIP Goal) through horizontal and vertical alignment of the reading curriculum to prioritized New York State reading standards.	EOY ELA MIP 2019 school year: 116.4

Root Causes

What theories or hypotheses does the school have as to why the school has its current outcomes for this goal?	Is this specific to certain sections of the school (grade/content area?)
Current reading assessments that are administered don't match prioritized standards because the curriculum is nationally-aligned so assessments must be created/and or adjusted.	3-5 reading
Lack of engagement with the current curriculum as the program focus has been on implementation with fidelity and will shift to engagement/alignment.	3-5 reading
Assessments do not align with prioritized foundational reading skills in K-1 and this is reflected in shifting from STAR to Dibels universal screening tool at this grade level.	K-1

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 20	September 20	<p>Establish Grade-Level PLC Vertical/Horizontal Curriculum Mapping Process</p> <p>This process will be used as a framework for each meeting to drive vertical and horizontal alignment through bi-monthly grade level PLC meetings and will include:</p> <ul style="list-style-type: none"> • Review of grade level prioritized ELA standards • Analysis of local and NYS assessment data trends • Review of previous and subsequent grade level prioritized ELA standards • Determination of essential skills by unit utilizing Journeys and Storyworks as base • Alignment of resources to identified skills • Review and alignment of grade level assessments • Sharing of meeting minutes with grade level teams, both vertically and horizontally
August 20	September 20	<p>Bi Monthly (2X Monthly) Grade Level PLC Meetings</p> <p>Grade Level Action Goals:</p> <ul style="list-style-type: none"> • Creation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction • Train on DIBELS program for reading universal screening assessments 3-5 • Introduction to ASCD Activate Platform to house PLC work • Communication of report card shifts to parents via social media, email, newsletter, robo calls • Establish report card grading calibration routines • Align grade level assessments in reading for Unit 1 • Map reading curriculum Unit 1 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.
September 20	October 20	<p>Bi Monthly (2X Monthly) Grade Level PLC Meetings</p> <p>Grade Level Action Goals:</p> <ul style="list-style-type: none"> • Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) • Report DIBELS assessments for reading universal screening 3-5 • Communication of report card shifts to parents via social media, email, newsletter, robo calls • Continue to establish report card grading calibration

School-Selected Tenet Goal

		<ul style="list-style-type: none"> Align grade level assessments in reading for Unit 2 Map reading curriculum Unit 2 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.
October 20	November 20	Bi Monthly (2X Monthly) Grade Level PLC Meetings Grade Level Action Goals: <ul style="list-style-type: none"> Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) Continue to establish report card grading calibration Communication of report card shifts to parents as report cards are distributed via social media, email, newsletter, robo calls Align grade level assessments in reading for Unit 2 Map reading curriculum Unit 3 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.
November 20	December 20	Bi Monthly (2X Monthly) Grade Level PLC Meetings Grade Level Action Goals: <ul style="list-style-type: none"> Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) Continue to establish report card grading calibration Align grade level assessments in reading for Unit 3 Map reading curriculum Unit 3 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.

Mid-Year Benchmark

Identify the specific measure of progress towards the goal that you expect to see mid-year to know that you are on track to achieve the goal.	
Data Source	January 2021 Target
STAR Universal Reading Screening, 1/20	62% proficiency for grades 3-5 (this is on track to meet the identified MIP)

Mid-Year Student Performance Measure

Identify the specific improvements in student performance that you expect to see mid-year as a result of the improvement in practices. This should represent an improvement from the same data from January 2020. (This is required for Tenet 3 and Tenet 4 goals and is optional for other Tenets)		
Add additional rows when necessary if there are multiple data sources or if the school has identified targets for specific grade levels.		
Data Source	January 2020 Performance	January 2021 Target
STAR Universal Screening	59% proficiency for grades 3-5	62% proficiency for grades 3-5

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? <i>(add additional rows as needed)</i>		
Start	End	Action
January 21	February 21	Bi Monthly (2X Monthly) Grade Level PLC Meetings Grade Level Action Goals: <ul style="list-style-type: none"> Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) Continue to establish report card grading calibration Communication of report card shifts to parents as report cards are distributed via social media, email, newsletter, robo calls

School-Selected Tenet Goal

		<ul style="list-style-type: none"> Align grade level assessments in reading for Unit 3 Map reading curriculum Unit 3 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.
February 21	March 21	<p>Bi Monthly (2X Monthly) Grade Level PLC Meetings</p> <p>Grade Level Action Goals:</p> <ul style="list-style-type: none"> Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) Continue to establish report card grading calibration Align grade level assessments in reading for Unit 4 Map reading curriculum Unit 4 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.
March 21	April 21	<p>Bi Monthly (2X Monthly) Grade Level PLC Meetings</p> <p>Grade Level Action Goals:</p> <ul style="list-style-type: none"> Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) Continue to establish report card grading calibration Communication of report card shifts to parents as report cards are distributed via social media, email, newsletter, robo calls Align grade level assessments in reading for Unit 4 Map reading curriculum Unit 4 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.
April 21	May 21	<p>Bi Monthly (2X Monthly) Grade Level PLC Meetings</p> <p>Grade Level Action Goals:</p> <ul style="list-style-type: none"> Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) Continue to establish report card grading calibration Align grade level assessments in reading for Unit 5 Map reading curriculum Unit 5 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.
May 21	June 21	<p>Bi Monthly (2X Monthly) Grade Level PLC Meetings</p> <p>Grade Level Action Goals:</p> <ul style="list-style-type: none"> Continuation of Grade Level bi-monthly PLC's-delineate structure, norms, roles, direction (utilize ASCD Activate to record PLC progress notes) Continue to establish report card grading calibration Communication of report card shifts to parents as report cards are distributed via social media, email, newsletter, robo calls Align grade level assessments in reading for Unit 5 Map reading curriculum Unit 5 for grades 3-5 utilizing already prioritized Next Generation ELA standards to include resources from Journeys and Storyworks, Jr.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Map curriculum utilizing common assessments and already-prioritized Next Generation Standards	Online Google Meets	Weekly or Bi-weekly
Student Chromebooks/Access issues	District will provide Chromebooks to all students PreK-5 and T-Mobile hotspots to those without access	August 2020

Survey Goal

Survey Goal

Stakeholder Group	Survey Question	2021 Target Responses	2020 Results (if no survey was conducted in 2020, indicate that the results are from 2019)
Parents	During this school year, how often has your child been bullied? (Question C1)	30% or less sometimes, regularly, or daily	44% (spring 2020) reported sometimes, regularly, or daily

Root Causes

What theories or hypotheses does the school have as to why the school received the results identified above?
78% of students indicated that they have never or have rarely been bullied, which is in contrast to parent perception, due to the focus that we had with students around identifying differences in bullying, conflict and rude behavior.
The focus spent on rude, conflict, and bullying behavior with students needs to be extended to parents-at the time of this process beginning, the building was put into an extended closure.
Lack of common language and understanding of behavior causes misconceptions between parents, staff, and students.
Clear, consistent expectations and steps for reporting behavior concerns must be communicated thoroughly to parents.
Expectations for behavior vary, a building-wide plan will help all staff, parents, and students to be consistent with expectations, positive approaches, and consequences.

Action Plan: August to January

What will the school do in the first half of the year to address the root causes identified above? (add additional rows as needed)		
Start	End	Action
August 20	August 20	The Building Leadership Team, including staff and parents from North Broad Street, will decide on the structure of monthly assemblies (to include student to student celebration, parent involvement, anti-bullying, and attendance updates) and bi-monthly manner education, based on 2019-2020 initiatives that were underway until COVID-19. The team will contact guest speakers, develop posters for hallways, and develop a system for celebrating exceptional student character. Additionally, the team will identify the best ways to invite parents in for the assemblies. We will utilize the New York State Social Emotional Competencies to develop this work.
August 20	August 20	The Build Leadership Team will begin developing a draft of a building-wide plan for behavior, expectations, and positive approaches to student behaviors. Bullying, rude, and conflict behaviors will be included in this plan.
September 20	September	Kickoff Student Assembly: Sweethearts and Heroes will kick off the school year, focusing on rude, conflict, and bullying behaviors, and provide students with an "A,B,C" strategy to address these behaviors and promote self-advocacy.
September 20	September 20	Kickoff Parent Assembly: Sweethearts and Heroes will kick off the school year, focusing on rude, conflict, and bullying behaviors, and provide families with strategies to help their children advocate for themselves and know when/where to reach out for help.
September 20	November 20	The Building Leadership Team and Shared Decision-Making Team will work collaboratively to draft a building-wide behavior plan and meet bi-monthly to complete this draft plan.
September 20	September 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication. Developing manners and responding to each type of behavior will be developed through situational modeling during SEL instruction in each classroom.
September 20	September 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
September 20	September 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.

Survey Goal

October 20	October 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication. Developing manners and responding to each type of behavior will be developed through situational modeling during SEL instruction in each classroom.
October 20	October 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
October 20	October 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
November 20	November 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication. Developing manners and responding to each type of behavior will be developed through situational modeling during SEL instruction in each classroom.
November 20	November 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
November 20	November 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
December 20	December 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication.
December 20	December 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
December 20	December 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
December 20	December 20	The Building Leadership Team and Shared Decision-Making Team will seek input on the building-wide behavior plan through Thought Exchange surveys.

Mid-Year Benchmark

Identify what the school will review mid-year and what specifically you expect to see in the results of that data to know that you are on track to achieve the goal.

Add additional rows when necessary if there are multiple targets across multiple sources of data.

Data Source	January 2021 Target
Parent Survey	Mid-year survey question: During this school year, how often has your child been bullied? Target, 35% or less

Planning for January to June

If the school is successful in achieving its Mid-Year Benchmark(s), what will the school do in the second half of the year to address the root causes identified above? (add additional rows as needed)

Start	End	Action
January 20	January 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication.

Survey Goal

January 20	January 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
January 20	January 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
January 20	March 20	The Building Leadership Team and Shared Decision-Making Team will review the feedback from the Thought Exchange parent survey and finalize the building-wide behavior plan.
February 20	February 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication.
February 20	February 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
February 20	February 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
March 20	March 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication.
March 20	March 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
March 20	March 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
April 20	April 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication.
April 20	April 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
April 20	April 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
April 20	April 20	A final version of the building wide behavior plan will be shared with parents and staff. Creation of action steps and timeline for implementation will be developed.
May 20	May 20	Manners Matter: two manners will be taught, modeled, and celebrated throughout the month. A system for recognizing application of manners will be implemented from the Building Leadership Team's August planning. Manners will be communicated with parents via video message and/or print communication.
May 20	May 20	Newsletters will include sections focused on bullying, conflict, and rude behavior, action steps for each, and reporting avenues for parents and students. Electronic communication will also include links to videos and/or books for parents to utilize at home with students.
May 20	May 20	North Broad Street Virtual Family Read Aloud: Evening read aloud via Google Meet will focus on reading a picture book that showcases bullying, conflict, or rude behavior. Participants will engage in conversations focused on skills/strategies to respond to behavior.
June 20	June 20	End of Year Assembly: This assembly will focus on celebrating manners from the year and provide students and families with opportunities to deepen this work over the summer.

Addressing COVID-19 Related Challenges

It is likely that extended school closure could create additional needs beyond the root causes identified earlier that could present challenges in achieving this goal. In the space below, identify the closure-related needs the school has considered for this specific goal and how the school intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
------	---------------------	------

Survey Goal

Virtual manners and expectations	Building/district creating a set of manners and expectations for students that focus specifically on online learning.	August 2020
Behavior expectations	Address consistency or differences in how we address behavior in an online environment in behavior plan	August-April 2020

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DESIGNATION OF LEAD EVALUATOR
DATE: AUGUST 18, 2020

We are recommending approval of the designation of Brian Gallagher as a LEAD evaluator for the 2020-2021 school year as submitted.

RECOMMENDED ACTION

Motion to approve the designation of Brian Gallagher as a LEAD evaluator as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: DESIGNATION OF DASA COORDINATOR
DATE: AUGUST 18, 2020

We are recommending approval of the designation of Brian Gallagher as a DASA Coordinator for the 2020-2021 school year as submitted.

RECOMMENDED ACTION

Motion to approve the designation of Brian Gallagher as a DASA Coordinator as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: RESCINDING AND ESTABLISHMENT OF PETTY CASH ACCOUNTS
DATE: AUGUST 18, 2020

We are recommending approval of the rescinding of petty cash accounts previously approved at the July 1, 2020 Organizational Meeting in the names of:

Todd Widrick, Principal, Otto Shortell Middle School;
Danielle Mullen, Principal, Durhamville Elementary School;

We are recommending approval of the establishment of petty cash accounts for the 2020-2021 school year as submitted. Accounts not to exceed \$100, should they so desire an account, established in the names of:

Amanda Larson, Principal, Otto Shortell Middle School;
Brian Gallagher, Principal, Durhamville Elementary School;

RECOMMENDED ACTION

Motion to approve the rescinding and establishment of petty cash accounts as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: POLICIES FOR APPROVAL
DATE: AUGUST 18, 2020

We are recommending approval of the following policies as submitted.

Policy #1005 Code of Conduct
Policy Plain Language Summary of the Code of Conduct

RECOMMENDED ACTION

Motion to approve the policies as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

TABLE OF CONTENTS

		PAGE
I.	Introduction	2-3
II.	Definitions	3-5
III.	Student Rights and Responsibilities	5-9
IV.	Essential Partners	9-12
V.	Student Dress	12-13
VI.	Student Conduct	13-19
VII.	Reporting & Responding to Violations	19-21
VIII.	Disciplinary Penalties, Procedures and Referrals	21-27
IX.	Procedure in the Early Identification and Resolution of Discipline Problems	27-28
X.	Alternative Instruction	28
XI.	Students with Disabilities	28-30
XII.	Public Conduct on School Property	30-32
XIII.	Visitors to the Schools	32-33
XIV.	Conduct by School Employees	33-34
XV.	Standards and Procedures to Assure the Security and Safety of Students and School Personnel	34
XVI.	Maintenance and Enforcement of Code	35-36
XVII.	Prohibition of Retaliation	36

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

I. INTRODUCTION

- A. The Board of Education is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is essential to achieving this goal. This Code of Conduct has been developed consistent with Article 2-A of the Education Law, the Safe Schools Against Violence in Education Act (Chapter 181 of the Laws of 2000) and Section 100.2 of the implementing Commissioners Regulations, in collaboration with students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

The district has a set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this code of conduct ("Code").

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors on school property or attending a school function.

- B. Dignity for All Students Act

The Dignity for All Students Act ("DASA") effective July 1, 2012, contains requirements for maintaining a positive learning environment for all students and will be integrated with the district Code of Conduct. DASA specifically prohibits bullying, discrimination and harassment by school employees and students on school property or at a school function by school employees and students based on, but not limited to, actual or perceived: race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other legally protected status. Also included are provisions for reporting and intervening in cases of discrimination, harassment or bullying. Any related complaints should be brought to the attention of the building principal who also serves as the Dignity Act Coordinator ("DAC") to assist in implementation of the DASA in each school building.

Prevention is the cornerstone of the district's effort to address bullying and harassment. In order to implement its bullying presentation program, the Board will designate, at its annual organizational meeting, individuals at each school to

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

act as the DAC. These individuals shall be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex and any other legally protected status.

The DAC's shall be employed by the District and be licensed and/or certified by the Commissioner as a classroom teacher, school counselor, school psychologist, school nurse, school social worker, school administrator or supervisor or superintendent of schools.

The DAC's will be responsible for assisting in coordinating and enforcing the requirements of the Dignity for All Students Act and its related policies and regulations at each school building, including but not limited to:

- a. Professional development for staff members;
- b. The complaint process; and
- c. Support of the Dignity Act's civility curriculum components.

II. DEFINITIONS

For purposes of this code, the following definitions apply.

"Cyberbullying" means harassment or bullying where such harassment or bullying occurs through any form of electronic communication. Cyberbullying includes the use of information technology, including, but not limited to e-mail, instant message, blogs, chat rooms, pagers, cell phones, social media photos/videos and gaming systems, to harass, threaten, isolate or intimidate others. (Education Law §11[8])

"Disability" means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

"Disruptive student" means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

"Gender Identity" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

traditionally associated with the person's physiology or assigned sex at birth.

"Harassment or bullying" means the creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying as defined in Education Law section 11(8), that either:

1. has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or with the student's mental, emotional and/or physical well-being, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or
2. reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

This Code applies to all acts of harassment or bullying that occur on school property or at a school function, as well as to acts occurring off school property when (i) those acts create or would foreseeably create a risk of disruption within the school environment, and (ii) it is foreseeable that the conduct, threats, intimidation, or abuse might reach school property.

"Hazing" is defined to mean committing an act against a student, or coercing a student into committing an act, that creates a risk of emotional, physical or psychological harm to the student, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term "hazing" includes, but is not limited to: humiliating, degrading or dangerous activities; substance abuse of alcohol, tobacco or illegal drugs; any activity that intimidates or threatens the student with ostracism, or adversely affects the health or safety of the student; or any activity that causes or requires the student to perform a task or act that is a violation of state or federal law or district policies/regulations.

"Illegal Substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, barbiturates, ecstasy, heroin, steroids, any substances commonly referred to as designer drugs or synthetic drugs, and look alikes (including synthetic cannabinoids) and prescription or over-the-counter drugs.

"Parent" means parent, guardian or person in parental relation to a student.

"School function" means any school-sponsored extra-curricular event or activity. For the purposes of this policy, a "school function" is defined as any event, occurring on or off school property, sanctioned or approved by the school, including but not limited to offsite athletic events, school dances, plays, musical productions, field trips or other school-sponsored trips.

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or on a school bus, as defined in Vehicle and Traffic Law §142.

“Sexual Orientation” means a person’s actual or perceived heterosexuality, homosexuality, or bisexuality.

“Tobacco Products” means “cigarettes, cigars, pipes, chewing tobacco, snuff, herbal tobacco products, simulated tobacco products that imitate or mimic tobacco products, e-cigarettes, vapes, cloves, bidis and kreteks as well as matches and lighters.”

“Violent student” means a student under the age of 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys school district property.

"Weapon" means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, knife, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutters, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, corrosive liquid, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used with intent to cause physical injury or death when used as a weapon (e.g. pocket knife, folding knife, lockback knife, or pen knife). Any “look a likes” air guns or other instruments wielded as a weapon are considered a weapon for purposes of this definition.

III. STUDENT RIGHTS AND RESPONSIBILITIES

A. Student Rights

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

The district is committed to safeguarding the rights given to all students under state and federal law. In addition, to promote a safe, healthy, orderly and civil school environment, all district students have the right to:

1. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
2. Access school rules and, when necessary, receive an explanation of those rules from school personnel.
3. Be free from discrimination, bullying and harassment on school property or school functions including but not limited to the educational program, activities, or admission policies of their school. Such conduct shall include, but is not limited to, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic origin, ethnic group, religion, religious practices, disability, sex, sexual orientation, gender (including gender identity and expression), or any other legally protected category.
4. Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression) or sex;
5. Have complaints about school-related incidents investigated and responded to.
6. Student Search and Seizure:
 - a. In order to provide and maintain a safe and appropriate environment for students to learn the following guidelines pertaining to student search and seizure are established.
 - b. The Board of Education hereby authorizes administrators to undertake searches of students and their possessions (e.g. pocket contents, bookbags, handbags, etc.) should the circumstances arise, based upon reasonable individualized suspicion. In the event of search and seizure, administrators must at all time take great care in searching the person and personal effects of student and have a witness present when searching. The following rules will be observed:
 - i. The search may be undertaken if District employees have prior reasonable individualized suspicion that a student has violated or is violating the law, District policy or regulation or school rules.
 - ii. "Reasonable individualized suspicion" is a flexible concept requiring the application of experience and common sense. Determinations should be made on a case-by-case basis, with due consideration of all circumstances. Factors which must be

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

considered in determining whether a school official has sufficient cause to search a student include but are not limited to:

- 1) The prevalence and seriousness of the problem for which the search is directed.
 - 2) The urgency to make the search without delay.
 - 3) The reliability of the facts upon which to base a reasonable suspicion that the particular student has possession of evidence leading to a violation of school regulations.
 - 4) Students will be asked to empty their pockets and otherwise comply with reasonable search requests. If a student refuses, the parents will be contacted. The police will be contacted in the event that a law enforcement search is required. The student will remain under direct supervision until the search.
- c. Whenever an administrator conducts a search, the circumstances thereof are to be set forth in a written report to be filed with the Superintendent or his/her designee.
- d. Employees of the Oneida City School District will not conduct strip searches.
- e. Students have no reasonable expectation of privacy rights in school lockers, desks, technology, network folders, and internet history or other school storage places, and the District exercises overriding control over such school property. Lockers, desks and other school storage places may be subject to inspection at any time by school administrators.
- i. Student lockers, desks or other school storage places are the property of the District and remain at all times under the control of the District. Students have no expectations of privacy therein. Students are expected, however, to assume full responsibility for the security of their lockers, and the District is not responsible for stolen items. A list of the locker or lock combinations to all student lockers shall be kept in the office of the building principal.
 - ii. The District retains the right to inspect student lockers, desks or other storage spaces at any time without a search warrant, without notice, and without student consent. Inspections may be conducted by authorized school personnel and/or law enforcement officials, and may be conducted with the assistance of drug-detecting dogs.

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

- f. Trained canines or related technologies may be utilized by the District in searches of students' possessions, school lockers, cars, desks or other school storage with prior approval of the plan by the Building Principal and Superintendent.

7. Police in the School

The police may search a student, or his/her locker in the presence of the principal or his/her designee, if they have a valid warrant to do so or if they have "probable cause" to believe that the student is in possession of contraband. When police are permitted to interview students in school, the students have the same Constitutional rights they have outside the school. Parents will be notified as soon as possible. If police wish to speak to a student concerning an out-of-school matter (in the absence of a warrant or probable cause for suspicion), they will be directed by school authorities to take the matter up directly with the student's parents except as provided in the Reporting Child Abuse and Maltreatment Policy.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to discipline.
9. Dress appropriately for school and school functions.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

- sportsmanship.
12. Act and speak respectfully about issues/concerns.
 13. Use non-sexist, non-racist and other non-biased language.
 14. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.
 15. Use communication that is non-confrontational and is not obscene or defamatory.
 16. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

IV. ESSENTIAL PARTNERS

A. Parents

All parents are expected to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community.
2. Send their child(ren) to school ready to participate and learn.
3. Ensure their child(ren) attend school regularly and on time.
4. Ensure absences are excused.
5. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
6. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know school rules and help their child(ren) understand the consequences of their actions.
8. Convey to their child(ren) a supportive attitude toward education and the district.
9. Build good relationships with teachers, other parents and their child(ren)'s friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Reinforce instruction related to Civility, Citizenship, and Character Education.
14. Maintain a climate of mutual respect when dealing with school personnel.
15. Lead by example in a professional, respectful, courteous manner.

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

B. Teachers

All district teachers are expected to:

1. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' self- concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Follow teachers' contract and faculty handbook.
6. Communicate with students and parents.
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Report orally to their principal, the Superintendent, or designee any incident of harassment, bullying, and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than two (2) school days after the initial oral report.
9. Lead by example in a professional, respectful, courteous manner.

C. Other School Employees

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning
2. Assist students in their daily activities as directed by the classroom teacher(s) and administrator(s).
3. Maintain an environment of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation gender/gender identity, sex or any other legally protected status, which will strengthen students' confidence and promote learning.
4. Confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
5. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
6. Report incidents of discrimination and harassment that are witnessed or

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

otherwise brought to the school employee's attention to the Building Administrator and/or Dignity Act Coordinator in a timely manner.

7. Lead by example in a professional, respectful, courteous manner.

D. Administrators

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' confidence and promote learning.
3. Ensure that students and staff have the opportunity to communicate regularly with the Principal and approach the Principal for redress of grievances.
4. Evaluate on a regular basis all instructional programs.
5. Support the development of and student participation in appropriate extracurricular activities.
6. Be responsible for enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Provide anonymous opportunities for students to report incidents of harassment or discrimination within classrooms or in hallways, to the designated Dignity Act Coordinator.
8. Integrate within their lessons, instruction in Civility, Citizenship, and Character Education.
9. Report to the Superintendent, or designee any incident of harassment, bullying, and/or discrimination that they witness or that is reported to them, not more than one day later.
10. Lead by example in a professional, respectful, courteous manner.

E. Superintendent

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national ethnic group, religion, religious practice disability sexual orientation, gender (including gender identity or expression) or sex, with the intent of strengthening students' confidence and promote learning.
3. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

4. Inform the Board about educational trends relating to student discipline.
5. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
6. Work with district administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
7. Report incidents of bullying, discrimination and harassment that are witnessed or otherwise brought to the Superintendent's attention to the building administrator and/or Dignity Act Coordinator in a timely manner.
8. Lead by example in a professional, respectful, courteous manner.

F. Board of Education

1. Collaborate with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review at least annually the district's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Provide time for regularly scheduled inservice training for all school employees, including training in prevention and response to harassment or discrimination of students as defined by DASA.
4. Assure that instruction in Civility, Citizenship, and Character Education is integrated in classroom instruction.
5. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

V. STUDENT DRESS

The intent of the dress code is to foster an environment that is sanitary, safe and conducive to teaching and student learning. It is also intended to provide guidance to prepare students for their role in the work place and society. As a general principle, students have the right to determine their own dress as it relates to taste and appearance. However, all students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students may be required to wear appropriate protective gear in applicable classes (e.g. Family Consumer Science, Technology, and physical education). Students shall not be permitted to wear apparel that:

- a. constitutes a substantial disruption or material interference with the mission, work or discipline of the school community
- b. constitutes a health or safety hazard (including clothing that promotes

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

- and/or endorses the sale or use of alcohol, Tobacco Products, Illegal Substances and/or encourages other illegal or violent activities);
- c. endangers the health, safety and welfare of self or others;
 - d. includes any item that is profane, lewd, offensive, vulgar, obscene, libelous, or that denigrates another's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity, disability or any other legally protected category; or
 - e. otherwise infringes upon the rights of others.
 - f. revealing clothing including undergarments.

Each Building Principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item, and if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

VI. STUDENT CONDUCT

A. Behavior-Related Offenses and Consequences

Students are expected to conduct themselves in an appropriate and civil manner, with regard for the rights, safety and welfare of other students, district personnel, and other members of the school community, and for the care of school facilities and equipment.

The rules of student conduct listed hereafter are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their own behavior and who violate school rules will be required to accept penalties for their conduct.

Disciplinary action will be firm, fair, and consistent so as to be the most effective in changing student behavior. The staff at a school has the responsibility for taking appropriate actions when a student is involved in a situation which disrupts the learning environment of a school.

When determining the consequences, they will take the following into consideration:

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

- a. The nature of the offense and the circumstances which led to the offense.
- b. The age-appropriateness of the consequence.
- c. The student's prior disciplinary record.
- d. The effectiveness of other forms of discipline.
- e. Information from parents, teachers and/or others, as appropriate.
- f. The extent to which the offense interfered with the responsibility/rights/privileges/property of others.
- g. The extent to which the offense posed a threat to the health and safety of others.
- h. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lesser penalty than subsequent violations. However, the District may impose any level of discipline, even for a first violation, that is proportionate to the misconduct at issue. In the case of students who are habitually disruptive or who frequently violate school rules, administrators have the prerogative of applying more severe penalties at any stage, including removal from class and suspension from school.

Although not all-inclusive, the following list of offenses on school property or at a school function and range of consequences apply in most circumstances.

B. Disciplinary Responses to Student Misconduct

The purpose of all discipline is to teach students appropriate and constructive behaviors. Disciplinary measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous discipline record of the student.

This code divides types of misbehaviors into four levels of increasing seriousness, with more stringent disciplinary measures provided for at each level. If an infraction appears to fall between two levels, it should be categorized and dealt with at the less stringent level. At each level there are examples of infractions to be treated at that level. The list is intended to be descriptive rather than exhaustive. Each level also has a description of procedures which school officials should follow in administering discipline, and a menu of disciplinary choices. Because each child and each misbehavior is different, school officials should tailor the discipline for each infraction to best encourage the child to make better choices in the future.

Level A

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

These misbehaviors constitute minor infractions of school rules which cause little harm and minimal disruption. They are best handled quickly and informally. If the behaviors continue, however, their very persistence may make them disruptive enough to cause them to be treated as more serious infractions with more stringent consequences.

Examples of Infractions

1. Failure to follow instructions
2. Classroom disturbance
3. Neglect of safety rules
4. Violations of bus rules
5. Violations of library rules
6. Litter/graffiti
7. Disturbance outside class
8. Violation of study hall privilege
9. Abuse of hall, locker, or library privileges
10. Tardiness
11. Absence (unlawful)
12. Inappropriate language
13. Failure to bring in a note for absence from school
14. Repeated taunting and/or teasing of others
15. Disrespect of others
16. Disorderly conduct
17. Driving/parking violations
18. Disruptive use of portable electronic devices
19. Possession of skate board, roller blade or scooter

Procedures

1. The supervising staff or observer intervenes and applies the most appropriate discipline.
2. The staff member maintains a record of offenses and actions taken. A copy of such record shall be shared with the appropriate personnel.
3. If misbehavior persists, the staff member needs to contact parents prior to conferring with the principal or the principal's designee.

Optional Disciplinary Responses

- A. Verbal reprimand
- B. Seat change
- C. Behavioral contract
- D. ISS
- E. Restriction and/or loss of privileges
- F. Special written assignments

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL PROPERTY AND AT SCHOOL FUNCTIONS

- G. Recommend and refer for counseling
- H. Parental contact and/or conference
- I. Clean-up after school and/or payment of damages
- J. Teacher, Lunch or Office Detention
- K. Warning letter
- L. Referral to in-school or out of school agency
- M. Any combination of the above

Level B

Misbehaviors included at this level are frequent and/or serious enough to disrupt the learning climate of the school and affect the student's own ability to learn. Some of these infractions may be a result of misbehaviors which continue even after disciplinary measures are taken under Level A. Because of the frequency and/or seriousness of these misbehaviors, the administrator assumes the major responsibility for corrective action.

Examples of Infractions

- 1. Consistent infractions of Level A misbehavior
- 2. Harassment or bullying of other students
- 3. Repeated misbehavior on the school bus
- 4. Petty theft
- 5. Gambling
- 6. Use of profanity or obscenity
- 7. Possession or distribution of pornographic materials
- 8. Leaving school without permission
- 9. Defiance and insubordination
- 10. Forgery
- 11. Cutting scheduled classes or detention
- 12. Harassment graffiti
- 13. Truancy
- 14. Cheating/Academic Dishonesty
- 15. Defamation
- 16. Failure to serve assigned consequences
- 17. Loitering

Procedures

- 1. The teacher or observer reports the infraction or refers the student to the administrator. A written report will be submitted to appropriate personnel.
- 2. The administrator meets with the student and/or the teacher and

CODE OF CONDUCT FOR THE MAINTENANCE OF PUBLIC ORDER ON SCHOOL
PROPERTY AND AT SCHOOL FUNCTIONS

determines the most appropriate disciplinary response, and then informs the teacher of the action taken.

3. The parent or person responsible for parental control shall be notified.
4. The administrator maintains a record of the offense and the disciplinary action taken.

Optional Disciplinary Responses

- A. Continuation of the more stringent Level A options
- B. Recommend or refer for sustained counseling
- C. Parental conference
- D. Temporary withdrawal of certain privileges or participation in school activities
- E. Teacher removal of a student from classroom*
- F. Suspension of school bus transportation
- G. In-school suspension
- H. Out-of-school suspension (except for truants)
- I. Any combination of the above

Level C

Classified at this level are behaviors which may cause lasting harm to the misbehaving student or which may threaten the health, safety, or emotional well-being of others in the school. If the misbehaviors at this level could violate criminal laws, administrators may, if they consider it appropriate, contact law enforcement officials. In most cases, however, these behaviors can best be remediated through disciplinary action at the school.

- * Such removal shall be consistent with Section VIII (A) of this code

Examples of Infractions

1. Consistent infractions of Level B misbehavior
2. Repeated truancy
3. Possession or use of Tobacco Products on school property or a school bus
4. Extortion
5. Stealing and/or possession and/or sale of stolen property
6. Physically threatening other students
7. Serious acts of defiance or threatening a teacher or support staff
8. Fighting (physical harm)
9. Vandalism

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

10. Possessing, using, distributing or being under the influence of Illegal Controlled Substances, drugs or alcohol on school property or at school sponsored activities
11. Serious disruptive behavior
12. Leaving school grounds without permission
13. Interference in the execution of duties of school personnel
14. Cyberbullying.
15. Possessing or using a pellet or BB gun on school property or at school-related events
16. Computer/Electronic Communication misuse
17. Discrimination
18. Hazing
19. Trespassing

Procedures

1. The infraction is reported or the administrator investigates further and confers with staff members on the circumstances and immediate needs.
2. The administrator confers with the student and parent or person responsible for parental control about the documented misbehavior, its extent and consequences, and subsequent disciplinary action. If suspension is part of the action, the administrator follows appropriate procedures
3. If appropriate, the administrator contacts law enforcement officials
4. Administrator makes an accurate record of the infraction
5. Written statements are taken as needed

Optional Disciplinary Responses

- A. Continuation of appropriate Level B options
- B. Full withdrawal from participation in school activities
- C. Restitution for damages
- D. Referral to outside agency
- E. In-school suspension
- F. Out-of-school suspension (except for truants)
- G. Referral to superintendent for possible hearing
- H. Referral to judicial system
- I. Any combination of above

Level D

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

Except for unmodified Level C behavior, the acts listed at this level are clearly criminal. They represent a direct and immediate threat to the welfare of others or may result in serious injury to the student, other people, or property. In most cases, they require administrative action which immediately removes the student from school and calls for the intervention of appropriate authorities.

Examples of Infraction

1. Consistent infractions of Level C misbehavior
2. Possession and/or sale of stolen property
3. Extortion from other students
4. Indecent exposure
5. Tampering with a fire alarm
6. Pulling a false alarm
7. Starting a fire on school property
8. Major vandalism
9. Grand theft
10. Possession and/or use of explosives or fireworks
11. Arson
12. Providing, selling, and use of Illegal Substances and/or alcohol on school property and/or at school-sponsored activities
13. Making a bomb threat
14. Assault and battery
15. Possession, use, and/or transfer of weapon or firearm on school property or at school-related activities
16. Hate crimes (incidents targeting individuals or groups with threats, ridicule, or violence, including written and electronically displayed ridicule)
17. Sexting
18. Sexual Harassment

VII. REPORTING AND RESPONDING TO VIOLATIONS

A. REPORTING POSSIBLE VIOLATIONS

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the Building Principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the Principal, the Principal's designee or the Superintendent of Schools.

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

All district staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

The Principal or his/her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the Principal or his/her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

B. Responding to Reports of Possible Harassment or Discrimination

1. In addition to the procedures described below for removal of disruptive students and possible suspension from attendance, the District provides a procedure for responding to reports of possible discrimination or harassment against students by another student, an employee, or any other person on school property or at a school function. The process is described in the District's Equal Opportunity and Nondiscrimination Policy.
2. The District has also designated a Dignity Act Coordinator for each school. Those coordinators are:

Kevin Healy
Oneida High School
Telephone: (315) 363-6901

~~Todd Widrick~~ Amanda Larson
Otto Shortell Middle School
Telephone: (315) 363-1050

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

Molly Malgieri
Otto Shortell Middle School
Telephone: (315) 363-1050

~~Danielle Mullen~~ *Brian Gallagher*
Durhamville Elementary
Telephone: (315) 363-8065

Eric Coriale
North Broad Street Elementary
Telephone: (315) 363-3650

Penny Houser
Seneca Street Elementary
Telephone: (315) 363-3930

Moira Yardley
Willard Prior Elementary
Telephone: (315) 363-2190

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), and sex. They are available to speak with any person who has witnessed possible discrimination or harassment, or if that person has experienced treatment that may be prohibited discrimination or harassment.

C. No Retaliation for Reporting

No act of retaliation may be directed at any person who makes a good faith report of conduct by another person that may reasonably be a violation of this Code, or who assists in, or is part of, the investigation of such a report. To engage in such retaliation is considered a violation of this Code.

VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS

A. Removal of Disruptive Students from the Classroom and School Property.

1. Teacher Removal of a Disruptive Student from the Classroom

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

- a. Teachers have a limited authority to remove Disruptive Pupils from the classroom. Such removal shall be consistent with this code of conduct.
- b. A Disruptive Pupil may be removed from a teacher's classroom by the teacher for no more than two (2) days of instruction for each incident of substantial disruption of the educational process or substantial interference with a teacher's authority. For elementary classroom it applies to the specific academic class.
- c. In order to initiate the removal of a student from the classroom, the teacher must first determine that a student is disruptive. The behaviors identified as Level B behaviors under Section VI Disciplinary Responses to Student Misconduct are illustrative of disruptive behavior warranting teacher removal from class. Behaviors which do not rise to the level defined as disruptive shall be subject to traditional disciplinary strategies, in accordance with this policy.

These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in administrator's office; (2) sending (with supervision) a student to the principal's office for the remainder of the class time only; (3) sending (with supervision) a student to a guidance counselor or other district staff member for counseling; or (4) assignment to time out, or "resolution and recovery". Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

In addition, teacher removal of a pupil from the classroom for behavior which warrants a more significant penalty, such as out-of-school suspension, does not preclude the greater discipline.

- d. If the pupil's behavior is merely disruptive (not presenting a continuing danger or an ongoing threat of disruption to the academic process) the teacher shall notify the student of the reasons for the removal prior to the removal and allow the student to present his/her version of the events. If the pupil's

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

behavior does present a continuing danger or ongoing threat as stated above, the teacher may immediately remove the pupil from the classroom; and explain the basis of the removal and allow the student to present his/her version of the events within twenty-four (24) hours of the removal. If the twenty-four (24) hour period does not end on a school day, it shall be extended to the corresponding time on the next school day.

- e. A teacher initiating removal of a student from the classroom pursuant to the provisions of this code of conduct shall inform the principal of the basis of the removal and complete a written disciplinary referral form detailing the basis of the removal.
- f. The principal or his/her designee (another administrator) must inform the parent of the reasons for the removal from class within 24 hours of the removal, provided that if such twenty-four period does not end on a school day, it shall be extended to the corresponding time on the next school day. On request, the student/parent must be given an opportunity to discuss reasons with principal or his/her designee. The teacher shall be involved in the conference, unless the principal decides based upon extenuating circumstances that it is not beneficial to have the teacher involved in such conference.
 - 1. If the student denies the charges, the student/parent must be given explanation of basis for removal and an opportunity to represent his/her version. This must take place within 48 hours of the removal. If the forty-eight (48) hour period does not end on a school day, it shall be extended to the corresponding time on the second school day next following the pupil's removal.
 - 2. The Principal or his/her designee must decide, by the close of business on the school day next succeeding the end of the 48 hour period for an informal hearing, whether the discipline will be set aside. The principal or his/her designee may only set aside discipline if:
 - a. The charges against the student are not supported by substantial evidence.
 - b. The student's removal is in violation of law.

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

- c. The conduct warrants an out-of-school suspension and a suspension will be imposed.

- g. The District shall provide continued educational programming to students who are removed from class by a teacher. Such programming shall include placement in an alternative educational program appropriate to individual student needs.

B. Student Suspension from School

- 1. Parental notice concerning student suspensions. When suspension of a student from attendance for a period of five days or less pursuant to section 3214(3) of the Education Law is proposed, school district officials shall immediately notify the parents or the persons in parental relation in writing that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of the decision to propose suspension at the last known address or addresses of the parents or persons in parental relation. Where possible, notification shall also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents or persons in parental relation. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or persons in parental relation of their right to request an immediate informal conference with the principal in accordance with the provisions of Education Law, section 3214(3)(b). Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or persons in parental relation to the pupil. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

- 2. The suspension of pupils for a period in excess of five (5) school days shall be conducted in accordance with the regulations of Section 3214 of the Education Law.

- 3. Minimum Periods of Suspension

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

a. Pupils Who Repeatedly are Substantially Disruptive

Pupils who repeatedly are substantially disruptive to the educational process or who substantially interfere with the teacher's authority in the classroom shall be subject to a minimum out-of-school suspension of two (2) days. A student who is "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority in the classroom" is defined as one who is removed from the classroom by a teacher more than four (4) times in a semester. Such suspension period may be reduced on a case by case basis consistent with law.

b. Students Who Bring to or Possess a Firearm or Weapon at School

1. In accordance with the Gun-Free Schools Law (20U.S.C.A. Section 3351), the Gun-Free Schools Act of 1994 (20 U.S.C.A. Section 8921), New York State Education Law Section 3214(3), and this Board policy, the punishment for bringing or possessing a firearm to school shall be a suspension from attendance upon instruction for a period of not less than one calendar year.

The Superintendent has the authority to modify the one year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the student's age, grade in school, prior disciplinary record, Superintendent's belief that other forms of discipline may be effective, input from parents, teachers and/or others; and other extenuating circumstances.

2. The superintendent shall refer a pupil who has been determined to have brought or possessed a weapon or firearm to school as follows:

If the pupil is under 16 years of age, to a presentment agency for a juvenile delinquency proceeding: except a pupil 14 or 15 years of age who qualifies for juvenile offender status in accordance with

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

the Family Court Act, Article 3.

If the pupil is 16 years of age or older, or 14 or 15 years of age who qualifies for juvenile offender status, to the appropriate law enforcement agency.

- c. **Minimum Suspension for Violent Pupils, other than Students Who Bring or Possess a Firearm or Weapon to School**
 1. Teachers shall immediately report and refer a violent pupil to the principal or Superintendent for a violation of this code of conduct.
 2. Students who are deemed to be “violent pupils” as defined by Education Law Section 3214 (2-a) (a), other than those who bring or possess a firearm or weapon to school in violation of the Gun-free School Act and are subject to the provisions of subsection (b), above, shall be subject to a minimum out-of-school suspension of at least five (5) days. Such suspension may be modified or reduced on a case-by- case basis. In deciding whether to modify the penalty, the Superintendent and/or Principal may consider factors such as the student’s age, grade in school, prior disciplinary record, belief that other forms of discipline may be more effective, input from parents, teachers and others, and other extenuating circumstances.

C. Referrals

1. Counseling

The Guidance Office shall handle all referrals of students to counseling.

2. PINS Petitions

The district may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:

- a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

- b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.
 - c. Knowingly and unlawfully possesses marijuana or other illegal substance in violation of Penal Law § 221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.
3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court any student under the age of 16 who is found to have brought a weapon to school, except any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law § 1.20 (42). The Superintendent is required to refer students age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

IX. Procedure in the Early Identification and Resolution of Discipline Problems

- A. Pupil service personnel, administrators, teachers and others shall report students who are having problems or appear to be having problems regarding matters covered in the code of conduct to the building principal. Parents also are invited to advise the building principal of concerns the parents may have regarding their children pertaining to the code.
- B. Students are expected to report to teachers or to the building administrator any student who appears to be having discipline problems. Students are expected to cooperate in any conference or investigation of the incident regarding the discipline of that student.
- C. When the building principal is aware of, or has received a report from pupil service personnel, administrators, teachers, students or parents, the building principal shall conduct whatever inquiry the principal considers appropriate.
- D. If the building principal, after such inquiry, considers there is a basis for concern, the principal shall arrange to have a meeting with the parents and/or guardians and appropriate staff members to review the matter and create a plan to resolve the discipline problems.

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

- E. The purpose of the procedure is to identify early possible problems and to resolve these disciplinary problems. The district shall assign such support personnel to assist the parties, considering the resources available at any given time.

X. ALTERNATIVE INSTRUCTION

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the district will take immediate steps to provide alternative means of instruction for the student.

XI. STUDENTS WITH DISABILITIES

- A. The Board of Education recognizes that the need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities eligible for services under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the Education Law (Article 89) and their implementing regulations. It also recognizes that these students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them.
 - 1. A student with a disability may not be removed pursuant to Section 201.7 of the Regulations of the Commissioner of Education if the imposition of the 5 school day or 10 school day suspension or removal would result in a disciplinary change in placement based on a pattern of suspensions or removals as determined by school personnel in accordance with the criteria set forth in section 201.2 (3)(ii) except where the CSE has determined in accordance with section 201.4 that the behavior was not a manifestation of such students' disability, or the student is placed in an IAES as authorized under Commissioner's Regulations.
 - 2. "Disciplinary change in placement" means a suspension or removal from a student's current educational placement that is either:
 - a. for more than ten (10) consecutive school days;
or
 - b. for a period of ten (10) consecutive days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year and because of such factors as the length of each

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

- B. Accordingly, it shall be the Board's policy that the procedures followed for suspending, removing or otherwise disciplining students with disabilities eligible for services under IDEA and Article 89 will conform with the procedural safeguards required by applicable laws and regulations.
- C. This policy incorporates by reference the Procedural Safeguards for Students with Disabilities Subject to Discipline set forth in Part 201 of the Regulations of the Commissioner of Education, which implement the procedural protections provided under New York's Education Law and which coordinate the state's general procedures or suspension of students with disabilities with the requirements of IDEA and its implementing regulations.
 - 1. The procedures relating to the discipline of students with disabilities require BOCES personnel who recommend the suspension or removal of students to work closely with Committees on Special Education, to establish clear guidelines for communication and decision making on disciplinary matters. The following provides a framework for the actions that schools must take when determining that a student with a disability will be suspended or removed for behaviors that violate the school code of conduct.

In order to initiate the removal of a student with a disability from the classroom, the teacher must first determine if the suspension will result in removing a student for more than ten (10) school days in a school year or impose a suspension or removal that constitutes a disciplinary change or placement.

- a. If no, the following procedure(s) must be followed in conjunction with the teacher's supervisor or director:
 - 1. Suspensions shall be administered in accordance with Section 3214 of Education Law and application to Part 201 of the Regulations of the Commissioner of Education.
 - 2. Referral to the CSE may be made for either/or:
 - a. Addition and/or modification of the IEP

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

- for supplementary aids and services
 - b. Review or modification of an existing behavior intervention plan
 - c. Functional behavioral assessment
 - d. Change in placement
 - b. If yes, the following procedure must be followed in conjunction with the teacher's supervisor or director:
 - 1. A referral to the CSE for a Manifestation Hearing
 - a. If the behavior is related to the student's disability, unless the parent and district otherwise reach an agreement, immediately return the student to his or her current educational placement
 - b. If the behavior is not related to the student's disability, the student may be suspended or removed for the behavior.
- D. Moreover, consistent with the IDEA and New York Education Law, pupil service personnel, teachers and/or administrators who identify a student with a disability whose behavior is repeatedly interfering with his/her own or other's learning shall refer such individual to the CSE for a functional behavioral assessment and behavior intervention plan or, if one exists, for review of same.

XII. PUBLIC CONDUCT ON SCHOOL PROPERTY

The district is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and district personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The district recognizes that free inquiry and free expression are indispensable to the objectives of the district. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.
2. Intentionally damage or destroy school district property or the personal property of a teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender (including gender identity or expression), sexual orientation or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this code applies.
6. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school function.
10. Use tobacco products on school property or at a school function.
11. Possess or use weapons on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school district.
12. Loiter on or about school property.
13. Gamble on school property or at school functions.
14. Refuse to comply with any reasonable order of identifiable school district officials performing their duties.
15. Willfully incite others to commit any of the acts prohibited by this code.
16. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 4 and 5. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

XIII. VISITORS TO THE SCHOOLS

The Board encourages parents and other district citizens to visit the district's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Principal or his or her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the Principal upon arrival at the school. There they will be required to sign the visitor's register and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return to the office and sign out the identification badge to the Principal's office before leaving the building.
3. Visitors attending school functions that are open to the public during non-school hours, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

- visitors.
6. Any unauthorized person on school property will be reported to the Principal or his or her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
 7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
 8. All visitors are expected to adhere to all safety procedures and principal directions during emergency drills and situations.

XIV. CONDUCT BY SCHOOL EMPLOYEES

A. Acceptable conduct by school employees shall be consistent with the role of teachers and staff outlined in this code of conduct.

B. Unacceptable conduct by school employees

Unacceptable conduct by school employees shall be evaluated consistent with the strategies and procedures for the maintenance and enforcement of public order on school property, other provisions of this code of conduct and other applicable laws, rules and collective bargaining agreements.

C. Prohibition of Corporal Punishment

1. The District recognizes the responsibility of all school personnel, including administrators, faculty and other employees, to see that proper standards of school behavior are maintained. All school personnel are expected to help in maintaining proper levels of supervision.
2. No teacher, administrator, officer, employee or agent of the District shall use corporal punishment against a pupil.
3. As used in this section, corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil, except as otherwise provided in subdivision 4 of this section.
4. In situations in which alternative procedures and methods not involving the use of physical force cannot reasonably be employed, nothing contained in this section shall be construed to prohibit the use of reasonable physical force for the following purposes:
 - a. To protect oneself from physical injury;

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

- b. To protect another pupil or teacher or any other person from physical injury;
- c. To protect the property of the school or others; or
- d. To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of School District functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.

- 5. The Superintendent of Schools is hereby directed to develop and implement a reporting procedure which will enable the District to summarize complaints relative to the alleged administration of corporal punishment. Such summaries will include references to the substance of each/all complaints, the result(s) of the investigation of each/all complaints, and whatever action(s), if any, was/were taken by the administration of the District. The summary of each/all complaints shall be available for submission to the Commissioner of Education in accordance with Commissioner's Regulations (semi-annually, by January 15th and July 15th of each year.

D. Acceptable Attire

Appropriate professional attire is expected to be worn by all staff members. Clothing shall be neat and clean, shall not be profane, lewd or offensive; not constitute a health or safety hazard (including clothing that promotes the use or sale of alcohol, Tobacco Products, Illegal Substances and/or controlled substances) or a substantial disruption or material interference with the work or discipline of the school.

E. Communication with Parents, Students, Other School Employees, Administrators or other Persons on School Property

Employees of the district shall refrain from the use of profane, lewd, vulgar or abusive language ~~or words~~ which may incite or offend another person.

XV. Standards and Procedures to Assure the Security and Safety of Students and School Personnel.

- A. The district has an established emergency management/school safety plan, which has been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel.

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

XVI. Maintenance and Enforcement of Code of Conduct

A. The Board will work to inform the community about this code of conduct by:

1. Providing copies of an age-appropriate version of the summary of the code to all students, written in plain language so that students may understand the standards of respect and appropriate behavior that the school community expects from them. This shall take place at a general assembly held at the beginning of each school year and on an on-going basis at registration for those students who enter the district after the beginning year meeting.
2. Making copies of the code available to all parents, students and community members throughout the school year.
3. Mailing a summary of the code of conduct written in plain language to all parents of district students before the beginning of the school year and making this summary available later upon request.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.
7. Posting the code of conduct on the District's web site.

This Code shall be reviewed by the Board of Education on an annual basis and shall be amended when appropriate. In conducting the review, the board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The board may appoint an advisory committee to assist in reviewing the code and the district's response to code of conduct violations. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. Before making any revisions to the Code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate. Amendments to the Code will be filed with the Commissioner of Education no later than thirty days after adoption.

B. Programs for In-service Education for District Employees:

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

1. The Board will provide in-service education programs for all District staff members for the effective implementation of this Code, to promote a safe and supportive school climate while discouraging, among other things, harassment, bullying and discrimination against students by students and/or school employees and to include safe and supportive school climate concepts in the curriculum and classroom management. In-service education programs shall also include training on the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex, the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The following are suggested programs that may be utilized for in-service education for all staff members for effective implementation of this Code: (1) School-oriented programs developed at the district and building level; (2) Superintendent's workshop days; and (3) faculty meetings.

XVII. Prohibition of Retaliation

- A. Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who acting reasonably and in good faith, either reports such information to school officials, to the commissioner, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings under this subdivision, shall have immunity from any civil liability that may arise from the making of such report or from initiating, testifying, participating or assisting in such formal or informal proceedings. Relatedly, neither the District, nor an employee or student thereof shall take, request or cause a retaliatory action against any such person who, acting reasonably and in good faith, either makes a report or initiates, testifies, participates or assists in such formal or informal proceedings.

POLICY

COMMUNITY RELATIONS

1005

CODE OF CONDUCT

Oneida City School District

Cross Ref: Policy #6011 Fingerprinting and Criminal History Record Checks for
Prospective Employees

Adopted: 06/12/01

Reviewed: 07/08/03

Revised: 01/10/06, 08/15/17, 06/09/2020

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

I. Introduction

The District establishes this summary of its Code of Conduct for the Maintenance of Public Order on School Property and at School Functions (Policy No. 1005) to govern the conduct of students, teachers and other school personnel, and visitors. This summary does not replace the complete Code of Conduct.

II. Harassment, Discrimination, And Bullying Is Prohibited At School

You should never feel that it is not safe to come to school and participate in all school activities. You should never be prevented from concentrating on your schoolwork because another student or a school staff member is teasing you, making fun of you, pushing you around, or threatening you in some way, because of your race, color, weight, national origin (where your family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender, or sex, or for any other reason.

A student may not act toward another student in a way that reasonably might make that other student feel threatened or unsafe, or that might reasonably make that other student unable to concentrate on their school work, because of the other student's actual or perceived race, color, weight, national origin (where their family comes from), ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), or sex, or for any other reason. It is against school rules for any student or school staff member to do this by physical actions or by verbal statements, including electronic messages. This kind of conduct is prohibited on school property, on school buses, and at all school-sponsored events.

III. The Role of Teachers, Administrators, Other School Personnel, the Board and Parents

Students, parents/guardians, instructional staff, administrators, the District Superintendent and the Board of Education are all parties in maintaining safe, orderly and effective schools. The roles of and expectations for each of these individuals are specified in the Code of Conduct.

The District Dignity Act Coordinators for each school are as follows:

Kevin Healy
Oneida High School
Telephone: (315) 363-6901

Fodd Widrick *Amanda Larson*
Otto Shortell Middle School
Telephone: (315) 363-1050

Molly Malgieri
Otto Shortell Middle School
Telephone: (315) 363-1050

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

~~Danielle Mullen~~ Brian Gallagher
Durhamville Elementary
Telephone: (315) 363-8065

Eric Coriale
North Broad Street Elementary
Telephone: (315) 363-3650

Penny Houser
Seneca Street Elementary
Telephone: (315) 363-3930

Moira Yardley
Willard Prior Elementary
Telephone: (315) 363-2190

The Dignity Act Coordinators are trained in methods to respond to human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression), and sex. They are available to speak with any person who has witnessed possible discrimination, harassment, or bullying or if that person has experienced treatment that may be prohibited discrimination, harassment, or bullying.

IV. Prohibited Conduct and Consequences

- A. The following conduct is prohibited on District property and at District events:
1. Willfully causing physical injury to any other person, or engaging in any physical altercation or fight, whether or not anyone is injured.
 2. Verbal or physical intimidation, including threatening to cause physical injury to any other person; acts that constitute harassment as defined in the Code of Conduct.
 3. Willfully damaging, defacing, or destroying property that doesn't belong to the person causing the damage, or removing or using such property without authorization; this includes the posting of notices, placards, and the like on surfaces where all such postings are prohibited.
 4. Entering into any private office of an administrator or staff member without permission.
 5. No one other than a student or employee may enter a classroom or the building beyond the administrative office without written permission of the Superintendent or his/her designee. Parents of students (who are not prohibited by being in their child's classroom by court order) need not

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

obtain written permission from the Superintendent or designee. However, such individuals must check in with the building principal's office upon arrival and departure. At that time confirmation of the meetings with individuals and appropriate time frames will be made.

6. Misuse of the District computer network, which includes any conduct that does not comply with the District Acceptable Use Policy.
7. Gambling.
8. Use of any tobacco product; and, with respect to students or other minors, the possession or sale, or attempted possession or sale, of any tobacco product.
9. Obstructing the free movement of persons and vehicles in any place to which these rules apply.
10. Deliberately disrupting or preventing the peaceful and orderly conduct of classes, lectures and meetings.
11. Having possession of any knife, shotgun, pistol, revolver, pellet gun or other firearm or weapon without the written authorization of the Superintendent, whether or not a license to possess the weapon same has been issued to.
12. The use, possession, sale, gift or purchase, or the attempt to sell, use, possess, buy or procure alcohol; and, with respect to students and other minors, being under the influence of alcohol.
13. The use, possession, sale, gift, or purchase, or the attempted use, possession, sale, gift, or purchase of:
 - a. marijuana or any substance listed by the local, state or federal government as a controlled substance;
 - b. synthetic marijuana, or cannabinoids, including, but not limited to, items labeled as incense, herbal mixtures, or potpourri;
 - c. any prescription medication other than in compliance with a valid prescription;
 - d. any non-prescription (over-the-counter) medication other than in accordance with the manufacturer's directions for use;
 - e. any substance that the possessor or one of the persons involved in a transaction believes to be a substance described in this subsection;or

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

- f. any pipes, bongs, clips, or other paraphernalia associated with the use of any of the substances described in this subsection.
 - 14. Communicating messages through words or symbols (including those printed on items of clothing) that (i) are profane, lewd, sexually explicit, vulgar or abusive; (ii) which may incite or offend another person on the basis of race, color, creed, religion, religious practice, national origin, weight, ethnic group, gender, gender identity, physical or mental ability, or affiliation with any school or non-school group, gang, or organization; (iii) advocates or encourages the use of alcohol, tobacco, or other prohibited substances; (iv) advocates, encourages, or celebrates the use of weapons or violence; (v.) constitutes a health or safety hazard or (vi.) creates, or reasonably might create, a substantial disruption or material interference with the mission, work or discipline of the school community.
 - 15. Urging or aiding others in the commission of any of the acts prohibited.
 - 16. Otherwise violating any law, school rule, or Board policy.
- B. Consequences of Engaging in Prohibited Conduct
- 1. In the case of a violation of the Code of Conduct:
 - a. Any visitor authorized to be on school premises or at a school function (other than students or staff) who is substantially disruptive or violates the rules of this code will be directed to leave the premises or function. In the event of his/her failure or refusal to do so, the Superintendent or designee shall cause his/her ejection from such property.
 - b. In the case of any unauthorized individual (other than students or staff) who is on school property or at a school function, the Superintendent or designee shall inform the individual that he/she is not authorized to remain and direct him/her to leave such premises. In the event of his/her failure to do so, the Superintendent or designee shall cause his/her ejection from such property. Nothing in this section should be construed as authorizing the presence of any such person at any time, nor affect his/her liability for prosecution for trespassing, loitering, etc., as prescribed in the Penal Law.
 - c. In the case of a student, charges for violation of any of these rules shall be presented and shall be heard and determined in the manner provided in the applicable sections of the Code of Conduct or Section 3214(3) of the Education Law.

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

- d. In the case of any employee who is charged with misconduct and/or violation of these rules such discipline shall be administered in accordance with applicable law, contract, or Board of Education policy.

C. Law Enforcement Agencies and Juvenile Delinquency Complaints

- 1. Whether a particular act in violation of this Code is reported to a law enforcement agency shall be determined by the building Principal, in consultation with the Superintendent. When the District utilizes a School Resource Officer (SRO) who is an employee of a law enforcement agency, the SRO shall be the initial point of reporting.

V. **Student Rights and Responsibilities**

A. Rights of Students

- 1. Expect a school environment conducive to learning;
- 2. Be treated respectfully by those in the school community;
- 3. Receive notice of the expectations for their behavior, and, when circumstances permit, an opportunity to explain their conduct;
- 4. Access to educational and extracurricular activities on an equal basis, without regard to a persons actual or perceived race, color, creed, religion, national origin, weight, ethnic group, gender (including gender identity or expression), or physical or mental ability including conduct that reasonably causes or would reasonably be expected to cause emotional harm;
- 5. Learn in an environment free of discrimination, harassment, and bullying based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex or reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety;
- 6. Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression) or sex;
- 7. Have complaints about school-related incidents that occur on school property or at school function, as well as to acts occurring off school property when those create or would foreseeably create a risk of substantial disruption within the school environment, and it is foreseeable that the

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

conduct, threats, intimidation, or abuse might reach school property investigated and responded to;

8. Any other rights afforded to students under the provisions of the Federal and State constitutions and the laws of the State of New York.

B. Responsibilities of the Students

1. Comply with the standards of conduct listed in the Code of Conduct Policy 1005.
2. Be aware of and obey all laws, school rules and regulations.
3. Accept responsibility for their own actions.
4. Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.
5. Attend school regularly and punctually.
6. Maintain habits of personal cleanliness.
7. Respect school property and the property of others.
8. Strive for mutually respectful relationships with teachers and administrators, recognizing their role as surrogate parent in matters of behavior and discipline.
9. Report threats of violence, observed or overheard, made towards staff and students. Reports may be made anonymously and confidentiality will be respected to the extent possible.
10. Be honest in all situations.
11. Act and speak respectfully about issues/concerns.
12. Use non-sexist, non-racist and other non-biased language.
13. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
14. Use communication that is non-confrontational and is not obscene or defamatory.

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

15. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

C. Security Searches (Students)

Physical evidence of misconduct will be gathered in accordance with the Code of Conduct Policy 1005. The Board of Education authorizes administrators to undertake searches of students and their possessions (e.g. pocket contents, bookbags, handbags, etc.) when there is reasonable individualized suspicion that a student has violated or is violating the law, District policy or regulation or school rules. The District also retains the authority to examine the contents of all school property, such as student lockers, staff work areas, and both physical and digital files.

D. Student Conduct

1. Acceptable and appropriate conduct by students shall be consistent with the standards of conduct and student responsibilities outlined in the Code of Conduct.
2. In addition, the following conduct is not acceptable if engaged in by students:
 - a. Stealing, lying, cheating, plagiarism or other acts of dishonesty.
 - b. Disrespect toward an administrator, faculty or other staff member, student or visitor.
 - c. Failure to attend District programs as scheduled, without a valid excuse, including failure to remain for the full scheduled school day.
 - d. Any willful act which disrupts the normal operation of the school community, including failure to comply with the directions of a teacher, administrator, or other staff member or volunteer.
 - e. Unacceptable behavior on buses being operated by or on behalf of the District, including not staying seated, throwing objects, excessive loudness or other activities that distract the driver of the bus.
 - f. Public displays of affection.
 - g. Possession of any medication, prescription or non-prescription, on District property or while attending a District event, unless possession is authorized by the Student Medications Policy.

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

E. Appropriate Dress

1. Students are not permitted to wear articles of clothing, accessories, or jewelry that do not comply with the Code of Conduct.
2. Extremely brief or revealing clothing is not appropriate for school. Underwear and undergarments should be covered by outer clothing. Hats and other headgear are not permitted to be worn during the instructional day, except for medical, religious, or other approved purpose.
3. Students are not permitted to wear articles of clothing, accessories, or jewelry that constitute a health or safety hazard, including items that are, or reasonably may be perceived as being, associated with gang or other unlawful behavior.

F. Possession of a Firearm

A student who possesses a firearm on District property or at a District event shall be suspended out-of-school for a minimum of 12 months, provided that the Superintendent may modify this period of suspension on a case-by-case basis.

G. Disciplinary Responses to Student Misconduct

The purpose of all discipline is to teach students appropriate and constructive behaviors. Disciplinary measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous discipline record of the student.

For students with disabilities refer to the applicable provisions of the Code of Conduct.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age
2. The nature of the offense and the circumstances which led to the offense
3. The student's prior disciplinary record
4. The effectiveness of other forms of discipline
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances

PLAIN LANGUAGE SUMMARY OF THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Responses to acts of harassment, bullying, and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with the goals of prevention and education, as well as intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct on the student at whom it was directed.

H. Removal of Disruptive Students from the Classroom.

Teachers are authorized by the Education Law and the Code of Conduct to remove a student from the teacher's classroom if the student is substantially disruptive of the educational process, or if the student substantially interferes with the teacher's authority over the classroom.

I. Student Suspension from School

1. The suspension of pupils shall be conducted in accordance with the Code of Conduct and with Section 3214 of the NYS Education Law.
2. Minimum Suspension for Pupils who Repeatedly are Substantially Disruptive: Pupils who repeatedly are substantially disruptive to the educational process or who substantially interfere with the teacher's authority in the classroom may be subject to an in-school or an out-of-school suspension.

3. Minimum Suspension for Violent Pupils

Students who are deemed to be "violent pupils" as defined by Education Law Section 3214 (2-a) (a) shall be subject to a minimum out-of-school suspension as defined by the Code of Conduct.

J. PINS Petition/Referral to Human Services Agencies

Students may be referred to outside agencies, as appropriate for assistance in addressing behavioral or other problems.

VI. Responses to Instances of Inappropriate Conduct

Students, Parents and others shall report students who are having problems or appear to be having problems regarding matters covered in the Code of Conduct to the building administrator.

PLAIN LANGUAGE SUMMARY OF THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT

Teachers and Counselors shall report orally to their principal, the Superintendent, or designee any incident of harassment, bullying, and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than two (2) school days after the initial oral report.

Principals shall report to the Superintendent, or designee any incident of harassment, bullying, and/or discrimination that they witness or that is reported to them, not more than one day later.

The **Superintendent** shall process in a timely manner all reports of harassment, bullying, and/or discrimination, including insuring that an appropriate investigation is conducted and appropriate reports are made to law enforcement.

VII. Discipline of Students with Disabilities

The Board of Education recognizes that the need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities eligible for services under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the Education Law (Article 89) and their implementing regulations. It also recognizes that these students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them.

VIII. Conduct by School Employees

Acceptable conduct by school employees shall be consistent with the role of teachers and staff outlined in the code of conduct.

IX. Prohibition of Corporal Punishment

- A. No teacher, administrator, officer, employee or agent of the District shall use corporal punishment against a pupil. Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil.
- B. However, reasonable physical force may be used: to protect oneself, another pupil, teacher or any other person from physical injury; to protect the property of the school or others; or to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of District functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.

X. Standards and Procedures to Assure the Security and Safety of Students and School Personnel.

The district has an established emergency management/school safety plan, which has been developed in accordance with applicable law and regulation to assure the security and safety of students and school personnel.

**PLAIN LANGUAGE SUMMARY OF
THE ONEIDA CITY SCHOOL DISTRICT'S CODE OF CONDUCT**

XI. Copies of the District's Code of Conduct

This document is a plain language summary of the District's Code of Conduct. Copies of the District's Code of Conduct may be obtained through your student's school office or the Office of the Superintendent.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: PROJECT ACCOUNT EXPENDITURE
DATE: AUGUST 18, 2020

We are recommending the approval of the following expenditures from the Oneida Castle Building Sale proceeds project account (H008) in the approximate amount of \$4,953.66 and \$5,618.60 for a total of \$10,572.26.

1. Converting water fountains into water bottle fillers at secondary and elementary schools

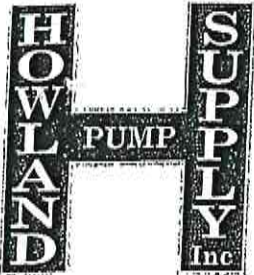
RECOMMENDED ACTION

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

MOTION MADE BY _____

SECONDED BY _____

A_____ N_____



ONEIDA PLUMBING SUPPLY
 436 WEST RAILROAD STREET
 P.O. BOX 236
 ONEIDA, NY 13421-0236

PRICE QUOTE

Phone 315-363-5600
 Fax 315-363-3216

Page 1

Printed 07/23/20 DJ

Quoted

Ship To

ONEIDA CITY SCHOOL
 P.O. BOX 327
 ONEIDA NY 13421
 Tel:315-363-2550 Fax:315-363-6728

ONEIDA CITY SCHOOL
 P.O. BOX 327
 ONEIDA NY 13421

Quote # 0004800	Quote Date 07/23/2020	Exp Date 08/22/2020	Customer # 0002023	Customer P/O #	Ship Via DELIVERED	Writer DJ
Job ID	Customer Terms Net 30 Days			Salesman DANIEL J DEMERS		

Product	Description	UM	Quant	Unit Price	Extension
LZWSM8K	ELKAY BOTTLE FILLER	EA	1	1649.00	1649.00
LZWSRK	ELKAY BOTTLE FILLER	EA	1	571.00	571.00
LZSG8WSLK	ELKAY KIT (1)LZSG8WSL & (1)LZWSR	EA	1	1180.00	1180.00
ECH8	ELKAY CHILLER 8GPH	EA	1	718.65	718.65
LZWSSM	ELKAY EZH2O BOTTLER FILLER STATION FILTERED SURFACE MOUNT	EA	1	835.01	835.01

Sub Total	\$4,953.66	T o t a l
Freight	\$0.00	
Misc Charges	\$0.00	
Tax Amount	\$0.00	
	\$4,953.66	

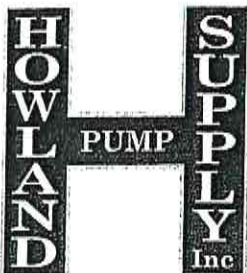
☐
 (Accepted by)

MESSAGE

TERMS

SPECIAL ORDERS 50% DEPOSIT & RESTOCKING CHARGE.

NO RETURNS WITHOUT SALES RECEIPT. NO RETURNS
 AFTER 10 DAYS. ALL ARE SUBJECT TO A RESTOCKING
 CHARGE. THE SERVICE CHARGE ON AMOUNTS
 OVER 30 DAYS IS 2% PER MONTH OR 24% ANNUALLY.



ONEIDA PLUMBING SUPPLY

436 WEST RAILROAD STREET
P.O. BOX 236
ONEIDA, NY 13421-0236

PRICE QUOTE

Phone 315-363-5600
Fax 315-363-3216

Page 1

Printed 08/10/20 DJ

Quoted

Ship To

ONEIDA CITY SCHOOL
P.O. BOX 327
ONEIDA NY 13421
Buyer: DAVE DURKEE
Tel:315-363-2550 Fax:315-363-6728

ONEIDA CITY SCHOOL
P.O. BOX 327
ONEIDA NY 13421

Quote # 0004852	Quote Date 08/10/2020	Exp Date 09/09/2020	Customer # 0002023	Customer P/O #	Ship Via DELIVERED	Writer DJ
Job ID		Customer Terms Net 30 Days		Salesman DANIEL J DEMERS		

Product	Description	UM	Quant	Unit Price	Extension
LZSG8WSLK	ELKAY KIT (1)LZSG8WSL &` (1)LZWSR	EA	2	1180.00	2360.00
LZWSM8PK	ELKAY LZWS WATER COOLER	EA	1	1776.58	1776.58
LBWD06WHK	ELKAY FILTERED BUILT IN WATER DISPENSER 6 LPH CHILLER ASPEN WHITE	EA	1	1482.02	1482.02

X: _____ (Accepted by)	Sub Total	\$5,618.60	T o t a l
	Freight	\$0.00	
	Misc Charges	\$0.00	
	Tax Amount	\$0.00	
			\$5,618.60

MESSAGE

TERMS

SPECIAL ORDERS 50% DEPOSIT & RESTOCKING CHARGE.

NO RETURNS WITHOUT SALES RECEIPT. NO RETURNS
AFTER 10 DAYS. ALL ARE SUBJECT TO A RESTOCKING
CHARGE. THE SERVICE CHARGE ON AMOUNTS
OVER 30 DAYS IS 2% PER MONTH OR 24% ANNUALLY.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BUS LEASE AWARD
DATE: AUGUST 18, 2020

We are recommending approval of the attached Bus Lease Agreement between Matthews Buses, Inc and Oneida City School District as submitted.

RECOMMENDED ACTION

Motion to approve the Bus Lease Agreement as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

MASTER RESIDUAL PAYMENT AGREEMENT

THIS MASTER RESIDUAL PAYMENT AGREEMENT (this "Agreement") is made as of the 24th of August 2020 by and among Matthews Buses, Inc. a New York corporation with an office and principal place of business at 2900 Route 9 - Malta, Ballston Spa, New York 12020 (hereinafter the "Obligor"); and Oneida City School District, 565 Sayles St, Oneida NY 13421 (hereinafter the "Obligee").

Background of Agreement

Obligee, as "Borrower", has entered into a certain Master Installment Purchase Agreement (hereinafter the "Purchase Agreement") dated as of August 24, 2020 with Mercedes-Benz Financial Services USA LLC, as "Lender", through which Obligee agrees to finance from Lender certain vehicles (hereinafter, the "Property") sold to Obligee by Obligor. A true and complete copy of the Purchase Agreement is annexed hereto as Schedule A. A complete list of the Property is annexed hereto as Schedule B.

Under the Purchase Agreement, Obligee is required to promptly make installment payments to Lender for a specified "Contract Term" as defined in the Purchase Agreement, the final installment of which shall be a residual payment of \$291,500.00.

In order to induce Obligee to enter into and fully perform under the terms of the Purchase Agreement, including but not limited to making the installment payments required therein, the parties have agreed to enter into this Agreement.

NOW THEREFORE, in consideration of the covenants and conditions hereinafter contained and mutually exchanged, together with other good and valuable consideration, the receipt of which is hereby acknowledged, the parties hereby agree to the following:

1. Residual Payments.

1.1 *Promise to Pay.* So long as: (a) no "Event of Default" (as defined in the Purchase Agreement) has been declared as against Obligee; *or* (b) Obligee has not received written notice of any alleged failure to observe or perform any covenant, condition or agreement on its part to be observed or performed under the Purchase Agreement; *or* (c) Obligee has and continues to be vested in good and absolute title to the Property, free and clear of all liens and encumbrances other than any lien or security interest held by Lender, Obligor hereby agrees and promises to pay the final Residual Payment when due and owing to Lender under the Purchase Agreement upon written demand to Obligor by Obligee.

1.2 Definition of "Residual Payment". For purposes of this Agreement, the term "**Residual Payment**" shall mean the final residual payment required to be paid by Obligee to Lender under the Purchase Agreement.

1.3 Residual Payment of Obligor Absolute, Etc. The obligation to pay the Residual Payment by Obligor shall be absolute and unconditional **provided, however,** that Obligee shall not be in default, declared to be in default, or have committed or suffered any "Event of Default" under the Purchase Agreement; and, **provided further,** that Obligee shall have good and absolute title to the Property free and clear of all liens, security interests and/or encumbrances of any kind other than any lien or other security interest granted or reserved to Lender the Purchase Agreement. Obligor promises and guarantees that the Residual Payment will be paid strictly in accordance with the terms of the Purchase Agreement and this Agreement, subject only to any law, regulation or order now or hereafter in effect in any jurisdiction affecting any such terms or the rights of the Obligor or Obligee with respect thereto.

1.4 Simultaneous Transfer of Title, Warranties and Claims. Obligee shall, simultaneously with the making of the Residual Payment, execute all documents and instruments as may be reasonably necessary or required to convey to Obligor good and absolute title to the Property, free and clear of all liens, encumbrances and security interests, together with any and all warranties or claims that may be vested with the Obligee and/or the Property.

2. Representations and Warranties.

The Obligor and Obligee hereby represent and warrant that each party has the full power and authority to enter into this Agreement, and that this Agreement is a legal, valid and binding agreement of Obligor and Obligee, respectively, enforceable in accordance with its terms. The Obligor and Obligee further represent and warrant to each other that each party has duly executed and delivered this Agreement, as of the date first above written.

3. Termination of Agreement.

At such time as the Residual Payment has been indefeasibly paid and/or the Purchase Agreement has otherwise been performed in full, then this Agreement shall terminate.

4. Miscellaneous.

4.1 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of New York.

4.2 Acknowledgement of Purchase Agreement. Obligee represents the delivery to Obligor of a correct and complete copy of the Purchase Agreement from which Obligor's obligation to make the Residual Payment hereunder derives. No amendments, modifications, restatements or waivers of any provision of the Purchase Agreement, or of the whole thereof, may be made without the express written consent of Obligor.

4.3 *Non-Exclusive Remedies.* No remedy or right herein conferred upon, or reserved to the parties is intended to be to the exclusion of any other remedy or right, but each and every such remedy or right shall be cumulative and shall be in addition to every other remedy or right given hereunder or under any other contract or under law.

4.4 *Successors and Assigns.* The parties shall not assign or transfer this Agreement or any rights or obligations hereunder without the prior written consent of the other party. The rights and privileges under this Agreement shall inure to the benefit of any successors, assigns and participants.

4.5 *Amendments and Waivers.* This Agreement represents the entire agreement between the parties with respect to the transactions contemplated herein and, except as expressly provided herein, shall not be affected by reference to any other documents. Neither this Agreement nor any provision hereof may be changed, waived, discharged or terminated orally, but such may be accomplished only by an instrument in writing signed by the party against whom enforcement of the change, waiver, discharge or termination is sought.

4.6 *Notices and Communications.* Any notice contemplated herein or required or permitted to be given hereunder shall be made either by reliable national delivery service (i.e., Federal Express or United Parcel Service), hand-delivery or by certified U.S. mail, return receipt requested, and delivered at the addresses set forth on the signature pages to this Agreement, or to such other address as any party hereto may have last specified by written notice to the other party or parties. Notices shall be effective when received.

4.7 *Headings; Counterparts.* Headings to this Agreement are for purposes of reference only and shall not limit or otherwise affect the meaning hereof. This Agreement may be executed in any number of counterparts, each of which shall be an original, and all of which, taken together, shall constitute one instrument. Delivery of a photocopy or telecopy of an executed counterpart of a signature page to this Agreement shall be as effective as delivery of a manually executed counterpart of such signature page.

4.8 *Severability.* If any of the provisions or terms of this Agreement shall for any reason be held to be invalid or unenforceable such invalidity or unenforceability shall not affect any of the other terms hereof, but this Agreement shall be construed as if such invalid or unenforceable term had never been contained herein. Any such invalidity or unenforceability in a particular jurisdiction shall not be deemed to render a provision invalid or unenforceable in any other jurisdiction. Without limiting the generality of the foregoing, any invalidity, illegality or unenforceability of any term or provision of this Agreement in any jurisdiction or as against any party shall not affect the validity, legality or enforceability of any other terms hereof or in any other jurisdiction or against any other obligor, guarantor and/or surety.

5. Jurisdiction; Waiver Of Jury Trial.

For the purpose of any action that may be brought in connection with this Agreement, the parties hereby consent to the jurisdiction and venue of the courts of the State of New York or of the federal district court located in the Northern District of New York. NO PARTY HERETO NOR ANY ASSIGNEE, SUCCESSOR, HEIR OR PERSONAL REPRESENTATIVE OF ANY SUCH PERSON SHALL SEEK A JURY TRIAL IN ANY PROCEEDING BASED UPON OR ARISING OUT OF THIS AGREEMENT OR ANY OTHER DOCUMENT EXECUTED IN CONNECTION HEREWITH, ANY COLLATERAL FOR THE PAYMENT HEREOF OR THE DEALINGS OR THE RELATIONSHIP BETWEEN OR AMONG SUCH PERSONS, OR ANY OF THEM. NO SUCH PERSON WILL SEEK TO CONSOLIDATE ANY SUCH ACTION INTO ONE IN WHICH A JURY TRIAL CANNOT BE OR HAS NOT BEEN WAIVED. EXCEPT AS PROHIBITED BY LAW, EACH PARTY HERETO WAIVES ANY RIGHTS IT MAY HAVE TO CLAIM OR RECOVER IN ANY LITIGATION REFERRED TO IN THIS SECTION, ANY SPECIAL, EXEMPLARY, PUNITIVE OR CONSEQUENTIAL DAMAGES. EACH PARTY HERETO (i) CERTIFIES THAT NEITHER ANY REPRESENTATIVE, AGENT OR ATTORNEY OF THE LESSOR HAS REPRESENTED, EXPRESSLY OR OTHERWISE, THAT THE LESSOR WOULD NOT, IN THE EVENT OF LITIGATION, SEEK TO ENFORCE THE FOREGOING WAIVERS AND (ii) ACKNOWLEDGES THAT IT HAS BEEN INDUCED TO ENTER INTO THIS AGREEMENT AND EACH OTHER DOCUMENT EXECUTED IN CONNECTION HEREWITH, AS APPLICABLE, BY, AMONG OTHER THINGS, THE MUTUAL WAIVERS AND CERTIFICATIONS HEREIN. THE PROVISIONS OF THIS SECTION HAVE BEEN FULLY DISCLOSED BY AND TO THE PARTIES HERETO AND THE PROVISIONS HEREOF SHALL BE SUBJECT TO NO EXCEPTIONS. NO PARTY HAS IN ANY WAY AGREED WITH OR REPRESENTED TO ANY OTHER PARTY THAT THE PROVISIONS OF THIS SECTION WILL NOT BE FULLY ENFORCED IN ALL INSTANCES.

IN WITNESS WHEREOF, THE UNDERSIGNED HAVE EXECUTED THIS MASTER RESIDUAL PAYMENT AGREEMENT ON THE DATE AND YEAR FIRST ABOVE WRITTEN.

MATTHEWS BUSES, INC.

By: _____

Name:

Title:

Address: 2900 Route 9 Malta
Ballston Spa, NY 12020

Attention:

ACCEPTED BY:

Oneida Central School District
Name:

Title:

Address: 565 Sayles St
Oneida, NY 13421

Attention:

SCHEDULE A

MASTER INSTALLMENT PURCHASE AGREEMENT DATED August 24, 2020

SCHEDULE B

PROPERTY

(6) 2021 77 PASSENGER THOMAS SAF-T-LINER C2'S

VIN # 4UZABRFB3MCMF2175

VIN # 4UZABRFB5MCMF2176

VIN # 4UZABRFB7MCMF2177

VIN # 4UZABRFB9MCMF2178

VIN # 4UZABRFB0MCMF2179

VIN # 4UZABRFB7MCMF2180

(1) 2021 66 PASSENGER THOMAS SAF-T-LINER C2

VIN # 4UZABRFB9MCMF2181

(1) 2021 54 PASSENGER THOMAS SAF-T-LINER C2

VIN # 4UZABRFB5MCMJ3527

MERCEDES-BENZ FINANCIAL SERVICES USA LLC

August 10, 2020

Oneida City School District
565 Sayles Street
Oneida, NY 13421

Re: Master Installment Purchase Agreement Schedule of Property No. 1

Dear James Rowley:

Enclosed are the documents for the Master Installment Purchase Agreement between Oneida City School District and Mercedes-Benz Financial Services USA LLC. Please have the responsible parties execute the enclosed documents and **return them to my attention** at:

Mercedes-Benz Financial Services USA LLC
1000 S. McCaslin Boulevard
Superior, CO 80027

To expedite the return of these documents, please overnight them to me. **Please Note: All fully executed documents must be returned no later than 8/31/2020; otherwise, the transaction is subject to re-pricing.**

To be completed and executed by an authorized representative of Oneida City School District:

- **Master Installment Purchase Agreement.** These are the terms and conditions which will control each Schedule executed under the Master Agreement. Please sign at the bottom of page 10.
- **Exhibit A: Schedule of Property No. 1.** This is an itemization of the Equipment to be purchased under this Schedule which incorporates the terms and conditions of the Master Agreement into the Schedule. Please verify the information is correct and sign at the bottom.
- **Exhibit A-1: Installment Payment Schedule.** This shows the date each payment is due, the amount of each payment including the interest and principal components, and the purchase price. Please verify this information is correct and sign at the bottom.
- **Exhibit B: Acceptance Certificate.** Please complete this Exhibit upon delivery and acceptance of the Equipment contained in the Schedule.
- **Exhibit D: Acceptance of Installment Payment Obligation.** Please sign at the bottom.
- **Insurance Coverage Requirements/Payment Instructions.** Please fill in the name, address and phone and fax numbers of the insurance agent in the top section. Please complete the Payment Instructions and include any invoicing requirements in order to ensure prompt and accurate payment of all amounts due under the Contract. Please sign at the bottom that all information contained in both sections is accurate.
- An IRS Form 8038-G will be required for this transaction. Please consult with your Legal/Bond Counsel for instruction to complete this form. The original form will be required for funding, which we will submit to the IRS on your behalf. Or, you may submit the original completed form to the IRS directly. Mercedes-Benz Financial Services USA LLC will require a copy of the completed form and proof of filing prior to funding.

To be executed by an authorized individual, OTHER THAN THE REPRESENTATIVE WHO EXECUTED THE ABOVE DOCUMENTS:

- **Certificate of Signature Authority.** This document should be executed by an authorized individual confirming that the person who has executed the Contract documents is authorized to do so. **THIS CANNOT BE EXECUTED BY THE SAME PERSON SIGNING THE CONTRACT DOCUMENTS.**
- **Exhibit C: Opinion of Counsel.** Please forward a copy of the contract documents and Exhibit C to your attorney for execution. Your attorney can send the original Opinion directly to us or deliver to you to be included with the rest of the package. We cannot fund prior to receipt of this letter.

In addition to the documents listed above, please provide the following to us prior to funding:

- **A Certificate of Insurance** naming Mercedes-Benz Financial Services USA LLC, and its successors, transferees and assigns as loss payee/additional insured should be **faxed to 877-283-9468 and mailed to: Mercedes-Benz Financial Services USA LLC, 1000 S. McCaslin Blvd., Superior, CO 80027.** Please note that the insurance certificate should reference Actual Cash Value, Collision and Comprehensive Deductibles and the following **VIN(s):** see Exhibit 1
- **Advance Payment** - check in the amount of \$ 168,998.62 made payable to Key Government Finance, Inc. per the attached invoice. Please include this check with the documentation.

If you have any questions, please do not hesitate to contact me directly at 720-304-1437. We look forward to completing this transaction with you.

Sincerely,

Lucas Pick, Account Manager

NOTICE, ACKNOWLEDGMENT OF, AND CONSENT TO ASSIGNMENT

Date: 8/24/2020

Oneida City School District
565 Sayles Street
Oneida, NY 13421

Re: That certain Master Installment Purchase Agreement dated as of 8/24/2020, and Schedule No. 1 thereto dated as of 8/24/2020 and related documents (collectively, "Financing Documents") by and between Mercedes-Benz Financial Services USA LLC ("Lender") and Oneida City School District ("Borrower").

Lender hereby gives Borrower notice, and Borrower hereby acknowledges receipt of notice, that Lender has assigned or will be assigning to **Key Government Finance, Inc. ("KGF"), whose offices are at 1000 South McCaslin Blvd., Superior, Colorado 80027**, all right, title, interest and obligations (on a going forward basis only) of Lender in and to the Financing Documents. Borrower hereby consents to such Assignment.

From and after the date of this Notice, Acknowledgment of, and Consent to Assignment, all payments of scheduled periodic payments and other sums now or hereafter becoming due pursuant to the Financing Documents or with respect to the equipment, software licenses and services subject thereunder (collectively, the "**Product**") shall be paid directly to KGF as KGF shall direct.

In recognition of KGF's reliance upon this Notice, Acknowledgment of, and Consent to Assignment, Borrower certifies, confirms and agrees as follows:

1. Borrower acknowledges and agrees that:

- (a) Lender shall have no interest or authority of any nature regarding the Product or the Financing Documents, unless otherwise instructed in writing by KGF, Borrower will deal exclusively with respect to the Financing Documents with KGF, and Borrower will deliver all payments and copies of all notices and other communications given or made by Borrower to KGF at the address listed above,
- (b) if the Financing Documents consist of a schedule incorporating the terms of a master agreement, then such Financing Document is separate and severable from each other schedule to the same master agreement, and KGF may take enforcement action independently of the owners or pledgees of such other schedules and independently of the owners or pledgees of equipment not covered by the Financing Documents, and
- (c) Borrower will execute such other instruments and take such actions as KGF reasonably may require to further confirm KGF's rights under the Financing Documents and ownership of the Product.

2. Borrower has not received notice of a prior sale, transfer, assignment, hypothecation or pledge of the Financing Documents or the scheduled periodic payments reserved thereunder or the Product.

3. Borrower will keep the Financing Documents and the Product free and clear of all liens and encumbrances (other than the interest of Lender, KGF or parties claiming by, through or under them).

4. All representations and duties of Lender intended to induce Borrower to enter into the Financing Documents, whether required by the Financing Documents or otherwise, have been fulfilled.

5. Borrower has executed only one original set of the Financing Documents and of its incorporated master agreement, if any, (which was delivered to Lender), and has no original in its possession.

6. At the request of KGF, Borrower will deliver to KGF evidence satisfactory to KGF that KGF is an additional insured and loss payee under the insurance required to be maintained by the Financing Documents.

Please execute where indicated below and return to the address specified above.

Accepted and agreed to on this date of _____:

Lender: Mercedes-Benz Financial Services USA LLC	Borrower: Oneida City School District
By:	By:
Name:	Name:
Title:	Title:

MASTER INSTALLMENT PURCHASE AGREEMENT

This Master Installment Purchase Agreement is dated as of 8/24/2020 ("Master Agreement"), and entered into by and between Mercedes-Benz Financial Services USA LLC, a Delaware limited liability company ("Lender"), and Oneida City School District a body corporate and politic existing under the laws of the State of New York ("Borrower").

1. Agreement. Borrower agrees to finance with Lender its installment purchase of certain "Equipment" as described in each Equipment Schedule (in substantially the form attached hereto as Exhibit A), which together with an Installment Payment Schedule (in substantially the form attached to such Equipment Schedule as Exhibit A-1) constitute a "Schedule", subject to the terms and conditions of and for the purposes set forth in the related Contract. Trucks, buses, other motor vehicles and other items of equipment and personal property may be financed under this Master Agreement from time to time by execution of individual Schedules by the parties hereto and as otherwise provided herein. Each Schedule and the terms and provisions of this Master Agreement (which includes all exhibits hereto, together with any amendments and modifications pursuant hereto) that are incorporated by reference into such Schedule shall constitute a separate and independent contract and installment purchase of the Equipment therein described and are referred to herein as a "Contract". In the event of any conflict in terms between a Schedule and this Master Agreement, the terms of the Schedule shall control in the interpretation of the Contract created thereby.

2. Term. The "Commencement Date" for each Contract is the date when interest commences to accrue under such Contract which date shall be the earlier of (a) the first date on which the Equipment listed in such Contract is accepted by Borrower in the manner described in Section 11 and the Funding Conditions under Section 8 with respect to such Contract have been satisfied, or (b) the first date on which the Funding Conditions under Section 8 with respect to such Contract have been satisfied and sufficient monies to purchase the Equipment listed in such Contract are deposited for that purpose into an Escrow Fund with an escrow agent as provided in Section 11, or (c) the date sufficient monies are set aside for acquisition of Equipment as evidenced in Exhibit D, if applicable. The "Contract Term" for each Contract means the Original Term and all Renewal Terms therein provided and for this Master Agreement means the period from the date hereof until termination of all Contracts thereunder. The "Original Term" means, with respect to a Contract, the period from the Commencement Date for such Contract until the end of Borrower's fiscal year or biennium, as the case may be (the "Fiscal Period") in effect at such Commencement Date. The "Renewal Term" for each Contract means each successive term having a duration that is coextensive with the Fiscal Period.

3. Representations and Covenants of Borrower. Borrower represents, covenants and warrants for the benefit of Lender on the date hereof and as of the Commencement Date of each Contract as follows: (a) Borrower is a public body corporate and politic duly organized and existing under the constitution and laws of the State where Borrower is located ("State") with full power and authority under the constitution and laws of the State to enter into this Master Agreement and each Contract and the transactions contemplated hereby and thereby and to perform all of its obligations hereunder and thereunder; (b) Borrower has duly authorized the execution and delivery of this Master Agreement and each Contract by proper action of its governing body at a meeting duly called and held in accordance with State law, or by other appropriate official approval, and all requirements have been met and procedures have occurred to ensure the validity and enforceability of this Master Agreement and each Contract;

(c) Borrower will do or cause to be done all things necessary to preserve and keep in full force and effect its existence as a body corporate and politic; (d) Borrower has complied with such public bidding requirements as may be applicable to this Master Agreement and each Contract and the acquisition by Borrower of the Equipment as provided in each Contract; (e) during the Contract Term, the Equipment will be used by Borrower solely and exclusively for the purpose of performing essential governmental or proprietary functions of Borrower consistent with the permissible scope of Borrower's authority; (f) within

210 days after the end of each Fiscal Period, Borrower will provide Lender with a copy of its audited financial statements for such Fiscal Period, budgets and proof of appropriation for the ensuing Fiscal Period, and such other financial information relating to the ability of Borrower to continue each Contract as may be requested by Lender; (g) Borrower has an immediate need for the Equipment listed on each Schedule and expects to make immediate use of the Equipment listed on each Schedule; and (h) during the last ten years prior to the Commencement Date of the applicable Contract, Borrower's governing body has not failed (for whatever reason) to appropriate amounts sufficient to pay its obligations that are subject to termination or non-renewal for failure to appropriate funds.

4. Tax Covenants and Representations; Tax Indemnity. Borrower agrees that it will not take any action that would cause the interest portion of Installment Payments under any Contract to be or to become ineligible for the exclusion from gross income of the owner or owners thereof for federal income tax purposes, nor will it omit to take or cause to be taken, in a timely manner, any action which omission would cause the interest portion of Installment Payments under a Contract to be or to become ineligible for the exclusion from gross income of the owner or owners thereof for federal income tax purposes. Borrower agrees to (a) complete and file in a timely manner an information reporting return with respect to each Contract as required by the Internal Revenue Code of 1986, as amended ("Tax Code"); (b) rebate an amount equal to excess earnings on any escrow or other fund created with respect to a Contract to the federal government if required by, and in accordance with, Section 148(f) of the Tax Code, and make the determinations and maintain the records required by the Tax Code; and (c) so long as any Installment Payments under a Contract remain unpaid, moneys on deposit in any Escrow Fund created with respect to a Contract as provided in Section 11 will not be used in a manner that will cause such Contract to be classified as an "arbitrage bond" within the meaning of Section 148(a) of the Tax Code.

Borrower represents to Lender on the date hereof and as of the Commencement Date of each Contract that (i) Borrower has a substantial amount of the power to tax, the power of eminent domain or police power under applicable State law; (ii) neither Borrower nor any agency or unit of Borrower has on hand any property, including cash and securities, that is legally required or otherwise restricted (no matter where held or the source thereof) to be used directly or indirectly to purchase the Equipment under the related Contract; (iii) Borrower has not and will not establish any funds or accounts (no matter where held or the source thereof) the use of which is legally required or otherwise restricted to pay directly or indirectly Installment Payments under a Contract; (iv) Borrower does not intend to sell or otherwise dispose of the Equipment or any interest therein prior to the conclusion of the Contract Term of the related Contract; (v) the payment of the Installment Payments or any portion thereof under each Contract is not (under the terms of this Master Agreement or any Contract) directly or indirectly (A) secured by any interest in property used or to be used in any activity carried on by any person other than a state or local governmental unit or payments in respect of such property or (B) on a present value basis, derived from payments (whether or not to Borrower) in respect of property, or borrowed money, used or to be used in any activity carried on by any person other than a state or local governmental unit; (vi) the Equipment will not be used, directly or indirectly, in any activity carried on by any person other than a state or local government unit; (vii) no portion of the purchase price for the Equipment will be used, directly or indirectly, to make or finance loans to any person other than Borrower; (viii) Borrower has not entered into any management or other service contract with respect to the use and operation of the Equipment; (ix) Borrower has entered into, or will enter into, each Contract for the purpose of purchasing and acquiring the Equipment and not for the purpose of refinancing any outstanding obligation of Borrower more than 90 days in advance of its payment or prepayment date; and (x) the purchase price for the Equipment has been or will be paid directly by Lender to the supplier thereof, and no portion of the purchase price for the Equipment has been or will be paid to Borrower as reimbursement for any expenditures paid by Borrower more than 60 days prior to the Commencement Date of the applicable

Contract or, if earlier, more than 60 days prior to any official action taken to evidence an intent to finance the Equipment on a federally tax-exempt basis.

If Borrower takes any action or fails to take any action (including, without limitation, breaching any covenant contained in this Section 4), or makes any misrepresentation herein or in any certificate or document required to be given in connection with this Master Agreement or any Contract, in any case which causes or results in the interest portion of Installment Payments under such Contract to be or become includible in gross income of the owner or owners thereof for federal income tax purposes, Borrower agrees to pay (subject to Section 7) promptly after any such determination of taxability and on each Installment Payment due date thereafter to Lender an additional amount determined by Lender to compensate such owner or owners for the loss of such excludability (including without limitation, compensation relating to interest expense, penalties or additions to tax), which determination shall be conclusive (absent manifest error).

Lender and Borrower intend that each Contract constitute a "conditional sale" for federal income tax purposes and, therefore, Lender and Borrower intend that Borrower be considered the owner of the Equipment under each Contract for federal income tax purposes.

5. Financing Installment Purchase of Equipment. Upon satisfaction of the Funding Conditions set forth in Section 8 with respect to a Contract and execution and delivery of such Contract, Lender advances funds to provide for, and Borrower borrows funds from Lender to finance, Borrower's installment purchase and acquisition of the Equipment in accordance with the terms thereof. The Contract Term for each Contract may be continued, solely at the option of Borrower, at the end of its Original Term or any Renewal Term for the next succeeding Renewal Term up to the maximum Contract Term set forth in such Contract. At the end of the Original Term and at the end of each Renewal Term the Contract Term shall be automatically extended upon the successive appropriation by Borrower's governing body of amounts sufficient to pay Installment Payments and other amounts payable under the related Contract during the next succeeding Fiscal Period until all Installment Payments payable under such Contract have been paid in full, unless Borrower shall have terminated such Contract pursuant to Section 7 or Section 22. The terms and conditions during any Renewal Term shall be the same as the terms and conditions during the Original Term, except that the Installment Payments shall be as provided in the applicable Contract.

6. Continuation of Contract Term. Borrower currently intends, subject to Section 7, to continue the Contract Term of each Contract through its Original Term and all of its Renewal Terms and to pay the Installment Payments and other amounts thereunder. Borrower reasonably believes that legally available funds in an amount sufficient to make all Installment Payments and other payments during the maximum Contract Term of each Contract can be obtained. Borrower currently intends to do all things lawfully within its power to obtain and maintain funds from which the Installment Payments may be made, including making provision for such payments to the extent necessary in each budget or appropriation request submitted and adopted in accordance with applicable provisions of law. Notwithstanding the foregoing, the decision whether or not to budget and appropriate funds or to extend the applicable Schedule for any Renewal Term is within the discretion of the governing body of Borrower.

7. Non-appropriation. Borrower is obligated only to pay such Installment Payments and other amounts under each Contract as may lawfully be made from funds budgeted and appropriated for that purpose. If Borrower's governing body fails to appropriate sufficient funds in any Fiscal Period to pay Installment Payments and other amounts when due under any Contract during the next succeeding Fiscal Period (a "Event of Non-Appropriation"), then (a) Borrower shall deliver written notice to Lender of such Event of Non-Appropriation at least 30 days prior to the end of the then current Fiscal Period, but failure to deliver such notice shall not extend the Contract Term; (b) on or before the Return Date, Borrower shall cease use of the Equipment covered by the affected Contract and peaceably remove and deliver

all (but not less than all) of such Equipment to Lender, at Borrower's expense (from legally available funds) at the location(s) in the United_States to be specified by Lender and in the condition required by Section 13; and (c) the affected Contract shall terminate on the Return Date without penalty or expense to Borrower, *provided* that Borrower shall pay all Installment Payments and other amounts payable under the affected Contract for which funds shall have been appropriated, and *provided further* that Borrower shall pay month-to-month rent at the rate set forth in the affected Contract for each month or part thereof that Borrower fails to return the Equipment under the affected Contract as provided in this Section 7. "Return Date" means the last day of the Fiscal Period for which appropriations were made for the Installment Payments due under a Contract.

8. Conditions to Lender's Performance. This Master Agreement is not a commitment by Lender or Borrower to enter into any Contract not currently in effect, and nothing in this Master Agreement is intended or shall be construed to impose any obligation upon Lender or Borrower to enter into any proposed Contract, it being understood that whether Lender or Borrower enters into any proposed Contract shall be a decision solely within their respective discretion. Lender shall have no obligation to pay the purchase price for Equipment to a supplier or deposit any amount into an Escrow Fund as provided in Section 11 unless all reasonable conditions established by Lender ("Funding Conditions") have been satisfied, including, without limitation, the following: (a) Borrower has signed and delivered to Lender the Schedule and the related Escrow Agreement (if applicable); (b) no Event of Default or Event of Non-Appropriation shall have occurred and be continuing under any Contract; (c) no material adverse change shall have occurred in the financial condition of Borrower since the date of this Master Agreement; (d) the Equipment to be described in such Schedule is reasonably satisfactory to Lender and is free and clear of any security interests, liens or other encumbrances (except the security interest provided in this Master Agreement to secure Borrower's obligations to Lender under the related Contract); (e) all representations of Borrower in each Contract remain true, accurate and complete; and (f) Lender has received all of the following documents, which shall be reasonably satisfactory, in form and substance, to Lender: (1) evidence of insurance coverage or self-insurance required by Section 17; (2) an opinion of Borrower's counsel in substantially the form attached as Exhibit C hereto; (3) if any items of Equipment are motor vehicles, properly completed certificates of title or certificates of origin (or applications therefor) for such vehicles and noting Lender's interest thereon; (4) for Equipment other than motor vehicles, such Uniform Commercial Code financing statements as Lender may require; (5) copies of resolutions by Borrower's governing body duly authorizing the Contract and incumbency certificates for the person(s) who will sign the Contract; (6) such documents, opinions and certificates as Lender may request relating to federal tax-exemption of the interest portion of Installment Payments payable under the Contract, including (without limitation) IRS Form 8038-G or 8038-GC and evidence of the adoption of a reimbursement resolution or other official action in the event that Borrower is to be reimbursed for expenditures that it has paid more than sixty days prior to the date on which the Funding Conditions are satisfied; (7) if applicable, a certificate of an authorized official of Borrower designating the Contract as a "qualified tax-exempt obligation" within the meaning of Section 265(b)(3) of the Tax Code; and (8) such other documents and information previously identified by Lender or otherwise reasonably requested by Lender.

Borrower shall cooperate with Lender in Lender's review of any proposed Contract. Without limiting the foregoing, Borrower will provide Lender with any documentation or information Lender may request in connection with Lender's review of any proposed Contract. Such documentation may include, without limitation, documentation concerning the Equipment and its contemplated use and location and documentation or information concerning the financial status of Borrower and other matters related to Borrower. Credit information relating to Borrower may be disseminated among Lender and any of its successors and assigns.

9. Installment Payments. Borrower shall promptly pay "Installment Payments" as described in Exhibit A-1 to each Contract, in lawful money of the United States of America, to Lender on the dates and in such amounts as provided in each Contract. Borrower shall pay Lender a charge on any Installment Payment not paid on the date such payment is due at the rate of 12% per annum or the maximum rate permitted by law, whichever is less, from such date until paid. Installment Payments consist of principal and interest portions as more fully detailed on the Schedule for each Contract. Lender and Borrower understand and intend that the obligation of Borrower to pay Installment Payments under each Contract shall constitute a current expense of Borrower payable solely from its general fund or other funds that are legally available for that purpose and shall not in any way be construed to be a debt of Borrower in contravention of any applicable constitutional or statutory limitation or requirement concerning the creation of indebtedness by Borrower, nor shall anything contained in this Master Agreement or in a Contract constitute a pledge of the general tax revenues, funds or monies of Borrower.

10. INSTALLMENT PAYMENTS TO BE UNCONDITIONAL. EXCEPT AS PROVIDED IN SECTION 7, THE OBLIGATIONS OF BORROWER TO MAKE INSTALLMENT PAYMENTS AND TO PERFORM AND OBSERVE THE OTHER COVENANTS AND AGREEMENTS CONTAINED IN EACH CONTRACT SHALL BE ABSOLUTE AND UNCONDITIONAL IN ALL EVENTS WITHOUT ABATEMENT, DIMINUTION, DEDUCTION, SET-OFF OR DEFENSE, FOR ANY REASON, INCLUDING WITHOUT LIMITATION ANY FAILURE OF THE EQUIPMENT TO BE DELIVERED OR INSTALLED, DISPUTES WITH ANY SUPPLIER OR VENDOR OF ANY EQUIPMENT OR LENDER, ANY DEFECTS, MALFUNCTIONS, BREAKDOWNS OR INFIRMITIES IN THE EQUIPMENT OR ANY ACCIDENT, CONDEMNATION OR UNFORESEEN CIRCUMSTANCES.

11. Delivery and Acceptance by Borrower. Borrower shall order the Equipment to be subject to a Contract, cause such Equipment to be delivered and installed at the location specified in such Contract, and pay any and all delivery, installation and other costs in connection therewith. When the Equipment listed in any Contract has been delivered and acceptance tested, Borrower shall immediately accept such Equipment and evidence said acceptance by executing and delivering to Lender an Acceptance Certificate (in substantially the form attached hereto as Exhibit B) whereupon, as between Lender and Borrower, the Equipment shall be deemed to have been unconditionally accepted by Borrower for all purposes of the applicable Contract. Subject to satisfaction of the Funding Conditions with respect to the related Contract, Lender shall pay to such supplier or vendor as directed by Borrower on the Commencement Date for such Contract the purchase price for such Equipment in an amount equal to the aggregate principal portion of Installment Payments under the applicable Contract, unless Lender and Borrower otherwise agree in the related Schedule. During the Contract Term of each Contract, Borrower shall be entitled to quiet use and enjoyment of the Equipment identified therein, subject to the terms of the applicable Contract.

12. Location; Inspection. Once installed, no item of the Equipment will be moved from the location (or the base location with respect to motor vehicles) specified for it in the related Contract without Lender's prior written consent, which consent shall not be unreasonably withheld. Lender shall have the right at all reasonable times during regular business hours to enter into and upon the property where the Equipment is located for the purpose of inspecting the Equipment.

13. Use; Maintenance. Borrower will not install, use, operate or maintain the Equipment improperly, carelessly, in violation of any applicable law or in a manner contrary to that contemplated by the related Contract. Borrower shall provide all permits and licenses, if any, necessary for the installation and operation of the Equipment. In addition, Borrower agrees to comply in all respects with all applicable laws, regulations and rulings of any legislative, executive, administrative or judicial body. Borrower agrees that it will, at Borrower's own cost and expense, maintain, preserve and keep the Equipment in good repair and working order, in a condition comparable to that recommended by the manufacturer. Lender shall have no responsibility to maintain, repair or make improvements or additions to the Equipment.

Borrower shall not alter any item of Equipment or install any accessory, equipment or device on an item of Equipment if that would impair any applicable warranty, the originally intended function or the value of that Equipment. All repairs, accessories, equipment and devices furnished, affixed to or installed on any Equipment, excluding temporary replacements, shall thereupon become subject to the security interest of Lender.

14. Title. During the Contract Term under each Contract, and so long as Borrower is not in default under Section 24, all right, title and interest in and to each item of the Equipment under the related Contract shall be vested in Borrower immediately upon its acceptance of each item of Equipment, subject to the terms and conditions of the applicable Contract. Upon the occurrence of an Event of Default under a Contract (as provided in Section 24) or upon termination of a Contract pursuant to Section 7, full and unencumbered legal title to the Equipment shall, at Lender's option, pass to Lender, and Borrower shall have no further interest therein. In addition, upon the occurrence of such an Event of Default or such termination, Borrower shall execute and deliver to Lender such documents as Lender may request to evidence the passage of such legal title to Lender and the termination of Borrower's interest therein, and upon request by Lender shall deliver possession of the Equipment to Lender in accordance with Section 7 or Section 25, as applicable. Upon payment or prepayment of all amounts due and owing under a Contract in accordance with its terms, Lender's security interest or other interest in the Equipment under such Contract shall terminate, and Lender shall execute and deliver to Borrower such documents as Borrower may request to evidence the termination of Lender's security interest in the Equipment subject to the related Contract.

15. Security Interest. To secure the payment and performance of all of Borrower's obligations under each Contract, upon the execution of such Contract, Borrower grants to Lender a security interest constituting a first and exclusive lien on the Equipment subject to such Contract, on the moneys and investments held from time to time in any related Escrow Fund and on any and all proceeds of any of the foregoing. Borrower agrees to execute and deliver such additional documents, in form satisfactory to Lender, which Lender deems necessary or appropriate to establish and maintain its security interest in the Equipment, including, without limitation, such financing statements with respect to personal property under Article 9 of the Uniform Commercial Code in effect in the State and treating such Article 9 as applicable to entities such as Borrower. The Equipment is and will remain personal property and will not be deemed to be affixed to or a part of the real estate on which it may be situated.

16. Liens, Taxes, Other Governmental Charges and Utility Charges. Borrower shall at all times protect and defend, at its own cost and expense, its title in and to the Equipment from and against all claims, liens and legal processes of its creditors and keep the Equipment free and clear of all such claims, liens and legal processes except those created by the related Contract. The parties to this Master Agreement contemplate that the Equipment under each Contract will be used for governmental or proprietary purposes of Borrower and that the Equipment will therefore be exempt from all property and other taxes. Nevertheless, Borrower shall pay promptly when due or reimburse Lender for, and hold Lender harmless from: (a) all titling, recordation, filing, registration, documentary stamp and other fees; (b) taxes (other than taxes calculated solely on the basis of Lender's net income), including but not limited to transfer, sales, use, excise, gross receipts, value added and personal property taxes; and (c) assessments and all other charges or withholdings of any nature (together with any penalties, fines or interest on any such fees, taxes, assessments, charges or withholdings) arising at any time relating to the Equipment or any Contract or with respect to the use, possession, acquisition, ownership, operation, delivery, return or other disposition of any Equipment or upon the Installment Payments, whether the same be assessed to Lender or Borrower. Borrower and Lender shall cooperate in providing each other with any appropriate resale or governmental exemption certificates, sale-for-lease exemption certificates and other similar documentation, if applicable. Unless otherwise required by applicable law, Borrower shall timely make all filings, reports or returns with respect to any applicable fees and taxes. If Lender is required by applicable law to make any such filing, report or return, Borrower shall promptly notify Lender

in writing, provide Lender with all information required in order for Lender to timely file any and all of the same and pay all costs and expenses related thereto from legally available funds. Borrower shall pay all utility and other charges incurred in the use and maintenance of the Equipment as the same may become due.

17. Insurance. At its own expense, Borrower shall during the Contract Term of each Contract maintain (a) casualty insurance insuring the Equipment under such Contract against loss or damage by fire, collision and all other risks covered by the standard extended coverage endorsement then in use in the State and any other risks reasonably required by Lender, in an amount at least equal to the then applicable " Prepayment Price" of the Equipment as described in Exhibit A-1 of each Contract; (b) liability insurance that protects Borrower from liability in all events in form and amount satisfactory to Lender as set forth in the attachment hereto titled "Insurance Coverage Requirements"; and (c) workers' compensation coverage as required by the laws of the State; provided that, with Lender's prior written consent, Borrower may self-insure against the risks described in clauses (a) and (b). Borrower shall furnish to Lender evidence of such insurance or self-insurance coverage throughout the Contract Term of each Contract. Borrower shall not materially modify or cancel such insurance or self-insurance coverage without first giving written notice thereof to Lender at least 10 days in advance of such cancellation or modification. Lender shall be named as a loss payee with respect to all casualty insurance described in clause (a) above and as an additional insured with respect to all liability insurance described in clause (b) above.

18. Advances. In the event Borrower shall fail to keep the Equipment in good repair and working order pursuant to Section 13 or to maintain any insurance required by Section 17, Lender may, but shall be under no obligation to, maintain and repair the Equipment or obtain and maintain any such insurance coverages, as the case may be, and pay the cost thereof. All amounts so advanced by Lender shall constitute additional consideration for the then current Original Term or Renewal Term under the affected Contract, and Borrower agrees to pay such amounts so advanced by Lender with interest thereon from the advance date until paid at the rate of 12% per annum or the maximum rate permitted by law, whichever is less.

19. Damage, Destruction and Condemnation. If (a) the Equipment or any portion thereof is destroyed, in whole or in part, or is damaged by fire or other casualty or (b) title to, or the temporary use of, the Equipment or any part thereof shall be taken under the exercise or threat of the power of eminent domain by any governmental body or by any person, firm or corporation acting pursuant to governmental authority, Borrower and Lender will cause the Net Proceeds to be applied to the prompt replacement, repair, restoration, modification or improvement of the Equipment to substantially the same condition as existed prior to the event causing such damage, destruction, or condemnation, unless Borrower shall have exercised its option to prepay its obligations under the related Contract pursuant to Section 22. Any balance of the Net Proceeds remaining after such work has been completed shall be paid to Borrower.

For purposes of this Section, the term "Net Proceeds" shall mean the amount remaining from the gross proceeds of any insurance claim or condemnation award or sale under threat of condemnation after deducting all expenses, including attorneys' fees, incurred in the collection thereof. If the Net Proceeds are insufficient to pay in full the cost of any replacement, repair, restoration, modification or improvement referred to herein, Borrower shall either (i) complete such replacement, repair, restoration, modification or improvement and pay any costs thereof in excess of the amount of the Net Proceeds from funds legally available for that purpose, or (ii) prepay its obligations under the related Contract pursuant to Section 22. The amount of the Net Proceeds, if any, remaining after completing such replacement, repair, restoration, modification or improvement or after prepaying its obligations under such Contract pursuant to Section 22 shall be retained by Borrower. If Borrower shall make any payments pursuant to this Section, Borrower shall not be entitled to any reimbursement therefor from Lender nor shall Borrower be entitled to any diminution of the amounts payable under Section 9.

21. DISCLAIMER OF WARRANTIES. BORROWER ACKNOWLEDGES THAT LENDER IS NOT THE SUPPLIER OR VENDOR OF ANY OF THE EQUIPMENT. LENDER MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE OR FITNESS FOR USE OF THE EQUIPMENT, OR WARRANTY WITH RESPECT THERETO WHETHER EXPRESS OR IMPLIED. AS BETWEEN BORROWER AND LENDER, BORROWER ACCEPTS ALL SUCH EQUIPMENT AS IS AND WITH ALL FAULTS. BORROWER AGREES TO SETTLE ALL CLAIMS WITH RESPECT TO THE EQUIPMENT DIRECTLY WITH THE SUPPLIER OR VENDOR AND WILL NOT ASSERT OR SEEK TO ENFORCE ANY SUCH CLAIMS AGAINST LENDER OR ITS ASSIGNEE. IN NO EVENT SHALL LENDER BE LIABLE FOR ANY INCIDENTAL, INDIRECT, SPECIAL OR CONSEQUENTIAL DAMAGE IN CONNECTION WITH OR ARISING OUT OF ANY CONTRACT OR THE EXISTENCE, FURNISHING, FUNCTIONING OR BORROWER'S USE OF ANY ITEM, PRODUCT OR SERVICE PROVIDED FOR IN ANY CONTRACT. **Vendor's Warranties.** Lender hereby irrevocably appoints Borrower as its agent and attorney-in-fact during the Contract Term of each Contract, so long as Borrower shall not be in default under such Contract, to assert from time to time whatever claims and rights (including without limitation warranties) relating to the Equipment that Lender may have against Vendor. The term "Vendor" means any supplier or manufacturer of the Equipment as well as the agents or dealers of the manufacturer or supplier from whom Borrower purchased or is purchasing such Equipment. Borrower's sole remedy for the breach of such warranty, indemnification or representation shall be against Vendor of the Equipment, and not against Lender. Any such matter shall not have any effect whatsoever on the rights or obligations of Lender with respect to any Contract, including the right to receive full and timely Installment Payments and other payments under each Contract. Borrower expressly acknowledges that Lender makes, and has made, no representations or warranties whatsoever as to the existence or the availability of such warranties by Vendor of the Equipment.

22. Prepayment Option. Borrower shall have the option to prepay all, but not less than all, its obligations under a Contract, upon giving written notice to Lender at least 30 days before the prepayment date, at the following times and upon the following terms: (a) on the Installment Payment due dates specified in such Contract, upon payment in full of the Installment Payments then due and all other amounts then owing under such Contract plus the then applicable Prepayment Price as referenced in Exhibit A-1 to such Contract, which may include a premium on the unpaid principal balance; or (b) in the event of substantial damage to or destruction or condemnation of substantially all of the Equipment listed in such Contract, on the day specified in Borrower's notice to Lender of its exercise of the prepayment option upon payment in full to Lender of the Installment Payments then due and all other amounts then owing under such Contract plus the then applicable Prepayment Price plus accrued interest from the immediately preceding Installment Payment due date to such prepayment date.

23. Assignment. Lender's right, title and interest in and to each Contract, including Installment Payments and any other amounts payable by Borrower thereunder and all proceeds therefrom, may be assigned and reassigned at any time and from time to time to one or more assignees or subassignees by Lender without the necessity of obtaining the consent of Borrower. During the term of this Master Agreement, Borrower shall keep, or cause to be kept, a complete and accurate record of all such assignments in form necessary to comply with Section 149 of the Tax Code. For this purpose, Borrower appoints Lender to act as its registration agent, which appointment Lender hereby accepts. Lender agrees on Borrower's behalf to maintain such record of all assignments. Borrower agrees to execute all documents that may be reasonably requested by Lender or any assignee to protect its interests and property assigned pursuant to this Section. Borrower shall not have the right to and shall not assert against any assignee any claim, counterclaim or other right Borrower may have against Lender or Vendor. Assignments may include without limitation assignment of all of Lender's security interest in and to the Equipment listed in a particular Contract and any related Escrow Fund and all rights in, to

and under the Contract related to such Equipment and any related Escrow Agreement. Borrower hereby agrees that Lender may, without notice to Borrower, sell, dispose of, or assign any particular Contract or Contracts through a pool, trust, limited partnership, or other similar entity, whereby one or more interests are created in a Contract or Contracts, or in the Equipment listed in or the Installment Payments under a particular Contract or Contracts.

None of Borrower's right, title and interest in, to and under any Contract or any portion of the Equipment listed in any Contract or in any Escrow Fund may be assigned, subleased, or encumbered by Borrower for any reason without obtaining prior written consent of Lender, which consent may be withheld, conditioned or delayed in the sole discretion of Lender. Any purported assignment, sublease or encumbrance without Lender's prior written consent shall be null and void.

24. Events of Default. Any of the following events shall constitute an "Event of Default" under a Contract: (a) failure by Borrower to (i) pay any Installment Payment or other payment required to be paid under such Contract at the time specified therein or (ii) maintain insurance as required under such Contract; (b) failure by Borrower to observe and perform any covenant, condition or agreement contained in this Master Agreement or such Contract on its part to be observed or performed, other than as referred to in subparagraph (a) above, for a period of 30 days after written notice specifying such failure and requesting that it be remedied is given to Borrower by Lender, unless Lender shall agree in writing to an extension of such time prior to its expiration; *provided* that, if the failure stated in the notice cannot be corrected within the applicable period, Lender will not unreasonably withhold its consent to an extension of such time if corrective action is instituted by Borrower within the applicable period and diligently pursued until the default is corrected; (c) any statement, representation or warranty made by Borrower in or pursuant to any Contract shall prove to have been false, incorrect, misleading or breached in any material respect on the date when made; (d) Borrower institutes any proceedings under any bankruptcy, insolvency, reorganization or similar law or a receiver or similar official is appointed for Borrower or any of its property; or (e) an Event of Default occurs under any other Contract.

25. Remedies on Default. Whenever any Event of Default exists under a Contract, Lender shall have the right, at its sole option without any further demand or notice, to take one or any combination of the following remedial steps: (a) by written notice to Borrower, Lender may declare all Installment Payments payable by Borrower pursuant to such Contract and other amounts payable by Borrower under such Contract to the end of the then current Original Term or Renewal Term to be immediately due and payable; (b) with or without terminating the Contract Term under such Contract, Lender may enter the premises where the Equipment listed in such Contract is located and retake possession of such Equipment or require Borrower at Borrower's expense to promptly return any or all of such Equipment to the possession of Lender at such place within the United States as Lender shall specify, and sell such Equipment or, for the account of Borrower, lease such Equipment, continuing to hold Borrower liable, but solely from legally available funds, for the difference between (i) the Installment Payments payable by Borrower pursuant to such Contract and other amounts related to such Contract or the Equipment listed therein that are payable by Borrower to the end of the then current Original Term or Renewal Term, as the case may be, and (ii) the net proceeds of any such sale or leasing (after deducting all expenses of Lender in exercising its remedies under such Contract, including without limitation all expenses of taking possession, storing, reconditioning and selling or leasing such Equipment and all brokerage, auctioneer's and attorney's fees), subject, however, to the provisions of Section 7. The exercise of any such remedies in respect of any such Event of Default shall not relieve Borrower of any other liabilities under any other Contract or the Equipment listed therein; (c) Lender may terminate any Escrow Agreement relating to such Contract and apply any proceeds in the Escrow Fund thereunder to the Installment Payments under such Contract; and (d) Lender may take whatever action at law or in equity may appear necessary or desirable to enforce its rights under such Contract or as a secured party in any or all of the Equipment and any related Escrow Fund. Any net

proceeds from the exercise of any remedy under a Contract (after deducting all costs and expenses described in this Section) shall be applied as follows: (i) if such remedy is exercised solely with respect to a single Contract, Equipment listed in such Contract or rights thereunder, then to amounts due pursuant to such Contract and other amounts related to such Contract or such Equipment; or (ii) if such remedy is exercised with respect to more than one Contract, Equipment listed in more than one Contract or rights under more than one Contract, then to amounts due pursuant to such Contracts pro-rata.

26. No Remedy Exclusive. No remedy herein conferred upon or reserved to Lender is intended to be exclusive and every such remedy shall be cumulative and shall be in addition to every other remedy given under a Contract now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right or power may be exercised from time to time and as often as may be deemed expedient. In order to entitle Lender to exercise any remedy reserved to it in Section 25 it shall not be necessary to give any notice other than such notice as may be required in Section 25.

27. Notices. All notices or other communications under any Contract shall be sufficiently given and shall be deemed given when delivered or mailed by registered mail, postage prepaid, or delivered by overnight courier, to the parties hereto at the addresses listed below (or at such other address as either party hereto shall designate in writing to the other for notices to such party), or to any assignee at its address as it appears on the registration books maintained by Lender (as Borrower's registration agent as provided in Section 23).

28. General Indemnification. To the fullest extent permitted by State law, Borrower shall indemnify, defend and hold harmless Lender from and against any and all liability, obligation, loss, claim, tax and damage whatsoever, regardless of cause thereof, and all expenses in connection therewith (including, without limitation, attorney's fees and expenses and court costs and expense) arising out of or as result of (a) entering into this Master Agreement or any Contract or any of the transactions contemplated hereby or thereby, (b) the ownership of any item of Equipment, (c) the ordering, acquisition, use, operation, condition, purchase, delivery, rejection, storage or return of any item of Equipment, (d) any accident in connection with the operation, use, condition, possession, storage or return of any item of Equipment resulting in damage to property or injury to or death to any person, and/or (e) the breach of any covenant of Borrower or any material representation of Borrower contained in this Master Agreement or a Contract. The indemnification and obligations arising under this Section shall be payable solely from funds legally available for such purpose and shall continue in full force and effect notwithstanding the full payment of all obligations under all Contracts or the termination of the Contract Term under all Contracts for any reason.

29. Miscellaneous Provisions. Each Contract shall inure to the benefit of and shall be binding upon Lender and Borrower and their respective successors and assigns. References herein to "Lender" shall be deemed to include successors and each of Lender's assignees and subsequent assignees from and after the effective date of each assignment as permitted by Section 23. In the event any provision of any Contract shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision thereof. Each Contract may be amended by mutual written consent of Lender and Borrower. Each Contract and this Master Agreement may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument. The captions or headings in this Master Agreement and in each Contract are for convenience only and in no way define, limit or describe the scope or intent of any provisions or sections of this Master Agreement or any Contract. This Master Agreement and each Contract shall be governed by and construed in accordance with the laws of the State.

30. Continuing Disclosure. Lender acknowledges that, in connection with Borrower's compliance with any continuing disclosure undertakings (each, a "Continuing Disclosure Agreement") entered into by Borrower

pursuant to SEC Rule 15c2-12 promulgated pursuant to the Securities and Exchange Act of 1934, as amended (the "Rule"), Borrower may be required to file with the Municipal Securities Rulemaking Board's Electronic Municipal Market Access system, or its successor ("EMMA"), notice of its incurrence of its obligations under this Contract and notice of any accommodation, waiver, amendment, modification of terms or other similar events reflecting financial difficulties in connection with this Contract, in each case including a description of the material terms thereof (each such notice, an "EMMA Notice"). Borrower shall not file or submit or permit the filing or submission of any EMMA Notice that includes any of the following unredacted information regarding Lender or the Escrow Agent: physical or mailing addresses, account information, e-mail addresses, telephone numbers, fax numbers, tax identification numbers, or titles or signatures of officers, employees or other signatories. Borrower acknowledges and agrees that Lender is not responsible in connection with any EMMA Notice relating to this Contract for Borrower's compliance or noncompliance (or any claims, losses or liabilities arising therefrom) with the Rule, any Continuing Disclosure Agreement or any applicable securities laws, including but not limited to those relating to the Rule.

31. Waiver of Jury Trial. Borrower expressly waives any and all right to a jury trial in any dispute regarding or arising out of this Agreement.

IN WITNESS WHEREOF, Lender and Borrower have caused this Master Agreement to be executed in their names by their duly authorized representatives as of the date first above written.

(LENDER)
Mercedes-Benz Financial Services USA, LLC

(BORROWER)
Oneida City School District

By X _____
Name _____
Title _____

By X _____
Name _____
Title _____

TFFF1871 (07-28-2015)

STATE OF NEW YORK RIDER*
To

EQUIPMENT SCHEDULE NO. 1 DATED AUGUST 24, 2020,

WHICH INCORPORATES BY REFERENCE THE TERMS AND PROVISIONS OF THAT CERTAIN

MASTER INSTALLMENT PURCHASE AGREEMENT DATED AS OF AUGUST 24, 2020

BORROWER:

Oneida City School District
565 Sayles Street
Oneida, NY 13421

LENDER:

Mercedes-Benz Financial Services USA LLC
14372 Heritage Parkway
Fort Worth, TX 76177

For and in consideration of the mutual promises and agreements contained in the Contract described herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. Definitions. Each capitalized term used, but not defined, herein shall have the same meaning as when such term is used in the Contract. As used in this Rider, "Contract" shall mean the Schedule consisting of the Equipment Schedule described above to which this Rider is attached and incorporated therein by this reference and the Installment Payment Schedule attached to such Equipment Schedule as Exhibit A-1, which Schedule is entered into pursuant to, and incorporates by reference the terms and provisions of, the Master Installment Purchase Agreement described above (the "Master Agreement").

2. Executory Contract. Section 9 of the Master Agreement (as incorporated by reference into the Contract) is supplemented by addition of the following at the end thereof: "For purposes of Section 109-b(2)(f) of the General Municipal Law of the State of New York, Lender and Borrower hereby agree that the Contract shall be deemed executory only to the extent of monies appropriated and available for the purpose of the Contract, and no liability on account thereof shall be incurred by Borrower beyond the amount of such monies. The Contract is not a general obligation of Oneida City School District. Neither the full faith and credit nor the taxing power of Oneida City School District are pledged to the payment of any amount due or to become due under the Contract. It is understood that neither the Contract nor any representation by any public employee or officer creates any legal or moral obligation to appropriate or make monies available for the purpose of the Contract."

3. Borrower's Additional Representations. In addition to Borrower's representations, warranties and covenants set forth in Section 3 of the Master Agreement (as incorporated by reference into the Contract), Borrower hereby further represents, covenants and warrants for the benefit of Lender on the Commencement Date for the Contract as follows: (a) the stated full Contract Term of the Contract does not exceed the "period of probable usefulness" prescribed by Section 11.00 of the Local Finance Law of the State of New York for the equipment, machinery or apparatus financed under the Contract; (b) the authorization for the issuance of obligations to finance the equipment, machinery or apparatus to be leased, acquired and financed under the Contract is not required by law to be subject to (i) a permissive or mandatory referendum, (ii) a supermajority vote of Borrower's governing board

* For use with New York municipal corporations, school districts, district corporations or boards of cooperative educational services under Section 109-b of the General Municipal Law of the State of New York, but not the State of New York or any of its departments, agencies or institutions or the City University of New York.

or (iii) a referendum only if the obligations have a maturity not less than a specified minimum period; and (c) the amount of unpaid periodic payments (excluding interest) proposed to be made under the Contract, all other Contracts executed and delivered pursuant to the Master Agreement and those other installment purchase contracts entered into by Borrower pursuant to Section 109-b of the General Municipal Law of the State of New York together with the amount of outstanding indebtedness do not exceed 115% of the limit prescribed by Section 104.00 of the Local Finance Law of the State of New York and the total amount of such payments (excluding interest) under the Contract, all such other Contracts and such other installment purchase contracts do not exceed 40% of such limit.

4. Consent to Assignment. Borrower hereby consents to Lender's assignment and reassignment of the Contract and related rights and interests at any time, in whole or in part, on the terms and conditions provided in Section 23 of the Master Agreement (as incorporated by reference into the Contract). Lender hereby acknowledges and agrees that Lender shall not be entitled to assign the Master Agreement itself (separate and apart from a Contract) to any other entity or person (except to an affiliate or agent controlling, controlled by or under common control with Lender, in which case consent as herein provided is not required) without the prior written consent of Borrower in compliance with Section 109 of the General Municipal Law of the State of New York.

IN WITNESS WHEREOF, Lender and Borrower have each caused this State of New York Rider to be duly executed and delivered on this 24th day of August, 2020.

BORROWER:

LENDER:

MERCEDES-BENZ FINANCIAL SERVICES USA LLC

By _____

Name _____

Title _____

By _____

Name _____

Title _____

**EXHIBIT A
EQUIPMENT SCHEDULE NO. 1**

RE: MASTER INSTALLMENT PURCHASE AGREEMENT dated as of 8/24/2020 ("Master Agreement"), between MERCEDES-BENZ FINANCIAL SERVICES USA LLC ("Lender") and Oneida City School District ("Borrower"). All terms used and not otherwise defined herein have the meanings ascribed to them in the Master Agreement.

For purposes of the Contract created hereby, the following items of Equipment are hereby included under this Schedule together with all attachments, additions, accessions, parts, repairs, improvements, replacements and substitutions thereto as provided in the Master Agreement.

At least ninety-five percent of the amount advanced under the Contract created hereby will be used to finance assets that are capitalizable for federal income tax purposes.

DESCRIPTION OF EQUIPMENT			
Quantity	Description	Model No./Serial No.	Location
1	2021 Thomas 311TS	4UZABRFB0MCMF2179	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB5MCMF2176	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 310TS	4UZABRFB5MCMJ3527	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB7MCMF2177	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB7MCMF2180	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB9MCMF2178	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 310TS	4UZABRFB9MCMF2181	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB3MCMF2175	565 Sayles Street, Oneida, NY 13421
SEE ATTACHED EXHIBIT 1- EQUIPMENT DESCRIPTION ATTACHED HERETO AND MADE A PART HEREOF.			

The Installment Payments shall be in such amounts and payable on such Installment Payment due dates as set forth in the Installment Payment Schedule attached to this Schedule as Exhibit A-1 and incorporated herein by this reference, subject to adjustment upon the occurrence of a determination of taxability as provided in Section 4 of the Master Agreement.

CONTRACT TERM: The Contract Term shall consist of the Original Term and the number of consecutive Renewal Terms for payment of the scheduled Installment Payments shown on the Installment Payment Schedule, with the final Renewal Term ending on the first day after the last scheduled Installment Payment due date, subject to earlier termination pursuant to the Master Agreement.

APPLICATION OF ADVANCED FUNDS: The amount for the Equipment listed in this Schedule to be paid to Matthews Buses Inc., as Vendor, is \$ 1,068,420.24.

Registration. Any Equipment that is a motor vehicle is to be registered and titled as follows:

- (a) *Registered Owner:* Oneida City School District
- (b) *Lienholder:* Key Government Finance Inc.

Borrower shall be responsible for the correct titling of all Equipment financed under the Contract created hereby. Borrower will cause the original Certificates of Title to be delivered to Lender for retention in Lender's files throughout the Contract Term of the Contract created hereby.

Borrower hereby represents, warrants and covenants that its representations, warranties and covenants set forth in the Master Agreement (particularly Sections 3 and 4 thereof) are true, accurate and complete as though made on the Commencement Date. Borrower acknowledges and agrees that Lender has acted solely for its own account in connection with the Contract and not as a municipal advisor, financial advisor, agent or fiduciary to Borrower or any other person or entity. Borrower further represents and warrants that (a) no material adverse change has occurred in the financial condition of Borrower since the date of the Master Agreement; (b) no Event of Default has occurred and is continuing under any Contract currently in effect; (c) no Event of Non-Appropriation under any Contract currently in effect is threatened; (d) the Equipment listed in this Schedule is essential to the functions of Borrower or to the services Borrower provides its citizens; (e) Borrower has an immediate need for, and expects to make immediate use of, substantially all such Equipment, which will be used by Borrower only for the purpose of performing one or more of Borrower's governmental or proprietary functions consistent with the permissible scope of its authority; and (f) Borrower has made its own determination to enter into the Contract created hereby and the terms hereof in reliance on the advice of its own financial, accounting, tax, legal and other advisors. **The terms and provisions of the Master Agreement (other than to the extent that they relate solely to other Schedules or Equipment listed on other Schedules) are hereby incorporated into this Schedule by reference and made a part hereof.**

Borrower hereby designates the aggregate principal portions of the Installment Payments payable under the Contract created hereby as a "qualified tax-exempt obligation" for purposes of Section 265(b)(3) of the Tax Code. In support of such designation, Borrower hereby certifies to Lender that: (a) the reasonably anticipated amount of tax-exempt obligations (excluding private activity bonds other than qualified 501(c)(3) bonds) issued or to be issued by Borrower and all subordinate entities thereof during the current calendar year is not reasonably expected to exceed \$10,000,000; and (b) not more than \$10,000,000 of obligations issued by Borrower during the current calendar year have been designated for purposes of Section 265(b)(3) of the Tax Code.

Dated: 8/24/2020

(LENDER)
Mercedes-Benz Financial Services USA, LLC

(BORROWER)
Oneida City School District

By X _____
Name _____
Title _____

By X _____
Name _____
Title _____

**EXHIBIT 1
DESCRIPTION OF EQUIPMENT**

DESCRIPTION OF EQUIPMENT			
Quantity	Description	Model No./Serial No.	Location
1	2021 Thomas 311TS	4UZABRFB0MCMF2179	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB5MCMF2176	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 310TS	4UZABRFB5MCMJ3527	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB7MCMF2177	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB7MCMF2180	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB9MCMF2178	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 310TS	4UZABRFB9MCMF2181	565 Sayles Street, Oneida, NY 13421
1	2021 Thomas 311TS	4UZABRFB3MCMF2175	565 Sayles Street, Oneida, NY 13421

**EXHIBIT A-1
INSTALLMENT PAYMENT
SCHEDULE NO. 1**

Payment No.	Due Date	Installment Payment	Interest Portion	Principal Portion	Prepayment Price
1	8/24/2020	\$168,877.41	\$168,877.41	\$-	\$926,529.11
2	8/24/2021	\$168,877.41	\$148,502.77	\$20,374.65	\$773,571.26
3	8/24/2022	\$168,877.41	\$151,866.36	\$17,011.06	\$617,148.91
4	8/24/2023	\$168,877.41	\$155,306.13	\$13,571.28	\$457,183.60
5	8/24/2024	\$168,877.41	\$158,823.81	\$10,053.60	\$293,595.07
6	8/24/2025	\$291,500.00	\$285,043.76	\$6,456.24	\$(0.00)

Borrower: Oneida City School District

By X _____
 Name _____
 Title _____

**EXHIBIT B
ACCEPTANCE CERTIFICATE**

PLEASE COMPLETE EITHER FINAL OR PARTIAL ACCEPTANCE, AS APPLICABLE

FINAL ACCEPTANCE CERTIFICATE

Re: Schedule No. 1, dated 8/24/2020 that incorporates by reference the terms and provisions of the Master Installment Purchase Agreement dated as of 8/24/2020, between MERCEDES-BENZ FINANCIAL SERVICES USA LLC, as Lender, and Oneida City School District, as Borrower.

In accordance with the Master Installment Purchase Agreement described above (the "Master Agreement"), the undersigned Borrower hereby certifies and represents to, and agrees with Lender as follows:

- (1) All of the Equipment listed in the above-referenced Schedule (the "Schedule") has been delivered, installed and accepted on the date hereof.
- (2) Borrower has conducted such inspection and/or testing of the Equipment listed in the Schedule as it deems necessary and appropriate and hereby acknowledges that it accepts the Equipment for all purposes.
- (3) Borrower is currently maintaining the insurance coverage required by Section 17 of the Master Agreement.
- (4) (a) No event or condition that constitutes, or with notice or lapse of time, or both, would constitute, an Event of Default exists at the date hereof under any Contract currently in effect; (b) no material adverse change has occurred in the financial condition of Borrower since the date of the Master Agreement; and (c) no Event of Non-appropriation under any Contract currently in effect has been threatened.

BORROWER Oneida City School District

By X: _____

Title: _____

Acceptance Date: _____

> OR <

PAYMENT REQUEST and PARTIAL ACCEPTANCE CERTIFICATE

MERCEDES-BENZ FINANCIAL SERVICES USA LLC is hereby requested to pay the person or entity designated below as Payee, the sum set forth below in payment of a portion or all of the cost of the acquisition described below. The amount shown below is due and payable under the invoice of the Payee attached hereto with respect to the cost of the acquisition of the equipment and has not formed the basis of any prior request for payment. The equipment described below is part or all of the "Equipment" listed in Exhibit A to the Master Installment Purchase Agreement referenced above.

Quantity	Serial Number/Description:	Amount:

Payee: _____

Payee's Federal ID Number: _____

Borrower hereby certifies and represents to and agrees with Lender as follows: (i) the equipment described above has been delivered, installed and accepted on the date hereof; (ii) Borrower has conducted such inspection and/or testing of said equipment as it deems necessary and appropriate and hereby acknowledges that it accepts said equipment for all purposes; (iii) Borrower is currently maintaining the insurance coverage required by Section 17 of the Master Agreement; (iv) no event or condition that constitutes, or with notice or lapse of time or both would constitute, an Event of Default exists at the date hereof under any Contract currently in effect; (v) no material adverse change has occurred in the financial condition of Borrower since the date of the Master Agreement; and (vi) no Event of Non-appropriation under any Contract currently in effect has been threatened.

BORROWER Oneida City School District

By X _____

Title _____

**PLEASE RETURN PAYMENT REQUEST TO:
MERCEDES-BENZ FINANCIAL SERVICES USA
1000 S McCaslin Blvd, Superior, CO 80027**

**EXHIBIT C
LESSEE'S COUNSEL'S OPINION**

(To be put on Attorney's Letterhead)

MERCEDES-BENZ FINANCIAL SERVICES USA LLC
1000 S. McCaslin Blvd
Superior, CO 80027

Re: Schedule No. 1 dated 08/24/2020, that incorporates by reference the terms and provisions of the Master Installment Purchase Agreement dated as of 8/24/2020 between MERCEDES-BENZ FINANCIAL SERVICES USA LLC, as Lender, and Oneida City School District, as Borrower.

Ladies and Gentlemen:

As legal counsel to Oneida City School District, State of New York (the "Borrower"), I have examined (a) an executed counterpart of a certain Master Installment Purchase Agreement dated as of 8/24/2020, and Exhibits thereto (collectively, the "Master Agreement"), by and between MERCEDES-BENZ FINANCIAL SERVICES USA LLC (the "Lender") and the Borrower, and an executed counterpart of Schedule No. 1, dated 8/24/2020 (the "Schedule"), by and between the Lender and the Borrower which, among other things, provides for the financing of certain property listed in the Schedule (the "Equipment"), (b) certified copy of the ordinances or resolutions of the governing body of the Borrower which, among other things, authorize the Borrower to execute the Agreement and the Schedule and (c) such other opinions, documents and matters of law as I have deemed necessary in connection with the following opinion. The Schedule and the terms and provisions of the Master Agreement incorporated therein by reference together with the Installment Payment Schedule attached to the Schedule are herein referred to collectively as the "Contract".

In rendering this opinion, I have assumed without inquiry:

- (a) The authenticity of all documents submitted to me as copies of the originals and the conformity of such copies to the originals as they are finally executed and delivered by the Borrower and the Lender;
- (b) That the Contract has been or will be duly authorized, executed and delivered by the Lender;
- (c) That the Contract constitutes the valid, legal and binding obligation of the Lender enforceable against the Lender in accordance with its terms; and
- (d) That the Contract accurately describes and contains the mutual understandings of the parties, and that there are not oral or written statements or agreements that modify, amend or vary, or purport to modify, amend or vary, any of the terms thereof.

Based on the foregoing, I am of the following opinion:

- (a) The Borrower is a public body corporate and politic, duly organized and existing under the laws of the State, or/and has a substantial amount of one of the following sovereign powers: (i) the power to tax, (ii) the power of eminent domain, or (iii) police power;
- (b) The name of the Borrower contained in the Contract is the correct legal name of the Borrower;
- (c) The Borrower has the requisite power and authority to acquire and finance the Equipment and to execute and deliver the Contract and to perform its obligations under the Contract;
- (d) The Contract has been duly authorized, approved, executed, and delivered by and on behalf of the Borrower and the Contract is a legal, valid and binding obligation of the Borrower enforceable in accordance with its terms, subject to (i) all applicable bankruptcy, reorganization, insolvency, fraudulent conveyance, moratorium and other similar laws; (ii) the qualification that certain waivers, restrictions and remedies provided for in the Contract, including without limitation certain indemnification obligations, may be wholly or partially unenforceable under New York law; and (iii) general principles of equity.;
- (e) The authorization, approval, execution, and delivery of the Contract and all other proceedings of the Borrower relating to the transactions contemplated thereby have been performed in accordance with all open meeting laws, public bidding laws and all other applicable State laws; and
- (f) To the best of my knowledge, there is no proceeding pending or threatened in any court or before any governmental authority or arbitration board or tribunal that, if adversely determined, would adversely affect the transactions

contemplated by the Contract or the security interest of Lender or its assigns, as the case may be, in the Equipment thereunder.

All of the opinions set forth above are also subject to the following qualifications, limitations and exceptions:

- (a) The opinions expressed herein are limited to matters governed by the laws of the State of New York. No opinion is expressed regarding the laws of any other jurisdiction.
- (b) The opinions expressed herein are based upon the law in effect on the date hereof, and I assume no obligation to revise or supplement them if the law is changed by legislative action, judicial decision or otherwise.

All capitalized terms herein shall have the same meanings as in the Contract unless otherwise provided herein. Lender, its successors and assigns, and any counsel rendering an opinion on the tax-exempt status of the interest portions of the Installment Payments, are entitled to rely on this opinion.

Printed Name _____

Signature **X** _____

**EXHIBIT D
ACCEPTANCE OF INSTALLMENT PAYMENT OBLIGATION**

Re: Schedule No. 1 dated 8/24/2020 that incorporates by reference the terms and provisions of the Master Installment Purchase Agreement dated as of 8/24/2020, between MERCEDES-BENZ FINANCIAL SERVICES USA LLC, as Lender, and Oneida City School District as Borrower.

In accordance with the Master Installment Purchase Agreement described above (the "Master Agreement"), the undersigned hereby acknowledges and represents that:

All or a portion of the Equipment (as such term is defined in the Master Agreement) listed in the above-referenced Schedule (the "Schedule") has not been delivered, installed, or available for use and has not been placed in service as of the date hereof;

Borrower acknowledges that Lender has agreed to set aside funds in an amount sufficient to provide financing (to the extent requested by Borrower and agreed to by Lender) for the Equipment listed in the Schedule (the "Financed Amount");

The Financed Amount is set forth as the "Total Principal Portion" of Installment Payments in the Installment Payment Schedule attached to the Schedule as Exhibit A-1 ("Exhibit A-1"); and

Borrower agrees to execute a Payment Request Form, attached to the Master Agreement as Exhibit B, authorizing payment of the Financed Amount, or a portion thereof, for each disbursement of funds.

NOTWITHSTANDING that all or a portion of the Equipment has not been delivered to, or accepted by, Borrower on the date hereof, Borrower warrants that:

(a) Borrower's obligation to commence Installment Payments as set forth in Exhibit A-1 is absolute and unconditional as of the Commencement Date of the Schedule and on each date set forth in Exhibit A-1 thereafter, subject to the terms and conditions of the Master Agreement;

(b) Immediately upon delivery and acceptance of all the Equipment, Borrower will notify Lender of Borrower's final acceptance of the Equipment by delivering to Lender a "Final Acceptance Certificate" in the form set forth as Exhibit B to the Agreement;

(c) In the event that any surplus amount remains from the funds set aside or an Event of Non-appropriation under the Master Agreement occurs, any amount then remaining shall be applied or distributed in accordance with Lender's standard servicing procedures, which includes, but is not limited to, application of the remaining amount to the next Installment Payment and other amounts due; and

(d) Regardless of whether Borrower delivers a Final Acceptance Certificate, Borrower shall be obligated to pay all Installment Payments (including principal and interest) as they become due as set forth in Exhibit A-1, subject to the terms of the Master Agreement.

(e) Borrower understands and agrees that interest shall accrue on the entire Financed Amount as of the date hereof, and further understands and agrees that any interest earned shall be retained by Lender in consideration of managing the internal escrow account.

AGREED TO on 8/24/2020

BORROWER: Oneida City School District

By X _____

Title _____

INSURANCE COVERAGE REQUIREMENTS

LENDER: MERCEDES-BENZ FINANCIAL SERVICES USA LLC, and its successors, transferees and assigns

BORROWER: Oneida City School District

1. In accordance with Section 17 of the Master Agreement, we have instructed the insurance agent named below:
(Please fill in name, address and telephone number).

_____	Telephone: () _____
_____	Fax: () _____
_____	Contact: () _____

- a. All Risk Physical Damage Insurance on the leased equipment evidenced by a Certificate of Insurance and Long Form Loss Payable Clause naming MERCEDES-BENZ FINANCIAL SERVICES USA LLC and/or its successors, transferees and assigns, as loss payee.

Coverage Required: Prepayment Price

- b. Public Liability Insurance evidenced by a Certificate of Insurance naming MERCEDES-BENZ FINANCIAL SERVICES USA LLC and/or its successors, transferees and assigns as Additional Insured.

Minimum Coverage Required: \$ 5 Million

- c. Workers compensation coverage as required by the laws of the State: provided that, with Lender's prior written consent, Borrower may self-insure against the risk described in clauses.

OR

2. Pursuant to Section 17 of the Master Agreement, we are self-insured for all risk, physical damage, and public liability and will provide proof of such self-insurance in letter form together with a copy of the statute authorizing this form of insurance.

Proof of insurance coverage will be provided prior to the time the Equipment is delivered to us.

PLEASE LIST NAME & ADDRESS AS FOLLOWS:
MERCEDES-BENZ FINANCIAL SERVICES USA LLC
1000 S McCaslin Blvd, Superior, CO 80027

Borrower: Oneida City School District

By X: _____

Name:

Title:

PAYMENT INSTRUCTIONS

Pursuant to the Master Installment Purchase Agreement dated as of 8/24/2020 (the "Master Agreement"), the terms and provisions of which are incorporated by reference into Schedule No. 1, dated 8/24/2020, between MERCEDES-BENZ FINANCIAL SERVICES USA LLC (the "Lender") and Oneida City School District (the "Borrower"), the Borrower hereby acknowledges the obligations to make Installment Payments promptly when due, in accordance with Exhibit A-1 to such Schedule.

BORROWER NAME: _____ **TAX ID#:** _____

INVOICE MAILING ADDRESS: _____

Mail invoices to the attention of: _____ Phone () _____ Fax () _____

Approval of Invoices required by: _____ Phone () _____ Fax () _____

Accounts Payable Contact: Phone () _____ Fax () _____

Processing time for Invoices: Approval: _____ Checks: _____

Do you have a Purchase Order Number that you would like included on the invoice? No Yes _____ PO# _____

Do your Purchase order numbers change annually? No ___ Yes ___ Processing time for new purchase orders: _____

BORROWER: Oneida City School District

By **X**: _____

Title: _____

Date: _____

CERTIFICATE OF SIGNATURE AUTHORITY OF BORROWER

8/24/2020

MERCEDES-BENZ FINANCIAL SERVICES USA

RE: Master Installment Purchase Agreement dated 8/24/2020 (the "Master Agreement"), between Oneida City School District ("Borrower") and MERCEDES-BENZ FINANCIAL SERVICES USA LLC, ("Lender").

Dear MERCEDES-BENZ FINANCIAL SERVICES USA LLC,

I do hereby certify that I am the duly elected or appointed and acting Secretary/Clerk of Oneida City School District, a body corporate and politic duly organized and existing under the laws of the state of New York, that I have custody of the records of such entity, and that, as of the date hereof, the individuals named below are the duly elected or appointed officers of such entity holding the offices set forth opposite their respective names. I further certify that (a) the signatures set opposite their respective names and titles are their true and authentic signatures, and (b) such officers are the duly authorized persons or have the authority on behalf of such entity to enter into Master Agreement described above and separate Schedules relating thereto from time to time as provided in the Master Agreement and to execute Acceptance Certificates, Disbursement Requests, and other documents relating to the Master Agreement and such Schedules.

NAME	TITLE	SIGNATURE
_____	_____	_____
_____	_____	_____
_____	_____	_____

I further certify that the fiscal year of Borrower is from _____ to _____ .

IN WITNESS WHEREOF, I have duly executed this Certificate on 8/24/2020.

(Secretary/Clerk)

(Someone other than the person signing the documents)

BANK QUALIFIED DESIGNATION

Schedule No. 1 dated 8/24/2020 to Master Installment Purchase Agreement dated 8/24/2020 Borrower hereby represents and certifies the following (please check one):

Bank Qualified

Borrower has designated, and hereby designates, this Contract as a "qualified tax-exempt obligation" for the purposes and within the meaning of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended (the "Code"). In making that designation, Borrower hereby certifies and represents that:

- As of the date hereof in the current calendar year, neither Borrower nor any other issuer on behalf of Borrower has designated more than \$10,000,000 of obligations (including this Contract) as "qualified tax-exempt obligations";
- Borrower reasonably anticipates that the total amount of tax-exempt obligations (including this Contract) to be issued by or on behalf of Borrower (or allocated to Borrower) during the current calendar year will not exceed \$10,000,000;
- The Contract will not be at any time a "private activity bond" as defined in Section 141 of the Code;
- The Contract is not subject to control by any entity and there are no entities subject to control by Borrower; and
- Not more than \$10,000,000 of obligations of any kind (including the Contract) issued by, on behalf of or allocated to Borrower will be designated for purposes of Section 265(b)(3) of the Code during the current calendar year.

Non-Bank Qualified

Borrower has not designated this Contract as a "qualified tax-exempt obligation" for the purposes and within the meaning of Section 265(b)(3) of the Code.

BORROWER: Oneida City School District

Signature: X _____

Printed Name/Title: X _____

INVOICE



Key Government Finance, Inc.
 1000 S. McCaslin Blvd.
 Superior CO 80027

Bill to: Oneida City School District Attn: James Rowley 565 Sayles Street Oneida, NY 13421	Invoice No.	187408-001
	Invoice Date:	August 10, 2020
	Lease No.	2002187408
	Purchase Order No.	
	Contract No.	
	CSA No.	
	ACT No.	
	Reference:	

Qty	Item	Description	Total
1	Installment Payment	Payment due 8/24/2020	\$168,998.62
		Tax	
		Balance Due	\$168,998.62

Please remit funds to: Key Government Finance, Inc. 1000 S. McCaslin Blvd. Superior, CO 80027 Contact Phone: (800) 945-7569	REMITTANCE INFORMATION	
	Date:	
	Amount Due:	
	Amount Enclosed:	

- Please remember to:
- 1) Make checks payable to Key Government Finance, Inc.
 - 2) Return a copy of this invoice with your payment.
 - 3) Keep a copy of this invoice for your records.
 - 4) Direct all inquiries to the contact listed above.

Comments:

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: SALARY WAIVER - SCHOOL RESOURCE OFFICER
DATE: AUGUST 18, 2020

We are requesting approval of a salary waiver to be submitted to the New York State Education Department on behalf of Matthew Ware. The position title is "School Resource Officer," and the waiver is being requested from September 1, 2020 through June 30, 2021. The position is being offered subject to the approval of the waiver by the Commissioner.

RECOMMENDED ACTION

Motion to approve the salary waiver for Matthew Ware, School Resource Officer, as identified.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EMPLOYMENT AGREEMENT ADDENDUM – JAMES ROWLEY
DATE: AUGUST 18, 2020

The attached Employment Agreement Addendum for James Rowley is attached for your review and approval.

RECOMMENDED ACTION

Motion to approve the Employment Agreement Addendum for James Rowley as submitted.

MOTION MADE BY _____

SECONDED BY _____

A_____ N_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EMPLOYMENT AGREEMENT ADDENDUM – JESSICA POYER
DATE: AUGUST 18, 2020

The attached Employment Agreement Addendum for Jessica Poyer is attached for your review and approval.

RECOMMENDED ACTION

Motion to approve the Employment Agreement Addendum for Jessica Poyer as submitted.

MOTION MADE BY _____

SECONDED BY _____

A _____ N _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EMPLOYMENT AGREEMENT ADDENDUM – GENEVIEVE BRAUNER
DATE: AUGUST 18, 2020

The attached Employment Agreement Addendum for Genevieve Brauner is attached for your review and approval.

RECOMMENDED ACTION

Motion to approve the Employment Agreement Addendum for Genevieve Brauner as submitted.

MOTION MADE BY _____

SECONDED BY _____

A_____ N_____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – HOME OF THE BRAVE
DATE: AUGUST 18, 2020

The Otto Shortell Middle School is requesting approval for a textbook purchase.

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

Title:	<u>Home of the Brave</u>
Publisher:	Square Fish/Scholastic
Copyright:	2008;
To Be Used By:	English Grade 7 (110 copies) \$5.96 per book

FOR REVIEW ONLY

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

Title: Home of the Brave	Copies Needed: 110
--------------------------	--------------------

Author or Editor: Katherine Applegate	Publisher: Square Fish/ Scholastic
---------------------------------------	---------------------------------------

Copyright Date: 2008	Latest Revision Date:	Price: 5.96
----------------------	-----------------------	-------------

To be used by: English 7	Level Pupils in Grade	175
--------------------------	-----------------------	-----

Readability Review	Reviewer: Scholastic
Reading level: 6 th Grade	
Of these Pupils 30% are estimated to be reading one or more grade levels below this level.	
Recommendations for use: Interest level: 4—8, Reading Level 4-8	

II. Selector Review

Reviewer: Jennifer Bassin	Representing _ELA, Middle School
---------------------------	----------------------------------

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

Close reading strategies, scaffolded study guides, cooperative activities, differentiated instruction techniques, etc.

How will this text be used?

Home of the Brave is a perfect companion text for Long Walk to Water. It tells the story of Kek, a teenager who survived being a "Lost Boy" of Sudan. This story picks up where LWW to leaves off. Kek arrives in America to live with his aunt and older cousin. At first, he is filled with hope and excitement, but soon guilt and prejudice begin to erode his optimism. This book shows the cost of discrimination and violence, but it also shows how hope and family can prevail. This text will be offered as a follow up to LWW. Because of its format (verse novel), many students will be able to read, understand, and analyze this novel independently using the approach and strategies of Kate Roberts. Students who need support will be given it, of course. This book will lead to wonderful discussion because of its high interest, readability, and themes.

	Recommended	
	(Approved)	

<u>III. Recommendation and Approval Routing</u>	Yes	No	Signature	Date
---	-----	----	-----------	------

Department Chairperson				
------------------------	--	--	--	--

Principal	X		Zedd Widuit	7/15/20
Curriculum Coordinator	X		[Signature]	7/15/20
Superintendent				
Board of Education				

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

Score Card for Textbooks:

A. Content and Method	Excellent	Good	Fair	Poor	None	N/A
1. Contribution to Intelligent Thinking	x					
2. Appeals to Pupils	x					
3. Relation to Course of Study	x					
4. Organization (check each item)						
a. Table of Contents						x
b. Arrangement	x					
c. Development of Ideas	x					
d. Paragraph & Sentence Structure		x				
e. Chapter & Marginal Ideas	x					
f. Summaries						x
g. Provision for Reviews						x
h. Drills and Tests						x
i. Aids						x
j. Suggestions to Teachers and Pupils						x
k. Index						x
l. Bibliography						x
m. Appendix						x
5. Style of Writing	x					
6. Vocabulary		x				
7. Charts, maps, tables are accurate and clear						x
8. Questions: Factual						x
Inductive						x
Interpretive						x
B. Physical Features						
1. General Attractiveness	x					
2. Size of Book	x					
3. Paper						x
4. Type						x
5. Binding: Durability		x				
Color and Design	x					
6. Illustrations & Captions						x
7. Book Lies Flat When Open						x

Score Card for Textbooks

C. Teacher's Edition	Not Available	Yes	No
1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections?			
2. Are directions provided for the teacher in terms of overall aims and objectives?			
3. Are references listed for teachers in such a manner as to be of maximum use?			
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?			
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?			
6. Are appropriate testing materials available to the teacher for an adequate standard program?			
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?			
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?			

D. Other Information

- How does text fit into a sequential development of this subject in grades below and above?
It meets the NYS CC State Standards
- How closely does this text follow Oneida curriculum? _____
It meets the NYS CC state standards

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

3. Name and author of current text: N/A	
Publisher:	Copyright Date:
Adoption Date:	Number of Copies on Hand

- What advantage does this text have over current text? N/A
- Reaction of professional textbook reviews: See attached reviews.

Review for Publisher's Weekly:

In her first stand-alone book, Applegate (the Animorphs series) effectively uses free verse to capture a Sudanese refugee's impressions of America and his slow adjustment. After witnessing the murders of his father and brother, then getting separated from his mother in an African camp, Kek alone believes that

his mother has somehow survived. The boy has traveled by “flying boat” to Minnesota in winter to live with relatives who fled earlier. An onslaught of new sensations greets Kek (“This cold is like claws on my skin,” he laments), and ordinary sights unexpectedly fill him with longing (a lone cow in a field reminds him of his father's herd; when he looks in his aunt's face, “I see my mother's eyes/ looking back at me”). Prefaced by an African proverb, each section of the book marks a stage in the narrator's assimilation, eloquently conveying how his initial confusion fades as survival skills improve and friendships take root. Kek endures a mixture of failures (he uses the clothes washer to clean dishes) and victories (he lands his first paying job), but one thing remains constant: his ardent desire to learn his mother's fate. Precise, highly accessible language evokes a wide range of emotions and simultaneously tells an initiation story. A memorable inside view of an outsider. Ages 10-14. (*Sept.*)

School Library Journal, Starred Review:

"American culture, the Minnesota climate, and personal identity are examined in this moving first-person novel written in free verse . . . Kek is both a representative of all immigrants and a character in his own right . . . Kek will be instantly recognizable to immigrants, but he is also well worth meeting by readers living in homogeneous communities." — School Library Journal, starred review

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – BIG JAVA – EARLY OBJECTS
7TH EDITION
DATE: AUGUST 18, 2020

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

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

Title:	<u>Big Java – Early Objects 7th edition</u>
Publisher:	Wiley
Copyright:	2018;
To Be Used By:	AP Computer Science (12 copies) \$110.00 per book

FOR REVIEW ONLY

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

Title: Big Java - Early Objects 7 th edition ISBN : 9781119499534	Copies Needed: 12
--	-------------------

Author or Editor: Cay Horstmann	Publisher: Wiley
---------------------------------	------------------

Copyright Date: December 2018	Latest Revision Date:	Price: \$110
-------------------------------	-----------------------	--------------

To be used by	AP Computer Science	Level Pupils in Grade	10 - 12
---------------	---------------------	-----------------------	---------

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



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

Reviewer:	Representing
-----------	--------------

What provisions will be made for pupils reading one or more grades below reading level of book?
 Small group instruction and frequent checks for understanding with extra help sessions.

How will this text be used?
 This is the text book that has been used for AP Computer Science since 2003. We are moving to the newer version of this textbook. Over the years in programming certain concepts and rules changed as the technology changed. This version stays up to date with that.

	Recommended	
	(Approved)	

III. Recommendation and Approval Routing	Yes	No	Signature	Date
Department Chairperson	YES		Adam Litwak	8/5/20
Principal	✓			8/7/20
Curriculum Coordinator	✓			8/7/20
Superintendent	✓		Nancy MZ	8/7/2020
Board of Education				

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

Score Card for Textbooks

A. Content and Method	Excellent	Good	Fair	Poor	None	N/A
1. Contribution to Intelligent Thinking	X					
2. Appeals to Pupils		X				
3. Relation to Course of Study	X					
4. Organization (check each item)	X					
a. Table of Contents	X					
b. Arrangement	X					
c. Development of Ideas	X					
d. Paragraph & Sentence Structure		X				
e. Chapter & Marginal Ideas	X					
f. Summaries	X					
g. Provision for Reviews						
h. Drills and Tests		X				
i. Aids		X				
j. Suggestions to Teachers and Pupils		X				
k. Index						
l. Bibliography	X					
m. Appendix	X					
5. Style of Writing	X					
6. Vocabulary						
7. Charts, maps, tables are accurate and clear	X					
8. Questions: Factual	X					
Inductive	X					
Interpretive	X					
B. Physical Features						
1. General Attractiveness		X				
2. Size of Book		X				
3. Paper		X				
4. Type		X				
5. Binding: Durability		X				
Color and Design		X				
6. Illustrations & Captions		X				
7. Book Lies Flat When Open		X				

Score Card for Textbooks

C. Teacher's Edition	Not Available	Yes	No
1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections?			
2. Are directions provided for the teacher in terms of overall aims and objectives?			
3. Are references listed for teachers in such a manner as to be of maximum use?			
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?			
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?			
6. Are appropriate testing materials available to the teacher for an adequate standard program?			
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?			
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?			

D. Other Information

1. How does text fit into a sequential development of this subject in grades below and above?
This text fits the curriculum for AP Computer Science
2. How closely does this text follow Oneida curriculum? Very Good

In what ways is it different?	How will these areas be handled?
There is additional information in the book that is beyond the AP curriculum	EThe information beyond the course will either be touched upon after the AP exam or not at all

3. Name and author of current text:Big Java Edition 4	
Publisher:Wiley	Copyright Date:2010
Adoption Date:	Number of Copies on Hand 7

4. What advantage does this text have over current text?
5. Reaction of professional textbook reviews.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – HORNGREN'S ACCOUNTING
DATE: AUGUST 18, 2020

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

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

Title:	<u>Horngren's Accounting</u>
Publisher:	Pearson
Copyright:	2018
To Be Used By:	Accounting I/II Grades 9-12 \$287.99 (25 copies)

FOR REVIEW ONLY

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

Title: <i>HORNGREN'S ACCOUNTING 12th edition</i>	Copies Needed: 25
--	-------------------

Author or Editor: Tracie Miller-Nobles, Brenda Mattison, Ella Mae Matsumura	Publisher: Pearson
---	--------------------

Copyright Date: 2018	Latest Revision Date: 2/28/17	Price: \$287.99
----------------------	-------------------------------	-----------------

To be used by: Accounting <i>I/II</i>	Level Pupils in Grade: 9-12
---------------------------------------	-----------------------------

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

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

Reviewer: Laura Reff	Representing: Business Dept. OHS
----------------------	----------------------------------

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

Individualized instruction; help decode vocabulary & content; record chapters for straight-line students to listen to electronically; think-pair-share
 How will this text be used?
↳ Accounting I and II to receive MVCC college credit

	Recommended	
	(Approved)	

III. Recommendation and Approval Routing	Yes	No	Signature	Date
Department Chairperson				
Principal				
Curriculum Coordinator				
Superintendent				
Board of Education				

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

- see next page

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

Title:	Copies Needed:
--------	----------------

Author or Editor:	Publisher:
-------------------	------------

Copyright Date:	Latest Revision Date:	Price:
-----------------	-----------------------	--------

To be used by	Level Pupils in Grade
---------------	-----------------------

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


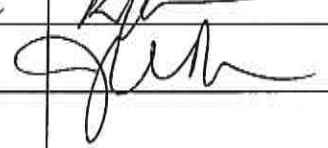
II. Selector Review (See also pages 2 &3)

Reviewer:	Representing
-----------	--------------

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

How will this text be used?

	Recommended	
	(Approved)	

III. Recommendation and Approval Routing	Yes	No	Signature	Date
Department Chairperson				
Principal	✓			8/11/20
Curriculum Coordinator	✓			8/11/20
Superintendent				
Board of Education				

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

Accounting Text

Score Card for Textbooks

A. Content and Method	Excellent	Good	Fair	Poor	None	N/A
1. Contribution to Intelligent Thinking	✓					
2. Appeals to Pupils	✓					
3. Relation to Course of Study	✓					
4. Organization (check each item)						
a. Table of Contents	✓					
b. Arrangement	✓					
c. Development of Ideas	✓					
d. Paragraph & Sentence Structure	✓					
e. Chapter & Marginal Ideas	✓					
f. Summaries	✓					
g. Provision for Reviews	✓					
h. Drills and Tests	✓					
i. Aids	✓					
j. Suggestions to Teachers and Pupils	✓					
k. Index	✓					
l. Bibliography						✓
m. Appendix	✓					
5. Style of Writing	✓					
6. Vocabulary	✓					
7. Charts, maps, tables are accurate and clear	✓					
8. Questions: Factual	✓					
Inductive	✓					
Interpretive	✓					
B. Physical Features	✓					
1. General Attractiveness	✓					
2. Size of Book		✓				
3. Paper	✓					
4. Type	✓					
5. Binding: Durability	✓					
Color and Design	✓					
6. Illustrations & Captions	✓					
7. Book Lies Flat When Open	✓					

Accounting
text

Score Card for Textbooks

C. Teacher's Edition	Not Available	Yes	(No)
1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections?			
2. Are directions provided for the teacher in terms of overall aims and objectives?			
3. Are references listed for teachers in such a manner as to be of maximum use?			
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?			
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?			
6. Are appropriate testing materials available to the teacher for an adequate standard program?			
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?			
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?			

D. Other Information

1. How does text fit into a sequential development of this subject in grades below and above?

The text can be used for both levels of Accounting

2. How closely does this text follow Oneida curriculum? perfectly!

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

3. Name and author of current text: <u>Century 21 Accounting, 8E</u>	
Publisher: <u>South-Western</u>	Copyright Date: <u>2006</u>
Adoption Date: <u>1999/2007</u> <u>TE 8E</u>	Number of Copies on Hand <u>40</u>

4. What advantage does this text have over current text?

More current applications of technology and teaching in a hybrid and/or in-person or fully online

5. Reaction of professional textbook reviews.

Love the resources available to students to diversify and individualize instruction to meet learners' needs and curriculum objectives.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR REVIEW – PERSONAL FINANCIAL LITERACY
DATE: AUGUST 18, 2020

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

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

Title:	<u>Personal Financial Literacy</u>
Publisher:	Pearson
Copyright:	2019
To Be Used By:	Math and Financial Application Grades 9-12 \$34.99 (45 copies)

FOR REVIEW ONLY

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

Title: <i>Personal Financial Literacy Student Edition – CTE School, 3rd edition</i>	Copies Needed: 45
---	-------------------

Author or Editor: <i>Jeffry D. Madura, Michael Casey, Sherry Roberts</i>	Publisher: Pearson
--	--------------------

Copyright Date: 2019	Latest Revision Date: 5/25/18	Price: \$34.99 eText
----------------------	-------------------------------	----------------------

To be used by: <i>Math and Financial Application</i>	Level Pupils in Grade: 9-12
--	-----------------------------

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

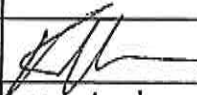
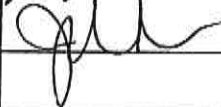
II. Selector Review (See also pages 2 & 3)

Reviewer: <i>Laura Reff</i>	Representing: <i>Business Dept. OHS</i>
-----------------------------	---

What provisions will be made for pupils reading one or more grades below reading level of book?
Individualized instruction; decode vocab - content; record chapters for students to listen electronically; think-pair-share

How will this text be used?
Math + Financial Applications course for Mvcc college credit

	Recommended	
	(Approved)	

III. Recommendation and Approval Routing	Yes	No	Signature	Date
Department Chairperson				
Principal	✓			8/10/20
Curriculum Coordinator	✓			8/11/20
Superintendent				
Board of Education				

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

Finance Text

Score Card for Textbooks

A. Content and Method	Excellent	Good	Fair	Poor	None	N/A
1. Contribution to Intelligent Thinking	✓					
2. Appeals to Pupils	✓					
3. Relation to Course of Study	✓					
4. Organization (check each item)						
a. Table of Contents	✓					
b. Arrangement	✓					
c. Development of Ideas	✓					
d. Paragraph & Sentence Structure	✓					
e. Chapter & Marginal Ideas	✓					
f. Summaries	✓					
g. Provision for Reviews	✓					
h. Drills and Tests	✓					
i. Aids	✓					
j. Suggestions to Teachers and Pupils	✓					
k. Index	✓					
l. Bibliography						✓
m. Appendix	✓					
5. Style of Writing	✓					
6. Vocabulary	✓					
7. Charts, maps, tables are accurate and clear	✓					
8. Questions: Factual	✓					
Inductive	✓					
Interpretive	✓					
B. Physical Features	✓					
1. General Attractiveness	✓					
2. Size of Book	✓					
3. Paper	✓					
4. Type	✓					
5. Binding: Durability	✓					
Color and Design	✓					
6. Illustrations & Captions	✓					
7. Book Lies Flat When Open	✓					

finance text

Score Card for Textbooks

C. Teacher's Edition	Not Available	Yes	(No)
1. Is the teacher's manual written in such a manner as to explain completely the objectives of the individual lessons, units and sections?			
2. Are directions provided for the teacher in terms of overall aims and objectives?			
3. Are references listed for teachers in such a manner as to be of maximum use?			
4. If appropriate, are workbooks challenging for the student and do they reinforce major concepts presented by the textbook?			
5. Are workbook materials so organized that student weaknesses in particular areas may be identified?			
6. Are appropriate testing materials available to the teacher for an adequate standard program?			
7. Are interesting activities suggested which will challenge youngsters to do further research in meaningful areas?			
8. Is an attempt made by the publisher to keep content material current by the issuance of supplementary bulletins?			

D. Other Information

1. How does text fit into a sequential development of this subject in grades below and above?

text is used in stand-alone course

2. How closely does this text follow Oneida curriculum? perfectly

In what ways is it different?	How will these areas be handled?
<i>N/A</i>	<i>N/A</i>

3. Name and author of current text: <i>Mathematics w/ Business Applications, 5th ed.</i>	
Publisher: <i>Glencoe</i>	Copyright Date: <i>2004</i>
Adoption Date: <i>~2006</i>	Number of Copies on Hand <i>~30</i>

4. What advantage does this text have over current text?

More emphasis on theory, concepts to become financially independent

5. Reaction of professional textbook reviews.

Up-to-date content

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: COMMITTEE CHAIR REPORTS
DATE: AUGUST 18, 2020

The Committee Chair Reports will be presented.

Audit:

Policy

Curriculum, Instruction
& Technology

Finance & Facility:

Governance:

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOE PRESIDENT REPORT
DATE: AUGUST 18, 2020

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

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: REOPENING PLANS
DATE: AUGUST 18, 2020

Discussion regarding the reopening plans.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: REPAIR AND REPLACE PROJECT
DATE: AUGUST 18, 2020

Discussion regarding repair and replace project.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOE RETREAT REFLECTION
DATE: AUGUST 18, 2020

Discussion regarding the BOE retreat.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: SUPERINTENDENT REPORT
DATE: AUGUST 18, 2020

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

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: ASSISTANT SUPERINTENDENT FOR FINANCE REPORT
DATE: AUGUST 18, 2020

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

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EXECUTIVE SESSION
DATE: AUGUST 18, 2020

We are recommending approval to enter into Executive Session for the purpose of discussions regarding Collective Negotiations pursuant to Article Fourteen of the Civil Service Law and the Employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

RECOMMENDED ACTION

Motion to enter into Executive Session as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____