

Special
Oneida City School District
Board of Education

April 4, 2019

5:30 PM 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. Executive Session-** Discussion regarding proposed, pending or current and matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person.
- IV. Resolutions**
 - a. Administrative Reorganization Plan
- V. Adjournment**

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EXECUTIVE SESSION
DATE: APRIL 4, 2019

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

RECOMMENDED ACTION

Motion to enter into executive session as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: ADMINISTRATIVE REORGANIZATION PLAN
DATE: APRIL 4, 2019

The Board of Education resolves to adopt and implement the Administrative Reorganization Plan that is submitted by the Superintendent.

RECOMMENDED ACTION

Motion to approve the Administrative Reorganization Plan as submitted by the Superintendent.

MOTION MADE BY _____

SECONDED BY _____

A___ N___

Oneida City School District Administration Reorganizational Plan 2019

Purpose/Rationale Statement

The Oneida City School District has seen a decline in enrollment and dramatic increase of students and families that need various support services including academic, social, emotional, health, and welfare needs. Our student population has fallen in the past 10 years, with our enrollment shrinking to 1900 students. The District's graduation rate has fallen to 73%, seven points below the state standard of 80%. Due to the combination of the mass exodus of industry in and around the city of Oneida and a catastrophic flood that occurred in 2013, our community has seen a dramatic increase in poverty over the last decade, with 54% of our students considered economically disadvantaged and 23% of our students living in poverty. The changing dynamics within the school district in regards to increasing poverty, declining enrollment, low graduation rate, increase crime and violence, and a drug use epidemic is necessitating the district to look at a new administrative structure to improve student learning outcomes and help students reach their fullest potential. Oneida City School District needs to provide a more responsive organization of our administrative staff.

Current Structure

The current administrative arrangement consists of a Superintendent of Schools, an Assistant Superintendent for Instruction, an Assistant Superintendent for Finance, Administrator for Technology and Special Programs, a High School Principal, a Middle School Principal, four Elementary Principals, and three Assistant Principals/ AD.

In the new proposed structure, the Oneida City School District would support a Superintendent of Schools, an Assistant Superintendents for Finance, an Administrator of Curriculum, Instruction, & Assessment, an Administrator for Technology & Special Programs, an Executive Principal (K-12) housed at the High School, a Middle School Principal, four Elementary Principals and three Assistant Principals/ AD.

Recommendation

- o Eliminate the Assistant Superintendent for Instruction position and create an Administrator for Curriculum, Instruction, & Assessment position
- o Eliminate the High School Principal position and create an Executive Principal (K-12) position
- o Shift minor district wide responsibilities to Elementary Principals- (DV- Homeschooling, NB- Nursing, SS- ESL, and WP- UPK)

The Administrator for Curriculum, Instruction, & Assessment will focus on curriculum, instruction and assessment throughout the district. The Executive Principal will service the High School and have K-12 responsibilities to provide and facilitate a continuous support for students in the areas of social emotional learning, parent engagement, transitions between buildings, career and college readiness, making discipline practices more positive, and student attendance. Additionally, minor district wide responsibilities will be shifted to the Elementary Principals such as ESL, UPK, and Homeschool approvals.

Responsibilities

Administrator for Curriculum, Instruction and Assessment

Administrative

1. Oversees all ESSA programs and requirements. Responsible for application, performance report, and monitoring of funds.
2. Assists in the development and coordination of the sections of budgets that pertain to curriculum, instruction, assessment, and professional learning.
3. Develops district wide plans, including the Professional Development Plan, AIS/RTI plan, Special Education plan, PE Plan, etc.
4. Supervise and coordinate Reading/ AIS/ RTI programs, home tutoring, homeless, residency/special permissions, and special education programs
5. Works with building principals and teams to develop and implement the school improvement process (data analysis, goal setting, action plans, etc.).
6. Assists in the evaluation of academic programs, grading and assessment, and their effect on student achievement.
7. Guides development, implementation, and evaluation of orientation, mentoring, curriculum work, and professional learning programs for personnel.
8. Coordinates all APPR plan reviews and changes
9. Coordinates district wide reports such as K-12 BEDS and VADIR
10. Coordinate monthly meetings with building principals, technology and executive principal
11. Coordinate initial stages of hiring process with building principals and executive principal
12. Maintain curriculum and instruction website
13. Serve as second principal observation
14. Performs such other tasks and assumes such other responsibilities as may be assigned by the Superintendent

Curriculum and Assessment

1. Leads in the development and maintenance of a positive coordinated educational program designed to meet the needs of all children.
2. Guides the administration team through the development, implementation, and evaluation of curriculum/ instruction, curriculum materials, and assessments to ensure that it aligns with NYS standards.
3. Assists in keeping the community informed about the curriculum and instructional programs and designs and implements feedback from staff, parent, student, and community members regarding curriculum and instruction.
4. Leads in the continued development of grading policies, report cards and honor roll policies.
5. Coordinates all elementary and middle school testing and scoring

QUALIFICATIONS:

1. Certification – NYS Teacher, NYS School District Leader, and NYS School Building Leader certification

EXPERIENCE

1. Minimum experience
 - a. 5 years building administration; or
 - b. 3 years as building principal
2. Preferred Experience:
 - a. Supervision of district-wide programs, including but not limited those related to curriculum, instruction and assessment
 - b. Teaching experience

K-12 Executive Principal

District Wide (K-12)

1. Unifies and leads all building administrators in the following programs: the social emotional learning, career/college readiness, school climate/student engagement, parental involvement, and attendance programs
2. Provides instructional leadership to the K-12 schools that maximizes student success
3. Supervises and coordinates the Social Emotional Learning and Career/College readiness programs to include: guidance counseling, counseling and social work
4. Supervises and coordinates the K-12 school climate/student engagement and attendance programs
5. Directs the equitable distribution of all K-12 educational shared resources for the social emotional learning, career/college readiness, school climate/student engagement, parental involvement, and attendance programs
6. Coordinates monthly meetings with building principals and district office staff to increase student attendance, decrease student suspensions, increase positive school climates, and increase graduation rate for all sub-groups.
7. Collaborates with Administrator for Curriculum, Instruction, and Assessment to use data to effectively monitor and evaluate student progress and promote instructional improvement
8. Stays current in and demonstrates comprehensive knowledge of effective, research based practices to improve student achievement
9. Supervises and coordinates the department chairs and coordinators
10. Leads the character development mandates and supports teacher's efforts to design and implement activities that promote character development
11. Interacts with K- 12 parents and school community members to build supportive relationships
12. Facilitates ongoing communication between all K-12 administrators
13. May serve as a second principal observation in all K-8 buildings
14. Performs all other duties as determined by the Superintendent of Schools.

High School (9-12)

1. Coordinates, promotes and communicates high school building level activities
2. Develops and maintains an effective program of school discipline and control consistent with the District Code of Conduct
3. Ensures safety and adequate supervision of students during all school sponsored activities
4. Coordinates initial stages of hiring process with high school building staff
5. Develops, revises and maintains teacher and student handbooks on an annual basis
6. Monitors and ensures compliance with all federal, state and district reporting and testing/assessment requirements
7. Makes recommendations and manages high school building level financial resources through the district budgeting process.
8. Fosters communication and collaboration among faculty, staff, parents and students to support high school goals.
9. Supports and encourages students in extracurricular activities and settings
10. Ensures compliance of contracts as they apply to the building personnel and issues.
11. Completes evaluations for high school staff and makes recommendations regarding probation, tenure and dismissal of staff
12. Performs all other duties as determined by the Superintendent of Schools.

QUALIFICATIONS:

1. Certification – NYS Teacher, NYS School District Leader or NYS School District Administrator

EXPERIENCE

1. Minimum experience
 - a. 5 years building administration; or
 - b. 3 years as building principal
2. Preferred Experience:
 - a. Supervision of district-wide programs, including but not limited those related to programs supporting students with disabilities and/or students in poverty; or
 - b. Teaching experience in areas of school counseling, school psychology, or special education

Fiscal

The fiscal implication of the new proposed structure is a small decrease in administrative costs for the district.

Conclusion

The reorganization of the Oneida City School District administrative staffing will help achieve the districts mission and vision. With a new structure, students will reach their fullest potential in a way that is responsive to the changing needs of our community and families. This new structure will allow the district to improve school conditions for student learning by providing social and emotional developmental supports for students, providing effective transitions from elementary school to middle school and from the middle school to high school, improving school climate, making discipline practices more positive, and increasing student engagement. These areas have been a barrier for many of our students in achieving academic success.