

Regular meeting of the
Oneida City School District
Board of Education

July 1, 2020

Directly following Organizational Meeting at
Costello Transportation Center Conference Room



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

Agenda

- I. Meeting Called to Order**
- II. Pledge of Allegiance**
- III. Public Forum (20 Minutes)**
- IV. Consent Agenda**
 - a. Meeting Minutes
 - i. June 9, 2020 Regular Meeting
 - ii. June 11, 2020 Special Meeting
 - iii. June 17, 2020 Special Meeting
 - b. Special Education
 - i. Committee on Special Education
 - ii. 504 Committee
 - iii. Committee on Preschool Special Education
- V. Finance**
 - a. Financial Reports
 - b. Appropriation Transfers
- VI. Resolutions**
 - a. Personnel
 - b. 2020-2021 CTE Classroom Lease Agreement
 - c. 2020-2021 Vehicle Lease Agreement
 - d. 2020-2021 Oneida CSD Professional Development Plan
 - e. 2020-2022 Oneida CSD AIS/RTI Intervention Plan K-12
 - f. 2020-2021 Oneida CSD Safety Plan
 - g. Project Account Expenditure
 - h. Textbook for Approval: Educated
 - i. Textbook for Approval: The Poet X
 - j. Textbook for Approval: The Absolutely True Diary of a Part-Time Indian
 - k. Textbook for Approval: Dear Martin
 - l. Policies for Review

- m. Textbook for Review: Just Mercy
- n. Textbook for Review: It's Trevor Noah
- o. Textbook for Review: Holding Up the Universe

VII. Communications

- a. Committee Chair Reports
- b. BOE President Report
- c. Discussions
 - 1. Committee Assignments
 - 2. BOE Retreat
 - 3. New BOE Member Orientation
 - 4. Field Trips
 - 5. Exchange Students
 - 6. Summer staff resignations or retirements
 - 7. Use of buildings and grounds
 - 8. Transferring Funds to the Retirement Contribution Reserve Fund

VIII. Resolution

- a. Transferring Funds to the Retirement Contribution Reserve Fund

IX. Communications continued

- a. Superintendent Report
- b. Assistant Superintendent for Finance Report

- X. Executive Session** Collective negotiations pursuant to Article Fourteen of the Civil Service Law;

XI. Adjournment

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: CONSENT ITEMS
DATE: JULY 1, 2020

The following consent items are being submitted for your approval:

- Meeting Minutes
 - i. June 9, 2020 Regular Meeting
 - ii. June 11, 2020 Special Meeting
 - iii. June 17, 2020 Special Meeting
- Special Education
 - iv. Committee on Special Education
 - v. 504 Committee
 - vi. Committee on Preschool Special Education

RECOMMENDED ACTION

Motion to approve consent items as submitted for July 1, 2020.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

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

June 17, 2020
4:30 PM via Google Meet

MEMBERS PRESENT: Ms. Melinda Bowe, Vice President
Ms. Heather Denby
Mr. John Elbersen
Mr. Martin Kelly
Mr. James Maio
Ms. Jennifer Parker

MEMBERS ABSENT: Mr. Robert Group, President

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

SPECTATORS PRESENT: A.Ferrucci, B.Williams, C.Jones, D.Dampf, M.Peebles,
W.Badgley, J.Wagner, L.Buschatzke, G.Brauner,
J.Swayze, J.Poyer

The special budget/election results meeting of the Oneida City School District's Board of Education for June 17, 2020 was called to order by Vice President Ms. Melinda Bowe at 4:30 PM. The Pledge of Allegiance was said. Vice President Bowe referred to the prepared agenda.

Superintendent Mary-Margaret Zehr announced the results of the Budget and Election Votes as certified by James Rowley, Clerk of the Board.

MEMORANDUM OF AGREEMENT – AGENDA ADDITION

MOVED BY *Parker*, SECONDED BY *Kelly*, to approve the Memorandum of Agreement between the OCSD and the OSEU as submitted.

VOTE ON THE MOTION **AYES 5 NAYS 0 ABSTAINED 1**
MOTION CARRIED _____ (J. Elbersen)

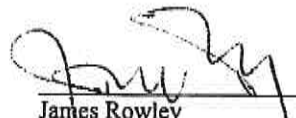
**Memorandum of
Agreement- Addition**
ACTION NO. 236
OSEU Agreement - Aides

ADJOURNMENT

MOVED BY *Elbersen*, SECONDED BY *Parker*, that the Special Board of Education meeting of June 17, 2020 be adjourned at 4:42 PM.

VOTE ON THE MOTION **AYES 6 NAYS 0**
MOTION CARRIED _____

Adjournment
ACTION NO. 237



James Rowley
Clerk of the Board

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

June 11, 2020
6:30 PM at Costello Transportation Conference Room

MEMBERS PRESENT: Mr. Robert Group, President
Ms. Melinda Bowe, Vice President
Ms. Heather Denby
Mr. John Elbersen
Mr. Martin Kelly
Mr. James Maio
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, Genevieve Brauner

The special meeting of the Oneida City School District's Board of Education for June 11, 2020 was called to order by President Mr. Robert Group at 6:33 PM. The Pledge of Allegiance was said and President Group referred to the agenda.

EXECUTIVE SESSION

Exec Session
ACTION NO. 234

MOVED BY *Elbersen*, SECONDED BY *Bowe*, that the Special Board of Education meeting of June 11, 2020 move to executive session at 6:35 PM for purposes of the discussions regarding proposed, pending or current litigation;

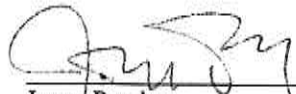
VOTE ON THE MOTION **AYES 7 NAYS 0**
MOTION CARRIED

ADJOURNMENT

Adjournment
ACTION NO. 235

MOVED BY *Elbersen*, SECONDED BY *Maio*, that the Special Board of Education meeting of June 11, 2020 be adjourned at 8:33 PM.

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



James Rowley
Clerk of the Board

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

June 9, 2020
6:00 PM via Google Meet

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

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

SPECTATORS PRESENT: G.Brauner,D.Mullen,J.Bassin,A.Fowler,C.MacDonald,
C.Bobo,D.Dampf,J.Poyer,K.Knight,K.Simchik,
L.Buschatzke,M.Yardley,P.Houser,E.Coriale,S.Tice,T.
Widrick,B.Planck,A.DeGroat,A.Clements,B.Bobo,
L.Reff

The Pledge of Allegiance was said. The regular meeting of the Oneida City School District's Board of Education for June 9, 2020 was called to order by President Mr. Robert Group at 6:00 PM. President Group then referred to the prepared agenda.

CONSENT ITEMS

Consent Items
ACTION NO. 213

MOVED BY *Parker*, SECONDED BY *Maio*, to approve the consent items for the June 9, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

FINANCE

Finance
ACTION NO. 214

MOVED BY *Kelly*, SECONDED BY *Elbersen*, to approve the financial reports for the June 9, 2020 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

FINANCE – APPROPRIATION TRANSFERS

**Finance –
Appropriation
Transfers**
ACTION NO. 215

MOVED BY *Denby*, SECONDED BY *Bowe*, to approve the appropriation transfers for May/June 2020 as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

CLAIMS AUDITOR REPORT

Claims Auditor Report
NO ACTION

The state mandated claims auditor report was submitted.

FOR INFORMATION ONLY

COMMITTEE MEETINGS FOR 2020-2021 COMMITTEE MEMBERS

Discussion regarding 2020-2021 Committee Meeting dates.

FOR DISCUSSION ONLY

RETREAT/PROFESSIONAL LEARNING FOR BOE MEMBERS

Discussion regarding retreat/professional learning for BOE Members.

FOR DISCUSSION ONLY

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.

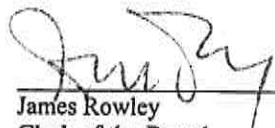
FOR INFORMATION ONLY

ADJOURNMENT

MOVED BY *Denby*, SECONDED BY *Maio*, that the Board of Education meeting of June 9, 2020 be adjourned at 8:02 PM.

**VOTE ON THE MOTION
MOTION CARRIED**

AYES 7 NAYS 0


James Rowley
Clerk of the Board

2020-21 Committee Meeting Dates
NO ACTION

Retreat/Professional Learning for BOE Members
NO ACTION

Supt. Report
NO ACTION

Assist. Supt. Report
NO ACTION

Adjournment
ACTION NO. 233

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: FINANCIAL REPORTS
DATE: JULY 1, 2020

Financial reports for the month of May 2020:

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

RECOMMENDED ACTION

Motion to approve the financial reports as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

ONEIDA CITY SCHOOL DISTRICT

TREASURER'S REPORT - GENERAL FUND

Cash Per Books:	May 1, 2020	\$	<u>14,685,566.61</u>	
Cash receipts - State/BOCES Aid			<u>3,157,578.30</u>	
- Other			<u>258,643.29</u>	
Receipts and Cash Balance			<u>18,101,788.20</u>	
Cash Disbursements		(<u>4,528,915.56</u>)
Cash Per Books:	May 31, 2020	\$		<u>13,572,872.64</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>65,155.10</u>	
	CD/Savings		<u>13,546,487.30</u>	
	subtotal		<u>13,611,642.40</u>	
Plus:				
Hasler wire (taken by bank 5/26/20, recorded in nVision)			<u>5,000.00</u>	
			<u>5,000.00</u>	
Less:				
Outstanding Checks:		(<u>43,769.76</u>)
Reconciled Balance:	May 31, 2020	\$		<u>13,572,872.64</u>

TREASURER'S REPORT - SCHOOL LUNCH FUND

Cash Per Books:	May 1, 2020	\$	<u>48,712.99</u>	
Cash receipts:			<u>30,466.35</u>	
Receipts and Cash Balance			<u>79,179.34</u>	
Cash Disbursements		(<u>61,302.50</u>)
Cash Per Books:	May 31, 2020			\$ <u>17,876.84</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>17,876.84</u>	
Less:				
Outstanding Checks		(<u>0.00</u>)
Add:				
Lunch deposits			0.00	
MSB In-Transit			0.00	
Heartland In-Transit			<u>0.00</u>	
Reconciled Balance:	May 31, 2020			\$ <u>17,876.84</u>

TREASURER'S REPORT - SPECIAL AID FUND

Cash Per Books:	May 1, 2020	\$	<u>177,173.74</u>	
Cash receipts:			<u>123,087.02</u>	
Receipts and Cash Balance			<u>300,260.76</u>	
Cash Disbursements		(<u>159,320.87</u>)
Cash Per Books:	May 31, 2020			\$ <u>140,939.89</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>142,534.89</u>	
	subtotal		<u>142,534.89</u>	
Less:				
Outstanding Checks		(<u>1,595.00</u>)
Reconciled Balance:	May 31, 2020			\$ <u>140,939.89</u>

TREASURER'S REPORT - CAPITAL FUND

Cash Per Books: May 1, 2020		\$ <u>359,436.17</u>	
Cash receipts:		<u>5.84</u>	
Receipts and Cash Balance		\$ <u>359,442.01</u>	
Cash Disbursements		<u>(0.00)</u>	
Cash Per Books: May 31, 2020			\$ <u><u>359,442.01</u></u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$ <u>166,407.21</u>	
	CD/Savings	<u>193,034.80</u>	
	Subtotal	\$ <u>359,442.01</u>	
Less:			
Outstanding Checks		<u>(0.00)</u>	
Reconciled Balance:	May 31, 2020		\$ <u><u>359,442.01</u></u>

TREASURER'S REPORT - TRUST AND AGENCY/SCHOLARSHIP FUNDS

Cash Per Books: May 1, 2020		\$ <u>717,232.70</u>	
Cash receipts:		2,402,858.39	
Receipts and Cash Balance		\$ <u>3,120,091.09</u>	
Cash Disbursements		<u>(2,418,218.86)</u>	
Cash Per Books: May 31, 2020			\$ <u><u>701,872.23</u></u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$ <u>641,871.50</u>	
	Payroll Checking	<u>10,247.35</u>	
	Scholarship Savings	<u>74,469.58</u>	
	Subtotal	\$ <u>726,588.43</u>	
Plus:			
ERS - 3 employees that had ERS issues		<u>226.37</u>	
Less:			
Outstanding Checks: Trust & Agency		<u>(14,448.86)</u>	
Payroll		<u>(9,954.57)</u>	
Payroll (ERS wires less than was posted to nVision)		<u>(539.14)</u>	
Reconciled Balance:	May 31, 2020		\$ <u><u>701,872.23</u></u>

ONEIDA CITY SCHOOL DISTRICT - GENERAL FUND REVENUE REPORT


Month Ending May 31, 2020

		<u>Budgeted</u> <u>Revenues</u>	<u>Revenues</u> <u>Received</u>	<u>Balance</u> <u>Unearned</u>
A1001	Real Property Tax	\$ 15,205,474.11	\$ 14,628,316.28	\$ 577,157.83
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	57,711.11	12,288.89
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	32,110.00	(7,110.00)
A2308	Transportation-BOCES	0.00	0.00	0.00
A2401.A	Interest and Earnings	4,000.00	29,478.29	(25,478.29)
A2410	Rental of Property	11,000.00	23,070.50	(12,070.50)
A2413	Rental of Property-BOCES	76,000.00	97,625.00	(21,625.00)
A2414	Rental of Buses	12,000.00	47,563.79	(35,563.79)
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	3,734.09	(3,734.09)
A2700	Reimb. Medicare Part D Expenditures	150,000.00	126,213.00	23,787.00
A2701	Refund-Prior Yrs. Expenditures/BOCES aide	150,000.00	490,363.02	(340,363.02)
A2703	Refund-Prior Yrs. Expenditures	100,000.00	81,634.26	18,365.74
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	31,335.83	68,664.17
A3089	Star Program/Reimbursement/Admin.	0.00	0.00	0.00
A3101.A	Basic Aid & Building	17,140,731.00	14,983,200.82	2,157,530.18
A3101.E	Excess Cost Aid	2,773,428.00	2,121,100.40	652,327.60
A3102	Lottery Aid	3,159,756.00	3,974,184.49	(814,428.49)
A3103	BOCES	2,402,962.00	0.00	2,402,962.00
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)
A4601	Medicaid Assistance	115,000.00	265,735.51	(150,735.51)
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	\$ 40,349,091.21	\$ 4,221,771.79
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	\$ 40,349,091.21	\$ 6,641,197.79

EXTRA CLASSROOM ACTIVITY FUNDS

ONEIDA SENIOR HIGH SCHOOL

Report of Accounts

Month Ended					As of:	31-May-20
	Beginning					Ending
Activity	Balance	Receipts	Total	Disbursements		Balance
Advanced Placement	5,779.15	11,250.00	17,029.15	700.00		16,329.15
Art Club	404.72		404.72			404.72
Banking Fees & Interest	108.30	3.36	111.66			111.66
Business Club	-		-			-
Class of 2020	1,010.25		1,010.25	317.48		692.77
Class of 2021	4,514.22		4,514.22			4,514.22
Class of 2022	7,198.72		7,198.72			7,198.72
Class of 2023	2,000.18		2,000.18			2,000.18
Concert Choir	11,101.07	400.00	11,501.07	1,000.00		10,501.07
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	1,769.56	8.60	1,778.16			1,778.16
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		533.11			533.11
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			2,831.92
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	1,942.90		1,942.90	100.00		1,842.90
Student Council	821.47		821.47			821.47
Technology	3,915.47		3,915.47	500.00		3,415.47
Technology Student Association	454.87	25.00	479.87			479.87
Teens For A Better World	31.17		31.17			31.17
Wind Ensemble	6,242.92		6,242.92	5,500.00		742.92
Z Club	2,619.98		2,619.98	250.00		2,369.98
Total	74,859.46	11,686.96	86,546.42	8,367.48		78,178.94
Checking Account ... 9146		48,578.58				
Money Market Account ... 4977		39,589.11				
Deposits in Transit		-				
Less Checks Outstanding		9,988.75				
Working Balance		78,178.94				
 Laura J. Reff, Central Treasurer						
This report and supporting evidence examined and approved except as follows:						
Date						
	Auditor					

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: APPROPRIATION TRANSFERS
DATE: JULY 1, 2020

The attached Appropriation Transfers for June 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____

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

For the month

May-20

ACTIVITY	BEGINNING BALANCE	MONTHLY RECEIPTS	Total RECEIPTS	Monthly PAYMENTS	ENDING BALANCE
STUDENT COUNCIL	\$ 20,658.58	\$ 136.00	\$ 20,794.58	\$ 1,443.70	\$ 19,350.88
	\$ -		\$ -	\$ -	\$ -
MUSIC CLUB (Band/Chorus)	\$ 6,755.28		\$ 6,755.28	\$ 81.05	\$ 6,674.23
LIBRARY CLUB	\$ 862.31		\$ 862.31		\$ 862.31
FOREIGN LANGUAGE	\$ 1,225.19		\$ 1,225.19		\$ 1,225.19
DRAMA	\$ 6,547.93	\$ 81.05	\$ 6,628.98		\$ 6,628.98
ART	\$ 478.20		\$ 478.20		\$ 478.20
YEARBOOK	\$ 4,230.78		\$ 4,230.78		\$ 4,230.78
TOTALS	\$ 40,758.27	\$ 217.05	\$ 40,975.32	\$ 1,524.75	\$ 39,450.57

OUTSTANDING CHECKS

4375 \$ 15.00
4406 \$ 8.00

STATEMENT OF BANK BALANCE #614309154
 CHECKING \$ 39,473.57
 Less Outstanding Chks. \$ 23.00
 Plus Outstanding Deps. \$ -
 Working Balance \$ 39,450.57

\$23.00

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

Auditor

Treasurer

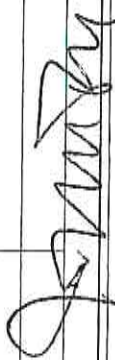
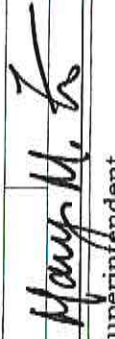


Principal



6-9-20
DATE

**APPROPRIATION TRANSFER
REQUEST FORM**


GENERAL FUND		X	OTHER:
REQUESTED BY:		J. Rowley	
DATE		6/2/2020	
FOR BOARD APPROVAL		XX	PRESENTATION:
FROM	TO		
(BUDGET CODE)	(BUDGET CODE)	AMOUNT	COMMENTS
1 A2110.500-12-1200	A2110.500-16-1600	\$25.00	Tach Mat & Suppl DV to Teach Mat & Suppl SS
2 A9060.805-00-0100	A9060.802-00-0100	\$7,000.00	Dental Ins. To Vision Ins.
3 A2250.470-00-0400	A2250.400-00-0400	\$8,000.00	Handicapped Tuition to Handicapped Contractual
4 A1240.150-00-0100	A1240.161-00-0200	\$1.00	Superintendent Salary to Superintendent Clerical Salary
5 A1310.400-00-0100	A1310.161-00-0200	\$1,500.00	School Business Contractual to School Business Clerical Salary
6 A1620.164-00-0100	A1620.160-00-0200	\$6,060.00	Operations Cust Subs to Operations Custodial Salary
7 A1621.169-00-0100	A1621.160-00-0200	\$1,270.00	Maintenance OT to Maintenance Non-Inst Salary
8 A2020.150-22-0200	A2020.150-21-0200	\$1,130.00	Supervision Princ HS to Supervisor Princ MS
9 A2020.156-21-0165	A2020.156-21-0164	\$1,225.00	Supervision Noon MS to Supervision Team Leader - Deans
10 A2110.120-13-0200	A2110.120-12-0200	\$1,011.00	Teach Inst Sal K-6 WP to Teach Inst Sal K-6 DV
11 A2110.120-13-0200	A2110.120-15-0200	\$25,140.00	Teach Inst Sal K-6 WP to Teach Inst Sal K-6 NB
12 A2110.120-13-0200	A2110.120-16-0200	\$4,800.00	Teach Inst Sal K-6 WP to Teach Inst Sal K-6 SS
13 A2110.120-13-0200	A2110.130-00-0212	\$12,365.00	Teach Inst Sal K-6 WP to Teach Inst Sal Art
14 A2110.130-22-0200	A2110.130-00-0222	\$48,890.00	Teach Inst Sal 9-12 HS to Teach Inst Sal 7-12 Music
15 A2110.130-22-0200	A2110.130-21-0200	\$41,440.00	Teach Inst Sal 9-12 HS to Teach Inst Sal 7-8 MS
Approved <input checked="" type="checkbox"/>	Disapproved		
			Date
		Assistant Superintendent for Finance	6/15/20
Approved <input checked="" type="checkbox"/>	Disapproved		
			Date
		Superintendent	6/15/2020

**APPROPRIATION TRANSFER
REQUEST FORM**

GENERAL FUND _____ OTHER: _____
 X _____
 REQUESTED BY: J. Rowley
 DATE: 7/16/2019 idof20
 FOR BOARD APPROVAL XX PRESENTATION:

FROM (BUDGET CODE)	TO (BUDGET CODE)	AMOUNT	COMMENTS
1 A2250.151-00-0200	A2250.150-00-0100	\$300.00	Handicapped Inst Sal to Hanicapped Inst Sal Psychologists
2 A2610.156-10-0200	A2280.156-00-0200	\$6,995.00	School Library & AV Inst Sal to Occ Ed Instr Sal
3 A2630.150-00-0100	A2630.161-00-0200	\$715.00	Computer Assit Sal Secretary to Computer Assit Inst Sal
4 A2810.156-00-0200	A2810.161-00-0200	\$640.00	Guidance Inst Sal to Guidance Secretary
5 A2855.150-00-0100	A2815.160-00-0200	\$6,520.00	Intescholastic Atl Inst Sal to Health Services Nurses
6 A5510.160-00-0200	A5510.168-00-0100	\$9,125.00	Transportation Supervision to Transportation Reg Driving
7 A2110.139-21-0100	A2110.139-22-0100	\$2,308.00	Teach Ins Sal 7-8 Cocurr to Teach Inst Sal 9-12 Cocurr
8 A1983.490-00-0100	A 1310.490-00-0100	\$5,500.00	Capital Expenses BOCES to School Bus BOCES
9 A 1983.490-00-0100	A 1430.490-00-0100	\$57.00	Capital Expenses BOCES to Personnel BOCES
10 A 1983.490-00-0100	A 1621.490-00-0100	\$1,088.00	Capital Expenses BOCES to Maintenance BOCES
11 A 1983.490-00-0100	A 2070.490-00-0100	\$8,081.00	Capital Expenses BOCES to Inservice Training BOCES
12 A 1983.490-00-0100	A 2610.490-00-0169	\$623.00	Capital Expenses BOCES to School Library BOCES
13 A 2250.490-00-0100	A 1620.490-00-0100	\$21,824.00	Handicapped BOCES to Operations BOCES
14 A 2250.490-00-0100	A 2280.490-00-0100	\$35,544.00	Handicapped BOCES to Occ Ed BOCES
15 A1060.400-00-0100	A 1310.400-00-0100	\$2,000.00	Dist Meeting Contractual to School Business Contractual

Approved Disapproved _____
 Date: 6/15/20


 Assistant Superintendent for Finance

Approved Disapproved _____
 Date: 6/15/2020


 Superintendent

**APPROPRIATION TRANSFER
REQUEST FORM**

GENERAL FUND _____ X _____ OTHER: _____
 REQUESTED BY: J. Rowley
 DATE: 6/15/2020
 FOR BOARD APPROVAL XX PRESENTATION: _____

	FROM (BUDGET CODE)	TO (BUDGET CODE)	AMOUNT	COMMENTS
1	A 1983.490-00-0100	A 2330.491-00-0100	\$2,230.00	Capital Expense BOCES to Alt Ed BOCES
2	A 2855.400-00-3500	A 2855.500-00-3500	\$605.00	Interscholastic Contractual to Interscholastic Mat & Suppl
3	A 5510.401-00-0300	A 5510.500-00-0600	\$1,300.00	Trans Insurance to Trans Mat & Suppl
4	A 2610.162-00-0200	A 2630.220-00-0900	\$1,970.00	School Libraray & AV Aides to Computer Assisted Instr equipment
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Approved Disapproved _____ Date 6/22/20
 Assistant Superintendent for Finance
 Approved Disapproved _____ Date 6/24/2020
 Superintendent

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: PERSONNEL
DATE: JULY 1, 2020

We are recommending the approval of the attached personnel items.

RECOMMENDED ACTION

**Motion to approve the attached personnel items for the July 1, 2020
Board of Education Meeting as submitted.**

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District
 Personnel Report
 July 1, 2020
 Board of Education Meeting

RECOMMENDED 2020-2021 FALL COACHING APPOINTMENTS

Coach	Team	Step	Rate of Pay
Nick Grossmann	Boys Varsity Soccer	4	\$4770
Paul Mancarella	Boys JV Soccer	2	\$2977
Scott Fallon	Boys Modified Soccer	9+	\$3926
Dale McCormick	Girls Varsity Soccer	5	\$5075
Joanne Makarchuk	Girls Modified Soccer	2	\$2449
Pat Salisbury	Girls Varsity Field Hockey	8	\$5990
Ed Gratien	Girls Varsity Cross Country	9+	\$4877
Kevin Goggins	Boys Varsity Cross Country	9+	\$4959
Mary Houck	Modified Cross Country	3	\$3382
Jason Fuller	Boys Varsity Football	9+	\$9447
John Markle	Boys Varsity Asst Football	9+	\$7489
Tony D'Arcangelis	Boys Varsity Asst Football	9+	\$7157
Rik Ano	Boys JV Football	9+	\$6927
Matt Schneider	Boys JV Asst Football	9+	\$5380
Tom Collins	Boys Modified Football	9+	\$6601
Matt Cretaro	Boys Modified Asst Football	3	\$3779
Todd Hicks	Girls Varsity Tennis	9+	\$5198
Chris Meeker	Girls JV Tennis	9+	\$3780
Laura Losito	Cheerleading	3	\$1602

RECOMMENDED 2020-2021 WINTER COACHING APPOINTMENTS

Coach	Team	Step	Rate of Pay
Brian Myatt	Boys Varsity Basketball	9+	\$8242
Tony D'Arcangelis	Boys JV Basketball	9+	\$6427
Scott Fallon	Boys Modified Basketball	9+	\$3831
Katie Nestler	Girls Varsity Basketball	9+	\$8266
Jeff Skibitski	Girls JV Basketball	9+	\$6435
Paul Mancarella	Girls Modified Basketball	8	\$3533
Rik Ano	Boys Varsity Volleyball	9+	\$4139
Mike Blair	Boys JV Volleyball	7	\$2820
Matt Schneider	Varsity Wrestling	9+	\$8271
Ed Gratien	B/G Indoor Track	9+	\$4887

Oneida City School District
 Personnel Report
 July 1, 2020
 Board of Education Meeting

RECOMMENDED VOLUNTEER COACHES

Coach	Team
Mike Curro	Football
Craig Clarke	Football
Shawn Ano	Football
Justin Acker	Football

RECOMMENDED ADMINISTRATIVE INTERNSHIP

Personnel	Building	Effective
Niles, Mindy	Oneida High School	2020-2021 school year

RECOMMENDED ONE-TIME SALARY ADJUSTMENT

Staff	Building	Tenure Area	Effective
Dampf, Dave	OSMS	Social Studies	2021-2022 School Year
Moyer, Jacque	OSMS	Elementary 1-6	2021-2022 School Year

RECOMMENDED STUDENT TEACHERS

Personnel	Building	Effective
Colvin, Jessica	Seneca Street Elementary with Ms. Zangrelli, Grade 1	September 2, 2020 – October 23, 2020
Colvin, Jessica	Durhamville Elementary with Ms. Marshall, Special Education	October 26, 2020 – December 17, 2020
Manderson, Brooke	Seneca Street Elementary with Ms. Haas, Special Education	September 2, 2020 – October 23, 2020

CLASSIFIED PERSONNEL
 AS ATTACHED

Oneida City School District
 Personnel Report
 July 1, 2020
 Board of Education Meeting
 CLASSIFIED PERSONNEL

RECOMMENDED CLASSIFIED RETIREMENT

NAME	TITLE	LOCATION	EFFECTIVE DATE
Denise Haldenwang	Teacher Aide	SS	7/24/20

RECOMMENDED CLASSIFIED TRANSFER

NAME	TITLE	LOCATION FROM	LOCATION TO	PAYRATE	EFFECTIVE DATE
Matthew Darling	Custodian	DO – 2 hrs./day	SS – 5 hrs./day	\$14.76/hr.	7/1/20

RECOMMENDED CLASSIFIED TEMPORARY SUMMER APPOINTMENTS

NAME	TITLE	LOCATION	SALARY	EFFECTIVE DATE
Lynne Collins	Cook	HS – 4 hrs/day	\$23.39/hr.	7/6/20 – 8/13/20
Robin Colclough	Food Service Helper	HS – 3 hrs./day	\$12.60/hr.	7/6/20 – 8/13/20
Lisa Hiscox	Food Service Helper	WP – 2 hrs./day	\$12.60/hr.	7/6/20 – 8/13/20
Nancy Waldron	Food Service Helper	WP – 2 hrs./day	\$11.80/hr.	7/6/20 – 8/13/20
Lori Whitbeck	Food Service Helper	DV – 2 hrs./day	\$14.41/hr.	7/6/20 – 8/13/20
Donna Willis	Food Service Helper	DV – 2 hrs./day	\$12.75/hr.	7/6/20 – 8/13/20

RECOMMENDED CLASSIFIED SUBSTITUTE APPOINTMENTS

NAME	TITLE	LOCATION
Nancy Waldron	Food Service Helper	District Wide

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2021 CTE CLASSROOM LEASE AGREEMENT
DATE: JULY 1, 2020

We are recommending approval of the 2020-2021 CTE Classroom Lease Agreement between the Oneida City School District and the Board of Cooperative Educational Services of Madison-Oneida Counties as submitted.

CTE New Visions – Allied Health
at Oneida High School \$5,258

RECOMMENDED ACTION

Motion to approve the 2020-2021 CTE Classroom Lease Agreement between the Oneida City School District and the Board of Cooperative Educational Services of Madison-Oneida Counties as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

CLASSROOM(S) LEASE

Made this 1st day of July, 2020, by and between the Oneida City School District, having its office at Oneida, New York (herein, "the Landlord"), and the Board of Cooperative Educational Services of Madison-Oneida Counties, having its office at Spring Road, Verona, New York, (herein, "the Tenant").

WITNESSETH

In consideration of the promises herein contained, the parties agree that the Landlord shall lease to the Tenant and the Tenant shall lease from the Landlord certain premises on the terms and conditions set forth below:

1. **LEASED PREMISES:** Classroom(s), located at the Landlord's: Oneida City School District, High School Campus

	<u>Rent</u>	<u>O&M</u>	<u>Ancillary</u>	<u>Total</u>
1 Room	\$1,926	\$3,359		\$5,285
New Visions - Allied Health				
		LEASE TOTAL		\$5,285

2. **TERM OF LEASE:** Beginning on September 1, 2020 and ending at 5:00 PM on June 30, 2021. The Tenant may terminate this lease upon 30 days written notice to the Landlord.
3. **RENT:** \$5,285 for the entire term of this lease, payable at \$5,285 per year as invoiced to Tenant by Landlord, the first such invoice to be payable by June 30, 2021.
4. **AUTHORIZED USE OF PREMISES:** Classroom instruction.
5. **LANDLORD'S COVENANTS:** Landlord shall
- a. keep the leased premises in good repair and satisfactory condition for classroom use;
 - b. provide, without further cost to the Tenant, all necessary and reasonable maintenance, custodial services, heat, electricity, water, custodial supplies and equipment, local telephone services and all other customary services for classroom use;
 - c. provide necessary toilet facilities for Tenant's faculty and students, and parking spaces for the Tenant's faculty and support staff, and
 - d. permit Tenant to use its instructional support services areas/offices, gymnasium, cafeteria, faculty lounge and other on-premises facilities to the same extent that such facilities are available to the Landlord's faculty and students, and as such times as may be agreed upon by Landlord's building principal and the Tenant' and
 - e. carry liability insurance in the amount of at least \$1,000,000 each occurrence

6. **TENANT'S COVENANTS:** Tenant shall:
 - a. provide necessary personnel for instruction and supervision of its students;
 - b. provide its own instructional supplies and equipment;
 - c. use the leased premises only during those hours when the Landlord other facilities in the same building are available to use by Landlord's faculty and students; and
 - d. carry liability insurance coverage in the amount of at least \$1,000,000 each occurrence and shall list Landlord as an additional named insured on such policy for tenants under this lease.
7. **MUTUAL WAIVER OF SUBROGATION:** Each party does hereby mutually waive any right of subrogation which it may have against the other party arising out of any damage or loss to be the leased premises or property located herein or thereon at the time of such loss which either party may suffer or incur and for which the other party may be legally liable in whole or in part, solely or jointly with another or others. This subrogation waiver will be effective only to the extent it does not invalidate any insurance applicable to such damage or loss and that the proceeds of such insurance are actually recovered.
8. **INDEMNIFICATION:** Each party hereby agrees to protect, defend indemnify and hold harmless the other party for all costs and claims of loss, injury or damage, including, but not limited to, reasonable attorney fees and litigation costs, arising from or related to this lease or the occupancy hereunder, to the extent that such cost, claim, loss, injury or damage is caused by the negligence or other culpable conduct of the indemnifying party. The party requesting indemnification hereunder shall promptly notify the indemnifying party after receipt of a notice of claim or litigation document hereunder and shall cooperate in the defense thereof.
9. **DISPUTE RESOLUTION:** Any dispute that cannot be resolved between the parties hereunder shall be resolved utilizing the New York Simplified Procedure for Court Determination of Disputes as provided in Section 3031-3037 of the Civil Practice Law and Rules.
10. This lease is made subject to the approval of the Commissioner of Education of the State of New York as required by 1950(4)(p) of the Education Law.

IN WITNESS WHEREOF, the parties have hereunto set their hands on the date first above written, executing this lease in triplicate, either one of which shall be deemed to be an "original" hereof.

MADISON-ONEIDA BOCES ACKNOWLEDGEMENT

By: Lisa M. Decker
Print Name: Lisa M. Decker
Title: Deputy Superintendent for Finance & Operations

STATE OF NEW YORK)
COUNTY OF ONEIDA) SS.:

On the 9 day of June, 2020, before me, the undersigned, personally appeared Lisa Decker, personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument, the individual(s), or the person on behalf of which the individual(s) acted, executed the instrument.

MICHELLE VAN DREASON
Notary Public, State of New York
No. 01VA6307978
Qualified in Oneida County
My Commission Expires July 21, 2018-2021

Michelle Van Dreason
NOTARY PUBLIC

DISTRICT ACKNOWLEDGEMENT

By: _____
Print Name: _____
Title: _____

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

On the ___ day of _____, 2020, before me, the undersigned, personally appeared _____, personally known to me or proved to me on the basis of satisfactory evidence to be the individual(s) whose name(s) is (are) subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their capacity(ies), and that by his/her/their signature(s) on the instrument, the individual(s), or the person on behalf of which the individual(s) acted, executed the instrument.

NOTARY PUBLIC

BOCES OFFICE USE:

Budget Code(s) CoSers _____

Original: Lisa Decker, Deputy Superintendent
for Finance & Operations

Total Amount \$5,285

Payable 100% by June 2021

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2021 VEHICLE LEASE AGREEMENT
DATE: JULY 1, 2020

We are recommending approval of the 2020-2021 Vehicle Lease Agreement between the Oneida City School District and the Madison-Oneida BOCES as submitted.

RECOMMENDED ACTION

Motion to approve the 2020-2021 Vehicle Lease Agreement between the Oneida City School District and the Madison-Oneida BOCES as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

VEHICLE LEASE AGREEMENT

THIS AGREEMENT, made as of this 1st day of July, 2020, between the Madison-Oneida BOCES, Spring Road, Verona, New York (hereinafter referred to as "BOCES") and the Oneida City School District, Oneida, NY (hereinafter referred to as the "District.")

RECITALS

The BOCES is organized under the Laws of the State of New York, and among other duties, is responsible for the operation of a shared courier program for component districts. The District is organized under the laws of the State of New York and has a vehicle, a 2011 Ford Transit Van, VIN# NM0LS7DNXBT045418, LIC #AN5958, (hereinafter referred to as the "Vehicle"). The parties have agreed upon terms under which the BOCES may use the vehicle for permissible BOCES courier CoSer uses under the laws of New York State.

NOW THEREFORE, in consideration of the payment of \$9,105 (paid by June, 2021) and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. USE OF VEHICLE: The District hereby authorizes BOCES to use the Vehicle upon the terms of this Agreement, and the BOCES hereby agrees to such terms.

2. TERM AND USE: The BOCES shall have the use of the Vehicle for a term to commence on July 1, 2020 and terminating on June 30, 2021 and shall use the Vehicle exclusively for permissible courier CoSer uses.

3. MAINTENANCE, REPAIR, ETC. The District, at its own expense, shall be responsible for all upkeep, maintenance and repair of the Vehicle (ordinary and extraordinary), and shall maintain the Vehicle in good order throughout the term thereof. The District is responsible to provide fuel for the vehicle.

4. INSURANCE: The District agrees to insure the Vehicle at the level of protection defined for all vehicles owned and registered by the District.

5. INDEMNITY: The BOCES agrees to defend, indemnify and save the District harmless from and against any and all claims, demands, costs, expenses and liabilities incurred in connection with, or with the defense of, any accident, injury, damage or other claim whatsoever caused to any person or property arising directly from the use of the Vehicle by a BOCES or employee during the term thereof.

6. ENTIRE AGREEMENT: This instrument contains the entire and only agreement between the parties, and no oral statements or representations or prior written matter not contained in this instrument shall have any force and effort.

IN WITNESS WHEREOF, the parties have executed this Agreement by their proper officers.

Madison-Oneida Board of Cooperative Educational Services

Oneida City School District

By: [Signature]
Date: 6-4-2020

By: _____
Date: _____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2021 ONEIDA CSD PROFESSIONAL DEVELOPMENT PLAN
DATE: JULY 1, 2020

We are recommending approval of the attached July 1, 2020 – June 30, 2021 Professional Development Plan as submitted.

RECOMMENDED ACTION

Motion to approve the July 1, 2020 – June 30, 2021 Professional Development Plan as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District



Professional Development Plan

July 1, 2020 - June 30, 2021

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Professional Development Team

Position/Constituency Represented	Name
Administrator of Curriculum, Instruction and Assessment	Jess Poyer
Oneida Teachers' Association	David Wright
Administrator for Technology and Special Programs Technology Integration Specialist	Genevieve Brauner Kristen Spinella
Otto Shortell Middle School Oneida High School Teachers/Administrators	Kevin Healy, Executive Principal Leanne Youngkrans, Department Chair Adam Litwak, Math, Department Chair Chris Meeker, Special Education, Department Chair David Wright, Technology, World Languages, Business, Department Chair Megan Kelly, Social Studies, Department Chair Thomas Kirkpatrick, English, Department Chair Keith Josephs, Science
North Broad Elementary School	Eric Coriale, Principal
Durhamville Elementary School	Matt Arthur, Teacher Holly Marshall, Teacher
Seneca Street Elementary School	Jill Rodegher, Teacher
Willard Prior Elementary School	Moira Yardley, Principal Mary Beth Russo, Teacher Sarah Kelsey, Teacher
School Psychologist/CSE Chair	Peter Gleason
Parent Representative	Adam Litwak
Directors	Erika Haggerty Counseling Marjorie Hawthorne, Music Lisa Billington, Art Tom Collins, PE

Oneida City School District Mission Statement

To educate, inspire, and empower students

Purpose

The purpose of the Professional Development Planning Team was to create a plan that would "...improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students." (SED). The professional development plan ensures articulation of professional development across grade levels, continuous and sustained practices, and effective methods and approaches for delivering instruction.

Initiatives

Ongoing professional development is the mark of a true professional. Educators committed to remaining at the top of their profession invest time and energy into seeking best practices and research-based methodologies. Oneida City School District has identified the following goals to build the professional development plan:

District Goals



SED Requirements:

The Oneida City School District's Professional Development Plan will comply with CR 100.2 (dd) as evidenced by:

SED DESCRIPTOR	REFERENCE
All new teachers will participate in a mentoring program.	District Professional Development and Mentoring Plans
All teachers will be provided with opportunities for completing 175 hours of professional development every five years. Commencing with the 2016-17 school year, holders of professional certificates must complete 20 hours of Continuing Teacher and Leadership Education (CTLE) each year, and/or 100 hours for each five year registration period.	District Professional Development Plan (PDP)
Teaching assistants and long-term substitutes participate in professional development activities	District Professional Development Plan (PDP)
Teachers will be expected to participate in at least 20 hours of professional development activities in each school year(s) addressed by the plan	District Professional Development Plan(PDP)
Teachers will be provided professional development opportunities directly related to student learning needs as identified in the District Comprehensive Improvement Plan	District Professional Development Plan (PDP)
All staff will be provided with training in the following: <ul style="list-style-type: none"> • Violence Prevention and Intervention • Right-to-Know • Bloodborne Pathogens • Sexual Harassment • Other job-specific, health and safety-related issues, as mandated by S.A.V.E. legislation and the New York State Education Department 	District Project SAVE Plan
All professional and supplementary school staff who work with students with disabilities will be provided with professional development directly related to their teaching responsibilities	District Professional Development Plan (PDP); District Special Education Plan

Professional Development Opportunities and Requirements

The Oneida City School District provides all teachers substantial professional development opportunities directly related to student learning needs as determined by the district.

Commencing with the 2016-17 school year, holders of professional certificates must complete 20 hours of Continuing Teacher and Leadership Education (CTLE) each year, and/or 100 hours for each five-year registration period. Teachers will be responsible for recording, accumulating, and demonstrating in *StaffTrac* and discussing with administrators at year-end consultations. Professional development opportunities are aligned with the Next Generation Learning Standards and assessments, student needs, including but not limited to linguistic, cultural diversity and special needs, and teacher capacities. The District strives to ensure that professional development is articulated across all grade levels, continuous, sustained and that the methods and approaches for delivering professional development are effective. The details of the plan include *Evidence of Progress* to measure the impact of professional development on student achievement and teacher practice.

Whereas Oneida City School District has less than 5% ELL students enrolled, the district is exempt from the requirement to complete CTLE in language acquisition.

The hours that may be included as evidence of participation are as follows:

Professional Development	Hours
Superintendent's Conference Days (4)	24
Grade Level ½ Days, K-5 (3)	9
APL I (Year 1 Teachers) required	30
APL II (Year 2 Teachers) required	18
Faculty Meetings (with PD included)	5
Other:	
<ul style="list-style-type: none"> ◆ Undergraduate courses ◆ Graduate courses ◆ Teacher center courses ◆ In-service courses ◆ Building Plan meetings ◆ Conferences/workshops 	3-40

- | | |
|--|--|
| <ul style="list-style-type: none"> ◆ Mentor/mentee meetings ◆ Student Assistance Teams | |
|--|--|

Professional Development Guidelines

Credit-bearing Courses (Courses approved for salary credit are also approved for the professional development credit.)

Courses must be approved by District Office. You must pass the course. Count 15 clock hours per credit hour.

- Courses and other learning opportunities delivered by providers such as institutions of higher education, teacher centers, BOCES, school districts and independent professional development service providers.
- Coursework linked to improvement of instructional technique or content knowledge, which may or may not be in pursuit of an advanced degree.
- Coursework or other professional development activities completed to fulfill requirements for annotations to current certification.
- Coursework completed for more advanced certification or certificates in additional areas or completed in accordance with teaching assignment requirement for extension to certification.

Teacher Learning Opportunities, focused on improving practice through individual or collaborative activities.

Clock hours must be formally documented

- Groups of teachers collaborating to examine case studies of student work
Pre-approved by building principal, Clock hours must be formally documented
- Participation in regional scoring of State assessments; assessing student portfolios
- Mentoring programs (as mentor or mentee)
- Participation in formal programs of peer coaching or participation in peer review
- Curriculum planning and development *Scheduled by District (lesson planning is considered part of routine employment activities)*
- National Board certification activity (either as candidate or provider of support)
- Sabbaticals (related to content specialty or enhancement of teaching strategies) *Maximum 40 clock hours/week*
- Participation in reviews of class performance data over time to make decisions about one's own professional development, based on student outcomes *Scheduled by District or Principal*
- Developing or collaborating on the development of new programs and instructional methods

Teacher Leadership *Clock hours must be formally documented*

- NYSTCE "assessor" or test development committee member
- Delivering professional development (e.g. conducting workshops), developing and presenting a workshop at a district, state or national conference *Document hours; count up to two hours of preparation per hour of presentation*
- Development of Statewide curriculum or assessments
- Service as a cooperating teacher for a student teacher *Up to 20 hours per week during the student teaching experience*

- Service on the State Professional Standards and Practices
- Attendance at Professional Organization Meetings and Conferences

Other Educational Service *Clock hours must be formally documented*

- Providing advisement to students in approved student clubs and activities *Non-paid activities; outside of normal school hours;*
- Serving on district or building' level shared-decision-making committees
- Serving on district or building level planning committees
- Educationally oriented community service
- Superintendent's Conference Day *6 hours per day*
- APL Training *6 hours per day*
- Grade Level Day *3 hours per day*

Mentoring Program Purpose and Overview

Teacher mentoring and induction is the systematic training and supporting new teachers beginning before the first day of school and continuing throughout the first two or three years of practice. Thirty three percent of qualified teachers leave teaching within the first three years; fifty percent leave within the first seven years (Schlechty and Vance, 1983). Ninety five percent of beginning teachers who experience support during their initial years remain in teaching after three years (Colbert and Wolff, 1992). Evidence suggests that the most academically talented new teachers leave in the greatest numbers (Huling-Austin, 1986). Mentoring is critical to the success of our teaching staff. The purpose of the mentoring program is to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement in accordance with the State learning standards. The program promotes opportunities for collaboration within the district, addresses the concerns and challenges common to new teachers, and assists new teachers in adapting to the culture of the school and community.

The information obtained by a mentor through interaction with the new teacher while engaged in the mentoring activities of the program shall not be used for evaluating or disciplining the new teacher, unless withholding such information poses a danger to the life, health, or safety of an individual, including but not limited to students and staff of the school; or unless such information indicates that a new teacher has been convicted of a crime, or has committed an act which raises a reasonable question as to the new teacher's moral character.

Mentoring Program Guidelines

All new teachers to the District will participate in the mentoring program to meet the teaching experience requirement for the professional certificate, as prescribed in Section 80-3.4 of the Commissioner's Regulations. The program shall be a component of the district's professional development plan. A Mentor Committee consisting of teachers and administrators shall provide oversight of the program; evaluate the program annually and problem-solve any difficulties arising in the selection and/or implementation process. There will be a formal publicized mentor selection process and mentors will be expected to complete a preparation program. The program shall build upon the strength of the District including: middle and-high school departments; experienced teachers; building planning; curriculum and content mapping initiatives; effective instruction training and summer new teacher orientation.

Mentor Program Responsibilities and Roles

Role of the Mentor

- Provide guidance and support for new teacher by meeting at least **four (4)** times per year
- Support new teachers with effective teaching practices
- Serve as a resource and conduit of information
- Direct the new teacher to others if additional training is needed (not to be a trainer or staff developer)
- Maintain strict confidentiality
- Support the mentee's acquisition of:
 - District cultural knowledge
 - Student knowledge
 - Content knowledge
 - Organizational knowledge
 - Pedagogical knowledge
 - Emotional support
- Complete and submit mentor/mentee log and payroll voucher for up to 15 hours of financial reimbursement
- Meet quarterly with the Administrator for Curriculum, Instruction and Assessment and other mentors to address issues and/or concerns

Role of the Mentee

- Communicate regularly with mentor by meeting at least **four (4)** times per year
- Maintain strict confidentiality
- Actively engage in mentor-mentee activities
- Implement suggestions for improvement
- Complete and submit mentor/mentee log and payroll voucher for up to 15 hours of financial reimbursement
- Meet quarterly with Administrator for Curriculum, Instruction and other mentees to address issues and/or concerns

Role of the Building Administrator

- Respect the confidential relationship between mentor and mentee
- Conduct teacher evaluation and provide feedback in a timely manner
- Facilitate schedules, planning time and/or conferencing time for mentors/mentees
- Participate in evaluation of Mentor Program

Role of OTA President

- Share with the faculty the qualifications and responsibilities of a mentor

Role of the Superintendent and Board of Education

- Actively support the mentor program
- Review the mentor program annually
- Provide resources necessary for any program to operate effectively

Roles and Responsibilities of the Mentor Committee

The mentor committee will be comprised of teachers and administrators as outlined in the mentor selection process. Teachers are to constitute a majority of the committee membership based on state regulations.

The Mentor Committee will meet two (2) times per year (January and June) to work through the following points, specifically. The committee will:

- Monitor, adjust and promote the district's mentoring program
- Suggest training topics throughout the year
- Participate in evaluation of the mentor program

Roles and Responsibilities of Administrator of Curriculum, Instruction and Assessment

Mentoring Committee Chairperson

- Facilitate mentor selection process
 - Distribute mentor interest form to building administrators for distribution to instructional staff; return to District Office by **May 15th**;
 - Collaborate with OTA President and building administrators on mentor/mentee pairings, with submissions made by September 1st.
- Serve as a resource for mentors and mentees
- Schedule and facilitate meetings for both mentors and mentees
- Facilitate yearly review and revision of District Mentoring Plan with the Mentoring Committee
- Meet two (2) times per year with Mentoring Committee
 - Research, present, and arrange training options to Mentor Committee
- Update Board of Education annually

Mentor Qualifications

- Tenure is required
- Participation is voluntary
- Commitment to participate for one (1) year with option to renew
- Recommendations by principal in consultation with department chair and building representative based upon:
 - Content knowledge/compatibility whenever possible
 - Grade level correspondence whenever possible
 - Interpersonal skills
 - Positive attitude towards profession
- Mentors must protect/respect the integrity of the mentoring program by maintaining and securing a trusting relationship;

Mentor Training

Training and preparation of the mentor is vital to the implementation of the mentor program. The mentor will participate in training sessions which focus on adult learning theory, teacher development theory, the elements of a mentoring relationship, peer coaching techniques, time management methodology as well as the ability to consult, collaborate, and coach. Training expectations will include:

- Review district mentoring program using *Mentor/Mentee Assistance Program (MAP)* as a guide
- Use mentor map throughout the year to support mentee
- Attend district trainings
- Meet quarterly with Administrator for Curriculum, Instruction and Assessment and other mentors to address issues and/or concerns (outside of school hours)

Mentor Selection Process

The mentor selection process is as important as the screening and selection of new teachers. The mentor will be the most important colleague in the new teacher's life. Department Chairs and Directors are ineligible to serve as mentors.

The mentoring committee was formed in June 2006. Members will be comprised of the mentors from the previous year. The Oneida Administrators Association will choose one (1) elementary administrator and one (1) secondary administrator. The Administrator Curriculum, Instruction and Assessment will be a permanent member of the committee.

The Administrator for Curriculum, Instruction and Assessment will identify the number of mentors needed, including the level and area of instruction, in late May or when needed during the year. Building principals, in collaboration with building representatives, will recommend, in writing, potential mentors to the Administrator for Curriculum, Instruction and Assessment. The Administrator for Curriculum, Instruction and Assessment and the OTA President will review the selections and submit their recommendations for mentors. Mentors will serve on a rotational basis (see Appendix).

Mentor/Mentee Teams

Should the mentor/mentee relationship not meet the needs of the new teacher, either the mentor, the mentee, or both shall meet with the Administrator for Curriculum, Instruction and Assessment. The Administrator for Curriculum, Instruction and Assessment will determine whether the relationship can be improved and become a positive mentorship for the mentee or if it is irretrievably broken. If it can be improved, the Administrator for Curriculum, Instruction and Assessment will suggest resources or strategies to correct the situation. If it is irretrievable, the Administrator for Curriculum, Instruction and Assessment will assign an alternate mentor to complete the mentorship.

Exemption From Language Acquisition Training

Whereas there are fewer than 30 English Language Learners (ELL) enrolled and ELLs make up less than five percent of the district's total student population, the District is exempt from the training required of all professional certificate holders on meeting the needs of English Language Learners.

Additional Mentor Program Information

Additional information regarding the Mentor Program may be found on the District's Mentor/Mentee Plan.

Such information includes:

- Sharing Expertise Checklist
- Mentee Self-Assessment Inventory

- Feedback Rubrics
- Mentor Map and Suggested Activities
- Administrator Feedback Survey
- Mentor/Mentee Log
- Payroll Voucher
- Mentor Recommendation Form
- Mentor Interest Form
- Mentor Program Evaluation Form

Needs Assessment Sources

NYS: School Report Card

District Comprehensive Improvement Plan

BEDS data

Oneida City School District Technology Plan

Oneida City School District Mentoring Plan

Oneida City School Schoolwide Plans

District Goals: Standards/Curriculum Prioritization Alignment, Decrease Student Absenteeism, Increase Student Engagement, Increase social emotional awareness and instruction, Increase Parent Engagement
Time Frame: 6/2/2020– 6/30/21

Strategies	Activities	Resources	Who	Evidence of Progress What will we look for?
Provide training on research-based reading instruction for all PK-12 teachers	<ul style="list-style-type: none"> Jessica Maine will conduct training for all teachers on research-based reading instruction Implement research-based reading instruction (e.g. training on the six syllable types) 	<ul style="list-style-type: none"> ASCD Activate Platform Reading League (YouTube videos, Reading League events) Professional development days 	<ul style="list-style-type: none"> PK-12 Teachers Principals Asst. Supt. for Instruction J. Maine 	<ul style="list-style-type: none"> Assessment data Professional development surveys StaffTrac registrations
Implement 2020 Oneida City School District AIS/RTI Plan	<ul style="list-style-type: none"> Provide workshops on how to use the AIS/RTI plan Provide training on RTI Edge Provide training on Response to Intervention Provide professional development on how AIS should "look" instructionally Provide training on STAR or other assessment systems 	<ul style="list-style-type: none"> ASCD Activate Platform Substitute Coverage Superintendents' Conference Days BOCES trainers Faculty Meetings Data Analyst 	<ul style="list-style-type: none"> PK-12 Teachers Principals Administrator for Technology Administrator for Curriculum, Instruction and Assessment BOCES Trainers 	<ul style="list-style-type: none"> Assessment data Professional development surveys Teacher observations
Provide training for teachers in grades PK-12 to support technology integration into instruction to include engagement strategies	<ul style="list-style-type: none"> Teachers in grades PreK-12 will be provided with ongoing professional development throughout 2020-2021 to support technology integration into instruction. Teachers will be provided with professional development on student engagement strategies 	<ul style="list-style-type: none"> BOCES/Oneida PLC's ASCD Activate Platform 	<ul style="list-style-type: none"> PK-12 Teachers Principals Administrator for Curriculum, Instruction and Assessment Administrator for Technology and Special Programs Instructional Technology Specialist 	<ul style="list-style-type: none"> Teacher Observations Workshop Sign-In Sheets Student surveys Assessment data
Increase awareness of resources within the community to assist families	<ul style="list-style-type: none"> Provide pupil personnel staff with opportunities to participate in presentations given by local agencies and to visit local agencies 	<ul style="list-style-type: none"> Community Agencies Local conferences Release Time Data analyst 	<ul style="list-style-type: none"> PK-12 pupil personnel staff Community Agencies Administrators 	<ul style="list-style-type: none"> Attendance Data

<p>whose children are chronically late or absent</p>			<ul style="list-style-type: none"> • Administrator for Curriculum, Instruction and Assessment • School Psychologists 	<ul style="list-style-type: none"> • Attendance Data • Workshop Sign-In Sheets
<p>Expose staff to social issues and societal effects of poverty, trauma, mental illness, and cultures (in order to make connections with students)</p>	<ul style="list-style-type: none"> • Implement poverty simulation training • Provide training on the impacts of trauma, mental illness, and substance abuse • Provide training on the examination and analysis of student data (attendance, discipline, etc.) 	<ul style="list-style-type: none"> • Professional development days • BOCES trainers • Community agencies • Data Analyst 	<ul style="list-style-type: none"> • PK-12 teachers • Principals • Counselors • Speech Therapists • Nurses • Administrators • Administrator for Curriculum, Instruction and Assessment • School Psychologists 	<ul style="list-style-type: none"> • Prioritization documents • Curriculum maps • Student engagement • NYS/Regents Assessments
<p>Provide training for staff to prioritize standards, align curriculum and assessments to ELA and Math Next Generation Learning Standards</p>	<ul style="list-style-type: none"> • Provide staff training in framework of prioritization and time to engage in the process • Provide training to staff on curriculum mapping • Provide opportunities for staff to train on inter-rater reliability of assessments, particularly ELA, PreK-2 	<ul style="list-style-type: none"> • BOCES 	<ul style="list-style-type: none"> • Principals • Administrator for Curriculum, Instruction and Assessment • PK-12 teachers across all content areas • Jody Pople, BOCES Instructional Support • Maria Papa, BOCES Instructional Support • Data Analyst 	<ul style="list-style-type: none"> • Prioritization documents • Curriculum maps • Student engagement • NYS/Regents Assessments

CONSULTANTS

The content of the Oneida City School District professional development plan is being supported and provided in part by Madison-Oneida BOCES, MORIC, RSE-TASC, Teacher Center, and approved vetted consultants.

COMPANY	CONSULTANT(S)	TOPIC(S)
DataWorks	John Hollingsworth	Leadership, Special Ed., EDI, Literacy
APL Associates, Inc.	Dr. Jean Anatasio and David Perry	Teaching Methodologies
Robin Fogarty Associates	Brian Pete	Literacy, Leadership
Staff Development Workshops	Amy Benjamin /Olivia Wahl	K-12 Literacy, Writing
FPI Attention Disorder clinic	Dr. Charles Monastra	ADHD, Special Education
Understanding by Design	Elizabeth Rossini	Pedagogy
International Center for Leadership in Education	Bill Daggett	Pedagogy
Greenwood Publishing, Heinemann	Dr. Kylene Beers and Bob Probst	Literacy
EduTron Corporation	Dr. Andrew Chen	Math
Common Core – Great Minds	Robin Ramos/Susan Midlarskly	Math
Learning Thru Movement, Inc.	Suzy Koontz	Math
Inclusive Schooling	Dr. Julie Causton	
Parrett Associates	Dr. Kathleen Budge	Poverty
Staff Development for Educators (SDE)	Dr. Jean Feldman Jody Polleck Melissa Dickson Katharine McKnight Johanna Siebert Fred Wolff Kim Adsit Anni Stipek Rolfe Christensen Laureen Reynolds Jim Grant	Literacy, Math, Leadership, Assessment
COMPANY	CONSULTANT(S)	TOPIC(S)
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Premiere Speaker Bureau	Mawi Asgedom	Poverty, Pedagogy
Woodcock Johnson	John Garruto	Special Education
Discipline Associates	Brian Mendler	Behavior Management
Jensen Learning Corporation	Dr. Eric Jensen	Poverty, Brain Research
Appelstein Training Resources, LLC	Charles Appelstein	Behavior Management
Write On Inc	Tanya Schnabel	Writing
Corporate Strategies by Skill Path		
Buck Institute	Juanita Davies Malachi Pancoast Yong Zhao Otis Jennings Donna Riter Seth Aldrich	Project-Based Learning Professional Learning Communities Pedagogy Leadership Behavior Management

		RTI
Math Solutions	Baruti Kafele Cindy Riedl Ellen Arnold Taylor Mali Dr. David Hicks Dr. John Lee Dr. Thomas Guskey Dr. Lee Ann Jung Kate Gerson Steven Hauprich	Math Literacy Literacy Literacy Social Studies Social Studies Standards-Based Grading Standards-Based Grading Literacy Social Studies Leadership
Public Education & Business Coalition		
Reading and Writing Network		Literacy
ASCD Professional Learning Institute	Elizabeth Montero-Cefalo Rebecca Hines John Maag	Literacy, Math, Social Studies, Leadership , Pedagogy, Science

OTHER PROVIDERS OF CTLE

Mid-State Teacher Center

NYSUT

NYSSCOS

RBERN

NYS Institutes of Higher Education (IHEs)

NYS BOCES

Albany-Schoharie-Schenectady-Saratoga Counties and BOCES (Capitol Region)

Broome-Delaware-Tioga Counties and BOCES

Cattaraugus-Allegany-Erie-Wyoming Counties and BOCES

Cayuga-Onondaga Counties and BOCES

Clinton-Essex-Warren-Washington Counties and BOCES (Champlain Valley)

Delaware-Chenango-Madison-Otsego Counties and BOCES

Dutchess County and BOCES

Erie County and BOCES (Erie One)

Erie-Chautauqua-Cattaraugus Counties and BOCES (Erie Two)

Franklin-Essex-Hamilton Counties and BOCES

Genesee-Livingston-Steuben-Wyoming Counties and BOCES (Genesee Valley)

Hamilton-Fulton-Montgomery Counties and BOCES

Jefferson-Lewis-Hamilton-Herkimer-Oneida Counties and BOCES

Monroe County BOCES (Monroe One)

Monroe-Orleans Counties and BOCES (Monroe Two)

Nassau County and BOCES

Oneida-Herkimer-Madison Counties and BOCES

Onondaga-Cortland-Madison Counties and BOCES

Ontario-Seneca-Yates-Cayuga-Wayne Counties and BOCES (Wayne-Finger Lakes)

Orange-Ulster Counties and BOCES

Orleans-Niagara Counties and BOCES

Oswego County and BOCES

Otsego Northern Catskills BOCES

Putnam-Westchester Counties and BOCES (Putnam-Northern Westchester)

Rensselaer-Columbia-Greene Counties and BOCES (Questar III)

Rockland County and BOCES

St. Lawrence-Lewis Counties and BOCES
Schuyler-Steuben-Chemung-Tioga-Allegany Counties and BOCES (Greater Southern Tier)
Suffolk County and BOCES (Eastern Suffolk)
Suffolk County and BOCES (Western Suffolk)
Sullivan County and BOCES
Tompkins-Seneca-Tioga Counties and BOCES
Ulster County and BOCES
Washington-Saratoga-Warren-Hamilton-Essex Counties and BOCES
Westchester County and BOCES (Southern Westchester)

**NYS REGIONAL INFORMATION CENTERS
(RIC)**

Central New York RIC
Edu-Tech
Greater-Southern Tier RIC
Lower Hudson RIC
Mid-Hudson RIC
Mohawk RIC
Monroe RIC
Nassau RIC
Northeastern RIC
South Central RIC
Suffolk RIC
Western New York RIC

Oneida City School District Mentor Program Selection Process

The building principal sends an e-mail to all teachers eliciting their interest in becoming a mentor to potential new teachers by June 1st. *

Mentors:

- Should teach in a similar content area as the new teacher
- Should teach in the same building as the new teacher
- Must have at least five years of teaching experience

The principal and an OTA representative will interview candidates who have met the above requirements by June 20th. Preference will be given to the teachers with the most seniority, but on a rotating basis, such that each member of the department will move up the list once the person senior to him/her has the opportunity to serve as a mentor.

The principal and an OTA representative will sign the *Mentor Recommendation Form*

Mentors will be chosen by July 1st of each year and will be expected to attend New Teacher Orientation during the summer

*This process may commence prior to June 1st, depending on when the new teacher is appointed.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2022 ONEIDA CSD AIS/RTI INTERVENTION PLAN K-12
DATE: JULY 1, 2020

We are recommending approval of the attached 2020-2022 Oneida CSD AIS/RTI Intervention Plan K-12 as submitted.

RECOMMENDED ACTION

Motion to approve the 2020-2022 Oneida CSD AIS/RTI Intervention Plan K-12 as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District
AIS/RTI Intervention Plan K-12
2020-2022

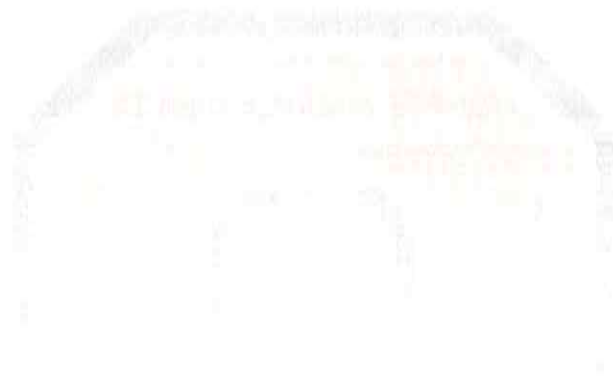


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Academic Intervention Services (AIS)

Academic Intervention Services (AIS) means additional instruction which supplements the instruction provided in the general curriculum and assists students in meeting the Next Generation Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the Next Generation Learning Standards in English Language Arts, Mathematics, Social Studies and/or Science, or who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on state assessments. AIS Services are provided for these subjects in grades 4-12. Academic Intervention Services shall be made available to English as a New Language Learners and students with disabilities. In the case of AIS being provided to students with disabilities, services will be provided on the same basis as those provided to non-disabled students, as long as those services are consistent with the student's individualized education program and not redundant. Support services will be provided to address barriers to increased academic performance related to attendance, behavior, family difficulties, health issues, lack of study skills, and transition or mobility issues.

Academic Intervention Services includes two components:

- Additional instruction that supplements the general curriculum
- Student support services needed to address barriers to improved academic performance

Response to Intervention

RtI represents an important educational strategy to close achievement gaps for all students K-12, including students at risk, students with disabilities and English language learners, by preventing smaller learning problems from becoming insurmountable gaps. It has also been shown to lead to more appropriate identification of and interventions with students with learning disabilities. Each day educators make important decisions about students' educational programs, including decisions as to whether a student who is struggling to meet the standards set for all students might need changes in the nature of early intervention and instruction or might have a learning disability. This decision as to whether a student has a learning disability must be based on extensive and accurate information that leads to the determination that the student's learning difficulties are not the result of the instructional program or approach. RtI is an effective and instructionally relevant process to inform these decisions.

Reading in the early grades is a primary focus of the RtI process, as this is the subject in which most of the research is available and the curriculum area in which the most students are identified with learning difficulties. However, the process of data-based decision making and the

principles of RtI can apply to other content areas as well as to behavioral issues that impact learning.

- Appropriate instruction delivered to all students in the general education class by qualified personnel.
- Screenings administered to all students for the purpose of identifying those students who are not making academic progress at expected rates.
- Instruction matched to student needs with increasingly intensive levels of targeted intervention and instruction for students who do not make satisfactory progress in their levels of performance and/or in their rate of learning.
- Repeated assessments of student achievement which should include curriculum based measures.
- Written notification to the parents regarding the nature and scope of interventions.

Quality Indicators for Appropriate Instruction

- Research/evidence-based instruction that has shown to be effective is provided to all students
- Scientific research-based reading instruction includes an uninterrupted block of 90 minutes of daily explicit and systematic instruction in phonemic awareness, phonics, vocabulary development at all grade levels, reading fluency (including oral reading skills) and reading comprehension strategies
- Scientific research-based math instruction includes instruction in problem-solving, arithmetic skill/fluency, conceptual knowledge/number sense and reasoning ability
- Curriculum is aligned to the Next Generation Learning Standards and grade level performance indicators
- Instruction is provided by qualified personnel and trained staff
- Differentiated instruction is used to meet a wide range of student needs
- Professional development is provided to ensure integrity of implementation
- Instructional strategies/programs are implemented with integrity
- Instruction is culturally and linguistically responsive to the language and learning needs of students whose first language is not English

Screening Applied to All Students in the Class

A school district's process to determine if a student responds to scientific, research-based instruction shall include **screenings** applied to all students in the class to identify those students who are not making academic progress at the expected rate.

Screenings-Screening is an assessment procedure characterized by brief, efficient repeatable testing of age-appropriate academic skills (identifying letters of the alphabet or reading a list of high frequency words) or behaviors. Screenings are conducted for the purposes of initially identifying students who are "at-risk" for academic failure and who may require closer monitoring and/or further assessment.

Section 117.3 of the Regulations of the Commissioner of Education requires that students with low test scores be monitored periodically through screenings and on-going assessments of the student's reading and mathematical abilities and skills (see Appendix A).

Screenings of all students should be conducted three times per academic year (fall, winter, spring) to help ensure the early identification of students potentially at risk and the areas in which they may experience difficulty.

Screening instruments should be valid and reliable and aligned with grade-level curriculum and Next Generation Learning Standards.

AIS/ RTI Entrance Criteria

Subject and Grade	Multiple Measures	Benchmark Criteria
ELA K-5	Progress toward meeting grade-level expectations	Grades K-5: Developing toward meeting grade level expectations or not meeting grade level expectations
	NYS ELA Assessment: Grades 3-4	Level 1 and 2
	STAR	Grades K-5: Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	Schooltool	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
ELA 6-12	Class Average ELA	Grades 6-12: Below 65%
	NYS ELA Assessment: Grades 5-8	Level 1 or 2
	STAR	Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	English Language Arts Regents at Grade 11	Below 65%
	Schooltool	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
Math K-5	NYS Math Assessment: Grades 3-5	Scoring level 1 or 2

	Classroom Average	Grades K-5: Developing toward meeting grade level expectations or not meeting grade level expectations
	STAR	Grades K-5: Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	Schooltool	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
Math 6-12	Class Average	Grades 6-12: Below 65%
	NYS Math Assessment: Grades 5-8	Level 1 or 2
	STAR	Benchmarked at least 3 times a year. Progress monitoring conducted for students not achieving the benchmarks.
	Algebra I, Algebra II, and Geometry Regents	Below 65%
	Schooltool	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
Social Studies 4-12	Classroom Average	Grade 4 and 5: Developing toward meeting grade level expectations or not meeting grade level expectations Grades 6-12: Below 65%
	NYS ELA Assessment Grades Elementary and Secondary	Students who score at levels 1 or 2 on the assessment at Grades 4-8 will be identified to determine whether their performance on the assessment is attributed to difficulty in areas of Social Studies content or reading and writing.
	Grade 10 Global Studies Regents	Below 65%

	Grade 11 United States History and Government Regents	Below 65%
	Schooltool	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation
Science 4-12	Classroom Average	Grade 4 and 5: Developing toward meeting grade level expectations or not meeting grade level expectations Grades 6-12: Below 65%
	NYS Science Assessment at Grades 4 and 8	Level 1 or 2
	NYS Math and ELA Assessment	Students who score at levels 1 or 2 on the assessment in Grades 4 - 8 will be identified to determine whether their performance on the Science assessment is attributed to difficulty in the areas of reading, writing or math.
	Physical Settings in Earth Science and Living Environment Regents, Chemistry and Physics	Below 65%
	Schooltool	High rate of absenteeism may be related to academic difficulty
	Teacher Recommendation	Comments from teachers are considered in overall evaluation

Rtl and AIS Tiering Information

	Tier 1: Monitoring	Tier 2: Moderate Risk	Tier 3: High Risk
What is it?	<p>Research-based instruction and positive behavior supports that are offered to all students.</p> <p>Differentiated instruction based on the core instructional program.</p> <p>Universal screening is administered three times a year.</p>	<p>Small group instruction in addition to core instruction.</p> <p>Direct instruction provided in groups of 6 or less for 15-30 minutes at least 3 times a 6 day cycle.</p> <p>Interventions should be supported by research.</p> <p>Bi-weekly progress monitoring on the intervention skill must be recorded to assess progress.</p> <p>Mastery is achieved before moving on to a new skill.</p> <p>Tier 2 should be attempted for at least 6 weeks, unless a student has had previous, documented interventions or has multiple measures that require tier 3 interventions.</p>	<p>Small group instruction in addition to core instruction.</p> <p>Direct instruction provided in groups of 3 or less for a longer frequency and duration than Tier 2.</p> <p>Interventions should be supported by research.</p> <p>Weekly progress monitoring on the intervention skill must be recorded to assess progress.</p> <p>Tier 3 interventions should be attempted for 8 weeks before referring a student for an academic review for Special Education Services.</p>

Who provides it?	Classroom Teachers	AIS providers Classroom teachers at the HS, content teachers are providing APEX/Rtl instruction labs per the schedule.	AIS Providers and/or consultant teachers. at the HS, content teachers are providing APEX/Rtl instruction "labs" per the schedule.
How often/long are students serviced?	Daily	Minimally, 15-30 minutes at least 3 times a 6 day cycle or every other day on an A/B schedule.	Increased frequency and duration from tier 2.
How often are students receiving progress monitoring?	Universal screenings take place three times per year (September, January, June) and progress monitoring takes place as needed	Varies, but not less than once every two weeks	Varies, but more continuous and no less than once per week

<p>How do students enter these services?</p>	<p>All students receive Tier 1 supports</p>	<p>Students qualify with multiple measures to possible include:</p> <ul style="list-style-type: none"> ● Score below cut score on NYS ELA/Math/Science/Social Studies Assessment ● Class average below a 65% ● Regents Exam score below a 65% ● Score below cut score on Universal Screener ● Score below cut score on grade-level diagnostic assessment ● Teacher Recommendation ● Attendance 	<p>Students qualify with multiple measures to possible include:</p> <ul style="list-style-type: none"> ● Score significantly below cut score on NYS ELA/Math/Science/Social Studies Assessment ● Class average reported is significantly below a 65% ● Regents Exam score significantly below a 65% ● Score significantly below cut score on Universal Screener ● Score significantly below cut score on grade-level diagnostic assessment ● Teacher Recommendation ● Attendance
<p>How do students exit these services?</p>	<p>All students receive Tier 1 supports</p>	<p>Students who achieve the benchmark criteria on two or more multiple measures or state exam proficiency</p>	<p>Students who achieve the benchmark criteria on two or more multiple measures or state exam proficiency</p>

Parent Communication Requirements: The parent(s), or the person(s) in parental relation to the student, must be notified in writing by the principal of the school and/or the AIS provider that his/her child will be receiving Academic Intervention Services. Such notice must be provided in English and translated, when appropriate, into a parent's native language.

Notification of student services: District notification letter to include:

- A summary of the Academic Intervention Services to be provided;
- The reason the student needs such services;
- Consequences of not achieving expected performance levels

Notification of End of AIS/RTI Services: District notification letter to include:

- Include the criteria for ending service;
- include the performance levels obtained on district-selected assessments

Ongoing Communication

- Fall/Spring teacher conferences, SAT w/parent present, phone calls, emails, e-alerts, and text notifications: One of the above for each semester for all AIS students. Face-to-face contacts are encouraged.
- Quarterly reports
- District and Title I Newsletters and Parent Meeting
- District website
- Suggestions for working with students at home
- Academic eligibility letters mailed home
- Attendance letters
- Classroom notices and newsletters

Providing AIS for Students in More Than One Standards Area

Academic Intervention Services in more than one standards area can be combined where appropriate. For example, lack of reading/literacy development may be preventing progress in social studies. In such cases, reading/literacy with a content focus could be the primary vehicle for academic intervention services with secondary support in social studies content/skills.

Considerations for AIS Instruction for LEP/ELL

Services for LEP/ELL students who are in Bilingual Education programs, Academic Intervention Services in the standards areas of mathematics, science, social studies, and language arts must be provided in English, or the native language, depending on the specific needs of the

students. Language arts incorporates English as a second language (ESL), native language arts (NLA), and English language arts (ELA) instruction. For LEP/ELL students in special education, academic intervention services must be provided in the language of instruction stipulated in their IEP

Student Support Services

Student Assessment Team

- The Student Assessment Team meets weekly/bi-weekly to brainstorm/plan effective teaching strategies and programs for students.
- May include McKinney - Vento liaison, if applicable

Data Team Meetings

- Quarterly grade-level/department data meetings

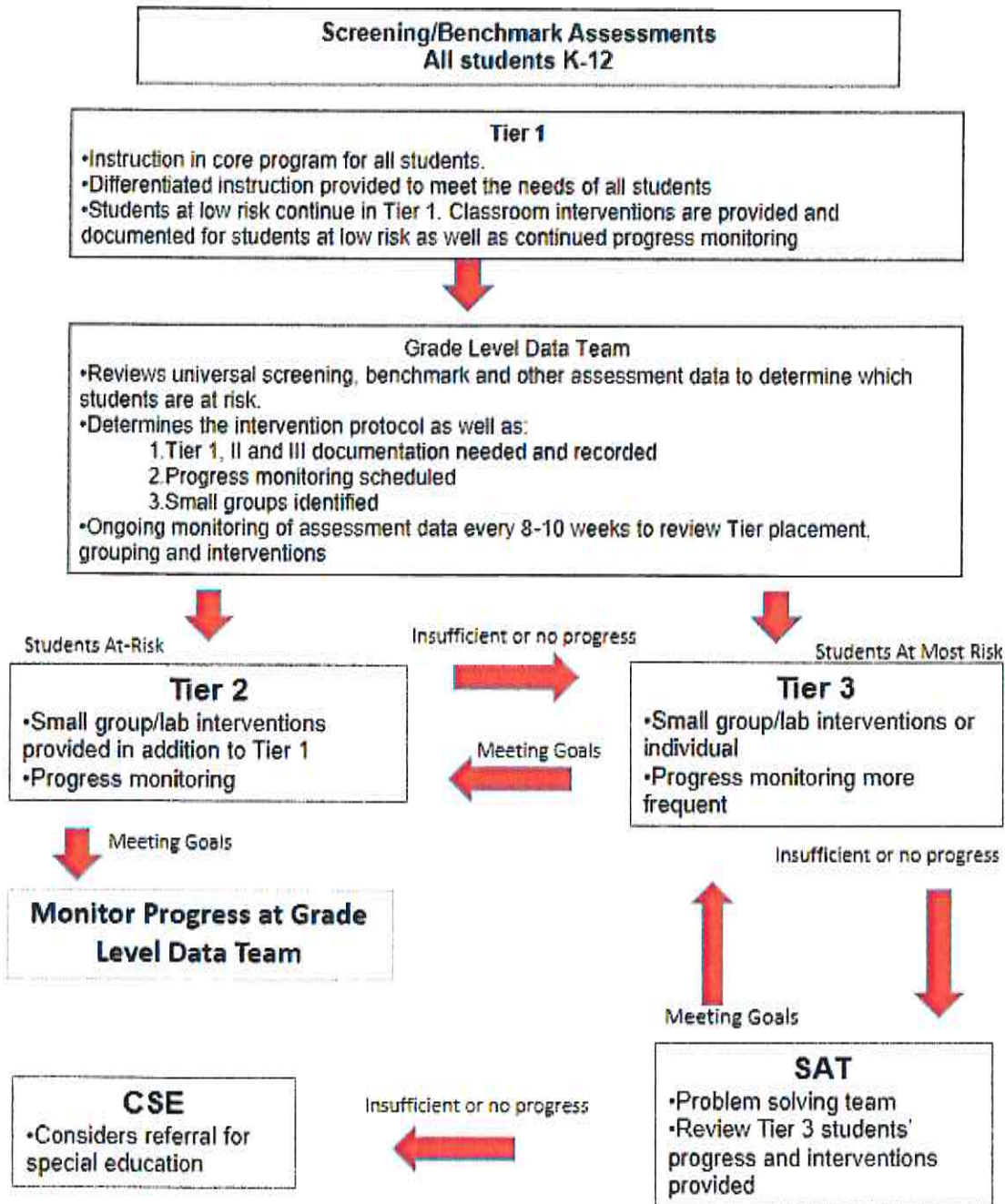
School Counselor/Social Worker

- Works with individuals as determined by teacher, Student Assessment Team, parent and administration.
- Includes home visits, anger control and behavior management plan.
- Coordinates services with classroom teachers and all other staff who have contact with that student (i.e.: special education, Title 1 and special areas)
- Social skills

Migrant Education

- In place for eligible students
- Migrant Tutors

RTI/AIS Process Flowchart



TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: 2020-2021 ONEIDA CSD SAFETY PLAN
DATE: JULY 1, 2020

We are recommending approval of the attached 2020-2021 Oneida CSD Safety Plan as submitted.

RECOMMENDED ACTION

Motion to approve the 2020-2021 Oneida CSD Safety Plan as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____



**PROJECT SAVE (Safe Schools Against Violence In Education)
ONEIDA CITY SCHOOL DISTRICT SAFETY PLAN**

INTRODUCTION

This Oneida City School District Safety Plan is designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination with local and county resources in the event of such incidents or emergencies. The plan is consistent with the more detailed emergency response plans required at the district school building level.

SECTION I: GENERAL CONSIDERATION AND PLANNING GUIDELINES - - - - Page 2
 Identification of School Teams, Concept of Operations, Plan Review and Public Comment

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING- - - - - Page 5
 Identification of Sites of Potential Emergency, Actions in Response, District Resources, Coordination Procedures, Training

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE - - - - - Page 9
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ONEIDA CITY SCHOOL DISTRICT SAFETY PLAN

SECTION I: GENERAL CONSIDERATION AND PLANNING GUIDELINES

Purpose

The Oneida City School District Safety Plan was developed pursuant to Commissioner's Regulation 155.17.

A. Identification of School Teams

The Oneida City School District has created a School Safety Team including the following persons:

Genevieve Brauner– Admin for Tech and Special Programs, (S.A.V.E. Coordinator)
Matthew Ware – School Resource Officer (Co-Facilitator)
James Rowley – Assistant Superintendent for Finance
Jack Angrisano – Risk Management, Madison Oneida BOCES
Kevin Healy – Executive Principal, Oneida High School
Todd Widrick – Principal, Otto Shortell Middle School
Eric Coriale -- Principal, North Broad Elementary
Penny Houser - Principal, Seneca Street Elementary
Bernie Sharlette – Maintenance Supervisor, Oneida School District
Michael Klenotiz – Director of Transportation
Rob Murano – Teacher, Oneida High School
Thomas Collins– Teacher, Otto Shortell Middle School
Katie Nestler - Teacher, Durhamville Elementary
Megan Shene – Teacher, North Broad St. Elementary
Mike Curro – Teacher, Willard Prior Elementary School
Linda Buschatzke – Teacher, Seneca Street Elementary
Margaret Schoeneck – Nurse, Oneida High School
Sharon Bognaski – Nurse, Otto Shortell Middle School
Melissa Dailey – Nurse, Durhamville Elementary
Anna Collins - Nurse, North Broad Elementary
Renee Fuller-Nurse, Willard Prior Elementary
Lana Yates-Nurse, Seneca Street Elementary
Paul Thompson – Police Chief, City of Oneida Police Department
Dennis Fields– Fire Chief, City of Oneida Fire Department
Lance Zaleski – Lieutenant, Madison County Sheriff's Office
Neil Larrivey– Sergeant, Oneida County Sheriff's Office
Brian DeRochie – Trooper, New York State Police
Chief Designee – Wampsville Fire Department

B. Concept of Operations

- The Superintendent of Schools or his/her designee will serve as the District Chief Emergency Officer. Responsibilities include: facilitate safety training for school district personnel, ensure the school's building-level emergency response plan is up-to-date each year, make sure drills (evacuation and lock down) occur as per Education Law §807, and aid in policy development and decision-making for security technology.
- The Oneida City School District Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each district school building. This Oneida City School District Safety Plan will guide the development and implementation of individual building-level emergency response plans. Copies of confidential building-level plans will be maintained by the Oneida City School District Office.
- This Plan has been developed using the New York State Education guidance document. It has been reviewed and revised by members of the Oneida City School District School Safety Team prior to public comment.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual district school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the District Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions, including Crisis Response, may be supplemented by involving City, County and State resources through established protocols.

C. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The Oneida City School District and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The plan was originally adopted by the Board of Education on June 14, 2001.
- While linked to the Oneida City School District Safety Plan, Building Level Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the Oneida City School District Safety Plan and any amendments will be submitted to the New York State Education Department and NY State Police within 30 days of adoption. Building Level Response Plans will be supplied to both local and State Police within 30 days of adoption.
- This plan shall be reviewed and maintained by the Oneida City School District Safety Team and reviewed on an annual basis on or before July 1 of each year. A copy of the plan will be available at the District Office.

D. District and Building-Level Plan Distribution

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the District and Building-Level ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. Building-Level ERP will be filed with the Oneida City School District Office. The District SAVE Coordinator will be responsible for filing District and Building-Level Plans with the appropriate agencies annually.

Agency	Name of Receiving Party
NY State Police	Trooper Brian DeRochie
Oneida City Police Department	Chief Paul Thompson
Madison County Sherriff's Dept	Lieutenant Lance Zeleski
Oneida County Sherriff's Dept	Sergeant Neil Larrivey

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Risk Identification: Potential emergency sites and situations

Using the Risk Probability Checklist in Appendix 5, and the recommendations of local law enforcement and emergency response personnel, the Oneida City School District has determined the potential risks to each building with the district.

Potential Risks include, but are not limited to:

- Threats of Violence (including Weapons and Civil Disturbance)
- Suicide
- Hostage/Kidnapping
- Natural/Weather Related
- Gas, transformer leaks
- Systems Failure
- Fire/Explosion
- Intruder
- Explosive/Bomb Threat
- Hazardous Material
- Medical Emergency
- Death
- Pandemic

B. Actions in response to an emergency

The Oneida City School District has identified the following general response actions to emergency situations:

- School cancellation
- School Building Closure – academic year / iLearning activation
- Early dismissal
- Evacuation
- Lockdown
- Lockout
- Reunification
- Shelter In Place
-

For School Cancellation

- Monitor situation
- Communication with appropriate personnel and agencies
- Make appropriate determination
- Contact local media
- School Messenger and Email alerts

Early Dismissal

- Monitor situation
- Communicate with appropriate personnel and agencies
- Contact transportation supervisor
- Contact local media
- Set up an information center for parent inquiries
- Retain necessary district personnel until students have been accommodated and situation is resolved

Oneida City School District – SAVE Plan 2020-21

Evacuation (before, during or after school hours)

- Determine level of threat
- Communicate with appropriate personnel and agencies
- Contact transportation supervisor
- Insure evacuation route is secure
- Evacuate students and staff to pre-arranged site(s)
- Maintain accountability for students and staff through and following evacuation. Report any missing students or staff to Superintendent immediately
- Determine if dismissal is warranted
- In the event of early dismissal, contact local media
- Set up an information center for parent inquiries
- Retain necessary district personnel until students have been accommodated and situation is resolved

Lockdown

- Determine level of threat
- Initiate building lockdown procedure
- Take necessary safety precautions
- Notify District Office and appropriate emergency response agencies
- Account for students and staff. Report any missing students or staff to Superintendent immediately.
- Identify other occupants in building
- Make necessary arrangements for human needs
- Set up information center for parent inquiries
- Retain necessary district personnel until students have been accommodated and situation is resolved

Lockout

- Determine level of threat
- Initiate building lockout process
- All outdoor activities shall cease and be immediately moved indoors (i.e. gym classes, playground, etc.)
- Normal activity will continue within the building
- Report any suspicious activity observed either indoors or outdoors to the main office.
- Alert District Office and appropriate emergency response agencies
- Account for students and staff. Report any missing students or staff to Superintendent.

Reunification

- Designate Reunification Site based on the incident, location and need

Shelter-in-Place

- Determine level of threat
- Take necessary safety precautions
- Notify District Office and appropriate emergency response agencies
- Determine location of sheltering based on nature of incident
- Account for students and staff. Report any missing students or staff to Superintendent immediately.
- Identify other occupants in building
- Make necessary arrangements for human needs
- Set up information center for parent inquiries
- Retain necessary district personnel until students have been accommodated and situation is resolved

Note: Identification of specific procedures for each emergency are outlined in the confidential BuildingLevel-Emergency-Response Plans.

Oneida City School District – SAVE Plan 2020-21

C. District resources and personnel available for use during an emergency

The Oneida City School District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the confidential Building Level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in the confidential Building Level Emergency Response Plans.

Staff Member	Role, Skill on Assignment
Designated Bldg. Administrator(s) & Staff	Building Level Safety/Response Teams
School Nurse	First Aid/Medical
CPR/1 st Aid Trained Staff	First Responders
Head Custodian	Physical Plant
Transportation Supervisor	Bus Drivers/Transportation
Counselors/School Psychologist	Crisis Team

Additional District Resources Available for Use in an Emergency During an emergency, the District has the following resources available:

Equipment	Location
defibrillator	Each district building and athletics
smoke ejectors	Fire department – via 911
emergency lighting	Each building
portable fire extinguishers	Each building and each bus
spill cleanup/absorbent materials	Custodial Department and Maintenance
first aid supplies	Each building – Nurses Office
Stop the Bleed Kits	All buildings - every classroom

D. Coordination of school resources during emergencies

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In the event of district-wide emergencies, the Incident Commander will be the School Superintendent or his/her designee. In building-level emergencies, the administrator-in-charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the confidential Building Level Emergency Response Plan. Building Level Incident Command staff are identified in the confidential Building Level Emergency Response Plans.

See the following appendices for Incident Command and emergency contacts for district-wide emergencies. Appropriate Incident Command and emergency contacts for building level emergencies are contained in confidential building level plans.

- Appendix 1: District-Level Incident Command**
- Appendix 2: Emergency Agency Contact Information**
- Appendix 3: District Emergency Contact Information**

E. Annual multi-hazard school training for staff and students

The Oneida City School District will conduct annual training for both staff and students in school safety issues. Training will be planned and coordinated by the district Security Coordinator and district SAVE Coordinator in conjunction with local emergency responders and preparedness officials. Training may consist of classroom activities, general assemblies, tabletop exercises, full scale drills or other appropriate actions to increase the awareness and preparedness of staff and students. Existing plans will be revised in response to post-incident evaluations of these drills.

Training procedures and framework are included in Training for Staff and Students – Appendix 6.

F. Staff development

All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence prevention and intervention prior to that application.

School violence prevention and intervention training as outlined in the district Professional Development Plan will be provided for all staff annually. The Administrator for Technology and Special Programs will be responsible for planning and coordinating training.

Staff development resources and other related information are listed in Training for Staff and Students – Appendix 6.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

Policies and procedures for responding to implied or direct threats of violence, suicide or acts of violence by students, teachers, other school personnel and visitors to the school

The Oneida City School District has enacted policies and procedures dealing with threats and acts of violence as outlined in the S.A.V.E. Plan and the Oneida City School District Code of Conduct, BOE Policy 1005. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

The S.A.V.E Plan outlines procedures for when to contact the district Incident Command and Incident Commander (District-Level Incident Command – Appendix 1) and appropriate law enforcement officials (Emergency Agency Contact Information – Appendix 2). Further contact information is contained in the individual Building Level Emergency Response Plans. In the event of an emergency, law enforcement agencies will be contacted through the 911 system, which will dispatch the appropriate agency.

The Oneida City School District will contact appropriate parents, guardians or persons in parental relation via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the confidential Building Level Emergency Response Plans.

The Building Level Emergency Response Plans provide detailed response procedures to threats and acts of violence.

B. Actions in response to Individual Acts of Violence

- Determine level of threat
- Initiate appropriate procedure
- Contact trained de-escalation staff and/or building response team as appropriate
- Contact Superintendent or designee and appropriate emergency response agencies
- Monitor situation and adjust response as necessary

C. Actions in response to Major Threats (Implied or Direct) or Acts of Violence

- Initiate procedures to safeguard students and staff, lockdown etc.
- Contact Superintendent or designee and appropriate emergency response agencies
- Contact trained de-escalation staff and/or building response team as appropriate
- Determine level of threat
- Follow procedures for transportation if appropriate
- Follow procedures to notify parents and media if appropriate
- Monitor situation and adjust response as necessary
- Debrief situation

SECTION IV: COMMUNICATION WITH OTHER AGENCIES

Procedures for obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. The local emergency management office information:

Emergency Management Office
Madison County Fire Coordinator 911
Oneida County Fire Coordinator 911
Additional Emergency Contacts: Appendix 2

Additional Agency Contact information is in Appendix 2: Emergency Agency Contact Information and is included in each Building ERP.

B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

The Oneida City School District will rely on the advice of the local emergency management office listed above.

C. A system for informing all educational agencies within the District of a disaster

The Oneida City School District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. A list of these agencies and the contact information is located in Emergency Agency Contact Information - Appendix 3.

D. Maintaining accurate information about each educational agency of the Oneida City School District.

The following information for each educational agency located within the district is included in Emergency Agency Contact Information - Appendix 3 as well as the confidential Building-level Safety Plans:

- School population
- Number of staff
- Transportation needs, and
- Business and home telephone numbers of key officials of each such educational agency

The Administrator for Technology and Special Programs will ensure that this information is current and accurate.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures

The Oneida City School District utilizes reference checks and fingerprinting according to SAVE requirements for all staff.

Each instructional building will maintain their respective security policies and procedures, as appropriate, that may be found in the confidential Building-level Plan.

Security Measures:

- All school building doors locked with proximity card reads and single point of entry in all buildings;
- Visitor Sign In: Identify & Log Visitors including the purpose & location of visit;
- Identification Badges – used at all school buildings to identify authorized visitors to the school building;
- ID Badges for all district staff;
- Substitute Badges;
- Full time armed District-wide School Resource Officer;
- Hall Monitoring – general expectation of staff to monitor halls, as needed;
- Security cameras (CCTV) – Cameras are installed throughout the district. All video feeds are recorded on site at each school building with all locations able to be monitored at HS Security Office, Maintenance Director's office and Administrator for Technology's office.
- Fingerprinting – background checks for all new hires after July 1, 2001;
- SchoolMessenger Emergency Alert System;
- Memorandum of Understanding among law enforcement agencies, the Madison-Oneida BOCES and its component school districts as of Summer 2011;
- Dignity for All Students Act;
- Code of Conduct and other appropriate policies;
- Protective Barriers added to certain areas of each school.

B. Policies and procedures for the dissemination of informative materials

The District recognizes that the most current data caution against profiling students who have the potential for violence. However, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors.

Revised: May 28, 2020;

BOE Approved: TBD

Oneida City School District – SAVE Plan 2020-21

The Oneida City School District is committed to the use of interpersonal violence prevention education for all students, when available. Annual Violence Prevention training is conducted for instructional and support staff. The Oneida City School District may distribute violence prevention information via newsletter, handouts, meetings and district website as appropriate.

C. Prevention and intervention strategies

The Oneida City School District currently provides, but is not limited to, the following programs to improve communication and increase violence prevention and intervention:

<ul style="list-style-type: none"><input type="checkbox"/> Character Education<input type="checkbox"/> School Services Program<input type="checkbox"/> Student Government<input type="checkbox"/> Counseling Services<input type="checkbox"/> Student Behavior Plans<input type="checkbox"/> Dignity For All Students Act<input type="checkbox"/> Elementary – Empower Me	<ul style="list-style-type: none"><input type="checkbox"/> Rachel's Challenge<input type="checkbox"/> CPI - Crisis Prevention Intervention<input type="checkbox"/> Conflict Resolution<input type="checkbox"/> Writing Behavior Plans<input type="checkbox"/> Counseling<input type="checkbox"/> At Risk Identification and Interventions<input type="checkbox"/> District-wide School Resource Officer
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D. Strategies for improving communication among students and between students and staff, and for the reporting of potentially violent incidents

The Oneida City School District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the Oneida City School District will continue to explore programs based on program needs. All requirements as outlined in the Dignity for All Students Act have been implemented.

The district referral process is utilized for the reporting of potentially violent incidents according to the building chain of command and following the Oneida City School District Code of Conduct. Additionally, student counselors are available each day for students to share information where the source can remain confidential.

SECTION VI: RECOVERY

A. Continuity of Operations Plan (COOP)

Ensure there is a Continuity Operations Plan (COOP) in place by the district to ensure primary essential functions, i.e. continuation of learning, staff protocols, core operations, payroll.

B. Post-Incident Response

The Post-Incident/Crisis Response Team will meet within a reasonable time following an incident to evaluate and assess the response and make appropriate changes to the building level response plan. Any changes made to the building level response plan need to be updated on the district-level copy of the plan.

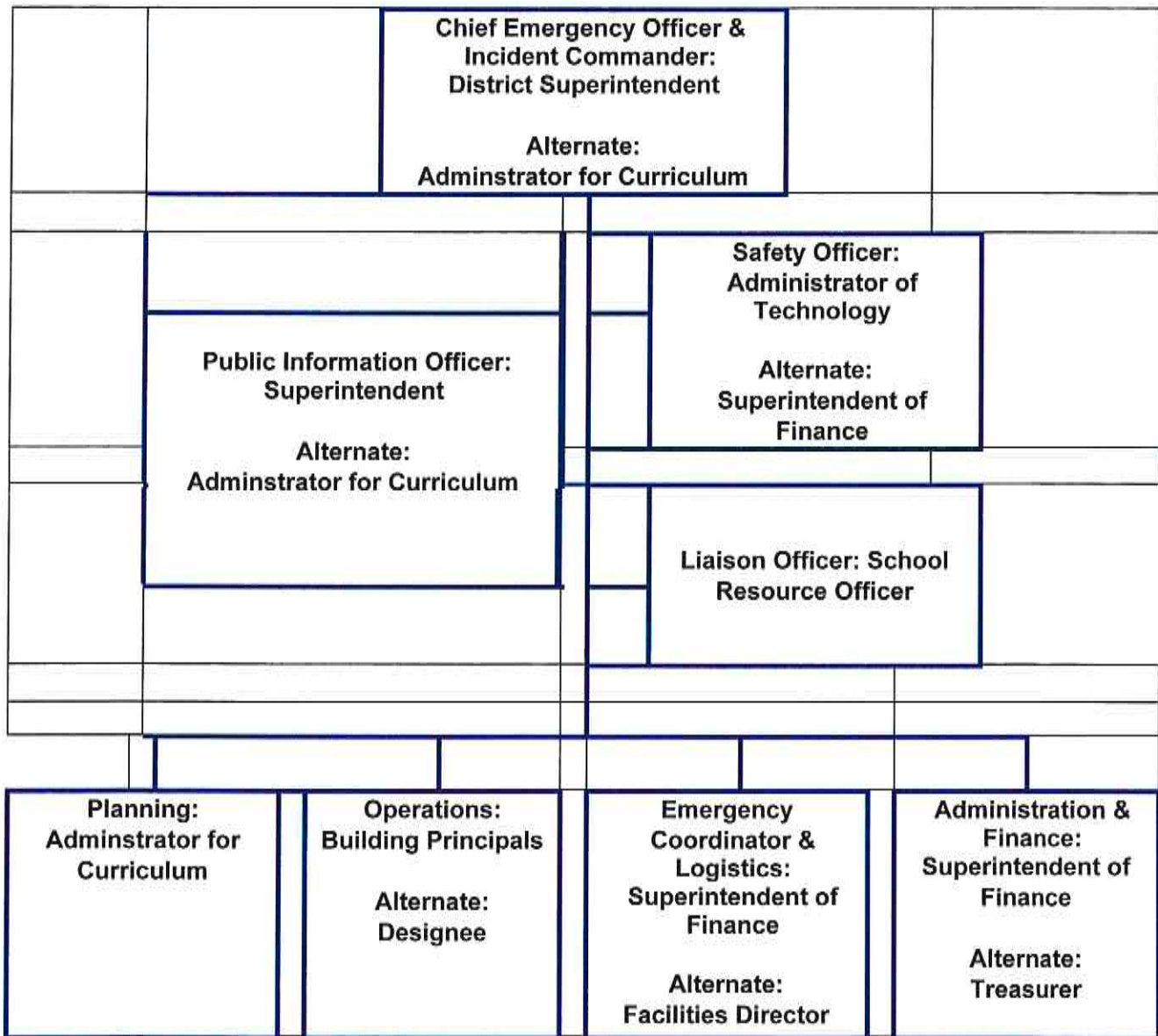
C. Disaster Mental Health Services

The Superintendent, or his/her designee, will assist in the coordination of Disaster Mental Health Resources and the implementation of the Crisis Response Plan.

During the recovery phase of an incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan.

Appendix 1: District-Level Incident Command

In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the principal assumes control or management responsibility, and activates others as needed. For relatively small incidents, the principal may perform *all* the roles of the ICS structure. In a large-scale incident, the following chart describes the roles of district staff.



Oneida City School District Incident Command

Chief Emergency Officer & Incident Commander – District Superintendent

- Responsible for the direction of the District response in a district-wide emergency (District Superintendent) or the building response in a building-level emergency (Building Administrator). Facilitating training, ensuring build-level safety plans are updated and drills conducted annually, aid in security policy development and security technology decision-making.

Emergency Coordinator and Logistics – Superintendent of Finance

- Responsible for providing all resources (personnel, equipment, facilities, and services) required for incident resolution and carrying out decisions of the Incident Commander.

Public Information Officer - Superintendent or designee

- Compiles and releases information to the news media.

Safety Officer - Administrator for Technology and Special Programs or designee

- Monitors the District response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.

Liaison – School Resource Officer

- Represents the District by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.

Incident Log – Secretary to the Superintendent

- Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.

Operations - Building Principals

- Responsible for directing the implementation of action plans and strategies for incident resolution.

Planning/Intelligence – Administrator for Curriculum

- Responsible for collecting, evaluating and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.

Administration/Finance – Assistant Superintendent for Finance

- Responsible for all cost and financial matters related to the incident.

Physical Plant – Maintenance Supervisor

- Responsible for coordinating mechanical systems such as HVAC, power, etc.

Appendix 2: Emergency Agency Contact Information

In an emergency, dial 911. They will dispatch the appropriate response agencies. In non-emergency situations, contact the following:

AGENCY	TELEPHONE NUMBERS	SECONDARY NUMBERS
Oneida City Police	911	315-363-2323
NYS State Police	911	315-366-6000
Oneida City Fire Department	911	315-363-1910
Oneida Castle Fire Department	911	315-363-4406
Oneida County Sherriff's	911	315-736-0141
Madison County Sherriff's	911	315-366-2318
Durhamville Fire Department	911	315-363-0851
Wampsville Fire Department	911	315-363-2090
Vineall Ambulance Service	911	315-361-1000
Oneida City Hospital	315-363-6000	
Madison County Mental Health	315-336-2215	
Poison Control	1-800-222-1222	
Verizon Telephone	315-890-7711	
National Grid Electric	1-800-867-5222	
National Grid Gas	1-800-867-5222	
Oneida Water Department	315-363-1490	
Department of Public Works	315-363-4800	315- 363-7222
City of Oneida Mayor's Office		315-363-4800 Ext. 137
Public Safety Commissioner		315-363-9111
Fire Chief		315-363-1910
Police Chief		315-363-9111
City Engineer		315-363-4800
Assistant City Engineer		315-363-4800
Sanitary Engineer		315-363-4800
Water Superintendent		315-363-1490
Madison-Oneida BOCES Risk Management Jack Angrisano	315-361-5573	
Madison County Health Department	315-366-2361	
Oneida County Health Department	315 - 798-5747	

Appendix 3: District Emergency Contact Information

Listing of all school buildings covered by the Oneida City School District safety plan with names of buildings, contact names and telephones numbers of building staff. Home telephone numbers are maintained in the District Office for reasons of confidentiality.

Oneida City Schools			
<i>District Office</i>	<i>Mary-Margaret Zehr</i>	<i>Superintendent</i>	<i>315-363-2550 Ext 2001</i>
<i>District Office</i>	<i>Jessica Poyer</i>	<i>Adminstrator for Curriculum, Instruction and Assessment</i>	<i>315-363-2550 Ext 2002</i>
<i>District Office</i>	<i>Jim Rowley</i>	<i>Business Administrator</i>	<i>315-363-2550 Ext 2003</i>
<i>Technology Office Located at Oneida High School</i>	<i>Genevieve Brauner</i>	<i>Administrator for Technology and Special Programs</i>	<i>315-363-6901 Ext 2517</i>
<i>Main Office Oneida High School</i>	<i>Matthew Ware</i>	<i>School Resource Officer</i>	<i>315-363-6901</i>
<i>District Office</i>	<i>Peter Gleason</i>	<i>Psychologist</i>	<i>315-363-2550 Ext 2012</i>
<i>District Office</i>	<i>Jamie Cleveland</i>	<i>Psychologist</i>	<i>315-363-2550 Ext 2013</i>
<i>Maintenance Facility</i>	<i>Bernie Sharlette</i>	<i>Supervisor–Buildings & Grounds</i>	<i>315-363-8555 Ext 2030</i>
<i>Costello Transportation Bldg.</i>	<i>Mike Klenotiz</i>	<i>Supervisor-Transportation</i>	<i>315-363-5470 Ext 2052</i>
<i>Oneida High School</i>	<i>Holly Ackerman</i>	<i>Supervisor-Food Service</i>	<i>315-363-6900 Ext 2580</i>
<i>Private Practice</i>	<i>Bassett Healthcare Network</i>	<i>School Physicians</i>	<i>315-231-5400</i>

Appendix 4: District Data for Evacuations

Building	Name	Title	Phone
Oneida High School 591 Students/84 Staff 675 total 12 buses	Kevin Healy	<i>Executive Principal</i>	315-363-6901 Ext 2500
	Amanda Larson	<i>Assistant Principal</i>	315-363-6901 Ext 2501
	Stacey Tice	<i>Assistant Principal</i>	315-363-6901 Ext 2506
Otto Shortell Middle School 438 Students/ 65 Staff 504 total 9 buses	Todd Widrick	<i>Principal</i>	315-363-1050 Ext 1500 315-363-1050 Ext 1502
Durhamville Elementary 240 Students/ 44 Staff 284 total 5 buses	Danielle Mullen	<i>Principal</i>	315-363-8065 Ext 3500
North Broad Elementary 220 Students/ 37 Staff 257 total 5 buses	Eric Coriale	<i>Principal</i>	315-363-3650 Ext 4500
Seneca Street Elementary 193 Students/ 35 Staff 228 total 4 buses	Penny Houser	<i>Principal</i>	315-363-3930 Ext 6500
Willard Prior Elementary 218 Students/ 49Staff 267 total 5 buses plus 1 w/c bus.	Moira Yardley	<i>Principal</i>	315-363-2190 Ext 7500
NON-PUBLIC & DAY CARE			
St. Patrick's School 64 students/15 staff total 79 2 buses	Kristen Healt	<i>Principal</i>	315-363-3620
Oneida Area Day Care 70 students 25 staff 95 total 2 buses	Jill Mitchell	<i>Director</i>	315-363-0080
Holy Cross Academy 70 students 22 staff total 92 2 buses	Terry Maciag	<i>Principal</i>	315-363-1669

APPENDIX 5: Notification and Activation

In the event of a disaster or an act of violence, the Oneida City School District Superintendent, or his designee, will be notified as appropriate.

In the event of a violent incident, the Superintendent will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is included in the appendix of each Building-level Emergency Response Plan.

The Superintendent will notify all educational agencies within the district in the event of an emergency by use of telephone, fax, email, or other appropriate communication. Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media including television channel(s) and radio station(s). When appropriate staff will contact parents using the information provided on students' emergency contact cards.

RADIO/TV STATION	TELEPHONE NUMBER
UTICA:	
WIBX 950/MLZW Lite 98.7/ WFRG 96 Frog/ODZ Oldies 96/WRUN	315-272-2846
WKTV Ch.2	315-793-3475
SYRACUSE:	
WIXT-TV - Channel 9	315-446-9999 Ext. 2277 or Ext. 2261 1-800-724-9498
News 10 Now	315-234-1010 Ext 2
WSTM-TV Ch. 3	315-477-9660 or 477-9446
WNTQ-93Q	315-472-0200

Oneida City School District – SAVE Plan 2020-21

Appendix 6: Oneida City School District Risk PROBABILITY CHECKLIST

	YES	NO	COMMENT
1. Has your region ever been short of water due to drought conditions? Natural Hazard: Drought and Extreme Heat		X	
2. Have you ever felt an earthquake tremor while in your community? Natural Hazard: Earthquake	X		
3. Do you live in or adjacent to a major forest region? Natural Hazard: Forest Fire		X	
4. Have forest fires ever occurred within 25-mile radius of your district? Natural Hazard: Forest Fire		X	
5. Has your community ever experienced a winter storm ? Natural Hazard: Winter Storms and Blizzards.	X		
6. Are severe winter storms a frequent occurrence? Natural Hazard: Severe Storms and Blizzards.		X	
7. Is your community in an area visited by thirty or more thunderstorms per year? Natural Hazard: Severe Thunderstorms		X	
8. Do you live in a state with a coastline on the Atlantic Ocean or Gulf of Mexico? Natural Hazard: Hurricane		X	
9. Has your state ever been crossed by the path of a hurricane ? Natural Hazard: Hurricane		X	
10. Do tornadoes present a major or moderate risk to your region? Natural Hazard: Tornado		X	
11. Do you live in a western state that has been or might be affected by ash fall from a volcanic eruption ? Natural Hazard: Volcanic Hazard		X	
12. Do you live in a state having great or moderate risk from landslides occurring? Natural Hazard: Landslide		X	
13. Is your district located in a valley downstream from a man-made dam? Natural Hazard: Mudflow	X		Earthen Dam behind Oneida Hospital
14. Is your district on or near a river or stream floodplain? Natural Hazard: Flood and Flash Floods	X		May affect transportation
15. Have floods or flash floods ever affected your home or community? Natural Hazard: Floods and Flash Floods	X		May affect transportation
16. Is your district within a few miles of a main highway, waterway or railroad line? Technological Hazard: Transportation Accident	X		Route 365, 5, 46, 13, 31, Conrail and NYS Thruway
17. Are there any factories, warehouses, or disposal areas near your community, which produce or use toxic chemicals or other hazardous materials ? Technological Hazard: Hazardous Materials	X		Ammonia storage HP Hood
18. Have major transportation accidents ever disrupted traffic patterns in your community?		X	
19. Is your district within a fifty-mile radius of a nuclear power facility ? Technological Hazard: Radiological Incident	X		9 Mile NPP, Scriba, NY
20. Are there any radioactive waste dump sites in your state? Technological Hazard: Radiological Incident		X	
21. Has your community ever experienced a Pandemic	X		COVID 19 March 2020

Appendix 7: Training for Staff and Students

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Violence prevention, intervention, and response staff development programs for instructional and support staff will be included in Superintendent's Conference Day plans or as otherwise scheduled. Emergency steps and procedures will be reviewed with instructional and support staff at least annually.

At a minimum, the school will conduct the following exercises/drills annually:

1. The annual "Go Home" Drill will be conducted by May 1st of each year as determined by the District Superintendent in consultation with the superintendents of schools.
2. Incident Command System (ICS) Training (Recommended) – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
3. The Principal and Building Level Safety Team will: review ERP with staff; conduct full staff and student briefings on roles to perform during an emergency; ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
4. During each school year, the following exercise will be conducted with record maintained on Safety Training Log: Appendix H in the Building Response Plans:

Description of training, drill or exercise	Date
Building Level Safety/Response Team Meetings	Recommended Quarterly
Got to Go Bag Review	At Least Quarterly
"Go Home" drill – Students and Staff – Friday before Spring break	Spring
Fire drills 8-minimum	As required by law
Right-to-Know	Annually by December 1 st
Blood-borne Pathogens	Annually by December 1 st
FEMA Training	As needed
Tabletop Exercises – NYSP, Madison County Sherriff's	Annually by December 1 st
Lockdown Drills 4-minimum	As required by law
Elementary Lock Out	Annually by June 1 st
Emergency Response Training to Mental Health and Violence Prevention – All Staff	Annually by September 15 th

Oneida City School District – SAVE Plan 2020-21

By Regulation: Each building will practice at least one component of their emergency plan at least annually.

- [Section 807](#) of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of eight drills each school year.
- [Section 807](#) of the Education Law mandates that pupils must receive instruction on lockdown drills. A minimum of four lockdown drills per building shall be conducted each school year.
- [Section 807](#) of the Education Law mandates that the person in charge of any after school event must notify attendees before of any event of the building's emergency procedures.
- [Section 807](#) of the Education Law mandates that one drill during lunch or assembly or instruction on how to evacuate during lunch or assembly be conducted.
- [8 NYCRR Section 155.17 \(e\)\(3\)](#) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

At least once a year on a Superintendent's Day or other scheduled time, a tabletop drill for each instructional building will be implemented involving representative instructional and support staff. When appropriate, and at the discretion of the District-wide Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials.

The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations that may include those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures will be explained and practiced in a variety of ways including early go-home drill; tabletop exercise; live drill; and Emergency Management Team exercise.

The Building Level Response Team will evaluate the response along with the facilitators and determine if modifications to the plan are necessary. Evaluations may be conducted through post-drill debriefing or written evaluation summaries.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: PROJECT ACCOUNT EXPENDITURE
DATE: JULY 1, 2020

We are recommending the approval of the following expenditure from the Oneida Castle Building Sale proceeds project account (H008) in the approximate amount of \$2,532.00.

1. Materials to fix fiber in the main distribution frame (hub of network) and to run fiber from the press box to OHS

RECOMMENDED ACTION

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

MOTION MADE BY _____

SECONDED BY _____

A _____ N _____



Q-00033191-4
 Quote Expiration Date: 06-26-20
 O-251658

Oneida Central School District

Customer Billing Information
Oneida Central School District Attention: Accounts Payable 565 Sayles St Oneida, NY 13421 US

Quote Information
Account Executive: Nicholas Paoni Phone: (315) 362-3131 Email: npaoni@carouselindustries.com

Comments:

Item #	Item Description	Qty	Unit Price	Total Price
DX006DALT9KAA2	DX006DALT9KAA2	600	\$ 1.39	\$834.00
Unicam LC Ends	Unicam LC Ends	12	\$ 26.00	\$312.00
Fiber LIU's	Fiber LIU's	2	\$ 153.00	\$306.00
Fiber Bulk Heads	Fiber Bulk Heads	2	\$ 40.00	\$80.00
00049	Contract Price - Data Labor	1	\$ 1,000.00	\$1,000.00
SubTotal:				\$2,532.00

Quote Totals		
Product Total	Labor Total	Maintenance Total
\$ 0.00	\$1,000.00	\$ 0.00
		Quote Total
		\$ 2,532.00

Terms and Conditions

All new products are guaranteed to be as specified by the manufacturer's documentation and are provided with the manufacturer's standard product warranty. All refurbished components are covered by a Carousel direct warranty. Customer is responsible for any electrical service, environmental conditions and cable work needed to support the quoted Products unless otherwise specified on the Quote. Any changes to the above Products and/or Scope of Work will require the written authorization of both Carousel and the Customer. The quote total does not include sales tax, and as applicable, will be added to the invoice. If shipping charges apply and the amount is known when quoting, those charges will be included as a separate line item on the quote, otherwise they will be added to the invoice.

All work is done subject to the terms and conditions of Carousel's Master Agreement (available at <http://www.carouselindustries.com/company/master-agreement>) unless Carousel and the Customer have previously agreed to otherwise in writing. All returns are done in accordance with Carousel's Return Policy which is also available at <http://www.carouselindustries.com/company/master-agreement>.

This contractor and subcontractor shall abide by the requirements of 41 CFR §§ 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals on the basis of protected veteran status or disability, and require affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans and individuals with disabilities.

By signing below, Customer makes an offer to purchase the Products and/or Services above from Carousel. Carousel's acceptance of this offer to purchase shall be evidenced by the conversion of the Quote into a Carousel Service Order, and the return of the Service Order number to the Customer.

 Customer Signature:

Name

Title

Date

 Carousel Signature:

Name

Title

Date

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR APPROVAL – EDUCATED
DATE: JULY 1, 2020

We are recommending approval for the Oneida High School textbook purchase as submitted.

Title: Educated
Publisher: Ransom House
Copyright: 2018;
To Be Used By: Grades 9R (35 copies)
\$29.36 per book

RECOMMENDED ACTION

Motion to approve purchase of the Oneida High School textbook Educated 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>Educated</i>	Copies Needed: 35
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Author or Editor: Tara Westover	Publisher: Ransom House
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Copyright Date: 2018	Latest Revision Date: N/A	Price: \$29.36 each
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To be used by _____ Eng 9R for book clubs	Level Pupils in Grade	_____ 135 _____
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Readability Review	Reviewer: Perma-bound
Reading level: <u>6.4</u>	
Of these Pupils <u>5</u> are estimated to be reading one or more grade levels below this level.	
Recommendations for use: <u>Gr. 9 and above for content</u> <u>Gr. 6 and above for text complexity</u>	



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

Reviewer: <u>Kelly Laemmermann</u>	Representing <u>ELA</u> Department
------------------------------------	------------------------------------

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?
Educated 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 non-fiction genre. It has: high interest and appeal, readability, lasting themes, and mature concepts applicable to a high school audience.

	Recommended	
	(Approved)	

III. <u>Recommendation and Approval</u> Routing	Yes	No	Signature	Date
Department Chairperson	X		Thomas L. Kirkpatrick	05/27/2020
Principal				5/29/20
Curriculum Coordinator	X			5/29/20
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)						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						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:

Publishers Weekly

A girl claws her way out of a claustrophobic, violent fundamentalist family into an elite academic career in this searing debut memoir. Westover recounts her upbringing with six siblings on an Idaho farm dominated by her father Gene (a pseudonym), a devout Mormon with a paranoid streak who tried to live off the grid, kept four children (including the author) out of school, refused to countenance doctors (Westover's mother, Faye, was an unlicensed midwife who sold homeopathic medicines), and stockpiled supplies and

guns for the end-time. Westover was forced to work from the age of 11 in Gene's scrap and construction businesses under incredibly dangerous conditions; the grisly narrative includes lost fingers, several cases of severe brain trauma, and two horrible burns that Faye treated with herbal remedies. Thickening the dysfunction was the author's bullying brother, who physically brutalized her for wearing makeup and other immodest behaviors. When she finally escaped the toxic atmosphere of dogma, suspicion, and patriarchy to attend college and then grad school at Cambridge, her identity crisis precipitated a heartbreaking rupture. Westover's vivid prose makes this saga of the pressures of conformity and self-assertion that warp a family seem both terrifying and ordinary.

School Library Journal Starred Review

Raised in an alternative Mormon home in rural Idaho, Westover worked as an assistant midwife to her mother and labored in her father's junkyard. Formal schooling wasn't a priority, because her parents believed that public education was government indoctrination and that Westover's future role would be to support her husband. But her older brother's violence and their family's refusal to acknowledge problems at home resulted in the teen contemplating escape through education. Admittance to Brigham Young University was difficult. Westover taught herself enough to receive a decent score on the ACT, but because of her upbringing, she didn't understand rudimentary concepts of sanitation and etiquette, and her learning curve was steep. However, she eventually thrived, earning scholarships to Harvard and Cambridge though she grappled with whether to include her toxic family in her new life. Born in 1986, Westover interviewed family members to help her write the first half. Her well-crafted account of her early years will intrigue teens, but the memoir's second part, covering her undergraduate and graduate experiences in the "real world," will stun them. VERDICT A gripping, intimate, sometimes shocking, yet ultimately inspiring work. Perfect for fans of memoirs about overcoming traumatic childhoods or escaping from fundamentalist religious communities, such as Jeannette Walls's *The Glass Castle* and Ruth Wariner's *The Sound of Gravel*.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR APPROVAL – THE POET X
DATE: JULY 1, 2020

We are recommending approval for the Oneida High School textbook purchase as submitted.

Title: The Poet X
Publisher: Harper Collins
Copyright: 2019;
To Be Used By: Grades 9R (35 copies)
\$17.59 per book

RECOMMENDED ACTION

Motion to approve purchase of the Oneida High School textbook The Poet X 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>The Poet X</i>	Copies Needed: 35
--------------------------	-------------------

Author or Editor: Elizabeth Acevedo	Publisher: Harper Collins
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Copyright Date: 2019	Latest Revision Date: N/A	Price: \$17.59 each
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To be used by <u>Eng 9R</u> for book clubs	Level Pupils in Grade <u>135</u>
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Readability Review	Reviewer: Perma-bound
Reading level: <u>5.2</u>	
Of these Pupils <u>5</u> are estimated to be reading one or more grade levels below this level.	
Recommendations for use: <u>Gr. 7 and above for content</u> <u>Gr. 5 and above for text complexity</u>	


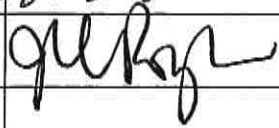
II. Selector Review (See also pages 2 & 3)

Reviewer: <u>Kelly Laemmermann</u>	Representing <u>ELA</u> Department
------------------------------------	------------------------------------

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?
The Poet X 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</u>	Yes	No	Signature	Date
<u>Routing</u>				
Department Chairperson	x		Thomas L. Kirkpatrick	05/27/2020
Principal				5/29/20
Curriculum Coordinator	x			5/29/20
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

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.

Kirkus Reviews

Poetry helps first-generation Dominican-American teen Xiomara Batista come into her own. Fifteen-year old Xiomara ("See-oh-MAH-ruh," as she constantly instructs teachers on the first day of school) is used to standing out: she's tall with "a little too much body for a young girl." Street harassed by both boys and grown men and just plain harassed by girls, she copes with her fists. In this novel in verse, Acevedo examines the toxicity of the "strong black woman" trope, highlighting the ways

Xiomara's seeming unbreakability doesn't allow space for her humanity. The only place Xiomara feels like herself and heard is in her poetry—and later with her love interest, Aman (a Trinidadian immigrant who, refreshingly, is a couple inches shorter than her). At church and at home, she's stifled by her intensely Catholic mother's rules and fear of sexuality. Her present-but-absent father and even her brother, Twin (yes, her actual twin), are both emotionally unavailable. Though she finds support in a dedicated teacher, in Aman, and in a poetry club and spoken-word competition, it's Xiomara herself who finally gathers the resources she needs to solve her problems. The happy ending is not a neat one, making it both realistic and satisfying. Themes as diverse as growing up first-generation American, Latina culture, sizeism, music, burgeoning sexuality, and the power of the written and spoken word are all explored with nuance. Poignant and real, beautiful and intense, this story of a girl struggling to define herself is as powerful as Xiomara's name: "one who is ready for war."

ALA Booklist

This coming-of-age story from the streets of Harlem centers on Xiomara Barista, a teenage poet seeking to express herself. X has loved writing down her thoughts from an early age. Unfortunately, she doesn't get to share them with her family, due to her mother's strict dedication to making sure X is focused on being a good Catholic girl. When X starts questioning her faith and realizes her brother is hiding his own secrets from their mother, she starts figuring out how she can stand up for herself and her beliefs. The story, though centered around the family drama, explores other poignant themes facing girls today, diving into human sexuality, the psychological impacts of going through an early puberty, and how girls have to fend off advances from men well as the slut-shaming stigma that simultaneously can come from women. Ultimately, though, this is a powerful, heartwarming tale of a girl not afraid to reach out and figure out her place in the world.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
**RE: TEXTBOOK FOR APPROVAL – THE ABSOLUTELY TRUE
DIARY OF A PART-TIME INDIAN**
DATE: JULY 1, 2020

We are recommending approval for the Oneida High School textbook purchase as submitted.

Title: The Absolutely True Diary of a Part-Time Indian
Publisher: Little, Brown & Co.
Copyright: 2007;
To Be Used By: Grades 9R (35 copies)
\$20.04 per book

RECOMMENDED ACTION

Motion to approve purchase of the Oneida High School textbook The Absolutely True Diary of a Part-Time Indian 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>The Absolutely True Diary of a Part-Time Indian</i>	Copies Needed: 35
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Author or Editor: Alexie Sherman	Publisher: Little, Brown & Co.
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Copyright Date: 2007	Latest Revision Date: N/A	Price: \$20.04 each
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To be used by <u>Eng 9R</u> for book clubs	Level Pupils in Grade <u>135</u>
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Readability Review	Reviewer: Perma-bound
Reading level: <u>4.0</u>	
Of these Pupils <u>5</u> are estimated to be reading one or more grade levels below this level.	
Recommendations for use: <u>Gr. 9 and above for content</u> <u>Gr. 4 and above for text complexity</u>	


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

Reviewer: <u>Kelly Laemmermann</u>	Representing <u>ELA</u> Department
------------------------------------	------------------------------------

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?
The Absolutely True Diary of a Part-Time Indian 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 strike a chord with artistic readers. It has: high interest and appeal, readability, lasting themes, and mature concepts applicable to a high school audience.

	Recommended	
	(Approved)	

III. <u>Recommendation and Approval Routing</u>	Yes	No	Signature	Date
Department Chairperson	x		Thomas L. Kirkpatrick	05/27/2020
Principal				
Curriculum Coordinator	X			5/29/20
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

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 from the Perma-bound website.

Kirkus Reviews

Alexie nimbly blends sharp wit with unapologetic emotion in his first foray into young-adult literature. Fourteen-year-old Junior is a cartoonist and bookworm with a violent but protective best friend Rowdy. Soon after they start freshman year, Junior boldly transfers from a school on the Spokane reservation to one in a tiny white town 22 miles away. Despite his parents' frequent lack

of gas money, racism at school and many crushing deaths at home, he manages the year. Rowdy rejects him, feeling betrayed, and their competing basketball teams take on mammoth symbolic proportions. The reservation's poverty and desolate alcoholism offer early mortality and broken dreams, but Junior's knowledge that he must leave is rooted in love and respect for his family and the Spokane tribe. He also realizes how many other tribes he has, from "the tribe of boys who really miss . . . their best friends" to "the tribe of tortilla chips-and-salsa lovers." Junior's keen cartoons sprinkle the pages as his fluid narration deftly mingles raw feeling with funny, sardonic insight. (Fiction. YA)

School Library Journal

Gr 7-10-Exploring Indian identity, both self and tribal, Alexie's first young adult novel is a semiautobiographical chronicle of Arnold Spirit, aka Junior, a Spokane Indian from Wellpinit, WA. The bright 14-year-old was born with water on the brain, is regularly the target of bullies, and loves to draw. He says, "I think the world is a series of broken dams and floods, and my cartoons are tiny little lifeboats." He expects disaster when he transfers from the reservation school to the rich, white school in Reardan, but soon finds himself making friends with both geeky and popular students and starting on the basketball team. Meeting his old classmates on the court, Junior grapples with questions about what constitutes one's community, identity, and tribe. The daily struggles of reservation life and the tragic deaths of the protagonist's grandmother, dog, and older sister would be all but unbearable without the humor and resilience of spirit with which Junior faces the world. The many characters, on and off the rez, with whom he has dealings are portrayed with compassion and verve, particularly the adults in his extended family. Forney's simple pencil cartoons fit perfectly within the story and reflect the burgeoning artist within Junior. Reluctant readers can even skim the pictures and construct their own story based exclusively on Forney's illustrations. The teen's determination to both improve himself and overcome poverty, despite the handicaps of birth, circumstances, and race, delivers a positive message in a low-key manner. Alexie's tale of self-discovery is a first purchase for all libraries.-Chris Shoemaker, New York Public Library Copyright 2007 Reed Business Information.

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TEXTBOOK FOR APPROVAL – DEAR MARTIN
DATE: JULY 1, 2020

We are recommending approval for the Oneida High School textbook purchase as submitted.

Title: Dear Martin
Publisher: Random House
Copyright: 2018;
To Be Used By: Grades 9R (35 copies)
\$15.04 per book

RECOMMENDED ACTION

Motion to approve purchase of the Oneida High School textbook Dear Martin 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>Dear Martin</i>	Copies Needed: 35
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Author or Editor: Nic Stone	Publisher: Random House
-----------------------------	-------------------------

Copyright Date: 2018	Latest Revision Date: N/A	Price: \$15.04 each
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To be used by <u>Eng 9R</u> for book clubs	Level Pupils in Grade <u>135</u>
--	----------------------------------

Readability Review	Reviewer: Perma-bound
Reading level: <u>4.8</u>	
Of these Pupils <u>5</u> are estimated to be reading one or more grade levels below this level.	
Recommendations for use: <u>Gr. 9 and above for content</u> <u>Gr. 5 and above for text complexity</u>	



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

Reviewer: <u>Kelly Laemmermann</u>	Representing <u>ELA</u> Department
------------------------------------	------------------------------------

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

	Recommended	
	(Approved)	

III. Recommendation and Approval Routing	Yes	No	Signature	Date
Department Chairperson	x		Thomas L. Kirkpatrick	05/27/2020
Principal				5/29/20
Curriculum Coordinator	X			5/29/20
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?			
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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.

Publishers Weekly

First-time author Stone explores an African-American student's increasingly intense feelings of displacement in his predominantly white high school in a tense story that will grab readers' attention and make them think. Written as a mixture of script-style dialogues, third-person narrative, and letters to Martin Luther King Jr., the novel explores high school senior Justyce McAllister's confrontations with racism and his search for identity at a prestigious prep school, where he is one of only eight black students. After nearly getting arrested while trying to help his

ex-girlfriend, who is stone drunk and trying to drive herself home, Justyce becomes acutely aware of racial profiling and prejudice close to home. Pushed to the brink of despair when a close friend is shot by a white off-duty police officer, Justyce doesn't know what to do with his anger. Though some characters are a bit one-dimensional (including Justyce's debate partner/romantic interest and the interchangeable bros at his school), this hard-hitting book delivers a visceral portrait of a young man reckoning with the ugly, persistent violence of social injustice. Ages 14-up. Agent: Rena Rossner, Deborah Harris Agency. (Oct.)

Starred Review ALA Booklist

Starred Review Perhaps a bright young man who is fourth in his graduating class, captain of the debate team, and on his way to an Ivy League school shouldn't have too many worries. But Justyce McAllister's grades have no influence on the police officer who handcuffs him while he's trying to help his inebriated ex-girlfriend. The African American teen is shocked and angered when the officer is cleared of all charges, and so he turns to the written work of Martin Luther King Jr. for direction, inspiration, and therapy. He presents a simple question to the late civil rights leader: "What would you do, Martin?" After Justyce witnesses the fatal shooting of his best friend by an off-duty officer, and his name is negatively spread through the media, he begins to withdraw from friends and family, only finding solace in his teacher, new girlfriend, and his continued ruminative letter writing to Dr. King. Stone's debut confronts the reality of police brutality, misconduct, and fatal shootings in the U.S., using an authentic voice to accurately portray the struggle of self-exploration teens like Justyce experience every day. Teens, librarians, and teachers alike will find this book a godsend in assisting discussions about dealing with police, as well as the philosophical underpinnings of King's work. Vivid and powerful.

TO: MEMBERS, BOARD OF EDUCATION

FROM: MARY-MARGARET ZEHR

RE: POLICIES FOR REVIEW

DATE: JULY 1, 2020

The attached policies are submitted for your first reading. Vote for approval will be at a future Board of Education Meeting:

- #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

FOR REVIEW ONLY

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

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

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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

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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

3536914.1 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

3536814.1 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

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 REVIEW – JUST MERCY
DATE: JULY 1, 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>Just Mercy: A True Story of the Fight for Justice</u>
Publisher:	Random House
Copyright:	2019;
To Be Used By:	Grades 9H Book Club (10 copies) \$15.89 per book

FOR REVIEW ONLY

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
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Author or Editor: Bryan Stevenson	Publisher: Random House
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Copyright Date: 2019	Latest Revision Date: N/A	Price: \$15.89
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To be used by	Eng. 9H Book Clubs	Level Pupils in Grade	25
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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
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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. <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			6/11/2020

Board of Education				
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*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.

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 REVIEW – IT'S TREVOR NOAH
DATE: JULY 1, 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: 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

FOR REVIEW ONLY

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
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Author or Editor: Trevor Noah	Publisher: Penguin Random House
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Copyright Date: 2019	Latest Revision Date: N/A	Price: \$14.19
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To be used by	Eng 9H book club	Level Pupils in Grade	25
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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> </u> Gr. 5 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?
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

Board of Education				
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*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						
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 REVIEW – HOLDING UP THE UNIVERSE
DATE: JULY 1, 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: Holding Up the Universe
Publisher: Random House
Copyright: 2018;
To Be Used By: Grades 9H Book Club (10 copies)
\$15.89 per book

FOR REVIEW ONLY

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

Title: <i>Holding Up the Universe</i>	Copies Needed: 10
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Author or Editor: Jennifer Niven	Publisher: Random House
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Copyright Date:	Latest Revision Date: N/A	Price: \$15.89
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To be used by	Eng. 9H Book Clubs	Level Pupils in Grade	25
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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>	

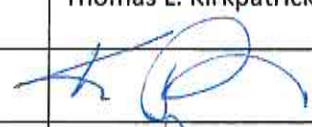
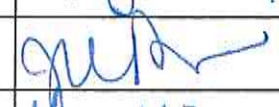
II. Selector Review (See also pages 2 &3)

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

*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?			
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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.

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: COMMITTEE CHAIR REPORTS
DATE: JULY 1, 2020

The Committee Chair Reports will be presented.

Audit:

Policy

Curriculum, Instruction
& Technology

Finance & Facility:

Governance:

FOR INFORMATION ONLY

Policy Committee Meeting Minutes

June 22, 2020 (virtual)

Present: Jennifer Parker, Heather Denby, Melinda Bowe, Mary-Margaret Zehr, Jim Rowley

The following policies were approved as modified by the committee and will be presented to the BOE for a first reading:

5300 – Internet Safety Policy

- 1A – replace “with no redeeming social value” with “that is appropriate for minors”
- D1 – add “to communicate with non-district staff”
- D2 – replace “electronic mail and chat rooms” with “email, social media and messaging”

5301 – Purpose, Use and Administration of District Digital Information Systems (replaces previous policy)

- 1C – moved letter O from page 5 to this location and re-letter the remainder of #1
Note – the committee will review this policy again in the fall

5303 – Policy on Data Security and Privacy

- Under Parent and Student Rights Under State and Federal Law section – add “any reference to parent in this policy will include a parent and anyone in parental relationships”

TBA – Course Drop Date Policy

- Add “Students may not drop below the required five (5) credits plus physical education”
- Add “/ guardian” after the word parent

031 – Indemnification and Defense of School District Officers and Employees

- Heading was changed per above
Note – Jim checked with our attorney to determine if a resolution was required by the BOE to provide defense / indemnification to a board member in a specific case and was advised that no resolution was required so long as indemnification is requested with 10 days of receipt of claim

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOE PRESIDENT REPORT
DATE: JULY 1, 2020

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

FOR INFORMATION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: COMMITTEE ASSIGNMENTS
DATE: JULY 1, 2020

Discussion regarding committee assignments.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: BOE RETREAT
DATE: JULY 1, 2020

Discussion regarding BOE Retreat.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: NEW BOE MEMBER ORIENTATION
DATE: JULY 1, 2020

Discussion regarding New BOE Member Orientation.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: FIELD TRIPS
DATE: JULY 1, 2020

Discussion regarding field trips.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: EXCHANGE STUDENTS
DATE: JULY 1, 2020

Discussion regarding exchange students.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: SUMMER STAFF RESIGNATIONS OR RETIREMENTS
DATE: JULY 1, 2020

Discussion regarding summer staff resignations or retirements.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: USE OF BUILDINGS AND GROUNDS
DATE: JULY 1, 2020

Discussion regarding use of buildings and grounds.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION

FROM: MARY-MARGARET ZEHR

**RE: TRANSFERRING FUNDS TO THE RETIREMENT
CONTRIBUTION RESERVE FUND**

DATE: JULY 1, 2020

Discussion regarding transferring funds to the retirement contribution reserve fund.

FOR DISCUSSION ONLY

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: TRANSFERRING FUNDS TO THE RETIREMENT CONTRIBUTION RESERVE FUND
DATE: JULY 1, 2020

RESOLUTION OF THE BOARD OF EDUCATION OF THE ONEIDA CITY SCHOOL DISTRICT

Transferring Funds to the Retirement Contribution Reserve Fund

WHEREAS, the Board of Education (the “Board”) of the Oneida City School District (the “District”) previously established a Retirement Contribution Reserve Fund in accordance with New York General Municipal Law §6-r to fund the District’s contributions to the New York State and Teachers Retirement Systems;

NOW, THEREFORE, BE IT RESOLVED, that the Board hereby authorizes and directs the District’s Assistant Superintendent for Finance to transfer up to \$700,000 of surplus funds remaining in the District’s general fund at the conclusion of the 2019-2020 fiscal year ending June 30, 2020, into the District’s Retirement Contribution Reserve Fund; and the Board further directs that such funds shall be deposited, invested and accounted for in the manner specified by New York General Municipal Law §6-r; and

BE IT FURTHER RESOLVED, that the above-described transfer may occur at any time after the District’s unassigned fund balance existing on June 30, 2020, has been calculated and ascertained with reasonable certainty, provided that the transfer shall occur prior to the Board’s approval of the tax collector’s warrant and the issuance of the District’s tax levy for the 2020-21 school year and fiscal year.

RECOMMENDED ACTION

Motion to approve Transferring Funds to the Retirement Contribution Reserve Fund as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: MARY-MARGARET ZEHR
RE: SUPERINTENDENT REPORT
DATE: JULY 1, 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: JULY 1, 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: JULY 1, 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.

RECOMMENDED ACTION

Motion to enter into Executive Session as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____