

Regular meeting of the  
**Oneida City School District**  
Board of Education  
September 14, 2021  
at the Costello Transportation Center



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

**Agenda**

- I. Meeting Called to Order**
- II. Pledge of Allegiance**
- III. Public Forum (20 Minutes)**
- IV. Presentation**
  - a. Summer Graduates Recognition
  - b. Connected Community Schools
  - c. Questar III Audit
- V. Consent Agenda**
  - a. Meeting Minutes
    - i. August 17, 2021 Regular Meeting
    - ii. August 25, 2021 Special Meeting
  - b. Special Education
    - i. Committee on Special Education
    - ii. 504 Committee
    - iii. Committee on Preschool Special Education
- VI. Finance**
  - a. Financial Reports
  - b. Appropriation Transfers
- VII. Resolutions**
  - a. Internal Audit/Risk Assessment and Corrective Action Plan
  - b. Personnel
  - c. Coaching Appointments
  - d. Revised Code of Conduct
  - e. Yearly Duty Appointments
  - f. Rehabilitation Services Agreement – Central Association for the Blind and Visually Impaired
  - g. Agreement between OCSD and Katrina Batey
  - h. Donation of Face Masks

- i. Donation of Craft Supplies
- j. Agreement between OCSD and Barbara Artessa
- k. Application for Corrected Tax Roll
- l. Rescind Change Fund Account and Establish Change Fund Account
- m. Capital Project: Proposal for Archeological Survey
- n. Policies for Review

**VIII. Communications**

- a. Committee Chair Reports
- b. BOE President Report
- c. Superintendent Report
- d. Assistant Superintendent for Finance Report
- e. Assistant Superintendent for Curriculum, Instruction & Assessment

**IX. Executive Session**      The Employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

**X. Adjournment**

**Good evening and thank you for attending the Oneida City CSD Board of Education meeting. We will now open this segment our meeting for public comment. The board is interested in hearing from our residents and will take commentary under future advisement. We ask for all of those who wish to speak please follow the board's public comment guidelines:**

- 1.) **Do not reference district employee names as the board is not permitted by legal requirement to discuss personnel matters in open meeting**
- 2.) **Please direct your comments to the Board of Education; the board is here to listen**
- 3.) **We request that speakers not be interrupted during their comment period**
- 4.) **Only individuals recognized by the board chair are permitted to speak and will have two minutes to provide comment**
- 5.) **Should your issue or concern require follow-up, the appropriate district staff member will reach out to you**
- 6.) **Proper decorum is required during the board's meeting and the board reserves the right to end public comment at anytime**

## Upcoming Events:

### Wednesday, September 15

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

### Friday, September 17

- ✚ Home Football Game 6:30 PM at OHS

### Saturday, September 25

- ✚ Class of 2022 Junior Prom

### Tuesday, October 12

- ✚ BOE CIT Committee Meeting 4:30 PM at Otto Shortell Middle School
- ✚ Board of Education Meeting 6:00 PM at Otto Shortell Middle School

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: SUMMER GRADUATES RECOGNITION**  
**DATE: SEPTEMBER 14, 2021**

Recognition of the summer graduates.

**PRESENTATION ONLY**



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: CONNECTED COMMUNITY SCHOOLS**  
**DATE: SEPTEMBER 14, 2021**

Connected Community Schools will give a presentation.

**PRESENTATION ONLY**

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: QUESTAR III AUDIT REPORT**  
**DATE: SEPTEMBER 14, 2021**

Questar will present their audit report.

**PRESENTATION ONLY**

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: CONSENT ITEMS**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the following consent items as submitted.

- Meeting Minutes
  - i. August 17, 2021 Regular Meeting
  - ii. August 25, 2021 Special Meeting
- Special Education
  - iii. Committee on Special Education
  - iv. 504 Committee
  - v. Committee on Preschool Special Education

**RECOMMENDED ACTION**

**Motion to approve consent items as submitted for September 14, 2021.**

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

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

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

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

August 17, 2021  
6 PM at the Costello Transportation Center

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**MEMBERS PRESENT:**

Mr. James Maio, President  
Mr. Breyt Coakley  
Ms. Heather Denby  
Dr. Kurt Gormley  
Mr. Robert Group  
Mr. Brad Myatt

**MEMBERS ABSENT:**

Mr. Martin Kelly, Vice President – arrived late during  
Executive Session

**ADMINISTRATORS PRESENT:**

Mr. Matthew T. Carpenter, Superintendent of Schools  
Mr. James Rowley, Assistant Superintendent for  
Finance and Clerk of the Board  
Dr. Stacey Tice, Assistant  
Superintendent for Curriculum, Instruction &  
Assessment

**SPECTATORS PRESENT:**

Genevieve Brauner, Margaret Barris

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A Public Hearing for the Special Patrol Officer was held at 5:30 PM prior to the Oneida City School District Board of Education Meeting. The Pledge of Allegiance was said. The regular meeting of the Oneida City School District's Board of Education for August 17, 2021 was called to order by President Mr. Jim Maio at 6:25 PM. At that time, President Maio opened the floor for issues and/or comments. No issues and/or comments were forthcoming at that time. President Maio then referred to the prepared agenda.

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**CONSENT AGENDA**

**MOVED BY *Myatt*, SECONDED BY *Gormley***, to approve the consent agenda items for the August 17, 2021 Board of Education meeting as submitted.

**Consent Agenda**  
ACTION NO. 59

**VOTE ON THE MOTION  
MOTION CARRIED**

**AYES 6 NAYS 0**

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**FINANCE**

**MOVED BY *Group*, SECONDED BY *Myatt***, to approve the financial reports for the August 17, 2021 Board of Education Meeting as submitted.

**Finance Reports**  
ACTION NO. 60

**VOTE ON THE MOTION  
MOTION CARRIED**

**AYES 6 NAYS 0**

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**FINANCE – APPROPRIATION TRANSFERS**

**MOVED BY *Coakley*, SECONDED BY *Myatt***, to approve the appropriation transfers for the August 17, 2021 Board of Education Meeting as submitted.

**Finance –  
Appropriation  
Transfers**  
ACTION NO. 61

**VOTE ON THE MOTION  
MOTION CARRIED**

**AYES 6 NAYS 0**

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**PERSONNEL**

MOVED BY *Group*, SECONDED BY *Denby*, to approve the personnel items for the August 17, 2021 Board of Education meeting including appointments of T.Richmond, Elem Teacher; J.O'Brien, Teaching Assistant; Resignations from S. Delaney-Hasto, J. Makarchuk and L.George; transfers for K.Claflin and M.Shene; and rescinding of coaches as submitted.

VOTE ON THE MOTION            AYES 6 NAYS 0  
MOTION CARRIE            \_\_\_\_\_

**COACHING APPOINTMENTS**

MOVED BY *Group*, SECONDED BY *Denby*, to approve the coaching appointment of H.Wise, Modified Girls Soccer and S. Fallon, Modified Boys Soccer as *AMENDED* to include M.Leibl, Asst Mod Football.

VOTE ON THE MOTION            AYES 6 NAYS 0  
MOTION CARRIED            \_\_\_\_\_

**NOTIFYING RESOLUTION: START DATE OF DURHAMVILLE  
ELEMENTARY PRINCIPAL**

MOVED BY *Denby*, SECONDED BY *Coakley* to recognize the official start date of July 28, 2021 for Megan Rose, Durhamville Elementary Principal with an amended probationary appointment date of July 28, 2021 through July 28, 2025 as submitted.

VOTE ON THE MOTION            AYES 6 NAYS 0  
MOTION CARRIED            \_\_\_\_\_

**YEARLY DUTY POSITION SALARY ADJUSTMENT**

MOVED BY *Gormley*, SECONDED BY *Myatt*, to approve the adjustment in rate of pay for Tom Collins for the PE Dept Chair K-12 position for the 2021-2022 school year as submitted.

VOTE ON THE MOTION            AYES 6 NAYS 0  
MOTION CARRIED            \_\_\_\_\_

**SPECIAL PATROL OFFICER AGREEMENT**

MOVED BY *Coakley*, SECONDED BY *Myatt*, to approve the Special Patrol Officer Agreement for the 2021-2022 school year as submitted.

VOTE ON THE MOTION            AYES 6 NAYS 0  
MOTION CARRIED            \_\_\_\_\_

**Personnel**  
ACTION NO. 62

**Coaching**  
**Appointments-**  
**AMENDED**  
ACTION NO. 63

**Notifying Resolution:**  
**Start Date of**  
**Durhamville**  
**Elementary Principal**  
ACTION NO. 64

**Yearly Duty Position**  
**Salary Adjustment**  
ACTION NO. 65

**Special Patrol Officer**  
**Agreement**  
ACTION NO. 66

**EXCESSING OF SCHOOL BUSES**

MOVED BY *Myatt*, SECONDED BY *Denby*, to approve the excessing of the following buses: 2014 4DRBUSKN2EB781547; 2014 4DRBUSKN0EB781546; 2014 4DRBUSKN1EB311655; and 2014 4DRBUSKNXEB311654 as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED                   \_\_\_\_\_

**NYSPHSAA SECTION III COMBINING CONTRACT – ICE HOCKEY - TABLED**

The NYSPHSAA Section III Combining Contract between the Oneida City School District and Notre Dame Jr./Sr. High School for MVHS Ice Hockey was TABLED.

**DESIGNATION OF LEAD EVALUATORS**

MOVED BY *Myatt*, SECONDED BY *Coakley*, to approve the designation of Megan Rose and Bert Conklin as LEAD Evaluators for the 2021-2022 school year as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED                   \_\_\_\_\_

**DESIGNATION OF DASA COORDINATOR**

MOVED BY *Group*, SECONDED BY *Coakley*, to approve the designation of Megan Rose as a DASA Coordinator for the 2021-2022 school year as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED                   \_\_\_\_\_

**RESCINDING AND ESTABLISHMENT OF PETTY CASH ACCOUNTS**

MOVED BY *Coakley*, SECONDED BY *Gormley*, to approve the rescinding of the petty cash account for Brian Gallagher, Principal at Durhamville Elementary School and the establishment of petty cash accounts for Brian Gallagher, Principal at Oneida High School and Megan Rose, Principal at Durhamville Elementary School as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED                   \_\_\_\_\_

**Excessing of Buses**  
ACTION NO. 67/965

**NYSPHSAA Section III Combining Contract – Ice Hockey - TABLED**  
NO ACTION

**Designation of LEAD Evaluators**  
ACTION NO. 68

**Designation of DASA Coordinator**  
ACTION NO. 69

**Rescinding and Establishment of Petty Cash Accounts**  
ACTION NO. 70



SCHOOL RESOURCE OFFICER EMPLOYMENT AGREEMENT

MOVED BY *Denby*, SECONDED BY *Coakley*, to approve the School Resource Officer Employment Agreement: Matthew Ware for the 2021-2022 school year submitted.

VOTE ON THE MOTION                AYES 6 NAYS 0  
MOTION CARRIED                        \_\_\_\_\_

RESOLUTION TO DISCONTINUE INTERIM SERVICES

MOVED BY *Coakley*, SECONDED BY *Myatt*, to approve the Resolution to Discontinue Interim Services of Mr. John Wells, Interim Athletic Director/Assistant Principal, effective August 31, 2021 due to the hiring of Mr. Bert Conklin, the permanent Director of Athletics/Assistant Principal effective September 1, 2021 as submitted.

VOTE ON THE MOTION                AYES 6 NAYS 0  
MOTION CARRIED                        \_\_\_\_\_

AGREEMENT – CENTRAL NEW YORK HEALTH HOME NETWORK, INC.

MOVED BY *Group*, SECONDED BY *Coakley*, to approve the Agreement between the Central New York Health Home Network, Inc. and the Oneida City School District as submitted.

VOTE ON THE MOTION                AYES 6 NAYS 0  
MOTION CARRIED                        \_\_\_\_\_

2021-2022 YEARLY DUTY RESCINDING AND APPOINTMENT

MOVED BY *Coakley*, SECONDED BY *Myatt*, to approve the rescinding or previously approved appointments of S.Delaney-Hasto (NB) and L.George (WP) lunch duty and the appointment of A.D'Arcangelis for lunch duty at North Broad Elementary School, J.Nellis for OSMS Set Design and Art Director, and S.Hartley for Durhamville Yearbook as submitted.

VOTE ON THE MOTION                AYES 6 NAYS 0  
MOTION CARRIED                        \_\_\_\_\_

FORMAL AGREEMENT FOR USE OF TITLE I, PART D FUNDING

MOVED BY *Group*, SECONDED BY *Myatt*, to approve Formal Agreement for Use of Title I, Part D Funding between the Oneida City School District, Madison County Public Safety Building and Madison-Oneida BOCES as submitted.

VOTE ON THE MOTION                AYES 6 NAYS 0  
MOTION CARRIED                        \_\_\_\_\_

School Resource Officer Employment Agreement

ACTION NO. 71

Resolution to Discontinue Interim Services

ACTION NO. 72

Agreement – Central New York Health Home Network, Inc.

ACTION NO. 73

2021-2022 Yearly Duty Rescinding and Appointment

ACTION NO. 74

Formal Agreement for Use of Title I, Part D Funding

ACTION NO. 75

**REVISED EMPLOYEE PHYSICIAN CONTRACT**

MOVED BY *Denby*, SECONDED BY *Coakley*, to approve the revised Employee Physician Contract between the Oneida City School District and Dr. Daniel M. Ratnarajah to reflect that Dr. Ratnarajah is not part of hospital as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED               \_\_\_\_\_

**Revised Employee  
Physician Contract**  
ACTION NO. 76

**STUDENT PHYSICIAN CONTRACT**

MOVED BY *Denby*, SECONDED BY *Gormley*, to approve the Student Physician Contract between Oneida City School District and The Mary Imogene Bassett Hospital doing business as Bassett Medical Center for the 2021-2022 school year as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED               \_\_\_\_\_

**Student Physician  
Contract, Bassett  
Medical Center**  
ACTION NO. 77

**KELBERMAN STUDENT SERVICES CONTRACT**

MOVED BY *Coakley*, SECONDED BY *Myatt*, to approve the Kelberman Student Services Contract as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED               \_\_\_\_\_

**Kelberman Student  
Services Contract**  
ACTION NO. 78

**TAX WARRANT**

MOVED BY *Group*, SECONDED BY *Denby*, to approve the Tax Warrant as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED               \_\_\_\_\_

**Tax Warrant**  
ACTION NO. 79

**UPSTATE CEREBRAL PALSY AGREEMENT**

MOVED BY *Myatt*, SECONDED BY *Gormley*, to approve the Agreement between Oneida City School District and Upstate Cerebral Palsy Agreement as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED               \_\_\_\_\_

**Upstate Cerebral Palsy  
Agreement**  
ACTION NO. 80

Tradewinds

**CREATION OF ONEIDA CITY SCHOOL DISTRICT POSITIONS**

MOVED BY *Denby*, SECONDED BY *Group*, to approve the creation of OCSD positions of Social Worker that is grant funded for up to three years and Elementary Math AIS position as submitted.

VOTE ON THE MOTION           AYES 6 NAYS 0  
MOTION CARRIED               \_\_\_\_\_

**Creation of OCSD  
Positions**  
ACTION NO. 81

**PERSONNEL ITEMS – AGENDA ADDITION**

MOVED BY *Denby*, SECONDED BY *Coakley*, to approve the AGENDA ADDITION personnel items for the August 17, 2021 Board of Education Meeting including the instructional transfers of M.Crowley and H.Tallman and the appointment of K.Rogers as submitted.

VOTE ON THE MOTION            AYES 6 NAYS 0  
MOTION CARRIED

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**Personnel Items –  
Agenda Addition**  
ACTION NO. 82

**BOE PRESIDENT REPORT**

Mr. Jim Maio presented his BOE President Report.

FOR INFORMATION ONLY

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**BOE President Report**  
NO ACTION

**SUPERINTENDENT REPORT**

Mr. Matthew Carpenter presented his Superintendent's Report.

FOR INFORMATION ONLY

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**Superintendent Report**  
NO ACTION

**ASSISTANT SUPERINTENDENT FOR FINANCE REPORT**

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

FOR INFORMATION ONLY

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**Asst Supt for Finance  
Report**  
NO ACTION

**ASSISTANT SUPERINTENDENT FOR INSTRUCTION,  
CURRICULUM & ASSESSEMENT**

Dr. Stacey Tice presented her Assistant Superintendent for Curriculum, Instruction & Assessment Report.

FOR INFORMATION ONLY

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**Asst Supt for  
Curriculum, Instruction  
& Assessment Report**  
NO ACTION

**EXECUTIVE SESSION**

MOVED BY *Myatt*, SECONDED BY *Gormley*, that the Board of Education meeting of August 17, 2021 enter into Executive Session at 7:54 PM for the purpose of the employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

**Executive Session**  
ACTION NO. 83

VOTE ON THE MOTION            AYES 6 NAYS 0  
MOTION CARRIED

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*Board Vice President Marty Kelly arrived at the meeting during Executive Session*


*The Board of Education returned to regular session at 8:42 PM*

**ADJOURNMENT**

**MOVED BY *Denby*, SECONDED BY *Gormley***, that the Board of Education meeting of August 17, 2021 be adjourned at 8:43 PM.

**VOTE ON THE MOTION  
MOTION CARRIED**

**AYES 7 NAYS 0**

  
\_\_\_\_\_  
James Rowley, Clerk of the Board

**Adjournment**  
ACTION NO. 84

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

August 25, 2021  
5 PM at the Administrative Offices

**MEMBERS PRESENT:**

Mr. James Maio, President  
Mr. Breyt Coakley  
Ms. Heather Denby  
Dr. Kurt Gormley  
Mr. Brad Myatt

**MEMBERS ABSENT:**

Mr. Robert Group  
Mr. Martin Kelly, Vice President

**ADMINISTRATORS PRESENT:**

Mr. Matthew T. Carpenter, Superintendent of Schools  
Mr. James Rowley, Assistant Superintendent for  
Finance and Clerk of the Board  
Dr. Stacey Tice, Assistant  
Superintendent for Curriculum, Instruction &  
Assessment

**SPECTATORS PRESENT:**

The Pledge of Allegiance was said. The special meeting of the Oneida City School District's Board of Education for August 25, 2021 was called to order by President Mr. Jim Maio at 5:03 PM. At that time, President Maio opened the floor for issues and/or comments. No issues and/or comments were forthcoming at that time. President Maio then referred to the prepared agenda.

**SEORA RESOLUTION FOR DURHAMVILLE ELEMENTARY**

MOVED BY *Myatt*, SECONDED BY *Coakley*, to approve the Resolution Regarding State Environmental Quality Review for Durhamville Elementary School as submitted.

**SEORA Resolution for  
Durhamville  
Elementary**  
ACTION NO. 85

VOTE ON THE MOTION      AYES 5 NAYS 0  
MOTION CARRIED

**SEORA RESOLUTION FOR 2021-2023 CAPITAL IMPROVEMENT PROJECT**

MOVED BY *Denby*, SECONDED BY *Coakley*, to approve the Resolution Regarding State Environmental Quality Review for the 2021-2023 Capital Improvement Project as submitted.

**SEORA Resolution for  
2021-2023 Capital  
Improvement Project**  
ACTION NO. 86

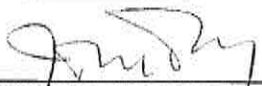
VOTE ON THE MOTION      AYES 5 NAYS 0  
MOTION CARRIED

**ADJOURNMENT**

MOVED BY *Myatt*, SECONDED BY *Coakley*, that the Board of Education meeting of August 25, 2021 be adjourned at 5:09 PM.

**Adjournment**  
ACTION NO. 87

VOTE ON THE MOTION      AYES 5 NAYS 0  
MOTION CARRIED

  
James Rowley, Clerk of the Board

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: FINANCIAL REPORTS**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the following Financial Reports for the month of July 2021 as submitted.

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**

<b>Cash Per Books:</b>	<b>July 1, 2021</b>	\$	<u>12,237,006.52</u>	
	Cash receipts	- State/BOCES Aid	<u>129,979.53</u>	
		- Other	<u>449,001.06</u>	
	Receipts and Cash Balance		<u>12,815,987.11</u>	
	Cash Disbursements		( <u>4,751,719.69</u> )	
<b>Cash Per Books:</b>	<b>July 31, 2021</b>			\$ <u><u>8,064,267.42</u></u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>173,006.42</u>	
	CD/Savings		<u>8,020,606.23</u>	
	subtotal		<u>8,193,612.65</u>	
<b>Less:</b>				
Outstanding Checks:			( <u>129,345.23</u> )	
<b>Reconciled Balance: July 31, 2021</b>				\$ <u><u>8,064,267.42</u></u>

### TREASURER'S REPORT - SCHOOL LUNCH FUND

<b>Cash Per Books:</b>	<b>July 1, 2021</b>	\$	<u>13,896.20</u>	
Cash receipts:			<u>142,959.83</u>	
Receipts and Cash Balance			<u>156,856.03</u>	
Cash Disbursements		(	<u>10,400.85</u>	)
<b>Cash Per Books:</b>	<b>July 31, 2021</b>			\$ <u><u>146,455.18</u></u>

#### BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>146,537.73</u>	
Less:				
Outstanding Checks		(	<u>82.55</u>	)
<b>Reconciled Balance:</b>	<b>July 31, 2021</b>			\$ <u><u>146,455.18</u></u>

### TREASURER'S REPORT - SPECIAL AID FUND

<b>Cash Per Books:</b>	<b>July 1, 2021</b>	\$	<u>43,485.44</u>	
Cash receipts:			<u>219,947.46</u>	
Receipts and Cash Balance			<u>263,432.90</u>	
Cash Disbursements		(	<u>6,810.20</u>	)
<b>Cash Per Books:</b>	<b>July 31, 2021</b>			\$ <u><u>256,622.70</u></u>

#### BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>257,216.96</u>	
Less:				
Outstanding Checks		(	<u>594.26</u>	)
<b>Reconciled Balance:</b>	<b>July 31, 2021</b>			\$ <u><u>256,622.70</u></u>

**TREASURER'S REPORT - CAPITAL FUND**

<b>Cash Per Books: July 1, 2021</b>	\$	<u>1,662,581.94</u>
Cash receipts:		<u>14.16</u>
Receipts and Cash Balance	\$	<u>1,662,596.10</u>
Cash Disbursements		<u>( 127,046.77 )</u>
<b>Cash Per Books: July 31, 2021</b>		<b>\$ <u>1,535,549.33</u></b>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>1,343,643.97</u>
	CD/Savings		<u>193,087.86</u>
	Subtotal	\$	<u>1,536,731.83</u>
<b>Less:</b>			
Outstanding Checks			<u>( 1,182.50 )</u>
<b>Reconciled Balance:</b>	<b>July 31, 2021</b>		<b>\$ <u>1,535,549.33</u></b>

**TREASURER'S REPORT - TRUST AND AGENCY/SCHOLARSHIP FUNDS**

<b>Cash Per Books: July 1, 2021</b>	\$	<u>716,080.90</u>
Cash receipts:		1,511,096.26
Receipts and Cash Balance	\$	<u>2,227,177.16</u>
Cash Disbursements		<u>( 1,520,232.85 )</u>
<b>Cash Per Books: July 31, 2021</b>		<b>\$ <u>706,944.31</u></b>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>651,443.56</u>
	Payroll Checking		<u>12,969.51</u>
	Scholarship Savings		<u>65,566.75</u>
	Subtotal	\$	<u>729,979.82</u>
<b>Less:</b>			
Outstanding Checks: Trust & Agency			<u>( 4,759.03 )</u>
Payroll			<u>( 12,666.54 )</u>
Payroll (AmeriCU and OMNI wires dated 7/30/21 in nVision, transmitted in bank 8/2/2021)			<u>( 5,509.94 )</u>
Payroll (Employee payroll deduction kicked back due to incorrect account)			<u>( 100.00 )</u>
<b>Reconciled Balance:</b>	<b>July 31, 2021</b>		<b>\$ <u>706,944.31</u></b>

# ONEIDA CITY SCHOOL DISTRICT - GENERAL FUND REVENUE REPORT

Month Ending July 31, 2021


		<u>Budgeted</u> <u>Revenues</u>	<u>Revenues</u> <u>Received</u>	<u>Balance</u> <u>Unearned</u>
A1001	Real Property Tax	\$ 15,768,676.00	\$ 0.00	\$ 15,768,676.00
A1081	Payments in Lieu of Taxes	172,028.00	0.00	172,028.00
A1085	School Tax Relief Reimbursement	2,691,000.00	0.00	2,691,000.00
A1090	Interest & Penalties on Taxes	70,000.00	2,253.61	67,746.39
A1310	Day School Tuition (Includes Foster)	0.00	0.00	0.00
A1330	Textbook Charges from Individuals	300.00	0.00	300.00
A1410	Admissions	15,000.00	0.00	15,000.00
A1489	Other Charges/Services	0.00	162.00	(162.00)
A2280	Health Services-Other Districts	25,000.00	0.00	25,000.00
A2308	Transportation-BOCES	0.00	0.00	0.00
A2401.A	Interest and Earnings	4,000.00	174.69	3,825.31
A2410	Rental of Property	11,000.00	0.00	11,000.00
A2413	Rental of Property-BOCES	76,000.00	0.00	76,000.00
A2414	Rental of Buses	12,000.00	0.00	12,000.00
A2450	Commissions	0.00	835.94	(835.94)
A2650	Sale of Scrap and Excess	0.00	0.00	0.00
A2655	Minor Sales/Machine	0.00	0.00	0.00
A2660	Sale of Real Property	0.00	0.00	0.00
A2665	Sale of Equipment	3,500.00	0.00	3,500.00
A2666	Sale of Transportation Equipment	0.00	0.00	0.00
A2670-2	Sale of Instr. Supplies	0.00	0.00	0.00
A2680	Insurance Recoveries	0.00	0.00	0.00
A2690	Other Compensation for Loss	0.00	0.00	0.00
A2700	Reimb. Medicare Part D Expenditures	150,000.00	0.00	150,000.00
A2701	Refund-Prior Yrs. Expenditures/BOCES aided	150,000.00	0.00	150,000.00
A2703	Refund-Prior Yrs. Expenditures	100,000.00	0.00	100,000.00
A2705	Gifts and Donations	0.00	0.00	0.00
A2707	Special Program Revenue	0.00	0.00	0.00
A2725	VLT/Tribal Compact Monies	0.00	0.00	0.00
A2770	Miscellaneous Revenues	100,000.00	0.00	100,000.00
A3089	Star Program/Reimbursment/Admin.	0.00	0.00	0.00
A3101.A	Basic Aid & Building	17,712,185.00	0.00	17,712,185.00
A3101.E	Excess Cost Aid	2,976,398.00	0.00	2,976,398.00
A3102	Lottery Aid	2,591,615.00	0.00	2,591,615.00
A3103	BOCES	2,161,024.00	0.00	2,161,024.00
A3104	Tuition Aid/Students w/Disabilities	0.00	0.00	0.00
A3260	Textbooks	112,104.00	0.00	112,104.00
A3262	Computer Software Aid	66,121.00	0.00	66,121.00
A3263	Library Loan Program	11,952.00	0.00	11,952.00
A3289.A	Other State Aid-Incar. Youth	50,000.00	0.00	50,000.00
A3289	Other State Aid	0.00	0.00	0.00
A4601	Medicaid Assistance	115,000.00	0.00	115,000.00
A5031	Interfund Transfers - Other than Debt	0.00	0.00	0.00
A5031.E	Transfers From Debt Service Fund	50,000.00	0.00	50,000.00
A5031.H	Transfers from ERS Reserve	300,000.00	0.00	0.00
A5050	Interfund Transfer for Debt	0.00	0.00	0.00
	Subtotal	\$ 45,494,903.00	\$ 3,426.24	\$ 45,191,476.76
21-22	Appropriated Fund Balance	2,578,040.00	0.00	2,578,040.00
	Appropriated Reserves	0.00	0.00	0.00
	<b>TOTAL REVENUES</b>	\$ <u>48,072,943.00</u>	\$ <u>3,426.24</u>	\$ <u>47,769,516.76</u>



# EXTRA CLASSROOM ACTIVITY FUNDS

## ONEIDA SENIOR HIGH SCHOOL

### Report of Accounts

Month Ended					As of:	31-Jul-21
	Beginning					Ending
Activity	Balance	Receipts	Total	Disbursements	Balance	
Advanced Placement	5,453.15		5,453.15		5,453.15	
Art Club	334.11		334.11		334.11	
Banking Fees & Interest	60.11	3.37	63.48		63.48	
Class of 2022	7,285.96		7,285.96		7,285.96	
Class of 2023	3,460.78		3,460.78		3,460.78	
Class of 2024	3,560.76		3,560.76		3,560.76	
Class of 2025	-		-		-	
Concert Choir	474.61		474.61		474.61	
Drama Club--Fall Play	2,673.50		2,673.50		2,673.50	
Drama Club--Spring Musical	10,264.21		10,264.21	375.34	9,888.87	
Environmental Club	6.28		6.28		6.28	
French Travel	164.68		164.68		164.68	
Future Bus. Leaders of America	5.41		5.41		5.41	
International Relations Club	2,170.75		2,170.75		2,170.75	
Japanese Exchange Club	517.14		517.14		517.14	
Marching Band	568.89		568.89		568.89	
National Honor Society	432.74		432.74		432.74	
NYS Sales Tax Due	3,933.53		3,933.53		3,933.53	
Photography Club	80.39		80.39		80.39	
Projects (Yearbook)	5,099.58		5,099.58		5,099.58	
Retailers (Bookstore)	2,885.00		2,885.00		2,885.00	
Ski Club	851.45		851.45		851.45	
Spanish Club	42.61		42.61		42.61	
Sports Club	1,206.11		1,206.11		1,206.11	
Stage Band	2,310.01		2,310.01		2,310.01	
Student Council	1,002.49		1,002.49		1,002.49	
Technology Student Association	479.87		479.87		479.87	
Teens For A Better World	31.17		31.17		31.17	
Wind Ensemble	532.92		532.92		532.92	
Z Club	1,900.02		1,900.02		1,900.02	
<b>Total</b>	<b>57,788.23</b>	<b>3.37</b>	<b>57,791.60</b>	<b>375.34</b>	<b>57,416.26</b>	
Checking Account ... 9146		18,931.27			 Laura J. Reff, Central Treasurer	
Money Market Account ... 4977		39,635.33				
Deposits in Transit						
Less Checks Outstanding		1,150.34				
Working Balance		<b>57,416.26</b>				

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

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

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

For the month

Jul-21

ACTIVITY	BEGINNING BALANCE	MONTHLY RECEIPTS	Total RECEIPTS	Monthly PAYMENTS	ENDING BALANCE
STUDENT COUNCIL	\$ 14,943.03		\$ 14,943.03		\$ 14,943.03
	\$ -		\$ -	\$ -	\$ -
MUSIC CLUB (Band/Chorus)	\$ 5,786.76		\$ 5,786.76		\$ 5,786.76
LIBRARY CLUB	\$ 391.23		\$ 391.23		\$ 391.23
FOREIGN LANGUAGE	\$ 863.34		\$ 863.34		\$ 863.34
DRAMA	\$ 6,628.98		\$ 6,628.98		\$ 6,628.98
ART	\$ 316.25		\$ 316.25		\$ 316.25
YEARBOOK	\$ 4,050.62		\$ 4,050.62		\$ 4,050.62
TOTALS	\$ 32,980.21	\$ -	\$ 32,980.21	\$ -	\$ 32,980.21

OUTSTANDING CHECKS

4375 \$ 15.00  
4525 \$ 70.00

**\$85.00**

STATEMENT OF BANK BALANCE #614309154  
CHECKING \$ 33,065.21  
Less Outstanding Chks. \$ 85.00  
Plus Outstanding Deps. \$ -  
Working Balance \$ 32,980.21

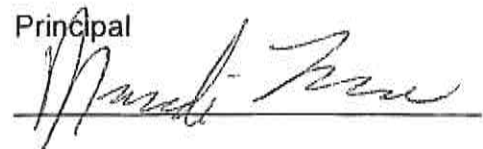
This report and supporting evidence  
examined and approved except as follows:

Auditor

Treasurer



Principal



8-16-2021  
DATE



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: APPROPRIATION TRANSFERS**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the attached Appropriation Transfers for September 2021 as submitted.

**RECOMMENDED ACTION**

**Motion to approve the appropriation transfers as submitted.**

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

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

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

**APPROPRIATION TRANSFER  
REQUEST FORM**

GENERAL FUND          OTHER:           
 REQUESTED BY: J. Rowley  
 DATE: 6/30/2021  
 FOR BOARD APPROVAL          PRESENTATION:         

2020-21

	FROM (BUDGET CODE)	TO (BUDGET CODE)	AMOUNT	COMMENTS
1	A 1620.400-00-0501A	1620.400-00-0500	\$5,155.00	Operation Bldg Conditions to Operations Contractual (Water Testing)
2	A 1620.400-00-0186A	1430.400-00-0100	\$8,600.00	Operations Water to Personnel - Civil Service (annual bill)
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Approved  Disapproved          Date 9/7/21  
 Assistant Superintendent for Finance  
 Approved  Disapproved          Date 9/7/21  
 Superintendent

# ONEIDA CITY SCHOOL DISTRICT

## APPROPRIATION TRANSFER REQUEST FORM

GENERAL FUND  OTHER: \_\_\_\_\_  
 REQUESTED BY: J. Rowley  
 DATE: 9/7/2021  
 FOR BOARD APPROVAL  PRESENTATION: \_\_\_\_\_

#	FROM (BUDGET CODE)	TO (BUDGET CODE)	AMOUNT	COMMENTS
1	A 2110.400-00-0100	A 1240.400-00-0800	\$10,200.00	Teach Contractual to Superintendent Contractual (SCSD dues - new)
2	A 2110.400-00-0100	A 2810.156.00-0200	\$40,000.00	Teach Contractual to Guidance Inst Salary (Social Worker - new)
3	A 2110.400-00-0101	A 1430.490.-00-0100	\$45,400.00	Teach Contractual to BOCES personnel (PR service - new)
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				

Approved  Disapproved \_\_\_\_\_  
 Assistant Superintendent for Finance

*[Signature]* 9/7/21  
 Date

Approved  Disapproved \_\_\_\_\_  
 Superintendent

*[Signature]* 9/7/21  
 Date

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: INTERNAL AUDIT/RISK ASSESSMENT AND CORRECTIVE ACTION PLAN**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the Internal Audit/Risk Assessment Report and Corrective Action Plan as presented.

**RECOMMENDED ACTION**

**Motion to approve the attached Internal Audit/Risk Assessment Report and Corrective Action Plan as presented.**

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

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

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





# ONEIDA CITY SCHOOL DISTRICT

## DISTRICT OFFICE

educate • inspire • empower

September 9, 2021

To: Oneida City School district Board of Education  
Fr: J. Rowley, Assistant Superintendent  
Re: Corrective Action Plan 2020-21 Internal Audit – Registration

### Observation 1:

The District does not request the signing of an affidavit from each parent or person in parental relation but requests a signed affidavit when the School District Registrar believes there is an issue regarding custody. Regulation 7008.1, Principles and Procedures for Determining Student Residency states “To establish that the child resides with the parent or person in parental relation, the District requests that the adult sign an affidavit that the child lawfully resides with them. In the case of a person in parental relation, the affidavit must also state that the adult has total and permanent custody and control of the child and explain how they obtained that custody and control.”

### Proposed Corrective Action Plan:

The District believes there is some leeway within the regulation that allows for flexibility in determining if a child resides with a person in a parental relation. The immediate previous paragraph to the reference noted above states “Superintendent’s designee may require the production of relevant documents to verify that the child to be enrolled resides with the parent or person in parental relation...” It is redundant to ask for an affidavit to be signed by parent(s), for example, when the parent is required to provide a birth certificate for the child and the parent(s) name is on the birth certificate. The District will research other district’s procedures in this area, consult with the BOCES policy service and determine if changes are needed to the regulation in order to delineate flexibility more specifically, otherwise the district will require an affidavit be completed.

### Observation 2:

The District requires relevant forms to be completed and documentation to be submitted as part of the registration process. Some of the documents are mandated by NYS which shall be made available for audit, while other documents are at the district’s request. From the sample of 30 registrations, we noted the following conditions:

- The District’s Student Registration Checklist was missing from five of the registration files.
- A birth certificate or other proof of birthdate was missing from two of the files.
- The McKinney Vento Residency Questionnaire that is required to register was missing from two of the files. Additionally, there was one questionnaire that was incomplete and another that was not signed by the parent/guardian.

- There were three files that did not contain evidence of a physical examination like the NYS Health Examination Form. In conversation with the school nurses, it was indicated that the District did not perform in-district physical examinations during the 2020-21 school year due to COVID-19. The nurses did attempt to persuade the parents/guardians to obtain a physical from their local healthcare provider but were unsuccessful.
- For four of the registrations, the FamilyID Health Questionnaire was not completed.
- Two of the files did not contain the Home Language Questionnaire.

Proposed Corrective Action Plan:

During the course of the 21-22 school year, the District will review all files to ensure required documents are contained within each student file. The Registrar will ensure the same procedure and forms are applied to each new enrollment for the District.

Observation 3:

The record retention practices for registration related health forms are inconsistent among the District's schools. Most of the District's schools keep paper copies in a student health file. One school will import or scan documents into the SchoolTool system. The same school does not create a paper record of immunizations because the records have been checked in the New York State Immunization Information System (NYSIIS).

Proposed Corrective Action Plan:

The district reorganized their administrative functions for the 21-22 school year and the responsibility for nursing has been reassigned to the Director of Special education. The Director of Special Education will establish a consistent method for retaining health related forms and have it implemented by the end of the school year.

Observation 4:

The application for free and reduced price school meals/milk that was on the District's website in the student registration section at the start of the audit was the for the 2017-18 school year.

Proposed Corrective Action Plan:

Web inks have been established in the student registration section of the website to direct the parents to the proper form in the school lunch section, which is updated annually.





**QUESTAR III**  
PUTTING STUDENTS FIRST

Oneida City School District:

FY 2020/21 Registration Audit - Draft

[www.questar.org](http://www.questar.org)





April 23, 2021

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

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

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

#### RELIABILITY OF INFORMATION

In performing our engagement, we obtained a sample from the population of student registrations to test the accuracy and reliability of information provided by District personnel.

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

## DISTRIBUTION OF THE REPORT

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

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

Sincerely,

Mark Beaudette  
Internal Audit Manager  
Questar III

**Objectives**

The Oneida City School District requested Internal Audit to examine the District’s Student Registration processes. Key objectives included evaluating if the District adheres to New York State laws and regulations and the applicable board policies.





The audit reviewed activity from July 1, 2020 to March 31, 2021. Our fieldwork concluded on April 23, 2021.

**Acknowledgements**

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

**Conclusion**

Four observations were noted and are summarized below. Our recommendations are detailed in the report.

Reference	Observation	Risk	
<b>Registration Testing</b>			
1	Affidavits not Obtained in Accordance with Regulation 7008.1		Medium
2	Items not Present in All Files		Medium
3	Inconsistent Health Record Retention		Low
4	Outdated Application in Registration Packet		Low



**REPORT TO THE BOARD OF EDUCATION**

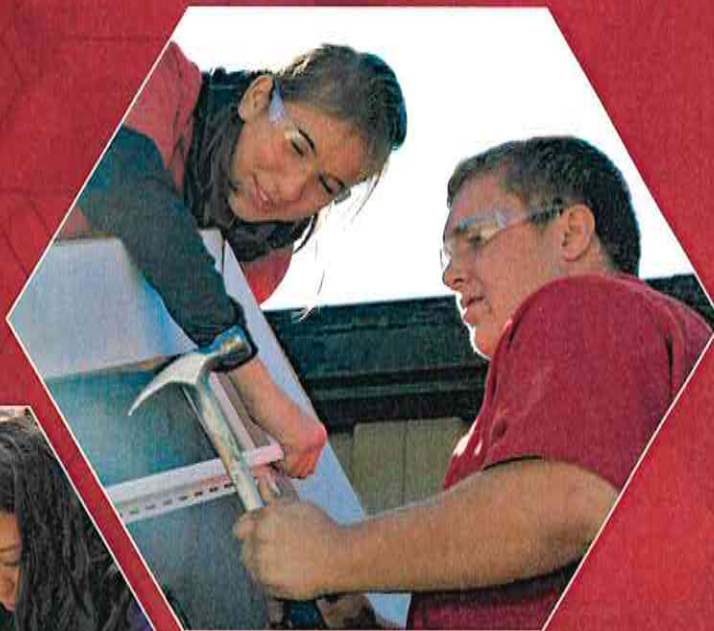
<b>ENTITY NAME</b>	<b>Oneida City School District</b>
<b>REPORT DATE</b>	April 23, 2021
<b>PROCESS REVIEWED</b>	Student Registration
<b>PERSONNEL INTERVIEWED</b>	Lori Cimpi, School District Registrar School Nurses, As Needed
<b>SCOPE OF WORK</b>	<p>We reviewed the District's policies and procedures related to Student Registration with District personnel and obtained an understanding of the processes used evaluate residency and to document registration information; then we performed the following testing procedures:</p> <ul style="list-style-type: none"> <li>We randomly selected 30 students from the population of 195 students that were listed as registered between July 1, 2020 and March 31, 2021. We reviewed each of these applications and related documents.</li> </ul>
<b>SCOPE RESTRICTIONS</b>	No restrictions were noted.
<b>AUDIT OBJECTIVES</b>	<ul style="list-style-type: none"> <li>Evaluate the student registration process and the applicable internal controls to ensure they are operating effectively and efficiently;</li> <li>Ensure student registration records comply with NYS Department of Education guidelines and the applicable board policies and procedures; and,</li> <li>Provide recommendations to help mitigate any identified risks.</li> </ul>
<b>KEY PROGRAM CONTROLS</b>	<p>The District has created the following key program controls designed to meet business obligations, provide accountability, and promote operational effectiveness &amp; efficiency:</p> <ul style="list-style-type: none"> <li>The District has created Policy 7001 Admission to School, 7002 Entrance-Age Requirements, 7003 Pre-K Random Selection Plan, 7007 Education of Homeless Children, 7008 Determination of Residency, Regulation 7007.1 Procedures for Achieving Education of Homeless Children, Regulation 7008.1 Principles and Procedures for Determining Student Residency, and Regulation 7008.3 Parent Guardian Affidavit to provide guidance over the procedures that will be used to make a determination of whether a child is entitled to enroll in the district;</li> <li>The District utilizes the FamilyID system. FamilyID is a secure registration platform that provides an easy, user-friendly way for parents or guardians to register their student for school;</li> <li>For those that cannot use or access FamilyID, an in-person visit is made to the School District Registrar who will assist the parent/guardian in the completion of the on-line process;</li> <li>The District requires applicants to demonstrate proof of residency by providing one form of documentation supporting that residency;</li> </ul>

	<ul style="list-style-type: none"> <li>• The District utilizes a Student Registration Checklist that tracks completion of various steps in the onboarding process; and,</li> <li>• The District requires evidence of immunizations within fourteen days of the first day of school in accordance with NYS Department of Health requirements.</li> </ul>
<p><b>OBSERVATIONS AND RECOMMENDATIONS</b></p>	<p><u>Observation 1:</u> The District does not request the signing of an affidavit from each parent or person in parental relation but requests a signed affidavit when the School District Registrar believes there is an issue regarding custody. Regulation 7008.1, Principles and Procedures for Determining Student Residency states "To establish that the child resides with the parent or person in parental relation, the District requests that the adult sign an affidavit that the child lawfully resides with them. In the case of a person in parental relation, the affidavit must also state that the adult has total and permanent custody and control of the child and explain how they obtained that custody and control."</p> <p><i>Recommendation: The District should require compliance with its Regulation 7008.1, Principles and Procedures for Determining Student Residency by requiring all parents or persons in parental relation to complete the Parent/Guardian Affidavit which is also Regulation 7008.3.</i></p> <p><u>Observation 2:</u> The District requires relevant forms to be completed and documentation to be submitted as part of the registration process. Some of the documents are mandated by NYS which shall be made available for audit, while other documents are at the district's request. From the sample of 30 registrations, we noted the following conditions:</p> <ul style="list-style-type: none"> <li>• The District's Student Registration Checklist was missing from five of the registration files.</li> <li>• A birth certificate or other proof of birthdate was missing from two of the files.</li> <li>• The McKinney Vento Residency Questionnaire that is required to register was missing from two of the files. Additionally, there was one questionnaire that was incomplete and another that was not signed by the parent/guardian.</li> <li>• There were three files that did not contain evidence of a physical examination like the NYS Health Examination Form. In conversation with the school nurses, it was indicated that the District did not perform in-district physical examinations during the 2020-21 school year due to COVID-19. The nurses did attempt to persuade the parents/guardians to obtain a physical from their local healthcare provider but were unsuccessful.</li> <li>• For four of the registrations, the FamilyID Health Questionnaire was not completed.</li> <li>• Two of the files did not contain the Home Language Questionnaire.</li> </ul>



	<ul style="list-style-type: none"> <li>• Two of the files did not contain report cards for transfer students from the fourteen where we expected to see them.</li> <li>• Proof of residency was missing from one of the files.</li> </ul> <p><i>Recommendation: The District should determine which forms and information should be required in the registration process and follow the same procedure for each school. Additionally, the District should ensure that all of the documentation required is obtained and retained in the students' files.</i></p> <p><u>Observation 3:</u> The record retention practices for registration related health forms are inconsistent among the District's schools. Most of the District's schools keep paper copies in a student health file. One school will import or scan documents into the SchoolTool system. The same school does not create a paper record of immunizations because the records have been checked in the New York State Immunization Information System (NYSIIS).</p> <p><i>Recommendation: The District should determine how they want the documentation of health-related forms to be retained. Standardization of documentation procedures should be considered a best practice; inconsistent application of procedures may lead to undesirable outcomes.</i></p> <p><u>Observation 4:</u> The application for free and reduced price school meals/milk that was on the District's website in the student registration section at the start of the audit was the for the 2017-18 school year.</p> <p><i>Recommendation: The District should update the student registration section of the website with the current application for free and reduced price school meals.</i></p>
<b>SUBMITTED BY:</b>	Mark Beaudette Internal Audit Manager – Questar III BOCES
<b>DATED:</b>	April 23, 2021





**QUESTAR III**  
PUTTING STUDENTS FIRST

Oneida City School District:  
FY 2020/21 Risk Assessment

[www.questar.org](http://www.questar.org)



April 23, 2021

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

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

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

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

#### RELIABILITY OF INFORMATION

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

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



## DISTRIBUTION OF THE REPORT

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

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

Sincerely,

Mark Beaudette  
Internal Audit Manager  
Questar III

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**Inherent Risk Areas**

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

RISK AREA	DESCRIPTION	RECOMMENDATION
<p><b>Changing Environment</b></p>	<p>The District operates in an environment of complex or frequently changing compliance requirements. The risk to the District is that as compliance regulations change complexities place task burdens on District employees. The complexity of the tasks increases the risk that the District could feel adverse consequences if it were to lose a key person in the business office.</p>	<p>To mitigate this risk, the District should continue the process of documenting all critical financial processes, such as payroll, purchasing, accounts payable and IT processes. These documents should be reviewed, tested and updated as the processes change.</p> <p>In addition, employees should continue to be cross trained to cover all critical process during vacations, prolonged absences or vacancies in financial positions.</p>
<p><b>Complex Transactions</b></p>	<p>The entity has a mix of program types funded by third parties that could motivate management to shift costs or manipulate accounting transactions.</p>	<p>This is always an area of inherent risk. The District's Internal Audit function should monitor practices that ensure that funding regulations are understood and complied with.</p> <p>In addition, a properly functioning claims auditing procedure will review the appropriateness of costs charged to the various programs.</p>
<p><b>Segregation of Duties</b></p>	<p>The segregation of duties is an issue within school districts primarily due to limited staffing and/or changes to employee responsibilities. There may be instances where the District has risk exposure and no mitigating controls.</p>	<p>Segregation of duties issues can be addressed in several ways:</p> <ul style="list-style-type: none"> <li>• The District could reassign work so that checks and balances are put in place and no one person has a span of control that is too extensive;</li> <li>• Additional review procedures could be developed and implemented either at the beginning or end of the process; or</li> <li>• The involvement of the claims auditor or internal audit function could be increased.</li> </ul>
<p><b>Prior Audits</b></p>	<p>Internal Audit has performed the following audits that will require follow up:</p> <ul style="list-style-type: none"> <li>• Operations &amp; Maintenance Processes – FY 2013/14.</li> <li>• Extraclassroom Activities– FY 2014/15.</li> <li>• Human Resource/Payroll Functions – FY 2015/16.</li> <li>• Scholarship Awards and Miscellaneous Transportation Billing – FY 2016/17.</li> </ul>	<p>The Board of Education (Board) should consider having Internal Audit perform follow-up audits to ensure management corrective actions to audit observations are working effectively and efficiently.</p>



	<ul style="list-style-type: none"><li>• IT Inventory – FY 2017/18.</li><li>• Field Trip Billing and Fuel Billing Audit – FY 2018/19.</li><li>• Elementary Lunch Duty Pay – FY 2018/19.</li><li>• STAC - FY 2019/20.</li></ul>	
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**Assessment of Risk**

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

Functional Area	Risk Classification		Comments
	Prior Year	Current Year	
Cash – Business Office	Low/Moderate	Low/Moderate	
Cash – Lunch Program	Moderate	Low	No cash being handled in FY 20.21 due to all students qualifying for free lunch. Also, there was no deficit in the lunch program for the year ended June 30, 2020.
Cash – Extraclassroom	Moderate	Low	Many clubs were not financially active in FY 20.21
Cash – Petty Cash	Low	Low	
Banking	Low/Moderate	Low/Moderate	
State Aid	Low/Moderate	Low/Moderate	
Accounts Receivable – General	Moderate	Moderate	
Accounts Receivable – Medicaid and Special Education	Moderate/High	Moderate/High	
Accounts Receivable - Federal	Low/Moderate	Low/Moderate	
Accounts Payable	Moderate	Moderate	
Payroll	Moderate	Moderate	
Purchasing	Low	Low	
Fixed Assets Accountability	Moderate/High	Moderate/High	
Inventory – Fuel	Moderate	Moderate	
Inventory – Transportation Parts & Supplies	N/A	N/A	District outsources to MO BOCES
Inventory – Lunch Program	Moderate	Moderate	
Inventory – Operations & Maintenance	Moderate	Moderate	
Inventory – Extraclassroom	Low/Moderate	Low/Moderate	
Use of Facilities	Low	Low	
Employee Benefits	Low	Low	
Employee Expense Reimbursements	Low	Low	
Human Resources	Low/Moderate	Low/Moderate	
Workers Compensation	Low/Moderate	Low/Moderate	
Information Systems	Moderate/High	Moderate/High	
Capital Projects	Low	Low/Moderate	New Capital Project in Progress
Budgeting	Moderate/High	Moderate	District received state aid
Claims Auditing	Moderate	Moderate	



**Prior Years' Comments and Recommendations**

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

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
Accounts Payable	The District has not fully cross-trained any employee to perform critical operations for accounts payable.	Employees should be cross-trained to cover all critical process during vacations, absences or vacancies.
	Updated April 2021: There has been no change from the prior year risk assessment.	
Accounts Payable/Payroll	When checks are ready to be signed, we noted the Treasurer will allow another staff member to utilize her signature disk.	When checks are ready to be signed the Treasurer should initiate the process that causes her signature to be affixed to each check.
	Updated April 2021: There has been no change from the prior year risk assessment.	
Claims Auditing	The claims auditor is neither verifying nor validity checking the general ledger coding.	The District should insure that the claims auditor is sufficiently trained and empowered to do basic account code validation.
	Updated April 2021: There has been no change from the prior year risk assessment.	
Extraclassroom Activity Funds	We noted during our review of extraclassroom internal controls that money received by extraclassroom activities are being held by the club advisor for an excessive amount of time before depositing funds with the Central Treasurer. Instead of depositing money daily with the Central Treasurer, the advisors are waiting 4-5 days after ending a fundraiser to bring money to the Central Treasurer. This waiting period puts the District at risk for misappropriation of assets and potential theft of the clubs' funds.	We recommend that throughout the course of a fundraiser, regardless of the length of time, money should be brought down to the Central Treasurer the same day it is given to the club advisor. Once it is received by the Central Treasurer, it is no longer the responsibility of the club advisor and lessens the risk of theft. Additionally, this lowers the liability to the club advisor, should funds be misappropriated.



AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>Updated April 2021: At the middle school there has not been enough financial activity during the 20/21 fiscal year to determine if certain clubs are still holding onto funds before depositing them. The middle school Central Treasurer noted the club that usually holds onto funds has not been financially active this fiscal year. At the high school the Central Treasurer noted there has been instances in fiscal year 20/21 where clubs are holding onto funds instead of depositing them ASAP with the Central Treasurer.</p>	
	<p>Segregation of duties issues are present in the cash process. We noted that one individual is permitted to perform tasks that we believe are incompatible in a strong control environment. We noted the individual responsible for collecting cash, preparing the bank deposit slip, and posting to the Extraclassroom ledger is also responsible for reconciling the monthly bank statement without review.</p>	<p>Segregation of duties issues can be addressed in several ways; the organization could reassign work so that checks and balances are put in place and no one person has a span of control that is too extensive or develop additional review procedures throughout business operations. Correcting these issues could include doing one or more of the following:</p> <ul style="list-style-type: none"> <li>• An individual outside of the receipt and disbursement process should be responsible for preparing monthly bank reconciliations;</li> <li>• An individual outside of collecting receipts should post receipt activity to the general ledger;</li> <li>• The District could implement some compensating controls, such as documented reviews over processes where the controls are less than ideal; and</li> </ul> <p>Consider using the internal audit function to conduct tests and reviews in areas where controls are less than ideal.</p>
	<p>Updated April 2021: There has been no change from the prior year risk assessment.</p>	
	<p>Clubs are not consistently keeping adequate meeting minutes.</p>	<p>Meeting minutes should be kept with each activity to support any decisions made and any recommendations brought up during the meeting.</p>
	<p>Updated April 2021: At the middle school many clubs have not been meeting regularly in fiscal year 20/21, so there has not been enough activity to be able to determine if this issue has been corrected. At the high school the Central Treasurer noted the clubs who are currently financially active and meeting, are consistently keeping meeting minutes.</p>	



AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>The clubs are not consistently reconciling their club ledger balance to the club balance maintained by the central treasurer.</p>	<p>On a monthly basis the central treasurer should forward the balances in the Extraclassroom activity fund general ledger to each club. The student treasurer for each club, with a documented review by the club advisor, should reconcile the club ledger to the central treasurer's general ledger and resolving any discrepancies. This reconciliation should be maintained by the club.</p>
	<p><b>Updated April 2021: At the middle school there has not been enough financial activity during the 20/21 fiscal year to determine clubs are consistently reconciling their ledger balance to the Central Treasurer's. At the high school, most clubs who were financially active during the 20/21 fiscal year maintained their own ledgers and typically reconcile their books to the Central Treasurers at the end of the school year.</b></p>	
	<p>We noted during our review of the June 30, 2019 audited financial statements that there were 4 clubs at the high school without financial activity (French Travel, Environmental Club, LGBTQ, Teens for a Better World). Extraclassroom Clubs without financial activity for the entire year may be an indication that these are not bona fide clubs.</p>	<p>The District should identify clubs that are not bona fide and remove them from the Extraclassroom activity fund. In order for clubs to be bona fide clubs, they should follow the guidelines identified from the New York State Education Department's (SED) The Safeguarding, Accounting, and Auditing of Extraclassroom Activity Funds.</p>
	<p><b>Updated April 2021: During our review of the financial statements ending June 30, 2020, there were 5 clubs at the high school who were not financially active (Art Club, Japanese Exchange, LGBTQ, Marching Band, Photography Club).</b></p>	
	<p>High School clubs are not utilizing profit and loss statements when applicable.</p>	<p>Clubs should utilize statements of profit and loss to ensure the collection of funds are documented in accordance to the applicable fundraising events.</p>
	<p><b>Updated April 2021: There has been no change from the prior year risk assessment.</b></p>	
<p><b>Financial Reporting</b></p>	<p>The District's fund balance is in excess of the 4% allowable by NYS law. Per the financial statements dated June 30, 2016, the District had a fund balance of 7.0%.</p>	<p>The District could take steps to reduce its fund balance so that it is in compliance with NYS regulations. This reduction in fund balance could result in a reduced tax levy.</p>
<p><b>Updated April 2021: The audited financial statement as of June 30, 2020, shows a general fund balance subject to section 1318 of the Real Property Tax Law of 6.7%.</b></p>		



AREA IMPACTED	DESCRIPTION	RECOMMENDATION
Fixed Assets	Currently, the District does not have a standardized Asset Transfer Form that is used when a fixed asset is moved from one location to another location.	The District should consider implementing use of a form to be completed when an asset is to be moved to a different location. This form creates a better tracking system for fixed assets.
	<p><b>Updated April 2021: There has been no change from the prior year risk assessment. District staff noted assets typically do not transfer from one building to another.</b></p>	
	Employees are not cross-trained within the fixed asset process.	Employees should be cross-trained to cover all critical process during vacations, absences or vacancies in financial positions.
	<p><b>Updated April 2021: There has been no change from the prior year risk assessment.</b></p>	
	The District has not performed a physical inventory of assets since 2012.	<p>NYSED's Procedures for Accounting of Fixed Assets for Title Programs states "The School Business Official shall maintain a perpetual inventory and arrange for an independent contracted firm to conduct an onsite inventory and appraisal of School District property, equipment and material at least once every twenty-four months." Recommend having 3rd party appraisal performed in upcoming year.</p>
<p><b>Updated April 2021: The District has hired Questar III BOCES to complete a full physical inventory. As of the time of the risk assessment, the physical inventory is scheduled to be conducted in June of 2021.</b></p>		
Payroll	The District might prepay employee's salaries during the first week of school. The prepayment of expenses is prohibited by NYS Municipal Law.	Consider revising the practice for paying teachers for two full weeks during the first pay period if it does not cover two weeks. Any changes to this practice should be made in accordance with the teachers bargaining agreements.
	<p><b>Updated April 2021: There has been no change from the prior year risk assessment.</b></p>	
	Due to its size it is difficult to achieve adequate segregation of duties. For example the Payroll Department opens its own mail, mails out payroll checks, handles payroll notices and all payroll changes.	We recommend that the District implement some compensating internal controls such as a live payroll verification audit to address the lack of separation of duties.
<p><b>Updated April 2021: There has been no change from the prior year risk assessment.</b></p>		



AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	There is no one reviewing the 941's that are prepared by the Treasurer. To ensure there are no errors, the District should assign an employee to review these reports.	The District should assign an employee to review the 941 reports.
	<b>Updated April 2021: There has been no change from the prior year risk assessment.</b>	
<b>Information Technology</b>	The District does not have a written disaster recovery plan for its IT system.	The school should have a plan for recovering from a potential disaster. This plan should include offsite storage of critical data and a complete backup of all information that the school needs to operate the business office.
	<b>Updated April 2021: The District has a drafted disaster recovery plan however District staff noted it needs to be updated.</b>	
	Staff and Students' personal devices are allowed on the District's main network.	The District should have a separate network for personal devices that includes a firewall between the main network. A firewall between a guest network and the main the network will protect the main network and it will not be affected if a breach were to happen on the guest network.
	<b>Updated April 2021: The District has a "bring your own device" (BYOD) policy that notes staff nor students are not allowed to use their personal devices. If a staff member or student does use their personal device, the District has three different "bring your own device" network levels. Only an individual with credentials would be able to access the network from their personal device.</b>	
	The District currently is not able to fully monitor usage of on-line subscriptions. As a result; unapproved subscriptions may be utilized by members of the District's staff.	The District should develop a method to fully monitor and control on-line subscription usage. Unapproved subscription usage increases the risk that Personal Identifiable Information may be compromised. In addition, the District should provide a training for all staff regarding online subscription use.
	<b>Updated April 2021: There has been no change from the prior year risk assessment.</b>	
<b>Lunch Program</b>	We noted there is no documentation over the review of the reconciliation performed at the end of the day.	All aspects of the cash process should be subject to review by an appropriate individual such as another business office employee and/or the District's business administrator. All review processes should be documented to establish an audit trail.

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p><b>Updated April 2021: The lunch program has not been handling cash during the 20.21 school year due to all students qualifying for free meals, so we are unable to determine if this issue has been corrected.</b></p>	
	<p>We noted during our review that there is no perpetual inventory system kept in the area of School Lunch. A periodic inventory would include, at minimum, a physical count of all goods on hand at the end of each fiscal year. Furthermore, a perpetual inventory would include a continuous update to an initial inventory count as goods are used and replenished. Without either of these systems in place, the District is unable to perform a surprise periodic inventory. Furthermore, with no inventory system in place, the District is unable to accurately monitor the movement of its goods.</p>	<p>We recommend that the District implement a perpetual inventory system specifically for School Lunch. This will enable the District to control how inventory is being utilized on a constant basis. Additionally, we recommend a periodic surprise inventory count by an employee independent of the school lunch function be conducted to ensure the completeness and accuracy of inventory and deter theft through management oversight.</p>
	<p><b>Updated April 2021: There has been no change from the prior year risk assessment.</b></p>	
	<p>There is no formal reconciliation completed between the items sold from vending machines vs. the amount of money received. The cook manager will replenish the vending machines and retrieve the cash daily but does not create any formal report.</p>	<p>The District should document each month the items that were sold from the vending machines vs. the cash received. A staff member should be assigned to complete a reconciliation of the price of the items sold vs. the cash received. In addition, the District should assign an employee to review the reconciliation.</p>
	<p><b>Updated April 2021: Due to the pandemic, vending machines have not been operating during school year 20/21, so we are unable to determine if this issue has been corrected. In addition, the School Lunch Director noted the food service department does not have the staff resources to keep a perpetual inventory system of vending machine food in order to track of which type of inventory was sold from the machine.</b></p>	



AREA IMPACTED	DESCRIPTION	RECOMMENDATION
<p><b>Operations and Maintenance</b></p>	<p>We noted during our review that the District does not produce inventory or usage reports in the areas of operations and maintenance inventory, and repair parts, for the use of the business office. Inventory usage reports are normally produced and given to the business office each month or quarter to show what has been used of each good. This helps with knowing how often to reorder a good, as well as allowing the business office to accumulate reports and do a comparative analysis. This is due, in part, to the lack of inventory system present within the District for these areas. Because the business office does not receive usage reports to conduct a comparative analysis detailing trends of inventory use, the District is at risk for misappropriation of assets.</p>	<p>We recommend that inventory and utilization reports be produced for the Business Office either on a monthly, quarterly, or semi-annual basis to help the business office separately monitor inventory usage in this department. These reports are a next step in implementing a barcode system for inventory tracking, as the computer software program can produce a summary report each month of its activity. By producing inventory usage reports and sending them to the business office, there is someone independent of the operations inventory function that is separately analyzing the use of inventory throughout the year and eliminates the risk of asset misappropriation.</p>
	<p><b>Updated April 2021: There has been no change from the prior year risk assessment.</b></p>	
	<p>We noted during our review that there is no periodic or perpetual inventory system kept for operations and maintenance inventory, and repair parts. A periodic inventory would include, at minimum, a physical count of all goods on hand at the end of each fiscal year. Furthermore, a perpetual inventory would include a continuous update to an initial inventory count as goods are used and replenished. Without either of these systems in place, the district is unable to perform a surprise periodic inventory. Furthermore, with no inventory system in place, the district is unable to accurately monitor the movement of its goods.</p> <p>The District did attempt to develop a perpetual inventory system for custodial supplies; however, the system has not been kept current and cannot be relied upon as of the date of this review.</p>	<p>We recommend the district implement at least a periodic inventory system to allow the district to monitor inventory usage on an annual basis. We also recommend that the district implement a perpetual inventory system specifically for custodial supplies. This will enable the district to control how the supplies are being utilized on a constant basis. This system could be implemented through the use of bar coding and a computer software program that creates an efficient way to track the usage of inventory. Implementing either or both systems of inventory tracking will give the district an accurate portrayal of what inventory is used more than others. Additionally, we recommend a periodic surprise inventory count by an employee independent of parts and supplies functions be conducted to ensure the completeness and accuracy of inventory and deter theft through management oversight.</p> <p>The District did perform a physical count in February of 2016 but has since failed to maintain the database.</p>



AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>Updated April 2021: There has been no change from the prior year risk assessment. During discussions with the Head of Operations and Maintenance he noted he is in the process of working with MO BOCES to put an inventory system into place.</p>	
	<p>The District does not have a formal system to account and track the grounds inventory.</p>	<p>The District should devise a formal method to keep track of the grounds inventory. In addition, the District should update the inventory system as inventory comes in and out in order to make the system perpetual.</p>
<p><b>Transportation</b></p>	<p>There are no surveillance cameras located inside or outside of the Transportation Garage. In addition, there are no cameras at the fuel pumps.</p>	<p>The District should enhance the security at the Transportation Garage. This would insure the protection of inventory and fuel during business and non-business hours of operations.</p>
	<p>Updated April 2021: The District is anticipating on adding cameras to the interior and exterior of the transportation garage during fiscal year 21/22 as part of the smart school's bond act project.</p>	
<p><b>Financial Reporting and Budgeting</b></p>	<p>During our review we noted that the 2016 NYS Comptroller's report titled Controlling Access to the Student Information System was not available on the District's website. Section 2116-a of NYS Education Law requires that each school district in a timely fashion post on its website the annual external audit report and the corrective action plan and any final report issue by the NYS Comptroller.</p>	<p>The District should post the required reports to their website.</p>
	<p>Updated April 2021: There has been no change from the prior year risk assessment.</p>	

**Issues Identified in the Current Year**

We noted the issues below within functional areas that could use improvement to their internal controls. The comments and recommendations provide a tool for management to assist in developing or maintaining a risk management system that mitigates risk to an acceptable level as determined by the Board of Education. The issues were identified from the **FY 2020/21** Risk Assessment and are summarized in the table below along with our recommendations.

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
<b>Banking</b>	During our review of the policies for banking, we noted the District has not established a policy for petty cash.	The District should take steps to develop a formal policy regarding petty cash and review it periodically for any changes or updates.
<b>Claims Auditing</b>	The Claims Auditor has not attended a recent claims auditing training. According to the New York State Comptroller's Improving the Effectiveness of Your Claims Auditing Process pamphlet, the claims auditor should attend training specific to the responsibilities of the position.	To ensure best practices, the Claims Auditor should attend a training course as a refresher course relating to the responsibilities of the claims auditing position.
<b>Human Resources</b>	Employee's medical information such as doctor's notes are being kept in their regular personnel file.	The District should be keeping employee's medical information in separate personnel files. According to the Americans with Disabilities Act (ADA), any employment related documentation containing medical information must be maintained in confidential files completely separate from the general personnel file.

AREA IMPACTED	DESCRIPTION	RECOMMENDATION
	<p>An exit interview is not performed when employees resign from the District.</p>	<p>It is important to collect information from employees who have resigned. Undertaking an exit interview can identify areas that you can improve to help retain other staff. An exit interview should be offered to all employees who have resigned. This interview can be carried out by the employee's immediate manager, HR, or by providing the employee a self-addressed employee form for them to fill out on their own and send back to you. Exit interviews can identify both positive and negative reasons for departure: relationship with supervisors, their perception of pay, training, career opportunities and performance appraisal systems. They should also seek to gain the departing employees views on the working conditions offered by your District and ask for some suggestions for improvement. If you do collect exit interview information, then ensure that there is a process in place for appropriate and timely follow-up action to be taken on that feedback, otherwise, there is little value in collecting the information.</p>



**Cleared Comments**

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

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

	We noted the District has not set up a debit filter yet. This control would limit exposure to fraudulent access to District funds that are initiated outside of the District's operations.	<b>April 2021 Update: The District has a debit filter set up at both M&amp;T Bank and Community Bank.</b>
<b>Cash Controls – Business Office</b>	Certain documented reviews are missing from the District's cash process. These reviews include: <ul style="list-style-type: none"> <li>• Documented review over the receipt log prepared;</li> <li>• Documented reconciliation and review of the bank deposit slip to receipt log; and</li> <li>• Documentation over the review performed on cash receipt ledger activity.</li> </ul>	April 2015 Update: Reviews of cash receipt process are now documented.
	The District does not have a policy on Cash management within the buildings.	April 2015 Update: The Board of Education approves the petty cash and change fund accounts and amounts annually as part of the annual organizational meeting.
<b>Cash Controls – Petty Cash</b>	Controls over petty cash could use some improvement. We noted the following: <ul style="list-style-type: none"> <li>• The Board approved the Assistant Superintendent for Finance as custodian for the petty cash fund in the Administration Office. Currently, The Treasurer is holding the money; and</li> <li>• The Board approved two petty cash funds for the Administration Office. Currently, there is only one petty cash fund in that building.</li> </ul>	April 2015 Update: Petty cash funds were correctly authorized by the Board in the 2014-2015 Organizational Meeting.
<b>Lunch Program</b>	We noted during our review of internal controls that the cash drawer is left unlocked in the register in between breakfast and lunch.	April 2015 Update: The same cashier handles breakfast and lunch, the area with the registers is restricted and it would be difficult for an unauthorized person to open the register.
	We noted that key school lunch processes are not documented.	Updated June 2018: The District has created a document that details the procedures involved in the operation of the Food Service Secretarial Support function in December 2017.
	The Lunch Program had an operating loss for 2015-16 and an amount was transferred from the General Fund in excess of the operating loss.	<b>April 2021 Update: The lunch program had a surplus of \$3,662 according to the financial statements ending June 30, 2020.</b>



<b>Human Resources</b>	It was noted that the individual responsible for processing payroll has access to add and change the vendor master file in Finance Manager.	April 2015 Update: The District has compensating controls. The Assistant Superintendent for Finance reviews the payroll change report.
	Personnel files are kept unlocked during normal business hours. Additionally, several individuals have access to the personnel file while files are unlocked.	April 2015 Update: All files are now locked.
	During our review of the internal control procedures we noted the District does not have a process in place to ensure that the accumulated paid time off record is adjusted in Finance Manager when a District employee is absent due to personal leave, vacation, or sick time. Additionally, there is not a review process to ensure that when a substitute works for a particular employee, the employee is docked for the day the sub was actually paid for.	April 2015 Update: Employee pay remittances now indicate available balance for vacation, sick pay, etc.
<b>Payroll</b>	The District has not fully cross trained any employee to perform the payroll function in the absence of the Payroll Clerk. Additionally, payroll processes are not formally documented.	April 2015 Update: Payroll is now processed by the District. The District now has two payroll clerks and a payroll processing manual.
	The District does not conduct a live payroll test at least triennially.	April 2015 Update: The District has other compensating controls. All payroll changes are based on Board of Education action. There is no requirement for a Triennial live payroll.
<b>Accounts Payable</b>	The Treasurer does not directly supervise and control the use of his facsimile signature. Currently, the Accounts Payable clerk asks the Treasurer for his signature disk, which is kept in a safe. He is not present during the printing of the checks and a password is not required to release his disk.	May 2016 Update: For payroll the Treasurer personally supervises the use of the signature disk. There is a second disk for A/P and the Treasurer personally manages the use of that as well.



	<p>There are segregation of duties issues present in the accounts payable function of the District. We noted the following processes are completed by the same person and do not contribute to a good control environment:</p> <ul style="list-style-type: none"> <li>• The person who can add vendors to the master file is the same person who can change vendor information within the master file; and</li> <li>• The individual who is printing checks is the same individual who is placing the checks in the envelope.</li> </ul>	<p>December 2016 Update: The District does have compensating controls through a monthly review of a change report by the Assistant Superintendent for Finance.</p>
<p><b>Extraclassroom Activity Funds</b></p>	<p>We noted that the extraclassroom clubs are not preparing pre-numbered tickets for pre-sales of student productions, dances, and / or proms. Additionally, ticket reconciliations are not consistently prepared for admission tickets sold at the door.</p>	<p>May 2016 Update: The clubs are now doing ticket number tracking and accounting for variances.</p>
	<p>The central treasurer's, club advisors, and student treasurers have not recently received adequate training on NYS Finance Pamphlet 2.</p>	<p>May 2016 Update: A training session was provided by D'Arcangelo &amp; Co. in September 2015.</p>
	<p>During our observations of extraclassroom club activity, we noted that the clubs are not consistently keeping meeting minutes.</p>	<p>May 2016 Update: The clubs are now keeping meeting minutes in all sessions that discuss finance matters.</p>
	<p>We noted that the extraclassroom clubs are not consistently preparing Fundraising Request Forms, activity budgets, or profit and loss statements.</p>	<p>May 2016 Update: The clubs are now preparing activity budgets, fundraising request forms and the HS treasurer is preparing a fund balance change statement.</p>
	<p>Inventory that is purchased and used as a means of generating revenue for the extraclassroom activity funds is not tracked.</p>	<p>June 2018 Update: In the situations where the clubs have inventory for resale there are inventory control forms being used.</p>
	<p>It was noted that the District does not have a formal policy regarding the management and accounting of Extraclassroom Activity Fund.</p>	<p><b>April 2021 Update: The District has established policy 4601 to govern the management and accounting of the Extraclassroom activity fund.</b></p>

Purchasing	<p>There is a lack of segregation in the receiving function of the purchasing function. This is most likely due to the lack of a central receiving area within the District. Currently, the building secretary is the person who inputs the original purchase requisition into Finance Manager, and verifies the goods received against the purchase order. Without a clear segregation of duties, the District is at risk for being unaware if what was received accurately matches the goods ordered.</p>	<p>April 2015 Update: The District implemented compensating controls, the program supervisor, i.e. building principal, now signs the requisitions.</p>
	<p>It was noted that the District's procurement policies have not been updated in recent years.</p>	<p>April 2015 Update: The District purchased a Policy review service through MO BOCES; they plan to review all policies with in the next three years.</p>
	<p>The Assistant Superintendent for Finance does not directly supervise and control the use of his facsimile signature. The software that is used to process Purchase Orders has his embedded signature. Purchase Orders printed with the Superintendent's signature can be created by the accounts payable clerk without review or approval of the Assistant Superintendent for Finance.</p>	<p>April 2015 Update: The District implemented some compensating controls, the Principals sign all requisitions and the Assistant Superintendent initials purchase orders, purchase order changes and payments.</p>
	<p>The Assistant Superintendent for Finance is the purchasing agent and was recently given authority as a signer on the district's accounts. The person who reviews and approves purchase orders should not be an individual who is authorized to sign.</p>	<p>December 2016 Update: The Assistant Superintendent for Finance who is the purchasing agent is no longer a signer on the district's accounts.</p>
	<p>During our review of the purchasing process, we noted that occasionally, there are instances where a credit card is used to purchase school-related items without a purchase order.</p>	<p><b>April 2021 Update: District staff are now ensuring there is an approved purchase order in place before purchasing an item with the credit card. In addition, District staff noted credit cards are rarely used.</b></p>
Claims Auditing	<p>During our review of the Reorganizational Board Minutes dated July 2, 2013, the Board did not authorize an individual to perform claim auditing on payroll checks.</p>	<p>April 2015 Update: The Board of Education appointed the claims auditor during its July 2014 Organizational Meeting and appointed the current claims auditor as replacement during its March 2015 Meeting.</p>



	<p>When questioned, the claim auditor was unsure on how to answer the question of whom she worked for. She believes her direct supervisor is the Assistant Superintendent for Finance. Additionally, she is unsure as to whether she reports to the Board of Education in person.</p>	<p>April 2015 Update: The Claims auditor prepares a report of claims discrepancies for the Board of Education. This is submitted via the Business Official.</p>
	<p>The claims auditor also has the role of payroll clerk. Per Board Policy 4017 and NYS, the claims auditor cannot be clerical or professional personnel directly involved in accounting. The District has taken steps to compensate by partitioning roles and activities between the two duties.</p>	<p>May 2016 Update: The board approved a claims auditor for payroll and a second claims auditor for all else and they are currently functioning in that capacity. The District has accepted the risk that the claims auditor/payroll clerk is involved in accounting.</p>
	<p>We noted that the Claims Auditor Policy has not been updated in several years.</p>	<p>Updated June 2018: The District has policy 4403, Auditing Claims for Payment, which was revised in April 2018.</p>
	<p>The District utilizes an internal claims auditor for all transactions that relate to payroll. The District has properly segregated that area because the District's primary claims auditor works in the payroll department. The claims auditor for the payroll transactions is also the clerk to the superintendent. The Office of the New York State Comptroller lists positions that do not qualify as a claims auditor. Among these are an employee under direct supervision of the superintendent.</p>	<p>Updated May 2019: The District has appointed a new Claims Auditor for the transactions that relate to payroll.</p>
<b>Information Technology</b>	<p>Students are not required to sign an acceptable use policy prior to being granted access in the District's system.</p>	<p>April 2015 Update: As part of the login process employees and students accept the District acceptable use policy.</p>
	<p>Students are not required to reset their passwords on regular basis.</p>	<p>April 2015 Update: Passwords are now mandatory.</p>
	<p>We noted that all computers do not lock down after an allotted time of inactivity.</p>	<p>April 2015 Update: Now the system locks down inactive computers.</p>
<b>Inventory Controls – Transportation</b>	<p>Access to the District fuel pumps is not monitored by surveillance cameras.</p>	<p>April 2015 Update: District management has decided to rely on existing access and software controls and not install cameras in this area.</p>
<b>Accounts Receivable</b>	<p>Collateral statements are not reviewed on a regular basis.</p>	<p>April 2015 Update: In Fiscal Year 2014-2015, the District Treasurer began monthly reviews of collateral statements.</p>



<p><b>Financial Reporting and Budgeting</b></p>	<p>According to the 2005 Fiscal Accountability Legislation that went into effect, the District is required to have a risk assessment completed on an annual basis. In addition to a risk assessment, the District must have an internal audit completed of a specific function of the Business Office. During our review of internal controls, it was noted that the District did not have an internal audit conducted for the 2012-2013 school year.</p>	<p>April 2015 Update: The District had a financial risk assessment completed for Fiscal Year 2013-2014.</p>
	<p>Currently, the audit committee does not maintain meeting minutes.</p>	<p>May 2016 Update: The Audit Committee is now keeping meeting minutes.</p>
	<p>During our review of the District's policy manual, we noted the following policies relating to financial reporting have not been updated in several years:</p> <ul style="list-style-type: none"> <li>• 4010: School District Budget (last revised 2/10/04);</li> <li>• 4011: Annual District Meeting and Election (last revised 2/10/04);</li> <li>• 4015: Budget Transfers (last revised 2/10/04);</li> <li>• 4016: Financial Records (last revised 2/10/04); and</li> <li>• 4017: Financial Management (last revised 12/13/05).</li> </ul>	<p>Updated June 2018: The District has revised many policies including those listed here with most of the revisions adopted in June 2017.</p>
<p><b>Inventory Controls – Operation and Maintenance</b></p>	<p>There is a lack of segregation in the receiving function of operations inventory and repair parts. Segregation of duties involves distinguishing the three aspects of control over an item, authority, recordkeeping, and custody. There should, at a minimum, be one person assigned to each of those three functions, who is not able to control the other two functions as well. The Buildings and Ground Supervisor is the individual ordering inventory items, as well as being one of two people able to receive goods when they arrive on the truck. Without a clear segregation of duties, the District is at risk for being unaware if what was received accurately matches the goods ordered.</p>	<p>April 2015 Update: For the Operations and Maintenance Process Internal Audit, the District's corrective action response was that the "District feels the purchase order process is a sufficient control overall."</p>

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



	<p>The District does not currently have an operational procedure to assure that the providers are entering session notes for all qualifying sessions. In order to submit a claim for Medicaid reimbursement, one of the necessary elements is documentation of the session. The District's service providers create these session notes in the ClearTrack system where they become the basis for making a claim for reimbursement.</p>	<p>Updated May 2019: The providers are cross trained on entering session notes into the ClearTrack system. In addition, the District outsources Medicaid claiming to Madison-Oneida BOCES. The BOCES will contact the District if the providers do not input their session notes into ClearTrack.</p>
<p><b>Fixed Assets</b></p>	<p>The District does not have a fixed assets policy in place.</p>	<p>Updated June 2018: The District added policy number 4100, Accounting of Fixed Assets, Inventory and Tracking adopted July 2017.</p>



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: PERSONNEL**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the attached personnel items for the September 14, 2021 Board of Education Meeting as submitted.

**RECOMMENDED ACTION**

**Motion to approve the attached personnel items for the September 14, 2021 Board of Education Meeting as submitted.**

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

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

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

Oneida City School District  
 Personnel Report  
 September 14, 2021  
 Board of Education Meeting

**RECOMMENDED INSTRUCTIONAL RESIGNATION**

Personnel	Building	Tenure	Effective
Kiehn, Kara	NB/WP	Art Teacher	Approx November 7, 2021

**RECOMMENDED INSTRUCTIONAL APPOINTMENT**

Personnel	Building	Tenure Area	Tenure Date	Effective
Kasky, Kathryn	WP	Social Worker	9/13/2025	September 13, 2021
Thompson, Stephanie	OSMS	Social Worker- ARPA Funded	10/18/2025	October 18, 2021

**RECOMMENDED INSTRUCTIONAL LONG TERM SUBSTITUTE APPOINTMENT**

Personnel	Building	Tenure Area	Effective
Bromfield, Alexandra	SS	ENL LTS Teacher	2021-2022 school year

**ADJUSTED PAY RATE FOR COACH**

Coach	Team	Previous Rate of Pay	Corrected Rate of Pay
McKay, Suzette	Modified Field Hockey	Step 1 \$2307	Step 2 \$2449

**ADJUSTED PAY RATE FOR YEARLY DUTY DUE TO SET "B"**

Personnel	Yearly Duty	Previous Rate of Pay	Corrected Rate of Pay
Billington, Lisa	Lunch duty	\$3132	\$3242
Billington, Lisa	Art Director	\$4741	\$4907
Billington, Lisa	Yearbook	\$2114	\$2188
Cronk, Dewayne	Lunch duty	\$4073	\$4216
Cronk, Dewayne	AM Bus duty	\$4073	\$4216
Fiedler, Dona	Lunch duty	\$4073	\$4216
Murphy, Patricia	PM Bus duty	\$1566	\$1621
Reff, Laura	Extra classroom	\$4253	\$4402
Reff, Laura	FBLA	\$1348	\$1395
Reff, Laura	National Honor	\$662	\$685
Reff, Laura	Senior Class Advisor	\$1615	\$1672

Oneida City School District  
Personnel Report  
September 14, 2021  
Board of Education Meeting

**MATH GROWTH ENRICHMENT SUPPORT THROUGH SCEP PLAN**

<b>Personnel</b>	<b>Building / Hours</b>	<b>Position</b>	<b>Rate of Pay</b>	<b>Effective</b>
Albaugh, Deane	NB/2.75 hrs per day paid out of SIG Grant	Math Growth Enrichment	\$43 per hour; 500 hours; not to exceed \$21,500	2021-2022 school year

**SUBSTITUTE TEACHERS**  
AS ATTACHED

**CLASSIFIED PERSONNEL**  
AS ATTACHED



## RECOMMENDED APPOINTMENT

**NAME:** Kathryn Kasky

**TENURE AREA:** Social Worker

**EFFECTIVE:** September 13, 2021

**EDUCATION:** Masters of Social Work, Child and Family Specialization  
Simmons College, School of Social Work; 2018

Bachelor of Childhood Education 1-6  
SUNY Oswego 2015

**EXPERIENCE:** ADHD & Autism Psychological Services and Advocacy  
August 2018 - present

Upstate Cerebral Palsy, Community Health & Behavioral  
Services  
January 2018 – August 2018

Sitri Health Care Center  
January 2017 – August 2017

**CERTIFICATION:** Licensed Master of Social Work;  
School Social Worker provisional certification pending

**PROBATIONARY:** 4 years; September 13, 2025

**SALARY:** \$61,734 as per OTA Contract

## RECOMMENDED APPOINTMENT

**NAME:** Stephanie Thompson

**TENURE AREA:** Social Worker

**EFFECTIVE:** October 18, 2021

**EDUCATION:** Masters of Social Work Program  
Syracuse University, 2017

Bachelor of Arts; Psychology  
SUNY Fredonia, 2015

**EXPERIENCE:** Madison County Mental Health Staff Social Worker  
May 2018 - present

Madison County Mobile Crisis Therapist (Per Diem)  
February 2018 - present

Help Restore Hope Center Therapist – Liberty Resources  
July 2017 – May 2018

**CERTIFICATION:** Licensed Master of Social Work;  
School Social Worker provisional certification pending

**PROBATIONARY:** 4 years; October 18, 2025

**SALARY:** \$61,734 as per OTA Contract

Oneida City School District  
September 14, 2021  
Board of Education Meeting

Recommended Substitute Teachers

<b>Substitute Name</b>	<b>Area(s) to Sub</b>	<b>Certification</b>
Leanne Youngkrans	Any but prefers Elementary	Certified
Mikaela Cormier	Any; LTS for first 6 weeks of school;	Non-Certified
Kacie Hyle	K-8;	Non-Certified



Oneida City School District  
 Personnel Report  
 September 14, 2021  
 Board of Education Meeting

CLASSIFIED PERSONNEL

**RECOMMENED CLASSIFIED PROBATIONARY APPOINTMENT**

NAME	TITLE	LOCATION	PAY RATE	EFFECTIVE DATE
Jordan Accuri	1:1 Teacher Aide 6 hr./day Temporary through 6/30/22	WP	12.50 per hour	9/1/21
Kelly Borst	1:1 Teacher Aide 6 hr./day Temporary through 6/30/22	OSMS	12.50 per hour	9/10/21
Kourtnaey Bryant	1:1 Teacher Aide 6 hr./day Temporary through 6/30/22	DV	12.50 per hour	9/1/21
Dawn Krueger	1:1 Teacher Aide Temporary through 6/30/22	DV	12.50 per hour	9/7/21
Analyse Renfer	1:1 Teacher Aide 6 hr./day Temporary through 6/30/22	OSMS	12.50 per hour	9/10/21
Joshua Snyder	Custodian (ARPA) Temporary through 6/30/22	DW	14.37 per hour	9/15/21
Mackenna Taylor	Teacher Aide - 4 hr./day	NB	12.63 per hour	9/1/21

**RESCIND CLASSIFIED PROBATIONARY APPOINTMENT**

NAME	TITLE	LOCATION	PAY RATE	EFFECTIVE DATE
Sandra Colucci	Teacher Aide TFT - 6 hr./day	WP	12.50 per hour	8/18/21
Hanna Thurston	Teacher Aide (Lunch Aide) 2 hr./day	WP	12.63 per hour	9/1/21

Oneida City School District  
 Personnel Report  
 September 14, 2021  
 Board of Education Meeting

CLASSIFIED PERSONNEL

**RECOMMENED CLASSIFIED RESIGNATION**

NAME	TITLE	LOCATION	EFFECTIVE DATE
Joann Candee	Teacher Aide	NB	8/12/21
Michelle Cyphert	Teacher Aide	DV	9/8/21
Theresa Morgan	Food Service Helper	NB	8/12/21
Jessica Wagner	1:1 Teacher Aide	OSMS	8/24/21

**RECOMMENED CLASSIFIED UNPAID LEAVE OF ABSENCE**

NAME	TITLE	LOCATION	EFFECTIVE DATE
Erica Wright	Teacher Aide	OHS	1/7/22 (tentative)

**RECOMMENED CLASSIFIED SUBSTITUTE APPOINTMENT**

NAME	TITLE	LOCATION
Cheryl Cole	Food Service Helper	District Wide
Sandra Colucci	Teacher Aide	District Wide
Jessica Emmerich	Teacher Aide	District Wide
Alicia Flynn	Food Service Helper	District Wide

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: COACHING APPOINTMENTS, 2021-2022**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, that the Board hereby appoints the following individuals to coaching assignments listed for the 2021-2022 school year as listed upon the condition that such assignments are necessary and able to be completed, and only to the extent that coaching duties are required to be performed, pursuant to the District’s reopening plan and any executive orders issued by the State or County.

**RECOMMENDED WINTER 2021-2022 COACHES**

<b>Team (Winter 2021-2022)</b>	<b>Coach</b>	<b>Step</b>	<b>Rate of Pay</b>
Boys JV Basketball	Tony D’Arcangelis	9+	\$6438
Girls Varsity Basketball	Katie Nestler	9+	\$8269
Girls JV Basketball	Jeff Skibitski	9+	\$6438
Girls Modified Basketball	Paul Mancarella	9	\$3683
Boys Swimming	Kristin Hicks	NA	NA
Girls Varsity Volleyball	Mike Blair	8	\$7532
Girls JV Volleyball	Sara Jones-Persons	4	\$4716
Girls Modified Volleyball	Jill Rodegher	3	\$2783
Boys Varsity Volleyball	Rik Ano	9+	\$4139
Boys JV Volleyball	Shawn Ano	2	\$2085
B/G Indoor Track Varsity	Ed Gratien	9+	\$4884
B/G Indoor Track Asst.	Phil Ottaviano	9+	\$4884

**RECOMMENDED ACTION**

**Motion to approve the 2021-2022 Coaching Assignments as submitted.**

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

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



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: REVISED CODE OF CONDUCT**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education reviews and approves the attached revised Code of Conduct Policy # 1005 and Regulation # 1005.1 as submitted.

**RECOMMENDED ACTION**

**Motion to approve REVISED Code of Conduct Policy # 1005 and Regulation #1005.1 as submitted.**

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

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

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

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

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

**I. INTRODUCTION**

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

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

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

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

**B. Dignity for All Students Act**

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

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



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

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

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

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

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

## II. DEFINITIONS

For purposes of this code, the following definitions apply.

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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

### **III. STUDENT RIGHTS AND RESPONSIBILITIES**

#### **A. Student Rights**



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

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

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

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



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

7. Police in the School

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

B. Student Responsibilities

All district students have the responsibility to:

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



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

#### IV. ESSENTIAL PARTNERS

##### A. Parents

All parents are expected to:

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

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B. Teachers

All district teachers are expected to:

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

C. Other School Employees

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

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

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

D. Administrators

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

E. Superintendent

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



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

**F. Board of Education**

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

**V. STUDENT DRESS**

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

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

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

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

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

## VI. STUDENT CONDUCT

### A. Behavior-Related Offenses and Consequences

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

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

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

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



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

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

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

**B. Disciplinary Responses to Student Misconduct**

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

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

Level A



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

Examples of Infractions

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

Procedures

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

Optional Disciplinary Responses

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

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

Level B

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

Examples of Infractions

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

Procedures

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

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

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

Optional Disciplinary Responses

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

Level C

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

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

Examples of Infractions

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



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

### Procedures

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

### Optional Disciplinary Responses

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

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

#### Examples of Infraction

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

## **VII. REPORTING AND RESPONDING TO VIOLATIONS**

### **A. REPORTING POSSIBLE VIOLATIONS**

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

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

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

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

#### B. Responding to Reports of Possible Harassment or Discrimination

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

~~Kevin Healy~~ — Brian Gallagher  
Oneida High School  
Telephone: (315) 363-6901

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



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

~~Brian Gallagher~~ *Megan Rose*  
Durhamville Elementary  
Telephone: (315) 363-8065

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

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

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

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

C. No Retaliation for Reporting

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

**VIII. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS**

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

1. Teacher Removal of a Disruptive Student from the Classroom

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

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

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

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



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

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





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a. Pupils Who Repeatedly are Substantially Disruptive

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

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

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

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

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

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

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the Family Court Act, Article 3.

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

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

C. Referrals

- 1. Counseling

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

- 2. PINS Petitions

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

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



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

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

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

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

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

#### **X. ALTERNATIVE INSTRUCTION**

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

#### **XI. STUDENTS WITH DISABILITIES**

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



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

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

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

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



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

## **XII. PUBLIC CONDUCT ON SCHOOL PROPERTY**

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

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

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

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

#### A. Prohibited Conduct

No person, either alone or with others, shall:

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

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##### B. Penalties

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

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

##### XIII. VISITORS TO THE SCHOOLS

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

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



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

**XIV. CONDUCT BY SCHOOL EMPLOYEES**

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

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

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

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

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

D. Acceptable Attire

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

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

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

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

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



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**XVI. Maintenance and Enforcement of Code of Conduct**

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

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

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

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



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

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

#### **XVII. Prohibition of Retaliation**

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

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Oneida City School District

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

Adopted: 06/12/01

Reviewed: 07/08/03

Revised: 01/10/06, 08/15/17, 06/09/2020, 08/18/2020

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

**I. Introduction**

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

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

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

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

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

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

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

~~Kevin Healy~~ *Brian Gallagher*  
Oneida High School  
Telephone: (315) 363-6901

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

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



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~~Brian Gallagher~~ *Megan Rose*  
Durhamville Elementary  
Telephone: (315) 363-8065

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

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

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

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

**IV. Prohibited Conduct and Consequences**

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

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

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



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



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- d. In the case of any employee who is charged with misconduct and/or violation of these rules such discipline shall be administered in accordance with applicable law, contract, or Board of Education policy.

C. Law Enforcement Agencies and Juvenile Delinquency Complaints

1. Whether a particular act in violation of this Code is reported to a law enforcement agency shall be determined by the building Principal, in consultation with the Superintendent. When the District utilizes a School Resource Officer (SRO) who is an employee of a law enforcement agency, the SRO shall be the initial point of reporting.

**V. Student Rights and Responsibilities**

A. Rights of Students

1. Expect a school environment conducive to learning;
2. Be treated respectfully by those in the school community;
3. Receive notice of the expectations for their behavior, and, when circumstances permit, an opportunity to explain their conduct;
4. Access to educational and extracurricular activities on an equal basis, without regard to a persons actual or perceived race, color, creed, religion, national origin, weight, ethnic group, gender (including gender identity or expression), or physical or mental ability including conduct that reasonably causes or would reasonably be expected to cause emotional harm;
5. Learn in an environment free of discrimination, harassment, and bullying based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex or reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety;
6. Participate equally in all school activities regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender (including gender identity or expression) or sex;
7. Have complaints about school-related incidents that occur on school property or at school function, as well as to acts occurring off school property when those create or would foreseeably create a risk of substantial disruption within the school environment, and it is foreseeable that the

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

conduct, threats, intimidation, or abuse might reach school property investigated and responded to;

8. Any other rights afforded to students under the provisions of the Federal and State constitutions and the laws of the State of New York.

**B. Responsibilities of the Students**

1. Comply with the standards of conduct listed in the Code of Conduct Policy 1005.
2. Be aware of and obey all laws, school rules and regulations.
3. Accept responsibility for their own actions.
4. Respect the rights of others, including the right to secure an education in an environment that is orderly and disciplined.
5. Attend school regularly and punctually.
6. Maintain habits of personal cleanliness.
7. Respect school property and the property of others.
8. Strive for mutually respectful relationships with teachers and administrators, recognizing their role as surrogate parent in matters of behavior and discipline.
9. Report threats of violence, observed or overheard, made towards staff and students. Reports may be made anonymously and confidentiality will be respected to the extent possible.
10. Be honest in all situations.
11. Act and speak respectfully about issues/concerns.
12. Use non-sexist, non-racist and other non-biased language.
13. Respect and treat others with tolerance and dignity regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
14. Use communication that is non-confrontational and is not obscene or defamatory.



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

15. Report acts of bullying, discrimination, harassment and other inappropriate actions that hurt others.

C. Security Searches (Students)

Physical evidence of misconduct will be gathered in accordance with the Code of Conduct Policy 1005. The Board of Education authorizes administrators to undertake searches of students and their possessions (e.g. pocket contents, bookbags, handbags, etc.) when there is reasonable individualized suspicion that a student has violated or is violating the law, District policy or regulation or school rules. The District also retains the authority to examine the contents of all school property, such as student lockers, staff work areas, and both physical and digital files.

D. Student Conduct

1. Acceptable and appropriate conduct by students shall be consistent with the standards of conduct and student responsibilities outlined in the Code of Conduct.
2. In addition, the following conduct is not acceptable if engaged in by students:
  - a. Stealing, lying, cheating, plagiarism or other acts of dishonesty.
  - b. Disrespect toward an administrator, faculty or other staff member, student or visitor.
  - c. Failure to attend District programs as scheduled, without a valid excuse, including failure to remain for the full scheduled school day.
  - d. Any willful act which disrupts the normal operation of the school community, including failure to comply with the directions of a teacher, administrator, or other staff member or volunteer.
  - e. Unacceptable behavior on buses being operated by or on behalf of the District, including not staying seated, throwing objects, excessive loudness or other activities that distract the driver of the bus.
  - f. Public displays of affection.
  - g. Possession of any medication, prescription or non-prescription, on District property or while attending a District event, unless possession is authorized by the Student Medications Policy.



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

**E. Appropriate Dress**

1. Students are not permitted to wear articles of clothing, accessories, or jewelry that do not comply with the Code of Conduct.
2. Extremely brief or revealing clothing is not appropriate for school. Underwear and undergarments should be covered by outer clothing. Hats and other headgear are not permitted to be worn during the instructional day, except for medical, religious, or other approved purpose.
3. Students are not permitted to wear articles of clothing, accessories, or jewelry that constitute a health or safety hazard, including items that are, or reasonably may be perceived as being, associated with gang or other unlawful behavior.

**F. Possession of a Firearm**

A student who possesses a firearm on District property or at a District event shall be suspended out-of-school for a minimum of 12 months, provided that the Superintendent may modify this period of suspension on a case-by-case basis.

**G. Disciplinary Responses to Student Misconduct**

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

For students with disabilities refer to the applicable provisions of the Code of Conduct.

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age
2. The nature of the offense and the circumstances which led to the offense
3. The student's prior disciplinary record
4. The effectiveness of other forms of discipline
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

Responses to acts of harassment, bullying, and/or discrimination against students by students shall use measured, balanced, and age-appropriate remedies and procedures, with the goals of prevention and education, as well as intervention and discipline. We will consider the nature and severity of the conduct, the developmental age of the student engaging in the conduct, the actor's prior disciplinary record, and the impact of the conduct on the student at whom it was directed.

H. Removal of Disruptive Students from the Classroom.

Teachers are authorized by the Education Law and the Code of Conduct to remove a student from the teacher's classroom if the student is substantially disruptive of the educational process, or if the student substantially interferes with the teacher's authority over the classroom.

I. Student Suspension from School

1. The suspension of pupils shall be conducted in accordance with the Code of Conduct and with Section 3214 of the NYS Education Law.
2. Minimum Suspension for Pupils who Repeatedly are Substantially Disruptive: Pupils who repeatedly are substantially disruptive to the educational process or who substantially interfere with the teacher's authority in the classroom may be subject to an in-school or an out-of-school suspension.
3. Minimum Suspension for Violent Pupils

Students who are deemed to be "violent pupils" as defined by Education Law Section 3214 (2-a) (a) shall be subject to a minimum out-of-school suspension as defined by the Code of Conduct.

J. PINS Petition/Referral to Human Services Agencies

Students may be referred to outside agencies, as appropriate for assistance in addressing behavioral or other problems.

**VI. Responses to Instances of Inappropriate Conduct**

**Students, Parents and others** shall report students who are having problems or appear to be having problems regarding matters covered in the Code of Conduct to the building administrator.



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

**Teachers and Counselors** shall report orally to their principal, the Superintendent, or designee any incident of harassment, bullying, and/or discrimination that they witness or that is reported to them, not more than one day later; and file a written report not later than two (2) school days after the initial oral report.

**Principals** shall report to the Superintendent, or designee any incident of harassment, bullying, and/or discrimination that they witness or that is reported to them, not more than one day later.

The **Superintendent** shall process in a timely manner all reports of harassment, bullying, and/or discrimination, including insuring that an appropriate investigation is conducted and appropriate reports are made to law enforcement.

**VII. Discipline of Students with Disabilities**

The Board of Education recognizes that the need to address disruptive or problem behavior within its schools may result in the suspension, removal or other discipline of students with disabilities eligible for services under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the Education Law (Article 89) and their implementing regulations. It also recognizes that these students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them.

**VIII. Conduct by School Employees**

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

**IX. Prohibition of Corporal Punishment**

- A. No teacher, administrator, officer, employee or agent of the District shall use corporal punishment against a pupil. Corporal punishment means any act of physical force upon a pupil for the purpose of punishing that pupil.
- B. However, reasonable physical force may be used: to protect oneself, another pupil, teacher or any other person from physical injury; to protect the property of the school or others; or to restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of District functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.

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

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



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

**XI. Copies of the District's Code of Conduct**

This document is a plain language summary of the District's Code of Conduct. Copies of the District's Code of Conduct may be obtained through your student's school office or the Office of the Superintendent.

**TO: MEMBERS, BOARD OF EDUCATION**

**FROM: MATTHEW T. CARPENTER**

**RE: YEARLY DUTY APPOINTMENTS**

**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, that the Board hereby appoints the following individuals to the yearly duty assignments listed for the 2021-2022 school year as attached upon the condition that such assignments are necessary and able to be completed, and only to the extent that yearly duties are required to be performed, pursuant to the District’s reopening plan and any executive orders issued by the State or County.

**RECOMMENDED APPOINTMENTS**

<b>Building/Position</b>	<b>Staff</b>	<b>Rate of Pay</b>	<b>BOE Date</b>
K-12 Library Director – ARPA Funded	Debra Becker	\$4741	September 14, 2021
SS Lunch Duty	Ashley Reisman	\$2808	September 14, 2021
Percussion Instructor	Nick Anderalli	\$1294	September 14, 2021
OHS Marching Band – Fall ONLY	Nick Anderalli	\$2305	September 14, 2021

**RECOMMENDED ACTION**

**Motion to approve the 2021-2022 Yearly Duty Appointment as submitted.**

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

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

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

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: REHABILITATION SERVICES AGREEMENT BETWEEN  
CENTRAL ASSOCIATION FOR THE BLIND AND VISUALLY  
IMPAIRED AND ONEIDA CITY SCHOOL DISTRICT**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the attached Rehabilitation Services Agreement between Central Association for the Blind and Visually Impaired and Oneida City School District as submitted.

**RECOMMENDED ACTION**

**Motion to approve the Rehabilitation Services Agreement as submitted.**

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

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

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



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: AGREEMENT BETWEEN ONEIDA CITY SCHOOL DISTRICT  
AND KATRINA BATEY**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education reviews and approves the Agreement between Oneida City School District and Katrina Batey to provide limited academic intervention services for the 2021-2022 school year as outlined in the Agreement. The hourly rate is \$30 not to exceed \$12,510 for the 2021-2022 school year as submitted.

**RECOMMENDED ACTION**

**Motion to approve the Agreement between the OCSD and Katrina Batey for the 2021-2022 school year as submitted.**

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

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

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

**AGREEMENT**  
between  
Oneida City School District  
and  
Katrina Batey

***Parties to the Agreement:***

This agreement (the "Agreement") is prepared for the purpose of identifying the terms under which Katrina Batey (the "Contractor") --- -- NY will provide certain contracted services to the Oneida City School District ("the District").

***Term and Termination:***

This Agreement shall commence on September 1, 2021 and terminate on June 20, 2022 (the "Term"), if not previously terminated pursuant by either party upon thirty (30) days written notice to the other party.

***Description of Services:***

Contractor is engaged to provide limited academic intervention "Services" to St. Patrick's students during the term of this Agreement, consisting of as well as other students attending the District.

***Payment:***

In consideration for the Services, District agrees to pay Contractor at the hourly rate of Thirty Dollars (\$30.00) not to exceed (\$12,510) for the 21-22 school year. Contractor shall invoice the District upon completion of the Services. Hours worked and schedule will be determined by St. Patrick's Administration in collaboration with the contractor. Payment by the District shall be made within thirty (30) days of receipt of the invoice.

***Representations and Warranties:***

Contractor represents and warrants to District that:

- i. She is entering into this Agreement with District and her performance of the Services do not and will not conflict with or result in any breach or default under any other agreement to which Contractor is subject;
- ii. She has the necessary experience, licensure and credentials to provide the Services in the State of New York, and agrees to provide evidence of same to the District;
- iii. She shall perform the Services in compliance with all applicable federal, state, and local laws and regulations.
- iv. To the extent he receives, creates, keeps, holds, files, produces or reproduces records in the course of performing services pursuant to this Agreement, Contractor does so on behalf of and for the benefit of the District, and accordingly, that such records constitute records of the District. Contractor shall promptly provide copies of any such records to the District's Board of Education and to the Superintendent or their respective designees, upon request. This subdivision shall survive the termination of this Agreement.

***Independent Contractor:***

- i. The relationship of Contractor to the District is that of an independent Contractor. Any and all Services performed by Contractor under this Agreement shall be performed in such capacity. Contractor shall never hold him/herself out as, or claim to be, an agent or employee of the District, or make any claim, demand, or application to, or for, any right or privilege applicable to an officer or employee of the District, including, but not limited to: workers' compensation coverage, unemployment insurance benefits, social security coverage, disability benefits, or retirement membership or credit. Contractor shall not have, or hold itself out as having, the authority or power to bind or create liability for the District by its acts or omissions.
- ii. The District acknowledges that it shall have no ability to control the manner, means, details or methods by which Contractor perform Services under this Agreement, except as provided herein, and as required by federal, state, or local laws, rules, and regulations.
- iii. Nothing in this Agreement shall restrict Contractor from providing Services or otherwise engaging in business with any other person and/or entity.

***Taxes:***

Contractor shall be solely responsible and required to pay all income taxes, employment taxes, and insurances related to the services and remuneration hereunder. District shall not be required to withhold from or to pay over for or on behalf of Contractor any workers' compensation, disability benefits, federal or state withholding taxes, Social Security, or any other deductions required by the Internal Revenue Service, Social Security Administration, or other administrative or governmental agency. Contractor shall indemnify and hold harmless District from and against any and all liabilities, taxes, penalties, and other expenses and state and federal demands which District may incur as a result of Contractor's failure to pay any federal or state taxes of any kind whatsoever or Contractor's failure to declare and/or pay all required taxes on the remuneration paid hereunder, or relating to Contractor's failure to maintain all insurance required to be maintained by Contractor.

***Compliance with Law:***

Contractor will adhere to all applicable State and federal law and regulations governing the performance of Services under this Agreement, including but not limited to those related to fingerprint background clearance for any and all employees of Contractor who will have direct contract with District students.

Contractor will comply with all applicable requirements regarding the confidentiality of student and employee records, including the Family Educational Rights and Privacy Act, NYS Education Law 2-d and regulations of the United States and the New York State Education Departments.

***Severability:***

If any provision of this Agreement is invalid, illegal or incapable of being enforced, by reason of any rule of law, administrative order, judicial decision or public policy, all other conditions and provisions of this Agreement shall, nevertheless, remain in full force and effect, and no covenant or provision shall be deemed dependent upon any other covenant or provision unless so expressed herein.



***Subsequent Modification:***

No modification made after execution of this Agreement shall be enforceable unless it is in writing and signed by both parties to this Agreement.

***Waiver:***

The failure or omission of any party hereto to insist, in any instance, upon strict performance by the other party of any term or provision of this Agreement or to exercise any of its rights hereunder shall not be deemed to be a modification of any term hereof or a waiver or relinquishment by the one party of the required future performance of any such term or provision by the other party, nor shall such a failure or omission constitute a waiver of the right of the one party to insist upon future performance by the other of any such term or provision.

***Merger Clause:***

This Agreement contains the entire agreement of the parties, and no representations, inducements, promises or agreements, oral or otherwise, not appearing therein shall be of any force or effect.

**APPROVED BY:**  
**Oneida City School District**

\_\_\_\_\_

Signature

Date

Superintendent of Schools

**APPROVED BY:**  
**Katrina Batey**

*Katrina Batey* 8/25/2021

Signature

Date

Contractor

**Attachment A**  
**Supplemental Information for Third-Party Contracts**  
**STUDENT PRIVACY**

The Oneida City School District ("District") is an educational agency within the meaning of Section 2-d of the New York State Education Law ("Section 2-d"), and Contractor is a third party Contractor within the meaning of Section 2-d. Pursuant to the Agreement, Contractor may receive access to student data, which is regulated by Section 2-d, from District. The provisions of this Attachment are intended to comply with Section 2-d in all respects.

As used in this Attachment, the term "student data" means personally identifiable information from student records that Contractor receives from District.

Education Law Section 2-d (5) (d)

Contractor agrees that the confidentiality of student data shall be maintained in accordance with state and federal laws and the educational agency's policies on data security and privacy that protect the confidentiality of personally identifiable information.

Education Law Section 2-d (5) (e)

Contractor agrees that any of its officers or employees, and any officers or employees of any its assignees, who have access to personally identifiable information will receive training on the federal and state law governing confidentiality of such data prior to receiving access to that data.

Education Law Section 2-d (3) (b) (1) and (c)(1)

The exclusive purpose for which Contractor is being provided access to personally identifiable information is to enable District to make use of the Services defined within the underlying Contractor Agreement. Student data received by Contractor, or by any of its assignees, from District shall not be sold or used for marketing purposes.

Education Law Section 2-d (3) (c) (2)

Contractor shall insure that to the extent that it comes into possession of personally identifiable information, it will only share that personally identifiable information with additional third parties if those third parties are contractually bound to adhere to the data protection and security requirements set forth in this Agreement.

Education Law Section 2-d (3) (c) (3)

Upon expiration of this Agreement without a successor agreement in place, Contractor shall assist District in exporting all student data previously received from District, and, at the request of District, Contractor shall thereafter securely delete any copy of the data remaining in its possession. If data is to be maintained by Contractor for federal and/or state reporting, such data shall remain in an encrypted format and stored in a secure facility.

Education Law Section 2-d (3) (c)(4)

Parents have the right to file complaints with District about possible privacy breaches of student data by District's third party Contractors or their employees, officers, or assignees, or with NYSED. More information about where to address those complaints will be provided at a later date. At this interim time, you may contact Genevieve Brauner, Administrator for Technology & Special Programs,

with any such complaints by mailing her at 560 Seneca Street, Oneida, NY, 13421, (315) 363-6901. Complaints to NYSED should be directed in writing to the Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany NY 12234, email to CPO@mail.nysed.gov. The complaint process is under development and will be established through regulations to be proposed by NYSED's Chief Privacy Officer, who has not yet been appointed.

Education Law Section 2-d (3) (c) (5) and (5) (e) and (5) (f) (4) and (5) (f) (5)

Student data transferred to Contractor by District will be stored in electronic format on systems maintained by Contractor in a secure data center facility in the United States. The measures that Contractor will take to protect the privacy and security of student data while it is stored in that manner are associated with industry best practices including, but not necessarily limited to disk encryption, file encryption, firewalls, and password protection.

Education Law Section 2-d (5) (f) and (6)

Contractor acknowledges that it has the following obligations with respect to any student data received from District, and any failure to fulfill these statutory obligations shall be a breach of the underlying Agreement:

- limit internal access to education records to those individuals that are determined to have legitimate educational reasons within the meaning of Section 2-d and FERPA including technical support;
- not use education records for any purpose other than those explicitly authorized in this Agreement;
- not disclose any personally identifiable information to any other party who is not an authorized representative of Contractor using the information to carry out Contractor's obligations under the Agreement, unless (i) that other party has the prior written consent of the parent or eligible student, or (ii) the disclosure is required by statute or court order, and notice of the disclosure is provided to the source of the information no later than the time of disclosure, unless such notice is expressly prohibited by the statute or court order;
- maintain reasonable administrative, technical, and physical safeguards to protect the security, confidentiality, and integrity of personally identifiable information in its custody;
- use encryption technology to protect data while in motion or in its custody from unauthorized disclosure using a technology or methodology specified by the secretary of the U S. Department of HHS in guidance issued under P.L. 111-5, Section 13402(H)(2);
- notify the educational agency from which student data is received of any breach of security resulting in an unauthorized release of student data by Contractor or its assignees in violation of state or federal law, the parents bill of rights for student data and security, the data privacy and security policies of the educational agency, and/or of contractual obligations relating to data privacy and security in the most expedient way possible and without unreasonable delay.

It is understood that a Contract Addendum may be necessary to ensure compliance with Section 2-d, after certain regulations have been promulgated by the New York State Education Department, and the parties agree to take such additional steps as may be necessary at that time.



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: DONATION OF FACE MASKS**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the generous donation of handmade face masks for the students in the Oneida City School District by Ms. Judy Kimball as submitted.

**RECOMMENDED ACTION**

**Motion to approve the donation of face masks as submitted.**

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

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

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

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: DONATION OF CRAFT SUPPLIES**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the generous donation of craft supplies for the students in the Oneida City School District by Ms. Kate Thomas as submitted.

**RECOMMENDED ACTION**

**Motion to approve the donation of craft supplies as submitted.**

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

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

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

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: AGREEMENT BETWEEN ONEIDA CITY SCHOOL DISTRICT AND BARBARA ARTESSA**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the Agreement between the Oneida City School District and Barbara Artessa to provide clerical support to the Special Education Department as submitted.

**RECOMMENDED ACTION**

**Motion to approve the Agreement between the OCSD and Barbara Artessa as submitted.**

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

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

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





# ONEIDA CITY SCHOOL DISTRICT

## DISTRICT OFFICE

educate • inspire • empower

September 8, 2021

It is agreed upon between the Oneida City School District and Barbara Artessa that she will provide clerical support to the Special Education Department for a maximum of 35 hours at an hourly rate of pay of \$17.60 for the 2021-2022 school year.

Any additional work days granted will be with the written permission of Superintendent Matthew T. Carpenter.

\_\_\_\_\_  
Barbara Artessa

\_\_\_\_\_  
Date

\_\_\_\_\_  
Matthew T. Carpenter, Superintendent of Schools

9/8/2021

\_\_\_\_\_  
Date

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: APPLICATION FOR CORRECTED TAX ROLL**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the Application for Corrected Tax Roll as submitted.

**RECOMMENDED ACTION**

**Motion to approve the Application for Corrected Tax Roll as submitted.**

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

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

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

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: RESCIND CHANGE FUND ACCOUNT AND ESTABLISH  
CHANGE FUND ACCOUNT - ATHLETICS**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the rescinding of the \$250 Change Fund Account in the name of John Wells, Interim Director of Athletics and the establishment of a \$300 Change Fund account in the name of Bert Conklin, Director of Athletics: Same amount returned to originating fund sources prior to the end of the school year as submitted.

**RECOMMENDED ACTION**

**Motion to approve the rescinding of one Change Fund Account in the name of John Wells and the establishment of another Change Fund Account in the name of Bert Conklin as submitted.**

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

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

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



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: CAPITAL PROJECT: PROPOSAL FOR ARCHEOLOGICAL SURVEY**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, upon the recommendation of the Superintendent, the Board of Education approves the proposal for Archeological Survey of the proposed new service driveway at the Oneida Senior High School at 560 Seneca Street in the City of Oneida, County of Madison, New York for a total cost of \$5,800.00 as submitted.

**RECOMMENDED ACTION**

**Motion to approve the proposal for Archeological Survey of the proposed new service driveway at Oneida Senior High School as submitted.**

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

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

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

# Alliance Archaeology Services, Inc.

223 James Street  
Canastota, NY 13202  
(315) 632-8283

*Helping to make the past a  
part of the future.*

A NYS DBE certified firm.

September 8<sup>th</sup>, 2021

Vincent Pietrzak, RLA, ASLA, Partner  
Appel Osborne Landscape Architecture  
102 West Division Street, Suite 100  
Syracuse, NY 13204

RE: RFP response for a phase I archaeological survey of the proposed new service driveway at the Oneida Senior High School at 560 Seneca Street in the City of Oneida, Madison County, New York.

Dear Mr. Pietrzak:

Alliance Archaeology Services, Inc. is pleased to respond to your request for proposals for the above-referenced project. The phase I investigation will include all areas illustrated on the project maps and other information provided our office as of September 8<sup>th</sup>, 2021. Any significant modifications to this information will require an update of our cost estimate.

Alliance Archaeology will complete a full phase I investigation of this project for a total cost of **\$5,800.00**. This estimate breaks down as follows:

Phase IA Literature Review:	\$1,200.00
Phase IB Field Investigation:	\$2,700.00
Laboratory Processing:	\$500.00
Summary Report:	\$1,400.00

This estimate includes up to 5 days of intensive fieldwork and 10 days of phase I report preparation and production. It also includes one digital copy and three hard copies of the final phase I report. *OPRHP guidelines require all report submissions to be in electronic format only.* Alliance has completed several phase I and phase II projects within one mile of the current project area and is very familiar with the local culture history.

The phase I investigation will begin with a background and literature search (phase IA) followed by an intensive field evaluation (phase IB). Evaluated files for the background and literature review will include all currently available New York State Museum site file records, all currently available OPRHP site file records, and all currently available OPRHP previous archaeological survey report files. Any additional archeological literature related to the overall area will also be consulted. All available *National Register of Historic Places Building Inventories* will also be evaluated to identify any National Register Listed and/or National Register Eligible resources within or adjacent to the proposed project area. Historic map evaluation will include all available 19<sup>th</sup> century maps, as well as all available early quadrangles of the region. The town and county histories will also be evaluated for any relevant information. The background search will also include an evaluation of any pre-EuroAmerican contact sites documented within the area by early investigators of the region, such as Beauchamp (1900) and Parker (1922).

The phase IB field investigation will begin with a non-systematic pedestrian survey conducted by walking the project area in order to 1) gather data relevant to assessing the nature and extent of the previous significant disturbance, 2) gather data relevant to formulating an effective systematic subsurface testing strategy, and 3) identify any obvious indications of pre-EuroAmerican contact and/or historic archaeological resources prior to the initiation of more intensive field evaluations. If cultural materials are identified, a pin flag will be placed at each findspot until the full distribution of the scatter can be determined. All artifact findspots will then be recorded on the project map, and the materials will be bagged by pin flag and GPS coordinates. Supplemental shovel probes will then be excavated in the area surrounding each positive findspot in order to evaluate the soil stratigraphy and assess the potential for additional, buried cultural materials and/or features to be present. If cultural features or indications of soil anomalies are identified, the edges of the feature or anomaly will be defined and mapped in planview, and soil color and texture data will be collected. If cultural

**Visit us online at [www.alliancearchaeology.com](http://www.alliancearchaeology.com)**



# Alliance Archaeology Services, Inc.

223 James Street  
Canastota, NY 13202  
(315) 632-8283

*Helping to make the past a  
part of the future.*

A NYS DBE certified firm.

materials are visible on the surface, their location will be included on the planview map, and they will be bagged by feature and/or anomaly number. The location of the feature and/or anomaly will then be recorded on the project map, as well as by GPS coordinates. Supplemental shovel probes will then be excavated in the area surrounding each feature or anomaly in order to evaluate the soil stratigraphy and assess the potential for additional, buried cultural materials and/or features to be present. The specific shovel test methodology is described in detail below.

The phase IB field investigation will conclude with a shovel test evaluation at 15 meter (50') initial intervals. All shovel tests will be a minimum of 30 cm (12 inches) in diameter, will excavate a minimum of one cubic foot of soil, and will be continued into undisturbed or non-artifact bearing subsoil. All excavated soils will be screened through 6mm (1/4 inch) mesh hardware cloth, and the exposed soil profile visually examined to aid in the identification of cultural features, deposits and/or buried cultural horizons. If cultural materials are identified, the recovered artifacts will be recorded by shovel probe location, and depth below surface if applicable. If indications of cultural features or soil anomalies are noted, the relevant portion of the shovel probe will be profiled, the exposed feature described and documented, and then covered with plastic prior to backfilling. Radial shovel tests will then be excavated in each of the cardinal directions at 3 and 7.5 meter (10 and 25 foot) intervals, depending upon the nature of the cultural find. All positive shovel test locations will then be photographed and plotted accordingly, and a detailed soil profile, including Munsell color and soil texture analyses, will be obtained for each probe. Upon completion of these investigations, all shovel probes will be backfilled and their location recorded on the project map.

Within any disturbed areas, the phase IB investigation will focus upon gathering data sufficient to document the nature and extent of any previous disturbance to the standards required by the OPRHP.

All aspects of this phase I evaluation will be conducted in full accordance with the New York Archaeological Council's *Standards for Cultural Resource Investigations* (1994) as adopted and required by the New York State Office of Parks, Recreation and Historic Preservation (OPRHP), as well as to the *Phase I Archaeological Report Format Requirements* as published and required by the OPRHP (2005; revised 2013).

Alliance Archaeology will begin work on this project immediately following receipt of a signed service contract. The phase IB field work will be completed, weather and field conditions permitting, within two weeks of initiation. A final report of the phase I investigations would be completed within one month of the completion of fieldwork. The full project cost will be due upon submission of the phase I report.

If you should require any additional information, or if you should have any questions, please do not hesitate to contact our office. We can be reached by mobile at 315-632-8283, or by email at [nwaters@alliancearchaeology.com](mailto:nwaters@alliancearchaeology.com).

I look forward to working with you on this project.

Sincerely,

Nikki A.

Waters,

M.A., RPA

Nikki A. Waters, M.A., RPA  
Owner/Principal Investigator

Digitally signed by Nikki A.  
Waters, M.A., RPA  
DN: cn=Nikki A. Waters, M.A.,  
RPA, o=Alliance Archaeology  
Services, Inc, ou=Owner/  
Principal Investigator,  
email=nwaters@alliancearchae  
ology.com, c=US  
Date: 2021.09.08 17:46:12  
-0400

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**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: POLICIES FOR REVIEW**  
**DATE: SEPTEMBER 14, 2021**

**BE IT RESOLVED**, the attached policies are submitted for your first reading. Vote for approval will be at a future Board of Education Meeting:

- 8300 Educational Support Materials Selection and Procedures Policy
- 8301.1 Request for Reconsideration of Printed & Published Materials
- 8400.1 Field Trip Request to the Superintendent of Schools
- 8400.2 Field Trip Permission Slip
- 8500 Special Education Programs and Services
- 8501 PreReferral and Declassification Teams
- 8502 Programs for Students with Disabilities Under Section 504 of the Federal Rehabilitation act of 1973
- 8503 Independent Educational Evaluations

**Policies Recommended for Deletion:**

- 8302 Regents Testing Options

**FOR REVIEW ONLY**

## INSTRUCTION

### EDUCATIONAL SUPPORT MATERIALS SELECTION AND PROCEDURES POLICY

#### I. Statement of Policy Philosophy

- A. The Oneida City School District (the District) is responsible for the delivery of requested educational support materials and related services to its learners. It is our policy to provide a wide-range of learning resources at varying levels of difficulty, with a wide-diversity of appeal and presenting different points of view, to meet the needs of students and teachers.
- B. "Instructional Materials" shall mean any book, or book substitute, which includes hardcover or paperback books, workbooks or manuals, any coursework or other content-based instructional materials in an electronic or other media format, as such terms are defined in the regulations of the commissioner, which a pupil is required to use as a text, or a text-substitute. All required books will be furnished free to all pupils attending the District's schools.

#### II. Objectives of Selection

- A. The selection of materials should reflect and help implement the basic functions of good school programs. In selecting materials, administrators, faculty, and library staff are guided by the New York State Education Department Standards, Common Core Standards, American Association of School Librarians Standards, and the Library Bill of Rights. The material chosen shall:
1. Provide faculty and students with print and non-print educational support materials which will support and enrich the curriculum.
  2. Enable and encourage students to develop their full potential as creative and responsible individuals by meeting and stimulating the greatest possible diversity of interest and abilities.
- B. To fulfill these two basic purposes, we should endeavor to:
1. Provide easy access to a catalogued and comprehensive selection of a variety of materials at appropriate levels of difficulty.
  2. Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles and maturity levels of the students served.
  3. Provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and societal standards.

POLICY

Draft 9/16/2020  
8300

INSTRUCTION

EDUCATIONAL SUPPORT MATERIALS SELECTION AND PROCEDURES POLICY

4. Provide materials on various sides of controversial issues so that young citizens may have an opportunity to develop, under guidance, the practice of critical analysis and to make informed judgments in their daily lives.
5. Select materials without regard to personal opinion.

III. Responsibility for Selection of Learning Resources

- A. The Board of Education, <sup>(The Board)</sup> as the policy-making and governing body of the ~~Oneida City School District~~, is legally responsible for the selection and approval of all print and non-print educational support materials.
- B. The Board of Education, <sup>as</sup> the policy-making body, delegates the authority for the selection of educational support materials to the professional staff.
- C. The ~~Oneida City School District's~~ professional staff shall select materials with consideration given to input from the administration, faculty and pupils of the component schools.
- D. Final decision on the purchase shall remain with the District's professional staff subject to the approval of the Board of Education. <sup>of Education</sup>

IV. Criteria for Selection of Learning Resources

- A. The District professional staff involved in selection of learning resource materials shall use the following criteria as a guide:
  1. Educational significance.
  2. Contribution that the subject matter makes to the curriculum and to the interests of the students.
  3. Favorable reviews found in standard selection sources.
  4. Favorable recommendations based on review and examination of materials by ~~the professional personnel~~ of the ~~Oneida City School District~~ <sup>professional staff</sup>.
  5. Reputation and significance of the author, producer and publisher.
  6. Validity, currency and appropriateness of material.
  7. Contribution that the material makes to breadth of representative viewpoints on controversial issues.
  8. Potential user appeal.
  9. High artistic quality and/or literary style.
  10. Quality and variety of format.
  11. Value commensurate with cost and/or need.
  12. Timeliness or permanence of the material and the information contained within.
  13. Value to more than one component school in the district.



POLICY

Draft 9/16/2020  
8300

INSTRUCTION

EDUCATIONAL SUPPORT MATERIALS SELECTION AND PROCEDURES POLICY

14. Replacement of damaged or missing materials which continue to enhance the collection.
  15. Not warranted for purchase for local collections because of high cost and/or low local use.
- B. Weeding (or the removal of materials) is part of the selection process and is the responsibility of District professional staff. Criteria listed in "A" above will be used to assure <sup>to the</sup> appropriate weeding.
- C. Pursuant to Section 200.2 Commissioner's Regulations, the District shall give preference in the purchase of instructional materials to those vendors who agree to provide such instructional materials in alternative formats for students with disabilities.
- D. Requests for the reevaluation of educational support materials shall be addressed through formal complaint procedures as specified in Policy 8301, Review of Instructional Materials.
- E. All decisions on selection shall be in conformance with existing laws and court decisions.

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Oneida City School District

Legal Ref: NYS Education Law Sections 701, 702 and 704, 3204; 8 NYCRR 21.1

Adopted: 06/11/90

Revised: 05/17/11, 05/17/16, \_\_\_\_\_

# Regulation

Draft 9/16/2020

8301.1

## INSTRUCTION

### REQUEST FOR RECONSIDERATION OF PRINTED & PUBLISHED MATERIALS

Author: \_\_\_\_\_

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

Media Type: \_\_\_\_\_ (Book, magazine, newspaper, videos, etc.)

Publisher: (if known) \_\_\_\_\_ Copyright date: \_\_\_\_\_

Request Initiated By: \_\_\_\_\_

Telephone: \_\_\_\_\_ Address: \_\_\_\_\_

Complainant Represents:

\_\_\_\_\_ Him/Herself

\_\_\_\_\_ Organization (Please Specify) \_\_\_\_\_

\_\_\_\_\_ Other (Please Specify) \_\_\_\_\_

1. To what do you object in this material? (Please be specific, citing pages.)

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

2. What do you feel might be the result of viewing or reading this material?

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

3. Did you view or read the entire work? \_\_\_\_\_ If not, what parts did you read or view?

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

4. Are you aware of the judgment of this material by literary critics?

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

REQUEST FOR RECONSIDERATION OF PRINTED & PUBLISHED MATERIALS

5. What do you believe is the theme or purpose of this material?

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6. What would you like the school district to do about this material?

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7. In its place, what work of equal value and quality would you recommend?

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\_\_\_\_\_  
Date of Complainant Signature

\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Oneida city School District

Approved by the Superintendent: 03/11, 05/17/16, \_\_\_\_\_



# Regulation

Draft 9/16/2020

8400.1

## INSTRUCTION

### FIELD TRIP REQUEST TO THE SUPERINTENDENT OF SCHOOLS

Contact staff: \_\_\_\_\_ Building: \_\_\_\_\_  
Group making request: \_\_\_\_\_ Date of request: \_\_\_\_\_  
Destination: \_\_\_\_\_  
Dates of Travel: \_\_\_\_\_

#### A. General Information

Time of departure from school: \_\_\_\_\_ Time of arrival at destination: \_\_\_\_\_  
Time of departure from destination: \_\_\_\_\_ Time of arrival at school: \_\_\_\_\_  
Number of students: \_\_\_\_\_ Number of Chaperones: \_\_\_\_\_  
Names of chaperones: \_\_\_\_\_

How are the chaperone costs covered? \_\_\_\_\_  
Travel plans organization: (Bus, plane, train, etc...) Provide address, phone number, contact \_\_\_\_\_

Is there refund insurance for a cancelled trip? \_\_\_\_\_

Last date to cancel and receive full refund? \_\_\_\_\_

*(Actual Policy)*  
*(Actual Contract)*  
Last date to cancel for terrorist/national/international security reasons? \_\_\_\_\_

#### B. Source of Funds

##### Who is responsible for cost?

School budget: \$ \_\_\_\_\_  
 Student Activities: \$ \_\_\_\_\_  
 Fund raising: \$ \_\_\_\_\_  
 Student: \$ \_\_\_\_\_  
 \_\_\_\_\_: \$ \_\_\_\_\_

##### Estimated Cost:

Transportation: \$ \_\_\_\_\_  
Admission: \$ \_\_\_\_\_  
Hotel Accommodations: \$ \_\_\_\_\_  
Other: \$ \_\_\_\_\_  
**TOTAL (estimate)** \$ \_\_\_\_\_

#### C. Objectives and Activities

List of objectives of the field trip: \_\_\_\_\_

List activities you will use to lead up to the day of your field trip: \_\_\_\_\_

List follow up activities after you return from the field trip: \_\_\_\_\_

\*Parent permission forms must state that the Board of Education reserves the right to cancel the trip if there is an issues of national or international security *(are world conditions deemed unsafe)*

\*Parents need to be informed of these conditions and that the Board of Education will not be liable for lost funds.

Parents informed

Approved  Disapproved \_\_\_\_\_  
Building principal

\_\_\_\_\_ Date

Approved  Disapproved \_\_\_\_\_  
Superintendent

\_\_\_\_\_ Date

Oneida City School District

Approved by the Superintendent: 05/17/16, 03/12/19, \_\_\_\_\_

Adopted: 10/14/03

# Regulation

Draft 9/16/2020  
8400.2

INSTRUCTION

## FIELD TRIP PERMISSION SLIP

I give my permission for \_\_\_\_\_ to attend a trip to \_\_\_\_\_  
(Student's Name)  
with \_\_\_\_\_ on \_\_\_\_\_  
(Teacher's Name) (Date)

I understand that this trip will be well-chaperoned and that it is an integral part of the education process. I, being the parent/legal guardian of the above-named minor, do hereby grant permission to the advisor to act in my behalf in authorizing unexpected medical care during my absence.

### Trip Information provided by Advisor:

No. of students expected to travel \_\_\_\_\_ No. of chaperones \_\_\_\_\_  
Travel Dates \_\_\_\_\_ Cost per student \_\_\_\_\_

How trip is funded \_\_\_\_\_

Travel plan (bus, plane, train.....) \_\_\_\_\_

General Itinerary \_\_\_\_\_

Contact/Phone during trip \_\_\_\_\_

Is there refund insurance? \_\_\_\_\_ Cost \_\_\_\_\_

Cancellation dates \_\_\_\_\_ % refund \_\_\_\_\_

\_\_\_\_\_ % refund \_\_\_\_\_

\_\_\_\_\_ % refund \_\_\_\_\_

Last date to cancel for terrorist security reasons \_\_\_\_\_

\*Please read and sign contract from the tour company, if applicable (attached).

\*The Board of Education reserves the right to cancel the trip ~~if there is an issue of national or international security~~. The Board of Education will not be held liable for the cost of the trip if cancelled. They will make every effort to do so in accordance with the refund timeline.

\*If the trip is cancelled, it is the expectation that the trip will not occur on a private basis. Teachers will not be afforded liability coverage by the school district for a non-approved trip.

*are work conditions deemed unsafe  
insure work conditions*

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Oneida City School District

Approved by the Superintendent: 05/17/16, \_\_\_\_\_

Adopted: 10/14/03



# Policy

INSTRUCTION

Draft 9/16/2020  
8500

Policy is Required  
SPECIAL EDUCATION PROGRAMS AND SERVICES

- I. The Oneida City School District (the District) shall make available to all students who are eligible under the Individuals with Disabilities Education Act (IDEA) and Article 89 of the New York State Education Law, and implementing regulations, a free appropriate public education in the least restrictive environment appropriate to meet individual needs.
- A. The District accepts its responsibility to ensure that pupils with disabilities have the same opportunity to participate in district programs including extra-curricular programs and activities, which are available to all other pupils enrolled in the District.
- B. The District, in accordance with Section 200.2(b)(4) of the Commissioner's Regulations, shall ensure that a continuum of alternative placements will be available to meet the needs of students with disabilities for special education and related services. To enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate, specially designed instruction and supplementary services may be provided in the regular class. Such services may include, but are not limited to, consultant teacher services and other group or individual supplemental or direct special education instruction.
- II. Consistent with the requirements of federal and state laws and regulations, the Board of Education (the Board) will:
- A. Appoint a committee on special education and, as appropriate, CSE *and CPSE* subcommittees to assure the identification and placement of eligible students with disabilities. The Board of Education *a committee on preschool education* authorizes the Superintendent to recruit and recommend for hiring individuals who possess the certification, education and experience necessary.
- B. Based upon the recommendation of the CSE *or CPSE* for special education programs within legally prescribed timeframes. Should it disagree with the recommendation of the CSE, the Board, upon notice to the parents involved, and in accordance with the procedures set forth in the Regulations of the Commissioner of Education, may, forward its concerns to the CSE *or CPSE*, or reconvene *or CPSE* a second CSE for review of and revisions to the original recommendations as appropriate. *or CPSE*
- III. To ensure the appropriate delivery of services to students with disabilities who reside in the District, the Superintendent shall ensure that:
- A. All children with disabilities residing in the District including those attending private school are identified, located and evaluated. A register of students eligible



POLICY

Draft 9/16/2020  
8500

INSTRUCTION

Policy is Required  
SPECIAL EDUCATION PROGRAMS AND SERVICES

to attend the public schools or to attend a preschool program in accordance with Section 4410 of the Education Law shall be maintained and revised annually by the CSE or CPSE as appropriate.

- B. School wide approaches and pre-referral interventions including, but not limited to, academic intervention services in order to remediate a student's performance prior to referral for special education are implemented.
- C. Personally identifiable data and information or records pertaining to students with disabilities remain confidential as required by law and regulations.
- D. A comprehensive system of personnel development plan is developed and maintained so that professional and paraprofessional staff working with students with disabilities, possess the skills and knowledge necessary to meet the needs of students with disabilities. The plan may be part of the professional development plan required by Section 100.2 of the Commissioner's Regulations.
- E. The district plan governing the provision of special education programs and services will provide detailed information on how appropriate space for the provision of special education programs and services will be allocated.

IV. Instructional Materials

- A. The District will establish a plan to ensure that all instructional materials used in the schools of the District are available in a usable alternative format, which shall meet the National Instructional Materials Accessibility Standard, for each student with a disability in accordance with the student's educational needs and course selection at the same time that such materials are available to nondisabled students.
- B. Alternative format includes, but is not limited to Braille large print, open and closed captioned, audio or an electronic file. An electronic file must be compatible with at least one alternative format conversion software program that is appropriate to meet the needs of the individual student.
- C. The plan shall:
  - 1. give preference in the purchase of instructional materials to those vendors who agree to provide such instructional materials in alternative formats for students with disabilities;

Sharon 10/21/20  
10/21/20

INSTRUCTION

Policy is Required

SPECIAL EDUCATION PROGRAMS AND SERVICES

- 2. specify, when an electronic file is provided, how the format will be accessed by students and/or how the district will convert to an accessible format;
- 3. specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the district for alternate format materials;
- 4. specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and
- 5. include procedures so that when students with disabilities move into the school district during the school year, the process to obtain needed materials is without delay.

V. The Committee on Special Education (CSE) <sup>and the Committee on Personal Education (CPSE)</sup> ~~is~~ <sup>are</sup> responsible for making recommendations to the Board ~~of Education~~ regarding the identification and placement of students with disabilities.

- A. <sup>and CPSE</sup> The CSE will convene periodically in accordance with federal laws and regulations to identify and review each student's IEP and, if necessary, to make further recommendations to the Board ~~of Education~~.
- B. <sup>and CPSE</sup> The CSE will develop strategies to ensure the successful application of a student's IEP and to ensure that the student's IEP remains confidential and is not disclosed to any person except in accordance with the Family Educational Rights and Privacy Act and the Individuals with Disabilities Education Act, and applicable regulations.

- 1. <sup>and CPSE</sup> The CSE shall ensure that each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for the implementation of a student's Individualized Education Program (IEP) is given a copy of such student's IEP prior to the implementation of such program.
- 2. Other service providers (such as certain teachers, assistants, and support staff persons) who will not receive a copy of the IEP, but who have direct contact with a disabled student shall be given information of the specific accommodations relevant to their contact with such student.

<sup>for the Chairperson of the CPSE,</sup> The Chairperson of the CSE shall designate a professional employee of the district with knowledge of the student's disability and the education



POLICY

Draft 9/16/2020  
8500

INSTRUCTION

Policy is Required

SPECIAL EDUCATION PROGRAMS AND SERVICES

program to, prior to the implementation of the student's IEP, inform each such teacher, assistant and support staff person of his or her responsibility relating to the implementation of the IEP and the specific accommodations, modifications and support that must be provided.

- VI. Parents of students with disabilities and their children shall be provided with notice of the procedural safeguards available to them and their children. The district will use the procedural safeguard notice prescribed by the Commissioner of Education and make the notice available in the manner prescribed by the Commissioner's Regulations. Students with disabilities and their parents will be afforded the procedural safeguard rights set forth in the notice.
- VII. Each parent or person in parental relation shall be notified upon enrollment or attendance of their child, that state and federal law provides them with rights regarding referral and evaluation of their child for the purposes of special education services or programs. The district will provide the parent or person in parental relations a copy of procedural safeguards pertaining to special education at the time of enrollment. The notification will also include the name and contact information of the Committee on Special Education chairperson or other appropriate special education administrator.

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Oneida City School District

Legal Ref: 8 NYCRR Part § 200; 34 CFR § 300, 20 U.S.C. Section § 14 et seq. (IDEA);  
NYS Education Law § 4401 et seq; Chapter 408 of the Laws of 2002.

Cross Ref: Policy #8502, Programs for Students with Disabilities Under Section 504 of the  
Federal Rehabilitation Act of 1973 Policy; Family Educational Rights and Privacy  
Act of 1974(FERPA) Policy #1005, Discipline of Students with Disabilities  
Under IDEA and Article 89.

Adopted: 11/12/02

Revised: 01/17/17, \_\_\_\_\_



*(procedures and practices that ensure equitable opportunities for students to receive supportive interventions that enable them to be successful in the general education environment)*

# Policy

Draft 9/16/2020  
8501

INSTRUCTION

## PREREFERRAL AND DECLASSIFICATION TEAMS

- I. The Oneida City School District (the District) recognizes the need for a school-wide approach to prereferral intervention in order to remediate a student's performance prior to referral to the Committee(s) on Special Education. In accordance with Section 200.2(b)(7) of the Commissioner's Regulations, the District supports the establishment of building level, multidisciplinary Student Assistance Teams (SAT).
  - A. The composition of each team may include, but is not limited, to guidance counselor(s), social worker(s), psychologist(s), nurse(s), speech/language therapists, special education teacher(s), remedial teacher(s) and classroom teacher(s). The Building Administrator or his/her designee shall serve as a member of the team.
  - B. The team will document what intervention strategies that are recommended for implementation; and will review and consider any existing evaluation information and services currently being provided by the District such as AIS (Academic Intervention Services) and ~~LEP (Limited English Proficiency)~~ ELL (English Language Learners) services. Written parental consent shall be required for any assessments recommended by the teams.
  - C. The team will develop a written plan on a form prescribed by the District. The team will ensure that the plan is communicated to all necessary instructional and support staff members.
- II. Upon declassification of a student, a referral to the team for the review of the provision of educational and support services shall be made. The team shall establish a timeframe for the periodic review of each student referred to the team. It is recommended that this review occur at least once during the year following declassification. Such review shall incorporate consideration of continuance or modification of the educational and support services the child is receiving.

Oneida City School District

Legal Ref: 8 NYCRR § 200.2(b)(7) and (8)

Adopted: 02/13/01

Revised: 01/17/17,

*(actions taken to remove a student from special education services and may or may not include the continuation of program modifications and/or testing accommodations)*

## INSTRUCTION

### PROGRAMS FOR STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE FEDERAL REHABILITATION ACT OF 1973

#### I. Introduction

- A. It is the responsibility of the Oneida City School District (the District) to identify and evaluate students with disabilities who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services or programs in order that such students may receive the required free appropriate education. A free appropriate education consists of regular or special education and related aids and services that are designed to meet the disabled student's needs as adequately as the needs of nondisabled students are met. Each qualified student within the ~~Oneida City School~~ District who is eligible to receive regular or special education or related aids or services, regardless of the nature or severity of the condition necessitating such programs or services, shall receive a free appropriate education in the District.
- B. For purposes of this policy, a student who may need special services or programs within the intent of Section 504 is one who:
1. Has a physical or mental impairment that substantially limits one or more major life activities (e.g., learning); or
  2. Has a record of such impairment; or
  3. Is regarded as having such impairment.
- C. Students may be eligible for services under the provisions of Section 504 even though they do not require services pursuant to the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq. (IDEA) and Article 89 of the New York Education Law and part 200 of the State Commissioner's regulations which implement the IDEA. Students who are identified as disabled individuals with exceptional needs, according to IDEA criteria, are not addressed under this policy. The needs of such students are met through the Committee on Special Education (CSE) and its policies and procedures and under the applicable state and federal laws and regulations.

#### II. Identification and Referral Procedures

- A. Any student who needs or is believed to need special education or related services not available through existing programs in order to receive a free appropriate public education may be referred by the student's parent or guardian, a teacher, or other certified school employee to the designated Section 504 Committee (504



## INSTRUCTION

PROGRAMS FOR STUDENTS WITH DISABILITIES  
UNDER SECTION 504 OF THE FEDERAL REHABILITATION ACT OF 1973

Committee) for identification and evaluation of the student's individual education needs.

- B.
  - 1. All decisions involving placements of children protected under Section 504 must be made by a group of individuals, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options.
  - 2. Subject to the sole discretion of the Board of Education (the Board), the CSE may be designated as the 504 Committee.
- C. Members of the 504 Committee will be encouraged to participate in training sessions and to provide in-service workshops so that others can be made more knowledgeable of disabilities, needs and law and regulations in this area.
- D. The 504 Committee will consider the referral and, based upon a review of the student's existing records, including academic, medical, social, and behavioral records, make a decision as to whether an evaluation under this program is appropriate. If a request for evaluation is denied, the 504 Committee will inform the parent or guardian of this decision and of their procedural rights.

III. Evaluation

- A. Evaluation of the student and formulation of a plan of services will be carried out by the 504 Committee according to the following procedures:
  - 1. The 504 Committee will evaluate the nature of the student's disability and the impact of the disability upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation of a student who otherwise meets the criteria (such as age) for participation in the educational program and/or activities. It shall also consider aptitude and achievement tests, teacher reports and recommendations, the student's physical condition, social or cultural background and adaptive behavior.
  - 2. No final determination of whether the student will or will not be identified as disabled within the meaning of Section 504 will be made by the 504 Committee without first inviting the parent or guardian of the student to participate in a meeting concerning such determination.
  - 3. A final decision will be made by the 504 Committee in writing, and the parents or guardian of the student shall be notified of the Section 504



## INSTRUCTION

PROGRAMS FOR STUDENTS WITH DISABILITIES  
UNDER SECTION 504 OF THE FEDERAL REHABILITATION ACT OF 1973

procedural safeguards available to them, including the right to an impartial hearing and review.

IV. Plan for Services

- A. For a student who has been identified as disabled within the meaning of Section 504 and in need of special education or related aids and services, the 504 Committee shall be responsible for determining what special services are needed.
- B. In making such determination, the 504 Committee will consider all available relevant information, drawing upon a variety of sources, including, but not limited to, comprehensive assessments conducted by the District's professional staff and/or the CSE.
- C. The parents or guardian will be invited to participate in 504 Committee meetings where services for the student will be determined, and will be given an opportunity to examine all relevant records.
- D. The 504 Committee will develop a written plan describing the disability and the special education or related services needed. The plan will specify how the regular or special education and related aids and services will be provided, and by whom.
- E. The 504 Committee may also determine that no special education, related services or accommodations are appropriate. If so, the record of the 504 Committee proceedings will reflect the identification of the student as a disabled person and will state the basis for the decision that no special services are presently needed.
- F. A disabled student will be placed in the regular educational environment of the District, with the use of supplementary aids and services, unless the 504 Committee demonstrates that such placement cannot be achieved satisfactorily. The disabled student will be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the student. However, appropriate consideration must be given to the impact of a student with a disability on the education of other students in the general or special education class when making placement decisions.
- G. The 504 Committee will notify the parents or guardian in writing of its final decision concerning the services to be provided.
- H. If a plan for related services is developed, all school personnel who work with the student will be informed of the plan.

## INSTRUCTION

PROGRAMS FOR STUDENTS WITH DISABILITIES  
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V. Review of the Student's Progress

The 504 Committee will monitor the progress of the disabled student and the effectiveness of the student's education plan annually to determine whether special education, related services or accommodations are appropriate and necessary, and that the disabled student's needs are being met as adequately as the needs of the nondisabled students. Prior to any subsequent significant change in placement, a comprehensive reevaluation of the student's needs will be conducted.

VI. Procedures

- A. The parents or guardian will be notified in writing of all ~~Oneida City School~~ District decisions concerning the identification, evaluation, or educational placement of students made under this policy.
- B. The parents or guardian will be notified that they may examine relevant records.
- C. As to such decisions by the ~~Oneida City School~~ District, the parents or guardians shall have the right to an impartial hearing (Section 504 due process hearing). In the notification of any District decision concerning identification, evaluation, or placement, the parents or guardian will be advised that:
  - 1. A request for a Section 504 due process hearing must be made in writing and filed with the Superintendent of Schools within thirty (30) days of notice of the determination to be reviewed.
  - 2. The hearing shall be held by a person to be designated by the Board of Education.
  - 3. The parent or guardian shall be permitted to participate in the hearing and shall be allowed to summon witnesses and to present other evidence on behalf of the student.
  - 4. The parent or guardian shall be permitted to be represented by counsel at the hearing.
  - 5. Compliance with technical rules of evidence shall not be required at the hearing.
- D. If a state due process hearing has been or will be held under the IDEA concerning issues relevant to the Section 504 proceeding, a hearing officer qualified as to



## INSTRUCTION

PROGRAMS FOR STUDENTS WITH DISABILITIES  
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IDEA and Section 504 proceedings may preside in a joint hearing. The issues for either IDEA or Section 504 determination shall be clearly defined at the outset, and determinations by the hearing officer shall be separate and distinct.

- E. If both the parents or guardian and the ~~Oneida City School~~ District agree that the student is not eligible for special education under the IDEA, neither party is required to exhaust administrative proceedings under the IDEA prior to the holding of a Section 504 due process hearing.
- F. The hearing officer shall render a decision. The parents or guardian shall be notified in writing of the decision. Either party may seek review of the decision of the Section 504 hearing officer by a court of competent jurisdiction as authorized by law.
- G. The parties abide by the decision of the Section 504 hearing officer unless the decision is appealed to a court of competent jurisdiction and the decision is stayed by the court.

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 Oneida City School District

Legal Ref: Rehabilitation Act of 1973, 29 USC Section § 794 et seq. (~~Section~~ § 504);  
Memorandum NYS Education Department from Kathy Ahearn, Lawrence  
Gloeckler and Arthur Walton, November 1993; Memorandum U.S. Department of  
Education to Regional Civil Rights Directors from Jeanette Lim, April 29, 1993

Cross Ref: 0015, ~~Equal Opportunity and NonDiscrimination Policy~~ Equal Opportunity and  
Prohibition of Discrimination and Harassment Including Sexual Harassment

Adopted: 09/12/95

Readopted: 07/13/98

Revised: 01/17/17, \_\_\_\_\_



INSTRUCTION

INDEPENDENT EDUCATIONAL EVALUATIONS

- I. The Oneida City School District has established the following policy on independent educational evaluations for district children with disabilities or for district children who are referred to the Committee on Special Education because they are suspected of having an educational disability and may, therefore, be in need of special education.
- II. Parents of children with disabilities or suspected disabilities have the right under Federal and State regulations to obtain an independent evaluation at public expense under certain conditions. Regulatory standards are outlined in New York State Regulations of the Commissioner of Education, Part 200.5 (g)(1)(i). Additionally, the Federal Regulations (34 Code of Federal Regulations (CFR) 300.503) specify requirements for an independent evaluation.
- III. The purpose of this policy and the ensuing regulation(s) is to explain the rights of parents of children with disabilities, or for children who have been referred to the Committee on Special Education because they are suspected of having an educational disability and being in need of special education services, of their rights to an independent educational evaluation, and of the rights of parents and the responsibilities of the school district with regard to independent evaluations, and to avoid any misunderstandings.

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Oneida City School District

Legal Ref.: 8 NYCRR § 200.1(z) & (ii); ~~8 NYCRR §~~, 200.5 (g); Commissioner's Decision No. 12, 822; January 2002 Filed Memorandum from Rita D. Levay, State Education Department.

Cross Ref.: 8506, Selection, Appointment & Compensation of Impartial Hearing Officers

Adopted: 01/17/17

Revised: \_\_\_\_\_

# Policy

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INSTRUCTION

Draft 9/16/2020  
8302

Not Required **DELETE**

## REGENTS TESTING OPTIONS

School boards are responsible for adopting testing programs which comply with the regulations of the Commissioner of Education and are consistent with the educational philosophy and goals of the School district.

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Oneida City School District

Legal Ref: 8NYCRR § 100.5(a)(4), Schools Executive Bulletin, Office of Elementary, Secondary, and Continuing Education, State Education Department, June/July 1996 – Regents Passing Mark for Non-Regents Student – English, Math, Social Studies – 55 until the entering 9<sup>th</sup> grade class of September 2000

Adopted: 10/14/97

Revised: 05/17/16

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: COMMITTEE CHAIR REPORTS**  
**DATE: SEPTEMBER 14, 2021**

The Committee Chair Reports will be presented.

Audit:

Policy

Curriculum, Instruction  
& Technology

Finance & Facility:

Governance:

**FOR INFORMATION ONLY**



Policy Committee Meeting  
August 25, 2021

Present: Heather Denby, Kurt Gormley, Breyt Coakley, Matthew Carpenter, Stacey Tice, Jim Rowley

Absent: None

8300 – EDUCATIONAL SUPPORT MATERIALS AND PROCEDURES PPOLICY – approved as modified:

- III. A. change “The Board of Education” to The Board of Education (the Board)”
- III. B. change “The Board of Education” to “The Board”
- III. B change “the professional staff” to “the District professional staff”
- III. C. change “The District’s Professional staff” to “ The District professional staff”
- III. D. change “The Board of Education” to “The Board”
- IV. A. 4. change “the professional personnel of the district” to “ the District professional staff”
- IV. B. change “District professional staff to “the District professional staff”
- IV. D. note – reference to policy 8301 REVIEW OF INSTRUCTIONAL MATERIALS is correct. 8301 was last reviewed and approved 6/9/2020 and therefore not included in the packet.

8301.1 – (Regulation) REQUEST FOR RECONSIDERATION OF PRINTED & PUBLISHED MATERIALS – approved as written

8302 – REGENTS TESTING OPTION –approve deletion

8400 – FILED TRIP POLICY – tabled as modified:

- I. change “an Oneida City School District (the district) activity” to “an activity of the Oneida City School district (the District)”
- I. change The Board of Education” to The Board of Education (the Board)”
- II. F. change “cannot be contact” to “cannot be contacted”
- IV. B. 5 – 7 delete these items as they are listed in II. D. – F. and are redundant
- All sections – insert the word “field” in front of all words “trip(s)”
- Committee requested sample filed trip packet(s) to review attachments and ensure we are describing them in this policy accurately.

8400.1 – (Regulation) FILED TRIP REQUEST TO THE SUPERINTENDENT OF SCHOOLS – approve as modified:

- A. add “(attach policy)” and “(attach contract)” to questions toward the bottom of this section
- A. change “terrorist/national/international security reasons” to “ world conditions deemed unsafe”
- C. change “is an issue of national or international security” to “ are world conditions deemed unsafe”

8400.2 – (Regulation) FILED TRIP PERMMISSION SLIP – approved as modified:

- Change “is an issue of national or international security” to “ are world conditions deemed unsafe.

8500 – SPECIAL EDUCATION PROGRAM AND SERVICES – approved as modified:

- Insert “and CPSE” after all CSE references

8501 – PREFERRAL AND DECLASSIFICATION TEAMS – approved as modified:

- I.B. change “AIS (Academic Intervention Services) and ELL (English Language Learners)” to “Academic Intervention Services (AIS) and English Language Learners (ELL)”
- Definitions of prereferral and declassification within the policy

8502 – PROGRAM FOR STUDENTS WITH DISABILITIES UNDER SECTION 504 OF THE FEDERAL REHABILITATIOAN ACT OF 1973 – approve as written

8503 – INDEPENDENT EDUCATIONAL EVALUATIONS – approve as written

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: BOE PRESIDENT REPORT**  
**DATE: SEPTEMBER 14, 2021**

Mr. Jim Maio will give his Board President's Report.

**FOR INFORMATION ONLY**



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: SUPERINTENDENT REPORT**  
**DATE: SEPTEMBER 14, 2021**

Mr. Matthew Carpenter will give his Superintendent's Report.

**FOR INFORMATION ONLY**

**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: ASSISTANT SUPERINTENDENT FOR FINANCE REPORT**  
**DATE: SEPTEMBER 14, 2021**

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

**FOR INFORMATION ONLY**

**TO: MEMBERS, BOARD OF EDUCATION**

**FROM: MATTHEW T. CARPENTER**

**RE: ASSISTANT SUPERINTENDENT FOR CURRICULUM,  
INSTRUCTION & ASSESSMENT REPORT**

**DATE: SEPTEMBER 14, 2021**

Dr. Stacey Tice will give her Assistant Superintendent for Curriculum,  
Instruction & Assessment Report.

**FOR INFORMATION ONLY**



**TO: MEMBERS, BOARD OF EDUCATION**  
**FROM: MATTHEW T. CARPENTER**  
**RE: EXECUTIVE SESSION**  
**DATE: SEPTEMBER 14, 2021**

We are recommending approval to enter into Executive Session for the purpose of the Employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

**RECOMMENDED ACTION**

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

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

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

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