

Regular meeting of the
Oneida City School District
Board of Education

July 1, 2021

Directly following Organizational Meeting at
Administrative Offices



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

Agenda

- I. Meeting Called to Order**
- II. Pledge of Allegiance**
- III. Public Forum (20 Minutes)**
- IV. Consent Agenda**
 - a. Meeting Minutes
 - i. June 8, 2021 Regular Meeting
 - ii. June 14, 2021 Special Meeting
 - iii. June 21, 2021 Special Meeting
 - iv. June 22, 2021 Special Meeting
 - b. Special Education
 - i. Committee on Special Education
 - ii. 504 Committee
 - iii. Committee on Preschool Special Education
- V. Finance**
 - a. Financial Reports
 - b. Appropriation Transfers
- VI. Resolutions**
 - a. Personnel
 - b. Reinstate High School Principal 12 Month
 - c. Appointment of Coaches
 - d. 2021-22 School Comprehensive Education Plan: North Broad Elementary
 - e. 2021-22 School Comprehensive Education Plan: Otto Shortell MS
 - f. 2021-22 District Comprehensive Improvement Plan
 - g. 2021-22 Capital Outlay Project Owner-Architect Agreement
 - h. Excessing of Library Materials – High School
 - i. Resolution Surplusing Certain Real Property
 - j. Resolution Approving Lease Agreement

- k. Lease Agreement: Between OCSD and UCP
- l. Resolution for Standardization: Exit Devices
- m. Resolution for Standardization: Key Cylinders
- n. Yearly Duty Appointments, 2021-2022
- o. Title I School Wide Plans, 2021-2022
- p. Discontinue Interim Superintendent Services
- q. American Recovery Plan Act (ARPA) Project Proposals
- r. OCSD SAVE, 2021-2022
- s. Textbooks, OHS
- t. Textbook, Seneca Street
- u. Donation: Athletic Department

VII. Communications

- a. Committee Chair Reports
- b. BOE President Report
- c. Discussion
 - i. BOE Committee Assignments
 - ii. BOE Retreat
 - iii. New BOE Member Orientation
 - iv. NYSSBA Annual Convention & Education Expo
- d. Superintendent Report
- e. Assistant Superintendent for Finance Report

VIII. Adjournment



Educate • Inspire • Empower

A Message From the Interim Superintendent



Dear Oneida City Schools Families:

Thank you for your support these past four months and your trust in us during this pandemic. It has been an honor to work in Oneida City Schools again this year and to help bring the school year to closure. Most importantly, I am looking forward to graduation on Saturday, June 26, and celebrating as one class on the football field with our families present!

This year has been a challenge for everyone. I feel confident that we can plan on school being back in session five days a week in the fall for all students. The state has not provided us with information on masking and distancing for the fall, but we currently have done well with in-person days and keeping the virus at bay. We have masks, dividers, and cleaning products so we are positioned to return and provide a regular school week. The district has high expectations of returning to regular routines, positive attendance, evening student events, in-person meetings, additional supports for students, and high expectations for all.

A special thank you to Patty Vacca-Spinelli, Interim Assistant Superintendent for Curriculum, Instruction and Assessment, who will also be transitioning out as Dr. Stacey Tice takes over that role on July 1. I am extremely grateful for Patty's time, energy, and efforts to lead our professional development team and to support our students, staff and administration over the past four months. Her care and work will always be remembered.

This summer brings many supports for students. We will be hosting the following programs:

- LEAP Program for current K-2 students from July 12-August 5
- Summer Counts Program for middle school students
- BOCES Regional Summer School for high school students

Please contact your building administrators for more details.

The fall will bring a new beginning and excitement as we heal from going through a pandemic together. We will be building in many intervention programs to help our students with a positive transition. Over this next month, a committee will be reviewing proposals developed by our K-12 staff for programming to be funded through the federal American Rescue Plan Act. ARPA monies are intended to help address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs; to ensure that such interventions respond to students' academic, social, and emotional needs; and to address the disproportionate impact of the coronavirus on different student groups. The community will be provided with an opportunity to give feedback on the selected programs before the final draft is presented to the Board of Education and submitted to the State Education Department. We are hopeful that the funding will provide supports to ensure all students succeed.

It has been my pleasure working with all of you. My thoughts and well wishes will always be with the Oneida City School District. I look forward to transitioning Mr. Matthew Carpenter into the district as your new Superintendent of Schools, effective July 19.

Sincerely,

Dr. Kathleen M. Davis
Interim Superintendent



Students Create Butter During Science Lesson

Fourth graders at North Broad Street Elementary School had a hands-on science lesson by turning cream into butter to study how matter changes.

Students learned that the fat molecules in heavy cream bounce against one another and start to form a solid, turning into butter and leaving behind buttermilk.

After making the butter, students wrote "how to" essays with the steps for butter-making.



Welcome, Mr. Carpenter!



The Oneida City School District Board of Education appointed Matthew Carpenter as its new Superintendent of Schools at its May 25 meeting. He will join the district on July 19.

Mr. Carpenter has served as the Director of Early Childhood Education for the Syracuse City School District since 2018, overseeing approximately 2,000 students in 19 school-based pre-k programs in Syracuse as well as 25 pre-k programs at community agency

sites. He also collaborates with school building leaders and department heads throughout the Syracuse district, and he led an initiative to select a new universal screening tool for students entering pre-k. Prior to his current role, he served as an Elementary Principal in Solvay, where he led a School Climate and Culture initiative, and a PreK-8 Principal in Syracuse, where he led the building through a Turnaround Process and served as a District Principal Mentor. He began his career teaching in Baltimore City Public Schools. He later served as the Principal of a Baltimore elementary/middle school that he led out of its state corrective action designation, helping the school earn a Most Improved designation.

Mr. Carpenter holds a bachelor's degree in Elementary Education from Elmira College and a master's degree in School Administration from the College of Notre Dame of Maryland. He currently holds administrative certifications in Maryland as well as NYS Building Leader and District Leader certifications. He also completed the Superintendent Development Program through SUNY Oswego.

"I am honored and humbled to have been selected as the next Superintendent of the Oneida City School District. I found the candidacy process to be reflective of the values of the district and community, and I thoroughly enjoyed meeting with students, parents, community members and staff!" Mr. Carpenter said. "I look forward to partnering with all stakeholder groups and the Board of Education as we work together to provide the best opportunities possible for the students and community of the Oneida City School District."

Students Clean Beach Area



The High School Environmental Club visited Sylvan Beach on May 23 to help clean up the shoreline area. Thanks to the club members and advisor Mr. Goggins for organizing the effort.

Mullen Named Special Ed Director



Dear Oneida Families,

It is with great pride and excitement that I introduce myself to you as the newly appointed Director of Special Education and CSE Chair. I am honored to have the opportunity to serve Oneida in this new role. I have been dedicated to the field of education for more than 14 years. I have had the opportunity to work with students from kindergarten through 12th grade in two local school districts. Over the last two years, I have had the pleasure of working here in Oneida.

Before arriving in Oneida, I worked for Utica City Schools as a teacher, Instructional Data Coach and AIS Facilitator, and interim principal. I also facilitated curriculum teams, participated in professional development planning, and have written and worked collaboratively with staff on School Comprehensive Education Plans. I'm excited to bring my knowledge, experience, and leadership to the Special Education Department.

During the 2019-2020 school year, I was the Principal at Durhamville Elementary School. The staff, students, and community gave me a warm welcome and we collaborated to establish procedures, protocols, and consistent student management. I was most impressed by the investment the staff in the building had to cultivate a positive school culture. We worked together to provide events and activities such as Winter Fun Day, Wellness Night, and a pandemic-friendly 5th Grade Moving Up Ceremony.

When the district restructured the administrative team, I moved to Oneida High School as the Assistant Principal for 2020-2021. At the High School, I have been fortunate enough to work with a dedicated and impressive staff. Over the last two years, I have built a strong connection to the Oneida staff, students, and community. I am proud to work in Oneida and will continue to strive for all students to reach their full potential.

Sincerely,
Danielle Mullen

Drumline To Play At Middle School



DownBeat Percussion, the official drumline of the Buffalo Bills, will visit Otto Shortell Middle School on June 24 to perform a lawn concert for students. They previously visited OSMS in June 2018.

PLC Builds Drones



OHS Technology Teacher Pete Gillander hosted a recent meeting of the regional Drone Technologies PLC (professional learning community). Teachers from four other districts attended the meeting, which was facilitated by the Mid-State Teacher Resource Center at Madison-Oneida BOCES.

Members have been learning about and building drones to be flown by FPV (First Person View). The drones were completed, programmed and prepared for flight during the OHS meeting, and several students had an opportunity to experience FPV flying. The PLC has been a great experience for both teachers and students.

Library Creates Book Walk At North Broad

Who doesn't love to enjoy a good book, sunshine and time with family and friends? During the first weeks of May, the Oneida Public Library organized the "OPL Book Walk" at North Broad Street Elementary School. This gave students, families, and classes an opportunity to enjoy the book "I'll Always Love You," by Paeony Lewis.

A huge thank you to the Oneida Public Library for their continued partnership and passion for finding new ways to celebrate reading in our community.



High School Enjoys BBQ Celebration

OHS students and staff enjoyed a school-wide barbecue on a beautiful Friday in May to help celebrate the end of the school year.



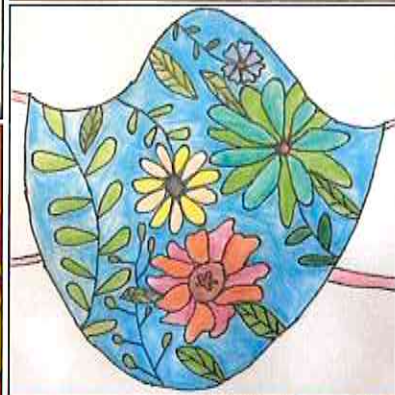
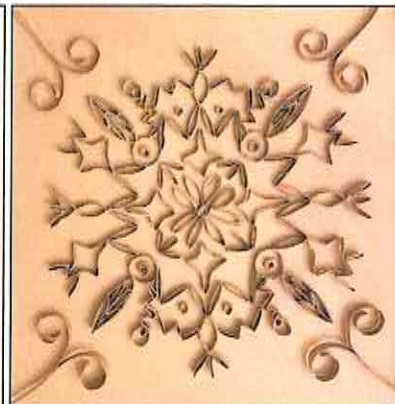
Art Department Hosts Two Student Exhibits

The Oneida Art Department hosted two student exhibits this month to display the talent and creativity of art students districtwide.

The traditional District Art Show moved to a virtual format this year. Using a Google Site, teachers were able to share pieces from all buildings, grade levels and art classes.

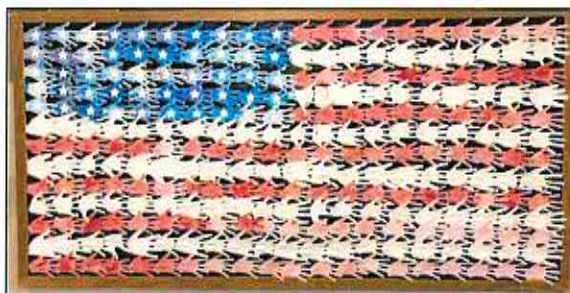
A small sampling of those pieces are here, and the entire online exhibit can be found here: <https://sites.google.com/ocsdny.org/ocsd-art-show/home>.

In addition, the AP Art program hosted an in-person Senior Exhibit to allow students from both last year and this year to display their work.



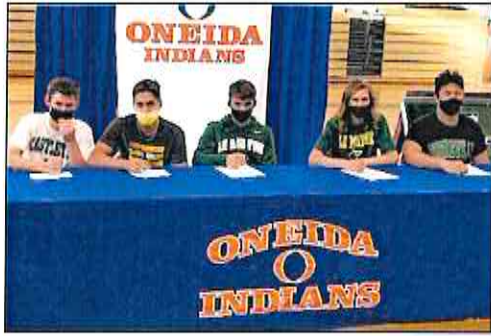
Durhamville Creates Flag Display

While students learned about the traditions and origins of Memorial Day, Ms. Grunwald helped Durhamville students create a U.S. flag from hand cutouts.



Each student drew and colored hand silhouettes to form a collaborative flag that helps pay tribute to our service men and women. The flag is on display in the school main lobby.

OHS Lauds Athletic Commitments



The Athletic Department held a commitment celebration this spring to recognize our senior student-athletes who have committed to participate on a collegiate athletic team.

Pictured from left to right: Zack Durr (track at Castleton University), Aidan Hicks

(swimming at Baldwin Wallace College), Ajay Hicks (swimming at LeMoyne College), Sydney Lusher (basketball at LeMoyne College), and Kwon Schneider (football at Morrisville State College).

Coach Hicks Earns 200th Win

Coach Todd Hicks earned his 200th career victory in boys tennis on May 17, when Oneida defeated Camden 5-0. He is in his 17th season of coaching boys varsity tennis and this year, his three sons play on the team.

Hicks has also coached the girls varsity team for 19 seasons, where he has more than 300 wins. His daughter is a current member of that team.

In addition to coaching, Hicks is the section chairman for both boys and girls tennis.



Unified Team Back On The Court



Once sports restarted this spring, Oneida fielded a number of interscholastic teams - among them, Unified Basketball.

Unified Basketball is a collaborative effort between the New York State Public High School Athletic Association (NYSPHSAA) and Special Olympics. Oneida is one of six schools in the Tri-Valley League that participates in Unified Sports, which include both students with disabilities and typical students playing side-by-side.

This year's Oneida roster includes: Richard Bouchard, Haleigh Chenel, Nicholas Crafton, Micah Lenning, Trinity McShane, Ryleigh Relyea, Jamie Siple, Christopher Thompson Jr., David Tilbe Jr., and Owen Taylor. They are coached by Kristin Robinson.

Group Spreads Positivity Over Social Media

The members of Teens for a Better World at the high school have been spreading positivity throughout the school district, community, and beyond. Every Wednesday, they post positive Instagram messages to the Oneida City School District Instagram page. Follow the district page to see their posts each week!

This month students also sent messages to children at St. Jude's Children's Research Hospital, and next month they will be continuing their community service as they send messages to the elderly through the organization Letters for Rose.



1:1 iLearning Initiative Summer Information

The Oneida City School District will be allowing students to keep their school-issued Chromebooks over the summer. The 1:1 iLearning Initiative brings us closer to fulfilling our vision of "anytime, anywhere" learning. Technology is a part of our culture and continues to be embedded as a regular part of the process of how our students learn. Keeping the same device from year-to-year also promotes student ownership and drastically reduces the amount of instructional time lost to collection and distribution of Chromebooks each year.

Senior collection of Chromebooks will take place the week of June 14th at Oneida High School. Please turn in your Chromebook to the OHS library. Additionally, on June 16th, there will be a table set up in the main lobby of the auditorium for seniors to drop off their Chromebooks and chargers before entering the auditorium for pictures. Please make sure that the Chromebook is returned with both parts of the assigned charger.

Students in grades PK-11 are encouraged to use their Chromebooks to pursue academic learning, hobbies, and other passions over the summer as long as those pursuits are appropriate on a school-issued device. High school students should also consider using summer months to research job opportunities, colleges, or apply for scholarships.

Hotspots in grades PK-12 will be collected starting the week of June 14th until the last day of school. Please turn in all hotspots to the classroom teacher, library, or main office. All hotspot plans will be turned off for July and August. More information on how to get a hotspot again in the fall will be shared out in September.

If a student does not intend to use the device over the summer, we ask families to consider storing the device safely at home. Home storage guarantees that the student will have access to their assigned Chromebook on the very first day of school in September. These devices do not require regular maintenance over the summer and can be safely stored on a shelf with the charger nearby. If the device will not be used, we asked that the Chromebook be stored according to storage guidelines below. Failure to follow these steps could cause the Chromebook battery to reach a critically low charge and could result in permanent failure of the battery which will result in the student not having access to a Chromebook until the IT department can repair it.

How to store your unused Chromebook over the summer:

- Connect device to charger and turn on.
- With the AC Adapter still connected to the device, put the device in "Battery Cut-off mode." Hold Refresh + Power at the same time for at least 3 seconds.
- While holding these keys, remove the power cable from the device, and then release the keys. The device should shut down and remain off.
- Attempt to power the unit on using the power button.
- If the unit does not power on, you have completed the steps and can safely store the system.
- If the unit powers on, you should repeat steps 2 to 5.
- Store it in a cool, dry place.
- Please do not attempt to physically remove the battery.
- To use the Chromebook again, you will need to plug the power supply into the Chromebook for a few seconds, then power it on.

All Chromebooks and @ocsdny.org accounts will continue to be filtered according to local, state, and federal policies and will remain the property of the Oneida City School District. Technical Support for Chromebooks that are broken or fail to work properly must be reported to the Technology Department by filling out a ticket <https://osticket.oneidacsd.org/>. Any damage to the devices will be repaired in the fall. Do not take district-owned Chromebooks to an outside computer service for any type of repairs or maintenance as this may void any warranty. A lost or stolen device should be reported immediately to the building principal or in the ticket system, OSTicket. Families who move over the summer can return their device(s) Monday-Friday between the hours of 7:30 AM and 3:30 PM to any building secretary or principal. Be sure to return the Chromebook and both ends of the power supply.

For any questions about the 1:1 iLearning initiative, please contact any building principal or Genevieve Brauner, Administrator for Technology and Special Programs, at gbrauner@oneidacsd.org, or visit www.oneidacsd.org.

Seniors: Save Your OCSD Files

After you graduate, the Oneida City School District Information Technology Department will delete the following data by July 1, 2021:

- Your OCSD Secure Network Access - @oneidacsd.org
- Your Google account – @ocsdny.org
- Any files stored on the OCSD file server / home directory
- Any files stored, created, or shared within Google Apps including Drive, Docs, GMail and Classroom - @ocsdny.org
- Any app or extension that is tied to the @ocsdny.org account

What steps can I take to prepare for the deletion process?

Any files that you want to keep, will need to be downloaded. Files can be saved to a flash drive or copied to another online service. USB flash drives will need to be provided by the student. Listed below are steps you can take:

For any original files and folders created within the @ocsdny.org account, students can transfer ownership to another Google account using Google Takeout.

- On your school account, go to Transfer your content using the link below: <https://takeout.google.com/transfer>
- Enter the email address of the Google Account where you want to copy your content.
- Select Get code.
- On your Google Account, check your Gmail inbox for a confirmation email from Google. In the email, select Get confirmation code. A new tab will open with a code.
- On your school account, go back to the "Transfer your content" page. Enter the code, and then choose Verify.
- Choose the content you would like to copy, and then select Start transfer.
- The copy process usually happens within a few hours, but it can take up to a week.
- Copied files might appear in batches on your Google Account during the copy process.
- When your files are finished copying, you will get an email at your Gmail address.

For any original files and folders created within the @ocsdny.org account, students can run an export to .zip their files using Google Takeout. See this link for more information <https://www.google.com/settings/takeout>

- Create a personal Google account
- Log into your @ocsdny.org account
- Check the file / folder you want to transfer
- Click Next Step
- Select your delivery method
- Select your frequency to 'export once'
- File type should be .zip (zipped file condenses the files)
- File type is 2gb. Anything over 2gb might not open on older operating systems.
- Click Create export

Any files shared within the @ocsdny.org account that are not student originals will need to be downloaded and saved using another method.

- Files can be downloaded from any computer with Internet access.
- Log in to your @ocsdny.org Google Apps account on a personal computer
- Right click on the document, presentation, spreadsheet, or folder
- Click Download

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Students Tour New Public Library

A big thank you to the Oneida Public Library and Mrs. Gillander for taking the time to give each Seneca Street classroom a tour of our new local library while also encouraging a love of reading and learning. Every student was given the opportunity to get a library card and check out their first book. We hope all our families will take advantage of the amazing opportunities the library has to offer this summer!



First Graders Practice Reading

During Superkids Reading, students have learned about the following vowel teams: ee, ea, oa, ai, ie and ue. Students continue to practice reading and writing words that include vowel teams in the beginning, middle and end of words. Students in first grade are really showing their skills as they continue reading more and more each day.



North Broad Unveils Lego Display



For months, our North Broad Huskies have been asking what our Lego Project was going to be. Those of us who knew were sworn to silence...until now! Each of the 12 base plates that our students helped assemble with thousands of Lego pieces were part of this amazing Husky picture!

A huge thank you to Mrs. Peebles of the North Broad PTO for creating and overseeing this project. Once it is professionally framed, this Husky artwork will have a forever home in our school. This project is proof that, although we have been apart for most of the year, we can still accomplish amazing things together!

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Seniors: Save Your OCSD Files

- When the download dialog box appears, click open
- Once file is open, click file > save as
- Click Browse
- Choose where you want to save your document
- Alternatively, you can go to the "My Drive" folder within your Google drive. Select all the folders and files Right Click and Choose download. Then you can copy that .zip file to your USB drive.

If you have any files saved to your home directory in school (H: drive) and need copies of those files, please use a USB to save your files or contact your school counselor to work with the IT department.

The Tale of the Tooth Fairy Letter

Once upon a time, in a land called Willard Prior Elementary, a kindergartener named Benjamin lost (as in couldn't find) his newly-lost (as in out of his mouth) tooth at school, and his teacher went through great lengths to ensure her student would still receive a visit from the Tooth Fairy.

The saga unfolded like this: Benjamin was eating a cheeseburger at lunch and his tooth fell out. (Hooray!) But then, he misplaced it in the classroom. (Oh no!) Benjamin and his teacher, Miss Cassidy Zeller, searched and searched but couldn't recover the treasure. So the nail-biter on the table was: If there was no tooth, would The Fairy come and leave a prize? (Hearts were racing!)

Miss Zeller to the rescue! She wrote a letter to the Tooth Fairy on Benjamin's behalf.

"As a trained teacher, I can verify there is definitely a gap in Benjamin's teeth that was not there this morning. Please accept this letter as official verification of a lost tooth," she wrote.

Lo and behold, the Tooth Fairy wrote back. (No way!) Using her official letterhead – noting an address of 1213 Molar Lane, Incisor, NY – Ms. Fairy noted that the letter could stand in the place of the actual tooth.

"Your professional evaluation is not only greatly appreciated but also just what I needed!" she wrote.

She subsequently notified Benjamin's parents of the incident and updated his tooth file, and she advised Benjamin to transfer his search-and-recovery efforts to practicing his handwriting. (Applause!)

And they lived happily ever after.



Z Club Hosts Alcohol Awareness Day



The high school's Z Club hosted an Alcohol Awareness Day to help their peers better understand the dangers of underage alcohol use.

Thanks to a generous donation from Bridges, Madison County Council on Alcoholism and Substance Abuse, students handed out pencils and hand sanitizer with information on saying no to alcohol. Officer Bailey and Officer Gacek were also in the school during lunch periods to answer students' questions. Z Club members Kara Young, Hannah Loosman and Maddison Watters led the initiative, with help from therapy dog in training Cassie.

Summer Playground Rules

As you know, the safety of our students is our most important priority. OCSD has worked hard to implement elementary playground rules due to an increase in inappropriate behavior during the late afternoon and evening hours over the last few years. Individuals who were much older in age, unsupervised, or had no affiliation with our school were making it so our students and families were not able to enjoy the playground. Parents and families deserve to enjoy the playground with their children.

In collaboration with the Oneida Police Department, we have seen a dramatic improvement in the safety of our playground. Continuing this summer, the OCSD and OPD will strictly enforce the rules below. As the weather becomes warmer, we want to remind all families about these playground rules.

Thank you to the Oneida Police Department for their continued partnership and shared vision of keeping our students safe. It's important that parents and families report any concerns immediately to the Oneida Police Department. It truly takes a village to implement this type of change and to send the message that our kids deserve a playground free from inappropriate behavior, language, and actions.

ADMINISTRATION

Dr. Kathleen M. Davis
Interim Superintendent

Mr. James Rowley
Assistant Superintendent for Finance

Ms. Patricia Vacca
Interim Administrator for
Curriculum & Instruction

Ms. Genevieve Brauner
Administrator for Technology
& Special Programs

Mr. Kevin Healy
High School Executive Principal

Ms. Danielle Mullen
High School Assistant Principal

Dr. Stacey Tice
High School Assistant Principal
& Athletic Director

Ms. Amanda Larson
Otto Shortell Middle School Principal

Mr. Brian Gallagher
Durhamville Elementary Principal

Mr. Eric Coriale
North Broad Elementary Principal

Ms. Penny Houser
Seneca Street Elementary Principal

Ms. Moira Yardley
Willard Prior Elementary Principal

Ms. Lori Cimpi
District Registrar

Ms. Karen Brouillette
Transportation Director

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Mr. James Maio, *Vice President*

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Ms. Heather Denby
Mr. Martin Kelly
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CONTACT US

Phone: 315-363-2550
Web: www.oneidacsd.org
Social: @OneidaCSD

Seneca Street Plants Garden



Mrs. Mahardy provided a way to make her 4th grade student's Living Things Science unit come alive with hands-on learning that teaches not only the intended subject but also responsibility, teamwork and respect for nature. Students were able to plant various vegetable seeds, watch the seedlings grow, measure their growth rate and distinguish the similarities and differences in the needs of various vegetable plants. With some help from Mr. Haas (pictured), these Seneca Street 4th graders were also able to learn how to prepare the ground for planting.

Our 5th Graders Are Movin' On Up!

They did it! Our 5th graders have finished elementary school and are ready to be 6th graders, where they will meet new friends, celebrate more independence and set new goals. Congratulations and we are so proud of each of you!

Durhamville: Balbuena-Brown, Kelila; Bandera, Mason; Becraft, Alexis; Beers Musacchio, Landen; Bouchard, Gabrielle; Bush, Nicholas; Bruinsma, Ezekiel; Butler, Ainsley; Cardinale, Zackary; Cashman, Preston; Catello, Sydnee; Clark, Courtney; Coonrod, Roberta; Cortes, Micaela; Crowley, Brandon; Cyphert, Sarah; Dougherty, Dylan; Foster, Alyssa; Gordon, Carly; Griffin, Mackenzie; Griffiths, Jacob; Grundy, Tyler; Hatch, Mark; Heiden, Danielle; Jackson, Thomas; Janczuk, Aubree; Janes, Nicholas; Jeck, Brayden; Kinney, Ethan; Kleiboer, Christopher; Lawrence, Isabella; O'Herien, Parker; Owens, Dakota; Palmer, Evan; Pawlikowski, Aleena; Peebles, Emmalynne; Philo, Savannah; Rafte, Leah; Stoddard, Caleb; Torres, Toby; Vaccaro, Maria; Wilhelm, Aiden; Woody, Aerielle

North Broad: Alter, Alex; Balbuena, Bradley; Becker, AnnaBeth; Bender, Justin; Burkhart, Xander; Candee, Isabella; Clinch, Sloane; Confer, Lucas; Domena, Loki; Gibson, Nayelih; Gregory, Christian; Haldenwang, Kendrah; Hall, Mary; Houseknecht, Hayley; Howe, Jonathon; Joslyn, Lucas; Kampf, Traci; Kouselas, Madalynn; Kouselas, Nicholas; Mathieu, Angelina; McCanny, Peyton; Milana, Jack; Nadreau, Gabriella; Pizon, Madelynne; Roth, Liam; Sihapanya, Julian; Stout, Alyssa; Stout, Carter; Tillery-Johnson, Kiy; Todd, Mailicia; Vanderworken, Allison; Wallace, Queshaun; Wetherell, Dahlia; York, Abigail

Seneca Street: Albro, Nikole; Armitage-Leuthauser, Liliya; Brown, Caleb; Burdick, Grace; Cannistra, Daniella; Case, Cole; Chen, Anthony; Christensen, Isaac; Duimstra, Ryan; Endemann, Kasey; Farley, Brayden; Gallagher, Kendayl; Ghrayyeb, Sebastian; Gillander, Dean; Kaiser, Matthew; Kimball, Audrey; Kornbluth, Liam; Mahony, Catrin; Marsh, Christopher; McCormick, Courtney; Merrifield-Orcutt, Ariana; Mierek, Eli; Myatt, Molly; Oster, Thomas; Pinkard III, Jerry; Ridgeway, Ella; Sparace, Addison; Storey, Xavier; Worden, Peyton

Willard Prior: Barker, Savanna; Bartlett, Lillian; Britton, Danny; Cureton, Trevor; Dietrich, Shane; DeGroat, Alyssa; Eastman, Frank; Gaw, Julia; Houck, Elisha; Houghtalen, Evan; Kennedy, Emily; Kissel, Alexis; Maine, Micah; Meachum, Aiyana; Mulpagano, Jude; Olmstead, Addyson; Thomas, Connor; Truitt, Zion; West, Howard; Wilson, Karma

JUNE 14, 2021



North Broad Street News

Be Safe * Be Kind * Be You



Thank you to the NB PTO for supporting special events during the last week of school. More info coming soon for three "Fun Days!"

Monday, 6/21

Mahler Animal Farm

Ice Cream Truck

Tuesday, 6/22

Movie Day

Snack Bar

Thursday, 6/24

Fun Day at Vet's Field

Hot Dog Lunch

Updates/Reminders

1

LAST DAY OF SCHOOL

Please note that the last day of school for elementary students is Friday, June 25th. **Students will be dismissed at 11:00am** and lunch will be sent home with students.

2

MANNERS MATTER

This week, our manner of the week is:

When an adult asks you for a favor, do it without grumbling and with a smile.

3

OUTDOOR MASKS

In accordance with updated guidance from NYS, students are able to remove their masks while outdoors (i.e. PE class, recess, special events, etc). Students who prefer to wear masks are welcome to keep them on.

North Broad Street Elementary						
Be Safe, Be Kind, Be You						
June 2021						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
		Specials: PE/Music	Virtual Wednesday: Specials: PE/Art/Music	Specials: PE/Art	Specials: PE/Art	
6	7	8	9	10	11	12
	Specials: PE/Music	4th Grade NYS Science Test OCSD BOE Meeting, 6pm Specials: PE/Music	Virtual Wednesday: Specials: PE/Art/Music	Specials: PE/Art	Specials: PE/Art	
13	14	15	16	17	18	19
	Specials: PE/Music	Specials: PE/Music	Virtual Wednesday: Specials: PE/Art/Music	Specials: PE/Art	5th Grade Virtual Field Trip Specials: PE/Art	
20	21	22	23	24	25	26
	NB Fun Day #1 Specials: PE/Music	NB Fun Day #2 5th Grade Moving Up Ceremony (Virtual), 12:30pm Specials: PE/Music	Virtual Wednesday: Specials: PE/Art/Music	Specials: PE/Art	Dismissal at 11am Have a great summer! Report Cards Sent Home Specials: PE/Art	
27	28	29	30			
		Important Reminder: *Please note that the events on this calendar may change as we move throughout the school year. A newsletter will be sent to families weekly with the current and next month's calendar to keep families updated. Thank you for your patience, flexibility, and support!				

On the Menu

Meal	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Cold Cereal Toast Milk, Juice, Fruit Cup	Muffin or Breakfast Bar Toast Milk, Juice, Fruit Cup	Cold Cereal Milk, Juice, Fruit Cup	Cold Cereal Toast Milk, Juice, Fruit Cup	Muffin or Breakfast Bar Toast Milk, Juice, Fruit Cup
Lunch	Grilled Chicken Wrap Macaroni Salad Salsa Assorted Fruit Cup Cheese Pizza PBJ	Sloppy Joe/Roll Carrots Baked Beans Fruit Cup/Apple Cheese Pizza PBJ	Toasted Cheese Green Beans Tostitos/Salsa Assorted Fruit Cheese Pizza PBJ	Beefy Soft Taco Corn/Salsa Lettuce Cup Assorted Fruit Cup Cheese Pizza PBJ	Cheese or Garlic Pizza Carrot Sticks/Dip Assorted Fruit Cup PBJ



June



Willard F. Prior Newsletter 2021

Letter from the Principal

Happy June, everyone! This has been a year like no other! I am so proud of all Willard Prior students and families for your kindness, support, perseverance and achievement all throughout the year. Whether your child is just starting his/her educational career or is leaving us this year for OSMS, your support has helped him/her to achieve in ways no other student has ever achieved! THANK YOU, PARENTS!

The staff and I have started to plan end of year activities for and with your children. We will host a "field day" for students on June 24th. It will mirror all of our social distancing, mask wearing and cleanliness standards that we have upheld all year. Students will engage in activity centers in the morning if they are K, 1 or 2 and pre-k and in the afternoon if they are in 3-4-5 and PM Pre-k. Between session stations and AM/PM items will be cleaned. Weather permitting, all students will eat outside with their class and continue social distancing as per usual.

Looking ahead to next year, Willard Prior needs your help! Please consider joining our Willard Prior Parent – Teacher Organization. Being involved in your child's educational experience is one of the best ways to support your child's achievement at school. The PTO supports and creates memorable activities and programming through fund raising efforts for all Willard Prior Students. The next PTO meeting is scheduled for June 8th at which time new PTO officers will be elected to hold office for the next 2 years. Being involved in PTO is one of the best ways to support your child, become involved in our school and change student's lives through volunteering your time. We look forward to seeing new members with new ideas and energy!

Have a great remaining few weeks of school and an enjoyable summer. As of right now – we are scheduled for full days of school right up and including June 25, 2021. Please stay tuned for any changes that may occur with the schedule.

Sincerely,
Moira S. Yardley
Principal



Stay reading this summer!

See what the new Oneida Library has to offer! ***Did you know that they rent out BIKES???*
Check them out!

<https://www.oneidapubliclibrary.org/>



It may be time for your child to get their yearly physical. Summer is a great time to get this out of the way!

Give your provider a call and schedule one today! Request a copy be faxed to the nurse at 866-935-7088. Thank you and have a great summer!

✧ Renee Fuller



LUNCH

JUNE 2021

ONEIDA CITY SCHOOLS

Monday

Tuesday

Wednesday

Thursday

Friday

	Cheeseburger on a Bun	Toasted Cheese Sandwich	Sweet & Sour Meatballs / Rice	Cheese or Garlic Pizza
	French Fries / Veggie Juice	Green Beans / Tostitos / Salsa	Broccoli / Whole Grain Roll	Carrot Sticks/ Dip
	Assorted Fruit Cup	Assorted Fruit	Assorted Fruit Cup/Orange	Assorted Fruit Cup
	BBQ Roasted Chicken / Roll	Toasted Cheese Sandwich	Pasta and Meat Sauce	Cheese or Garlic Pizza
	Mixed Veggies / Rice	Green Beans / Tostitos / Salsa	Broccoli (steamed) / Roll	Carrot Sticks/ Dip
	Assorted Fruit Cup/Apple	Assorted Fruit	Assorted Fruit Cup/Melon	Assorted Fruit Cup
	Sloppy Joe / Roll	Toasted Cheese Sandwich	Beefy Loaded Soft Taco	Cheese or Garlic Pizza
	Carrots / Baked Beans	Green Beans / Tostitos / Salsa	Corn / Salsa / Lettuce Cup	Carrot Sticks/ Dip
	Assorted Fruit Cup / Apple	Assorted Fruit	Assorted Fruit Cup	Assorted Fruit Cup
	Cook Choice	Toasted Cheese Sandwich	Cooks Choice	Cooks Choice
	Sweet Fries / Baked Beans	Green Beans	Broccoli / Whole Grain Roll	Carrots
	Assorted Fruit Cup	Assorted Fruit	Assorted Fruit Cup	Assorted Fruit Cup
	Corn / Tostitos and Salsa	Green Beans	Cooks Choice	Cooks Choice
	Assorted Fruit Cup	Assorted Fruit	Assorted Fruit Cup	Assorted Fruit Cup

SERVED DAILY

***Menu Subject to Change**

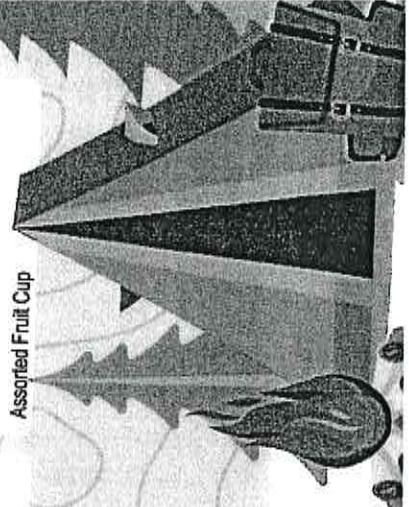
Ala Carte Daily Choices

Assorted Fruit Cup AND/OR Fresh Fruit

CHOICE OF MILK—FAT FREE WHITE, FAT FREE CHOCOLATE, OR FAT FREE STRAWBERRY & 1% WHITE

K-8 -PB&J Sandwich or Cheese Pizza

9-12 -Cheese Pizza or Asst. Salad or Chicken Patty



June 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8 8 am WP PTO Mtg.	9	10	11	12
13	14	15 6 pm BOE Mtg. @ Costello Building	16	17	18	19
20	21	22	23	24	25	26
Father's Day				WP Fun Day Activities!	LAST DAY OF SCHOOL FOR STUDENTS! - REPORT CARDS GO HOME FULL DAY OF SCHOOL	OHS Graduation 9 am
27	28	29	30			

Summer Challenge,

While enjoying your summer, take on this challenge. Hang these calendars on your refrigerator & complete as many as you can. If you complete 30 or more, bring the calendars to school on the first day of the new school year for a special surprise.










Enjoy your summer!!

Mrs. Yardley

Note: Fill in the month and dates, and post this calendar on your refrigerator. Then, encourage your child to do an activity a day.

Home & School Connection®

Daily Calendar







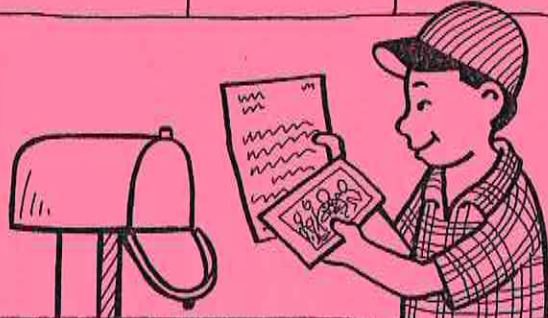
MONTH						
July						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		<p>Write a "calendar story." Each day of the month, the date tells you how many words to add to your tale. Write one word on the 1st, add two words on the 2nd, add three words on the 3rd, and so on.</p>	<p>Be a kindness crusader! Start a mission to do "random acts of kindness." <i>Examples:</i> Compliment someone. Pick up litter at the park.</p> 	<p>1 Ask relatives about their jobs. What are their duties? How did they train? What do they like best about their work?</p>	<p>2 Read a book with a parent. Afterward, ask each other questions about it. <i>Example:</i> "Which character would you like to meet? What would you say to him or her?"</p>	<p>3 Make up personalized word problems for each other. A problem for a parent who gardens might be: "You have 4 rows of tomato plants. Each row has 3 plants. How many plants are there in all?"</p>
	<p>4 Research your favorite animal in library books or online. Tell a parent what you learn about the animal's habits.</p>	<p>5 Do an activity that takes perseverance. You might build a house of cards, learn to crochet, or teach your dog a new trick.</p> 	<p>6 Pick a word you write frequently, such as <i>great</i>. With a parent, take turns coming up with synonyms (words with similar meanings). <i>Examples:</i> <i>terrific, cool, stupendous.</i></p>	<p>7 Show empathy for someone today. If it's hot outside, offer water to the mail carrier. If a sibling is nervous about a test, write an encouraging note.</p>	<p>8 Find creative uses for items you find around the house. Kitchen tongs might help you reach a toy that fell behind the couch. Or glue expired coupons on index cards and invent a card game.</p>	<p>9 Draw a map of a familiar place like the park or the grocery store. Label the areas, and include a key. <i>Example:</i> ♥ = produce section \$ = checkout lanes</p> 
<p>11 Use a ruler and pencil to draw straight, crisscrossing lines on paper. Color each type of shape you create with a different color crayon. <i>Examples:</i> blue triangles, yellow trapezoids.</p>	<p>12 Play a memory game. Each player says three words (<i>pizza, cat, dollar</i>) for the other person to repeat in reverse order (<i>dollar, cat, pizza</i>). Try again with four words.</p>	<p>13 Read lists of ingredients on foods in the pantry and refrigerator. How many contain sugar? (<i>Hint:</i> Sugar has many names, and some end with <i>-ose</i>, such as <i>glucose, fructose, and sucrose.</i>)</p>	<p>14 Put spice jars in ABC order. Smell unfamiliar spices like cumin or thyme. What foods might taste good with them?</p> 	<p>15 Have a conversation with someone, and role-play listening respectfully. Then, take turns interrupting each other while you chat. Which is more pleasant?</p>	<p>16</p> 	<p>17 Each day, draw a symbol (sun, raindrop) for the weather on a sticky note. After a month, arrange the notes to make a graph. Which type of weather was most common?</p>
<p>18 Interview a family member and write a short biography. Include the person's birthday, hobbies, and goals.</p>	<p>19 Deal 10 playing cards to each family member. Make the longest pattern to win. Use colors (red, black, black, red, black, black) or numbers (odd, even, odd, odd, even, odd, odd, even).</p>	<p>20 Be a helpful neighbor. You might offer to take trash cans to the curb or water flowers for a mother with a new baby.</p> 	<p>21 Play a game that involves money, such as Monopoly or Life, with family or friends. Be the banker—you'll practice handling money and making change.</p>	<p>22 Hold a backward spelling bee! Take turns giving each other words from your spelling list or a dictionary. Write the word, then spell it aloud backward. If you misspell it, you're out. The last player to spell a word correctly wins.</p>	<p>23 Engineer something from a favorite book. You might weave yarn around a hula-hoop to make a spider web from <i>Charlotte's Web</i> (E. B. White).</p> 	<p>24</p> 
<p>25 Brainstorm examples of tattling (trying to get someone in trouble) vs. telling (getting help). For instance, "She touched my toys" is tattling, while "My friend is being bullied" is telling.</p>	<p>26 Read poems aloud. Focus on rhythm by drumming along on a pot with a wooden spoon. Which syllables are emphasized?</p>	<p>27 Plan a special "friendship night." You and a friend can take turns choosing activities like dancing to music or shooting hoops.</p>	<p>28 Close your eyes, spin a globe, and point to a location. Then, learn about the place by reading library books or researching it online (try <i>kids.nationalgeographic.com</i>).</p>	<p>29 Discover family history by becoming a pen pal with an older relative. You might tell the person what you're learning in school and ask to hear family stories.</p>	<p>30 Write a "calendar story." Each day of the month, the date tells you how many words to add to your tale. Write one word on the 1st, add two words on the 2nd, add three words on the 3rd, and so on.</p>	<p>31 Be a kindness crusader! Start a mission to do "random acts of kindness." <i>Examples:</i> Compliment someone. Pick up litter at the park.</p>

Note: Fill in the month and dates, and post this calendar on your refrigerator. Then, encourage your child to do an activity a day.

Home & School Connection®

Daily Calendar

MONTH
August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>1 Discover family history by becoming a pen pal with an older relative. You might tell the person what you're learning in school and ask to hear family stories.</p>	<p>2 Write a "calendar story." Each day of the month, the date tells you how many words to add to your tale. Write one word on the 1st, add two words on the 2nd, add three words on the 3rd, and so on.</p>	<p>3 Be a kindness crusader! Start a mission to do "random acts of kindness." <i>Examples:</i> Compliment someone. Pick up litter at the park.</p>	<p>4 Rewrite a fairy tale by changing the characters and setting. For instance, change "The Three Little Pigs" to "The Three Little Jaguars." The story could take place in a rain forest.</p>	<p>5 Look on the bright side by thinking of silly ways a minor annoyance could be worse. ("I forgot to match my socks, but at least I didn't forget my pants!")</p>	<p>6 Observe the effects of water pollution. Fill a clear jar halfway with water. Each day, add a new "pollutant" (soil, vegetable oil, toothpaste).</p> 	<p>7 Write a thank-you note to someone who helps you. You might thank a friend for recommending a book or a parent for making you a special snack.</p>
<p>8 Do a jigsaw puzzle—but first, read the dimensions on the box. Then, measure tabletops to find one that's big enough.</p> 	<p>9 Team up with family members to do a home project. You might organize the pantry or garage, rearrange furniture, or wash the car.</p>	<p>10 Hold a family book awards ceremony. Think of categories like "Kindest main character" and "Most scenic setting." Nominate books and vote on winners.</p>	<p>11 List ways to make your daily routine run more smoothly. If mornings are rushed, you might include "Set alarm 10 minutes earlier."</p>	<p>12</p> 	<p>13</p>	<p>14 Assign an activity to each letter of the alphabet (A = 10 sit-ups, B = 5 arm circles). Your family can get a workout by "spelling" each other's names.</p>
<p>15 Write a message for a family member, such as "Let's play catch after dinner." Cut the words apart, scramble them, and have the person put them in the right order.</p>	<p>16 How can you communicate with people who speak other languages? With a parent, take turns silently acting out simple sentences like "It's hot out today!"</p>	<p>17 Find ways to flip negative statements so they're positive. If you catch yourself saying, "The weather is yucky," you could say, "Let's snuggle up and listen to the rain."</p> 	<p>18 Go outdoors with a parent, and gather natural objects (leaves, twigs) from the ground. Now sort them by color, size, texture, or shape.</p>	<p>19 Explore cause and effect with dominoes. Stand them on end in rows, zigzags, spirals, or other designs. Then, topple the first domino to knock them down. Each domino transfers its energy to the next one in line!</p>	<p>20 Your backpack should weigh no more than $\frac{1}{5}$ of your weight. Estimate how many books it could hold without becoming too heavy. Then, weigh yourself with and without your backpack to check your estimate.</p> 	<p>21 Write one sentence that tells ("Jack was hungry") and one that shows ("Jack raided the fridge"). Which one is more interesting?</p>
<p>22 Series books are great for getting hooked on reading. Read the first book in a series that looks interesting to you. What do you think will happen in the second one?</p> 	<p>23 When you talk to people today, pay attention to the color of their eyes. This strategy helps you remember to make eye contact during conversations.</p>	<p>24 Try your hand at "coding." Draw a maze and write instructions—using symbols—for navigating it. <i>Example:</i> ▲ = turn left ■ = go straight</p>	<p>25 Make a "vision board" by writing your goals on poster board. Decorate your board with inspirational quotes, photos, and drawings. Then, hang it up for inspiration.</p>	<p>26 Write a letter to the city or county council on an issue that's important to you. Maybe your persuasive writing skills will convince them to purchase new playground equipment, for instance.</p>	<p>27 Survey family members about their favorite things (food, color, song). Include relatives who don't live with you by calling them. Then, share the results over dinner.</p>	<p>28 Play a backyard game, and look for chances to show good sportsmanship. <i>Examples:</i> Congratulate winners. Compliment a losing opponent on a good catch.</p>
<p>29 With a parent, take turns making up new titles for books and guessing the real titles. You might think of <i>Sam Tries New Breakfast Foods</i> (<i>Green Eggs and Ham</i> by Dr. Seuss).</p>	<p>30 Brainstorm a list of adults who could help if you're bullied or witness bullying. Choose people in different locations. <i>Examples:</i> bus driver, teacher, camp counselor, babysitter, cafeteria monitor.</p>	<p>31 Practice explaining your math thinking. Tell a parent, sibling, or pet about a math problem you solved today and explain how you got the answer.</p>	<p>Discover family history by becoming a pen pal with an older relative. You might tell the person what you're learning in school and ask to hear family stories.</p>			

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HS20x604E

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: CONSENT ITEMS
DATE: JULY 1, 2021

The following consent items are being submitted for your approval:

- Meeting Minutes
 - i. June 8, 2021 Regular Meeting
 - ii. June 14, 2021 Special Meeting
 - iii. June 21, 2021 Special Meeting
 - iv. June 22, 2021 Special Meeting
- Special Education
 - v. Committee on Special Education
 - vi. 504 Committee
 - vii. Committee on Preschool Special Education

RECOMMENDED ACTION

Motion to approve consent items as submitted for July 1, 2021.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

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

June 8, 2021
6:00 PM at the Costello Transportation Center

MEMBERS PRESENT:

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

MEMBERS ABSENT:

ADMINISTRATORS PRESENT:

Dr. Kathleen Davis, Interim Superintendent
Mr. James Rowley, Assistant Superintendent for
Finance and Clerk of the Board

SPECTATORS PRESENT:

Retirees, Teachers, Staff

The Regular meeting of the Oneida City School District's Board of Education for June 8, 2021 was called to order by President Mr. Robert Group at 6:03 PM. The Pledge of Allegiance was said. President Group then referred to the prepared agenda. Retirees were recognized and a small reception took place.

CONSENT ITEMS

Consent Items

ACTION NO. 314

MOVED BY *Parker*, SECONDED BY *Kelly*, to approve the consent items for the June 8, 2021 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

FINANCE

Finance

ACTION NO. 315

MOVED BY *Maio*, SECONDED BY *Denby*, to approve the financial reports for the June 8, 2021 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

FINANCE – APPROPRIATION TRANSFERS

**Finance –
Appropriation
Transfers**

ACTION NO. 316

MOVED BY *Myatt*, SECONDED BY *Parker*, to approve the appropriation transfers for the June 8, 2021 Board of Education Meeting as submitted.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

BOE PRESIDENT REPORT

Mr. Robert Group presented his BOE President Report.

FOR INFORMATION ONLY

EXECUTIVE SESSION

MOVED BY Denby, SECONDED BY Parker, hat the board of education meeting of June 8, 2021 move to executive session at 8:07 PM for purposes of the discussions regarding proposed, pending or current litigation;

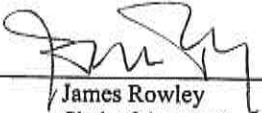
VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED

The Board of Education returned to regular session at 9:46 PM

ADJOURNMENT

MOVED BY Parker, SECONDED BY Kelly, that the Board of Education meeting of June 8, 2021 be adjourned at 9:47 PM.

VOTE ON THE MOTION AYES 7 NAYS 0
MOTION CARRIED



James Rowley
Clerk of the Board

BOE President Report
NO ACTION

Executive Session
ACTION NO. 346

Adjournment
ACTION NO. 347

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

June 14, 2021
5:00 PM at Administrative Offices

MEMBERS PRESENT: Mr. James Maio, Vice President
Mr. Breyt Coakley
Ms. Heather Denby
Mr. Martin Kelly
Mr. Brad Myatt
Ms. Jennifer Parker

MEMBERS ABSENT: Mr. Robert Group, President

ADMINISTRATORS PRESENT: Dr. Kathy Davis
Mr. James Rowley

SPECTATORS PRESENT: Dr. Stacey Tice

The special meeting of the Oneida City School District's Board of Education for June 14, 2021 was called to order by Vice President Mr. Jim Maio at 5:00 PM. The Pledge of Allegiance was said and Vice President Maio referred to the agenda.

EXECUTIVE SESSION

Exec Session
ACTION NO. 348

MOVED BY Kelly, SECONDED BY Denby, to approve entering into executive session at 5:01 PM for the purpose of discussions regarding proposed, pending or current litigation;

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

The Board of Education returned to regular session at 5:07 PM

SETTLEMENT AGREEMENT

Settlement Agreement
ACTION NO. 349

MOVED BY Denby, SECONDED BY Myatt, RESOLVED, to approve the Settlement Agreement as submitted.

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

**RESOLUTION FOR 2021-2022 PARTICIPATION IN
COOPERATIVE BIDDING SERVICES**

**Resolution for 2021-22
Participation in
Cooperative Bidding
Services**
ACTION NO. 350

MOVED BY Parker, SECONDED BY Kelly, RESOLVED, to approve the Resolution for 2021-22 Participation in Cooperative Bidding Services as submitted.

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

INSTRUCTIONAL RESIGNATION - TABLED

The instructional resignation of Ms. Kimberly Fox from the HS Spanish Teacher position pending the Board's approval of the new position appointment of Athletic Director/Assistant Principal was TABLED.

**Instruction Resignation -
TABLED**
NO ACTION

FOR INFORMATION ONLY

**ATHLETIC DIRECTOR/ASSISTANT PRINCIPAL
APPOINTMENT - TABLED**

The appointment of Ms. Kimberly Fox to the position of Athletic Director/Assistant Principal was TABLED.

**Athletic Director/
Assistant Principal
Appointment - TABLED**
NO ACTION

FOR INFORMATION ONLY

EXECUTIVE SESSION

MOVED BY Kelly, SECONDED BY Coakley, that the Special Board of Education meeting of June 14, 2021 move to executive session at 5:10 PM for purposes of the employment history of a particular person, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person;

Executive Session
ACTION NO. 351

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

Heather Denby left meeting at 5:44 PM
Breyt Coakley left meeting at 5:55 PM

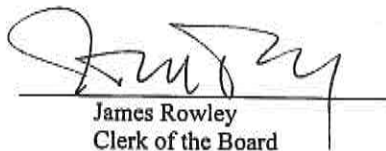
The Board of Education returned to regular session at 6:06 PM

ADJOURNMENT

MOVED BY Kelly, SECONDED BY Parker, that the Special Board of Education meeting of June 14, 2021 be adjourned at 6:06 PM.

Adjournment
ACTION NO. 352

VOTE ON THE MOTION **AYES 4 NAYS 0**
MOTION CARRIED


James Rowley
Clerk of the Board

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

June 22, 2021
5:30 PM at Costello Transportation Ctr

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

MEMBERS ABSENT: Mr. Breyt Coakley
Ms. Jennifer Parker

ADMINISTRATORS PRESENT: Dr. Kathy Davis
Mr. James Rowley

SPECTATORS PRESENT:

The special meeting of the Oneida City School District's Board of Education for June 22, 2021 was called to order by President Mr. Bob Group at 5:30 PM. The Pledge of Allegiance was said and President Group referred to the agenda.

EXECUTIVE SESSION

Exec Session
ACTION NO. 358

MOVED BY Myatt, SECONDED BY Denby, to approve entering into executive session at 5:37 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;

VOTE ON THE MOTION **AYES 5 NAYS 0**
MOTION CARRIED

*Brad Myatt left meeting at 5:55 PM
The Board of Education returned to regular session at 6:01 PM*

**ABOLISH ONEIDA CITY SCHOOL DISTRICT EXECUTIVE
PRINCIPAL 12 MONTH POSITION – Agenda Addition**

**Abolish OCSD Exec
Princ 12 mo position**
ACTION NO. 359

MOVED BY Denby, SECONDED BY Kelly, RESOLVED, to abolish the OCSD Executive Principal 12-month position in the Executive Principal tenure area effective July 17, 2021 as submitted.

VOTE ON THE MOTION **AYES 4 NAYS 0**
MOTION CARRIED

**REINSTATE ONEIDA CITY SCHOOL DISTRICT HIGH SCHOOL
PRINCIPAL 12 MONTH POSITION – Agenda Addition**

**Reinstate OCSD High
School Principal 12 mo
position**
ACTION NO. 360

MOVED BY *Kelly*, SECONDED BY *Denby*, RESOLVED, to reinstate the OCSD High School Principal 12 month position in the Administrative tenure area of High School Principal effective July 17, 2021 as submitted.

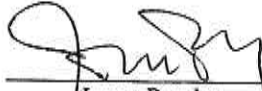
VOTE ON THE MOTION AYES 4 NAYS 0
MOTION CARRIED _____

ADJOURNMENT

Adjournment
ACTION NO. 361

MOVED BY *Maio*, SECONDED BY *Kelly*, that the Special Board of Education meeting of June 22, 2021 be adjourned at 6:05 PM.

VOTE ON THE MOTION AYES 4 NAYS 0
MOTION CARRIED _____



James Rowley
Clerk of the Board

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: FINANCIAL REPORTS
DATE: JULY 1, 2021

Financial reports for the month of May 2021:

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

RECOMMENDED ACTION

Motion to approve the financial reports as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

**ONEIDA CITY SCHOOL DISTRICT
TREASURER'S REPORT - GENERAL FUND**

Cash Per Books:	May 1, 2021		\$ <u>13,437,754.85</u>
	Cash receipts	- State/BOCES Aid	<u>3,692,704.35</u>
		- Other	<u>693,400.38</u>
	Receipts and Cash Balance		<u>17,823,859.58</u>
	Cash Disbursements		(<u>4,742,027.02</u>)
Cash Per Books:	May 31, 2021		\$ <u>13,081,832.56</u>

BANK RECONCILIATION

Balance as Per Statement:	Checking		\$ <u>65,051.41</u>
	CD/Savings		<u>13,036,432.76</u>
	subtotal		<u>13,101,484.17</u>
Less:			
Outstanding Checks:			(<u>19,651.61</u>)
Reconciled Balance: May 31, 2021			\$ <u>13,081,832.56</u>

TREASURER'S REPORT - SCHOOL LUNCH FUND

Cash Per Books:	May 1, 2021	\$	<u>125,997.03</u>	
Cash receipts:			<u>80,030.88</u>	
Receipts and Cash Balance			<u>206,027.91</u>	
Cash Disbursements		(<u>61,612.62</u>)
Cash Per Books:	May 31, 2021			\$ <u><u>144,415.29</u></u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>144,415.29</u>	
Less:				
Outstanding Checks		(<u>0.00</u>)
Reconciled Balance:	May 31, 2021			\$ <u><u>144,415.29</u></u>

TREASURER'S REPORT - SPECIAL AID FUND

Cash Per Books:	May 1, 2021	\$	<u>253,574.18</u>	
Cash receipts:			<u>442,510.63</u>	
Receipts and Cash Balance			<u>696,084.81</u>	
Cash Disbursements		(<u>197,252.78</u>)
Cash Per Books:	May 31, 2021			\$ <u><u>498,832.03</u></u>

BANK RECONCILIATION

Balance as Per Statement:	Checking	\$	<u>499,629.84</u>	
Less:				
Outstanding Checks		(<u>797.81</u>)
Reconciled Balance:	May 31, 2021			\$ <u><u>498,832.03</u></u>

TREASURER'S REPORT - CAPITAL FUND

Cash Per Books: May 1, 2021	\$	<u>573,886.16</u>
Cash receipts:		<u>1,401.18</u>
Receipts and Cash Balance	\$	<u>575,287.34</u>
Cash Disbursements		<u>(89,831.01)</u>
Cash Per Books: May 31, 2021		\$ <u>485,456.33</u>

BANK RECONCILIATION

Balance as Per Statement:		\$	<u>292,371.70</u>
	Checking		<u>193,084.63</u>
	CD/Savings		<u>485,456.33</u>
	Subtotal	\$	<u>485,456.33</u>
Less:			
Outstanding Checks			<u>(0.00)</u>
Reconciled Balance:	May 31, 2021		\$ <u>485,456.33</u>

TREASURER'S REPORT - TRUST AND AGENCY/SCHOLARSHIP FUNDS

Cash Per Books: May 1, 2021	\$	<u>701,190.21</u>
Cash receipts:		<u>2,615,198.99</u>
Receipts and Cash Balance	\$	<u>3,316,389.20</u>
Cash Disbursements		<u>(2,634,671.80)</u>
Cash Per Books: May 31, 2021		\$ <u>681,717.40</u>

BANK RECONCILIATION

Balance as Per Statement:		\$	<u>603,494.57</u>
	Checking		<u>7,996.87</u>
	Payroll Checking		<u>79,727.86</u>
	Scholarship Savings		<u>691,219.30</u>
	Subtotal	\$	<u>691,219.30</u>
Less:			
Outstanding Checks: Trust & Agency			<u>(1,580.96)</u>
Payroll			<u>(7,695.65)</u>
Payroll (ERS wires less than was posted to nVision)			<u>(125.29)</u>
Payroll (Employee payroll deduction kicked back due to incorrect account)			<u>(100.00)</u>
Reconciled Balance:	May 31, 2021		\$ <u>681,717.40</u>

ONEIDA CITY SCHOOL DISTRICT - GENERAL FUND REVENUE REPORT


Month Ending May 31, 2021

		<u>Budgeted</u> <u>Revenues</u>	<u>Revenues</u> <u>Received</u>	<u>Balance</u> <u>Unearned</u>
A1001	Real Property Tax	\$ 15,534,857.71	\$ 15,093,743.04	\$ 441,114.67
A1081	Payments in Lieu of Taxes	132,440.00	127,636.58	4,803.42
A1085	School Tax Relief Reimbursement	2,587,936.29	2,588,626.27	(689.98)
A1090	Interest & Penalties on Taxes	70,000.00	75,173.70	(5,173.70)
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	854.00	(854.00)
A2280	Health Services-Other Districts	25,000.00	31,476.00	(6,476.00)
A2308	Transportation-BOCES	0.00	0.00	0.00
A2401.A	Interest and Earnings	4,000.00	5,205.75	(1,205.75)
A2410	Rental of Property	11,000.00	36,114.00	(25,114.00)
A2413	Rental of Property-BOCES	76,000.00	82,820.00	(6,820.00)
A2414	Rental of Buses	12,000.00	169.18	11,830.82
A2450	Commissions	0.00	48.99	(48.99)
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	7,825.25	(4,325.25)
A2666	Sale of Transportation Equipment	0.00	31,200.00	(31,200.00)
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	65.00	(65.00)
A2700	Reimb. Medicare Part D Expenditures	150,000.00	148,429.42	1,570.58
A2701	Refund-Prior Yrs. Expenditures/BOCES aided	150,000.00	186,439.85	(36,439.85)
A2703	Refund-Prior Yrs. Expenditures	100,000.00	88,845.57	11,154.43
A2705	Gifts and Donations	0.00	3,750.00	(3,750.00)
A2707	Special Program Revenue	0.00	0.00	0.00
A2725	VLT/Tribal Compact Monies	0.00	7,771.25	(7,771.25)
A2770	Miscellaneous Revenues	100,000.00	49,760.34	50,239.66
A3089	Star Program/Reimbursement/Admin.	0.00	0.00	0.00
A3101.A	Basic Aid & Building	16,358,207.00	13,720,727.38	2,637,479.62
A3101.E	Excess Cost Aid	2,674,279.00	2,275,046.90	399,232.10
A3102	Lottery Aid	2,604,567.00	3,761,765.72	(1,157,198.72)
A3103	BOCES	2,334,376.00	198,813.20	2,135,562.80
A3104	Tuition Aid/Students w/Disabilities	0.00	58,673.00	(58,673.00)
A3260	Textbooks	114,546.00	115,219.00	(673.00)
A3262	Computer Software Aid	70,011.00	69,503.00	508.00
A3263	Library Loan Program	12,858.00	12,793.00	65.00
A3289.A	Other State Aid-Incar. Youth	50,000.00	7,304.00	42,696.00
A3289	Other State Aid	0.00	58,991.37	(58,991.37)
A4286	Federal Aid - CARES Act Education Stabilization Fund	837,525.00	700,023.00	137,502.00
A4601	Medicaid Assistance	115,000.00	173,877.80	(58,877.80)
A5031	Interfund Transfers - Other than Debt	0.00	0.00	0.00
A5031.E	Transfers From Debt Service Fund	50,000.00	50,000.00	0.00
A5050	Interfund Transfer for Debt	0.00	0.00	0.00
	Subtotal	\$ 44,193,403.00	\$ 39,768,691.56	\$ 4,424,711.44
20-21	Appropriated Fund Balance	2,428,689.50	0.00	2,428,689.50
	Appropriated Reserves	32,500.00	0.00	32,500.00
	TOTAL REVENUES	\$ 46,654,592.50	\$ 39,768,691.56	\$ 6,885,900.94

EXTRA CLASSROOM ACTIVITY FUNDS

ONEIDA SENIOR HIGH SCHOOL

Report of Accounts

Report of Accounts					
Month Ended				As of:	31-May-21
	Beginning				Ending
Activity	Balance	Receipts	Total	Disbursements	Balance
Advanced Placement	19,265.15	648.00	19,913.15		19,913.15
Art Club	404.72		404.72		404.72
Banking Fees & Interest	103.57	3.37	106.94	50.09	56.85
Class of 2021	4,124.22	4,324.00	8,448.22	4,903.40	3,544.82
Class of 2022	4,992.64		4,992.64		4,992.64
Class of 2023	2,497.18	4,029.60	6,526.78	3,066.00	3,460.78
Class of 2024	3,653.00		3,653.00		3,653.00
Concert Choir	1,074.61		1,074.61		1,074.61
Drama Club--Fall Play	2,723.50		2,723.50	50.00	2,673.50
Drama Club--Spring Musical	10,324.21		10,324.21	60.00	10,264.21
Environmental Club	6.28		6.28		6.28
French Travel	164.68		164.68		164.68
Future Bus. Leaders of America	155.41		155.41	150.00	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	528.64	50.35	578.99	168.55	410.44
NYS Sales Tax Due	(0.00)	726.40	726.40		726.40
Photography Club	80.39		80.39		80.39
Projects (Yearbook)	2,372.44		2,372.44		2,372.44
Retailers (Bookstore)	2,715.72		2,715.72		2,715.72
Ski Club	851.45		851.45		851.45
Spanish Club	42.61	140.00	182.61	140.00	42.61
Sports Club	1,206.11		1,206.11		1,206.11
Stage Band	2,992.90		2,992.90	185.67	2,807.23
Student Council	1,264.49		1,264.49	100.00	1,164.49
Technology	6,561.01		6,561.01	6,561.01	-
Technology Student Association	479.87		479.87		479.87
Teens For A Better World	31.17		31.17		31.17
Wind Ensemble	532.92		532.92		532.92
Z Club	2,018.02		2,018.02	368.00	1,650.02
<i>Total</i>	74,423.69	9,921.72	84,345.41	15,802.72	68,542.69
Checking Account ... 9146		33,722.39			
Money Market Account ... 4977		39,628.70			
Deposits in Transit					
Less Checks Outstanding		4,808.40			
Working Balance		68,542.69			
				 Laura J. Reff, Central Treasurer	
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

May-21

ACTIVITY	BEGINNING BALANCE	MONTHLY RECEIPTS	Total RECEIPTS	Monthly PAYMENTS	ENDING BALANCE
STUDENT COUNCIL	\$ 18,720.23		\$ 18,720.23	\$ 710.14	\$ 18,010.09
	\$ -		\$ -	\$ -	\$ -
MUSIC CLUB (Band/Chorus)	\$ 6,876.64		\$ 6,876.64		\$ 6,876.64
LIBRARY CLUB	\$ 593.38		\$ 593.38	\$ 280.79	\$ 312.59
FOREIGN LANGUAGE	\$ 1,000.50		\$ 1,000.50	\$ 14.33	\$ 986.17
DRAMA	\$ 6,628.98		\$ 6,628.98		\$ 6,628.98
ART	\$ 316.25		\$ 316.25		\$ 316.25
YEARBOOK	\$ 4,210.78		\$ 4,210.78	\$ 330.66	\$ 3,880.12
TOTALS	\$ 38,346.76	\$ -	\$ 38,346.76	\$ 1,335.92	\$ 37,010.84

OUTSTANDING CHECKS

4375	\$	15.00
4525	\$	70.00
4560	\$	157.39
4562	\$	196.75

STATEMENT OF BANK BALANCE #614309154
 CHECKING \$ 37,449.98
 Less Outstanding Chks. \$ 439.14
 Plus Outstanding Deps. \$ -
 Working Balance \$ 37,010.84

\$439.14

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

Auditor

Treasurer



Principal



1/11/2021
 L. FE

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: APPROPRIATION TRANSFERS
DATE: JULY 1, 2021

The attached Appropriation Transfers for June 2021 are submitted for your review and approval.

RECOMMENDED ACTION

Motion to approve the appropriation transfers as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

ONEIDA CITY SCHOOL DISTRICT

APPROPRIATION TRANSFER REQUEST FORM

GENERAL FUND X OTHER:

REQUESTED BY: J. Rowley

DATE 6/30/2021

FOR BOARD APPROVAL XX PRESENTATION:

2020-21

#	FROM (BUDGET CODE)	TO (BUDGET CODE)	AMOUNT	COMMENTS
1	A 5510.401.00-0300	A 1910.400.00-0100	\$7,320.00	Insurance Trans to Unallocated Insr (Cyber Policy)
2	A 1060.400.00-0100	A 1010.400.00-0100	\$455.00	Dist Meeting Contractual to Bd of Ed Contractual
3	A 2010.400.00-0400	A 1680.490.00-0100	\$4,960.00	Curr Develop Contractual to Cetral Data Processing (OASYS Set-Up Fee)
4	A 2250.490.00-0100	A 2250.400.00-0400	\$4,150.00	Handicapped BOCES to Handicapped Contractual (Settlement)
5	A 1420.400.00-0100	A 1240.150.00-0200	\$14,100.00	Legal Exp to Superintendent Instr Sal (Interim Contract)
6	A 1310.500.00-0100	A 1310.150.00-0100	\$2,775.00	School Bus Mat & Suppl to Scholl Bus Salary (Vac Payout)
7	A 1620.400.00-0501	A 1620.164.00-0100	\$6,405.00	Operations Bldg Conitions Survey to Operations Cust Subs (Covid)
8	A 2110.140.00-0100	A 2020.150.10-0200	\$52,535.00	Teach Inst Sal Subs to Supervision Elem Princ (BG not budgeted))
9	A 2020.150.21-0200	A 2020.150.22-0200	\$950.00	Supervision Princ MS to Supervision Princ HS (DM AP Change)
10	A 2020.156.10-0165	A 2020.156.21-0164	\$610.00	Supervision Noon Bus Duty Elem to Supervision Deans MS (extra Dean time)
11	A 2020.161.10-0200	A 2020.156.21-0165	\$7,335.00	Supervision Elem Bldg Sec to Supervision Noon Bus Duty MS (Covid)
12	A 2020.161.21-0200	A 2020.155.22-0165	\$11,005.00	Supervision Bldg Sec MS to Supervision Noon Bus Duty HS (Covid)
13	A 2010.150.00-0100	A 2020.161.22-0200	\$3,750.00	Curr Devel Asst Sup to Supervision Bldg Sec HS (YE OT)
14	A 2110.130.00-0222	A 2110.130.21-0200	\$2,200.00	Teach Inst Sal 7-12 Music to Teach Inst Sal 7-8 MS (LSI's)
15	A 2110.130.00-0200	A 2110.162.00-0200	\$31,025.00	Teach Instr Sal HS to Teach Non-Instr Sal Contract Aides (Covid)

Approved Disapproved _____ Date 6-23-21
 Assistant Superintendent for Finance

Approved Disapproved _____ Date _____
 Superintendent

**APPROPRIATION TRANSFER
REQUEST FORM**

GENERAL FUND

X

OTHER:

REQUESTED BY:

J. Rowley

DATE:

6/30/2021

FOR BOARD APPROVAL

XX

PRESENTATION:

FROM (BUDGET CODE)	TO (BUDGET CODE)	AMOUNT	COMMENTS
1 A 2250.151-00-0200	A 2250.150-00-0100	\$500.00	Handicapped Instr Sal to Handicapped Inst Sal Psychologists
2 A 2610.460-00-3469	A 2810.156-00-0200	\$6,625.00	School Lib & AV to Guid Instr Sal (change to Fed Funds offset, extra pay covid)
3 A 2810.400-00-3600	A 2810.161-00-0200	\$190.00	Guidance Contractual to Guidance Secretary (extra pay covid)
4 A 2330.491-00-0100	A 2815.160-00-0200	\$27,025.00	Alt Ed BOCES to Health Services Nurses (Covid / LPN)
5 A 5510.169-00-0100	A 5510.160-00-0200	\$13,725.00	Trans Extra Driving to Trans Supervision (Mike K payout / COVID OT routing)
6 A 5510.169-00-0100	A 5510.168-00-0100	\$19,000.00	Trans Extra Driving to Trans Regular Driving (Covid Food runs)
7 A 9010.800-00-0155	A 9010.800-00-0100	\$42,400.00	ERS Trans to ERS Employees (shifting expense)
8 A 9060.805-00-0100	A 9060.805-00-0155	\$1,050.00	Dental Insr to Dental Insr Transportation (shifting expense)
9 A 9060.801-00-0100	A 2110.400-00-0100	\$86,000.00	Hosp & Medical Insr to Teach Contractual DW (retirement payouts)
10 A 2250.200-00-0400	A 2250.400-00-0400	\$2,600.00	Handicapped Equip to Handicapped Contractual DW (settlement additional)
11			
12			
13			
14			
15			

Approved Disapproved _____



Assistant Superintendent for Finance

Date

6-23-2021

Approved _____ Disapproved _____

Superintendent

Date

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: PERSONNEL
DATE: JULY 1, 2021

We are recommending the approval of the attached personnel items.

RECOMMENDED ACTION

**Motion to approve the attached personnel items for the July 1, 2021
Board of Education Meeting as submitted.**

MOTION MADE BY _____

SECONDED BY _____

A____ N____

Oneida City School District
Personnel Report
July 1, 2021
Board of Education Meeting

RECOMMENDED INSTRUCTIONAL APPOINTMENT

Personnel	Building	Tenure Area	Effective
Jennifer Cameron	OSMS	Math	September 1, 2021

RECOMMENDED LONG TERM SUBSTITUTE TEACHER

Personnel	Building	Position	Effective
Hannah Cleveland	WP	LTS Reading	September 1, 2021

RECOMMENDED STUDENT TEACHER

Personnel	Building
Rose Pitman	NB Phys Educ 9/7/21 – 10/20/21; OSMS Phys Educ 10/25/21 – 12/15/21;
Ashleigh Staudt	OHS Phys Educ 9/7/21 – 12/22/21;

CLASSIFIED PERSONNEL
AS ATTACHED

RECOMMENDED APPOINTMENT

NAME: Jennifer Cameron

TENURE AREA: Secondary Math

EFFECTIVE: September 1, 2021

EDUCATION: Master of Science: Special Education
Utica College, 2009

Bachelor of Science: Elementary Education, Mathematics
Concentration, Graphic Design Minor
Plattsburgh State University, 2006

EXPERIENCE: Special Education Math Teacher Grades 7-9
New Hartford CSD
2015 - Present

Math Teacher Grades 9-12;
Special Education Math Teacher 9-12;
Sherburne-Earlville CSD
2006-2015

CERTIFICATION: Mathematics 7-12, Prof;
Childhood Educ 1-6, Prof;
Students w/Disabilities 7-12 - Mathematics, Prof;
Students w/Disabilities 1-6, Prof

PROBATIONARY: 3 years; September 1, 2024

SALARY: \$68,465 as per OTA Contract

Oneida City School District
 Personnel Report
 July 1, 2021
 Board of Education Meeting

CLASSIFIED PERSONNEL

RECOMMENDED PROBATIONARY CLASSIFIED APPOINTMENT
 (pending fingerprint clearance)

NAME	TITLE	LOCATION	SALARY	EFFECTIVE DATE
Anthony Abdou	Nurse – RN	WP– Full Time	\$43,682/year	9/1/21

RECOMMENDED CLASSIFIED RESIGNATION

NAME	TITLE	LOCATION	EFFECTIVE DATE
Delphine Foster	Food Service Helper	Willard Prior	6/9/21
Deborah Jones	Food Service Helper	Willard Prior	6/17/21
Patricia Lanz	Teacher Aide – 5.5 hrs./day	Willard Prior	6/30/21

RECOMMENDED CLASSIFIED TRANSFER

NAME	TITLE	LOCATION FROM	LOCATION TO	EFFECTIVE DATE
Kimberly Friend-Griffing	Teacher Aide	SS – 5.5 hrs./day	SS – 6 hrs./day	9/1/21
Elbert Morgan	Custodian	HS – 8 hrs./day	DV – 8 hrs./day	7/1/21
Edward Westcott	Custodian	DV – 8 hrs./day	HS– 8 hrs./day	7/1/21

Oneida City School District
 Personnel Report
 July 1, 2021
 Board of Education Meeting

CLASSIFIED PERSONNEL

RECOMMENDED CLASSIFIED TEMPORARY SUMMER APPOINTMENTS

NAME	TITLE	LOCATION	SALARY	EFFECTIVE DATE
Jordan Baker	Cleaner	DW – 8 hrs/day	\$12.50/hr.	7/6/21 – 8/31/21
Lynne Collins	Cook	HS – 5 hrs/day	\$24.23/hr.	7/6/21 – 8/12/21
Lisa Hiscox	Food Service Helper	NB – 4 hrs./day	\$13.08/hr.	7/6/21 – 8/12/21
Joe Malbouf	Food Service Helper	NB – 3 hrs./day	\$12.50/hr.	7/6/21 – 8/12/21
Derek Sharlette	Cleaner	DW – 8 hrs/day	\$12.50/hr.	7/6/21 – 8/31/21
Nancy Waldron	Food Service Helper Delivery/Floater	HS/MS – 4.75 hrs./day	\$12.50/hr.	7/6/21 – 8/12/21
Lori Whitbeck	Food Service Helper	DV – 4 hrs./day	\$14.95/hr.	7/6/21 – 8/12/21
Donna Willis	Food Service Helper	DV – 3 hrs./day	\$13.24/hr.	7/6/21 – 8/12/21

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: REINSTATE HIGH SCHOOL PRINCIPAL 12 MONTH
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent, the Board of Education approves Brian Gallagher to be reinstated in the High School Principal 12 month position effective July 17, 2021 **pending** Mr. Healy's departure on July 16, 2021 as submitted.

RECOMMENDED ACTION

Motion to approve the reinstatement of Brian Gallagher to the High School Principal 12 month position pending Mr. Healy's departure as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION

FROM: DR. KATHLEEN DAVIS

RE: APPOINTMENT OF COACHES

DATE: JULY 1, 2021

BE IT RESOLVED, that the Board hereby appoints the following individuals to coaching 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.

Team (Fall 2021-2022)	Coach	Step	Rate of Pay
Head Varsity Football	Jason Fuller	9+	\$9750
Asst. Varsity Football	John Markle	9+	\$7732
Asst. Varsity Football	Tony D'Arcangelis	9+	\$7392
Head JV Football	Rik Ano	9+	\$7133
Asst. JV Football	Matt Schneider	9+	\$5794
Head Modified Football	Matt Cretaro	4	\$4544
Boys Varsity Soccer	Scott Colvin	2	\$4160
Boys JV Soccer	Paul Mancerella	3	\$3187
Boys Modified Soccer	Hayley Wise	1	\$2307
Girls Varsity Soccer	Dale McCormick	6	\$5380
Girls JV Soccer	Kayla Sweet	2	\$2977
Girls Modified Soccer	Joanne Makarchuk	2	\$2449
Varsity Field Hockey	Pat Salisbury	9	\$6295
JV Field Hockey	Julia Collins	2	\$2977
Modified Field Hockey	Suzette McKay	1	\$2307
Girls Varsity Tennis	Todd Hicks	9+	\$5367
Girls JV Tennis	Chris Meeker	9+	\$3903
Girls Varsity Cheerleading	Robin Bienkowski	2	\$1528
Boys Varsity Cross Country	Kevin Goggins	9+	\$5120
Girls Varsity Cross Country	Ed Gratiem	9+	\$5039
Modified Cross Country	Mary Houck	4	\$1580
Team	Volunteer Coaches	Step	Rate of Pay
Cross Country	Danielle Jeffery; Alicia Elberson;	NA	NA
Football	Mike Curro; Craig Clarke; Shawn Ano;	NA	NA
Mod A Tennis	Rose Pitman (PE Student Teacher)	NA	NA

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: DR. KATHLEEN DAVIS
**RE: 2021-2022 SCHOOL COMPREHENSIVE EDUCATION PLAN:
NORTH BROAD ELEMENTARY**
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent, to approve the 2021-2022 School Comprehensive Education Plan for North Broad Elementary School as submitted.

RECOMMENDED ACTION

Motion to approve the 2021-2022 School Comprehensive Education Plan for North Broad Elementary School as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

**New York State Education Department (NYSED)
School Comprehensive Education Plan (SCEP) Expectations Form**

District Name	Oneida CSD	School Name	North Broad Street School
---------------	------------	-------------	---------------------------

School Comprehensive Education Plans (SCEPs) will be reviewed according to the criteria listed below. TSI school teams are encouraged to complete the form with the District, and CSI school teams are invited to complete the form with their NYSED liaison. Plans will only be approved after the plans meet all the expectations identified in the chart below.

EXPECTATIONS		Evidence Still Needed	Expectation Met
Commitments	The plan identifies 2 to 4 commitments, and the plan describes why those commitments were selected.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Key Strategies and Resources	The plan articulates strategies that will advance each of its commitments, what these strategies entail, and the resources necessary for successful implementation.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Gauging Success	The plan describes, for identified commitment, how the school will gauge success throughout the year, and, if applicable, at the end of the year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Learning as a Team	The plan describes how the Student Interviews and Equity Self-Reflection informed the plan.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evidence-Based Intervention	The plan identifies an Evidence-Based Intervention and indicates how the Evidence-Based Intervention will support the commitment(s) identified.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Assurances	The plan provides all the necessary assurances in the Assurances section.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Approval Status (To be Completed by NYSED)

- The SCEP submitted meets the expectations listed above and has been approved by NYSED.
- The SCEP submitted has been returned to be updated. Please provide the following evidence and resubmit by <Insert Date>

EVIDENCE STILL NEEDED:
•
Observations and Feedback

Melanie Fountain

From: Kathy Davis
Sent: Thursday, June 10, 2021 11:17 AM
To: Melanie Fountain
Subject: FW: NYSED 2021-22 SCEP Review for North Broad Street School, Oneida CSD
Attachments: North Broad Street - Oneida CSD SCEP Expectations Form 2021-22.docx

BOE approval needed with email as the cover.

From: Sara Melita <Sara.Melita@nysed.gov>
Sent: Tuesday, June 8, 2021 1:19 PM
To: Eric Coriale <ECoriale@oneidacsd.org>; Kathy Davis <KDavis@oneidacsd.org>; Patricia Vacca <PVacca@oneidacsd.org>
Cc: Mary Sapp <Mary.Sapp@nysed.gov>; Stephen Earley <Stephen.Earley@nysed.gov>; stephendennett@me.com; Christopher Kessell <Christopher.Kessell@tribalgroupp.com>; SCEP <scep@nysed.gov>
Subject: RE: NYSED 2021-22 SCEP Review for North Broad Street School, Oneida CSD

Dear Eric,

Thank you for meeting with Stephen Dennett and I to review your revised SCEP and to collaboratively complete the Expectation Form this morning.

Our consensus was that the 2021-22 SCEP for North Broad Street School is approved. The completed NYSED School Comprehensive Education Plan Expectations Form is attached and has been forwarded to the SCEP mailbox as well.

We wish you a successful end of the school year and look forward to supporting the implementation of your plan next year.

Warm Regards,

Sara L.R. Melita

Sara L.R. Melita,
Associate in Education Improvement Services
School and District Field Support Team
Office of Accountability
NYS Education Department
[89 Washington Avenue](#); EB 505W
Albany, NY 12234
[\(518\) 423-1664 \(until further notice\)](#)

-----Original Appointment-----

From:
Sent: Friday, June 4, 2021 3:13 PM
To: Sara Melita; Eric Coriale; Kathy Davis; Patricia Vacca
Cc: Mary Sapp; Stephen Earley; stephendennett@me.com; Christopher Kessell; Amanda Larson
Subject: 2020-21 NYSED SCEP Support for North Broad Street School, Oneida CSD



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2021-22

District	School Name	Grades Served
Oneida City School District	North Broad Street Elementary	K-5

Collaboratively Developed By:

The North Broad Street Elementary School SCEP Development Team

Christine Hawthorne: AIS Math Teacher

Christine Taylor: Aide

Colleen Jones: Grade 1 Teacher

Grace Bradley: Grade 5 Teacher

Lori Collea: Counselor

Melinda Phoenix Heart: Music Teacher

Heidi Rush: Special Education Teacher

Stephanie Hall: Parent

Erika Fallon: Parent

Eric Coriale: Principal

And in partnership with the staff, students, and families of North Broad Street Elementary School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values](#) (video tutorial)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT I

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to improving student attendance by empowering and educating students and families.</p> <p>During the 2017-2018 school year, North Broad Street Elementary was identified as a CSI building partly due to a 17.1% chronic absenteeism rate. At the conclusion of the 2018-2019 school year, North Broad Street Elementary had drastically reduced the chronic absenteeism rate, in collaboration with the District and families, to 11.4%. This included parent education, ongoing communication about attendance, and a unified campaign, Miss School, Miss Out.</p> <p>The mission of the Oneida City School District is to educate, inspire and empower students. The vision of the Oneida City School District is that students reach their fullest potential. To accomplish this goal, students must be in attendance.</p> <p>Due to the unique learning modalities this school year (i.e. in-person, hybrid, remote, and fully virtual), there have been many inconsistencies with student attendance. This is due in part to illness/use of caution by parents, in part due to learning modality, and in part due to extenuating circumstances outside of the school building.</p> <p>Our students identified as economically disadvantaged were at higher risk of chronic absenteeism during the 2020-2021 school year.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Attendance Communication</p>	<p>Monthly attendance letters that outline current attendance progress and comparisons, and helps to adjust to establishing a five-day, in-person learning week.</p> <p>Weekly building newsletters highlight attendance updates, strategies, and highlights.</p> <p>Opportunities for parents to provide strategies/input regarding attendance to be shared with other parents.</p>	<p>Monthly review of SIRS chronic absenteeism reports</p> <p>Weekly identification of students at risk of becoming chronically absent and implementing differentiated support systems to each.</p>	<p>Updated attendance reports via SchoolTool</p> <p>Attachments for monthly letters that indicate attendance progress/current standing.</p>
<p>Attendance Recognition Program</p>	<p>Staff will create an attendance recognition program that includes ongoing incentives and recognition for excellent attendance and improved attendance while taking the health guidelines into consideration.</p> <p>Students will be recognized and celebrated publicly to promote the importance of good attendance. This will</p>	<p>Students will track their individual attendance in each class to monitor progress and set individual/class goals.</p> <p>Monthly review of SIRS chronic absenteeism reports</p>	<p>Resources to purchase attendance incentives through NB PTO</p> <p>Access to SIRS reports through NYSED</p>

Commitment 1

	include social media, website, newsletters, and video announcements.	Weekly identification of students at risk of becoming chronically absent and implementing differentiated support systems to each.	Articulated message to students regarding attendance in an elementary-friendly format.
Student Mentoring Program	<p>Students identified as chronically absent in previous school years will be identified at the beginning of the school year and paired with a staff and/or community partner. A process will be created to prioritize needs based on previous data.</p> <p>Review of 2020-2021 mentoring implementation and modification to improve practices.</p>	<p>Monthly review of SIRS chronic absenteeism reports.</p> <p>Classroom performance/progress will be monitored.</p>	Adjustment to current mentoring practices to reflect learning modality, strategies for support, and resources.
Tiered Support Systems	A tiered support system, which was created in the 2020-2021 school year, will be reviewed and updated. The review will include a review of attendance benchmarks and interventions at each level to ensure progressive supports are in place to reduce/eliminate attendance deficits.	<p>Monthly review of SIRS chronic absenteeism reports.</p> <p>Identification and monitoring of students identified as chronically absent in previous school years.</p>	Updated tiered structure in collaboration with District, community, and county agencies.

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	B6: I understand that going to school every day is important. F2: If I am absent, there is a teacher or other adult at school who will notice my absence.	95% 90%
Staff Survey	B7: School leaders recognize the connection between attendance and school environment and make efforts to provide a warm, welcoming atmosphere that engages students and families.	100%
Family Survey	B3: I understand that it is important for my student to go to school every day.	100%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
The goal at the end of the 2021-2022 school year is to reduce our chronic absenteeism rate to 11%, as reflected on the NYS SIRS Chronic Absenteeism report.

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p>	<p>We commit to addressing the social-emotional needs of our learning community.</p>
<p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>A healthy social-emotional well-being of our students empowers them with self-awareness that leads to the ability to self manage and make responsible decisions in order to effectively connect and contribute to our community.</p> <p>The social-emotional well-being is the gateway to increased attendance and increased academic performance. The COVID-19 has significantly impacted the mental, emotional, and social needs of our students due to isolation, lack of consistency in school modality/structure, and/or factors beyond family control (i.e. loss of job, family structure, illness, etc.). As a result, we anticipate that an increased level of purposeful support and explicit modeling and teaching will be required to help students to understand and manage their emotions.</p> <p>The dynamics of each family, including socio-economic needs and cultural variables have proven to impact students' emotional regulation throughout the pandemic.</p> <p>Social-emotional instruction and support has always been a top priority in our building, and now this work has an increased emphasis for our students.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>SEL Program Implementation</p>	<p>Review of Second Step program, order of lessons taught, and alignment with the social-emotional needs of students (utilizing student surveys, interviews, etc.)</p> <p>Implementation of Positivity Project as a compliment to Second Step to build common language and practices to all staff, students, and families.</p> <p>The Building Leadership Team will review, plan, and develop a plan for implementation that includes representation from all staff member teams to ensure consistency and common vision.</p>	<p>Through a student survey in December and another in March, students will increase their response to the question below by 5% each time:</p> <p>I can bounce back from setbacks and disappointments easily. Spring 2021: 70% December 2021: 75% March 2021: 80%</p>	<p>Funding for Positivity Project training</p> <p>Time for the Building Leadership Team to develop an implementation plan for the building.</p> <p>Communication to families regarding SEL implementation, home-school connection, and identification of staff to assist families to SEL-needs.</p>
<p>Student Leadership Team</p>	<p>Students in grades 3-5 will represent their peers through participation in a building leadership team. Students from each grade level will represent their peers in</p>	<p>Through a student survey in December and another in March, students will increase their response to</p>	<p>Dedicated schedule for the Student Leadership Team to meeting on an ongoing basis.</p>

Commitment 2

	<p>making decisions to plan for areas that they identify as improvement areas.</p> <p>The team will bring back updates to their classmates and solicit feedback throughout the year to ensure all voices are heard and respected.</p> <p>The team will focus on access to text that is reflective of real-world needs, cultural diversity, and diverse backgrounds. Picture books will be aligned to these needs and read aloud/recorded monthly by the principal and sent to teachers to share with students.</p>	<p>the question below by 5% each time:</p> <p>Students have changes to help with decisions and to plan things like class activities and rules.</p> <p>Spring 2021: 85% December 2021: 90% March 2021: 95%</p>	<p>Creation of systems for communication to all students, parents and staff.</p>
<p>Social-Emotional and Behavior Recognition</p>	<p>The Building Leadership Team and Student Leadership Team will create a system for recognizing students in public (i.e. morning announcements) as they apply social-emotional skills taught.</p> <p>The process for recognition will include building-wide language and vocabulary to offer another teachable opportunity for students.</p> <p>Review of building behavior expectations by Building Leadership Team and Student Leadership Team.</p> <p>Communication/modeling of behavior expectations to students in an ongoing,</p>	<p>Through a student survey in December and another in March, students will increase their response to the question below by 5% each time:</p> <p>Adults working at my school reward students for positive behavior.</p> <p>Spring 2021: 81% December 2021: 86% March 2022: 91%</p>	<p>Time for teams to create awards/ recognition processes.</p> <p>Communication to parents through website, social media, newsletters, etc.</p>

Commitment 2

<p>Student Mentoring Program</p>	<p>systematic way (morning announcements, assemblies, etc.)</p>	<p>Students identified by counselor and/or previous year teachers as students in need of SEL support. A process will be created to prioritize needs based on previous data.</p> <p>Review of 2020-2021 mentoring implementation and modification to improve practices, including communication of progress with classroom teachers.</p> <p>Matching of mentors with staff member to check-in, build connections, establish routines, etc.</p>	<p>Students paired with a mentor will be interviewed before the mentoring program begins and at the end of the year to determine benefits for each student.</p>	<p>Identification of students and pairing with staff member mentors.</p> <p>Communication to families regarding mentoring program.</p> <p>Offering resources and training to mentors to utilize with students to ensure success.</p>
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	B2: I am confident in my abilities.	85%
	B5: I can bounce back from setbacks and disappointments easily.	85%
	B8: I get along with others who are different from me.	90%
	D2: Students have changes to help with decisions and to plan things like class activities and rules.	95%
	F3: Adults working at my school reward students for positive behavior.	96%
Staff Survey	K3: When a student is identified for additional support, the student works with staff to identify goals and monitor his/her progress.	85%
	K7: Students identify and use strategies for managing their emotions and behaviors.	85%
	K9: Students treat each other with care and respect.	85%
Family	B5: I know who to contact at this school if my student is in need of social-emotional support.	95%
	C2: My student feels a sense of belonging at this school.	96%

Commitment 2

	C7: My student is confident in him/herself and abilities.	90%
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We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p> <p>The "About Me" and "About my Classmates" section of the yearly student survey will show an increase in "strongly agree/agree" student responses to the identified questions above, as these are connected to social-emotional learning progress.</p> <p>85% of students recognized for application of SEL skills at least once throughout the school year. Names will be tracked throughout the year to measure this goal.</p>
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COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to optimizing student growth.</p> <p>During the 2017-2018 school year, North Broad Street Elementary was identified as a CSI building partly due to a low growth rate for students in grades 3-5 on the New York State Mathematics Assessment. As a result, numerous practices and systems were put into place, yielding the building surpassing the Measure of Interim Progress and moving from a "1" to a "4" for student growth in mathematics. Likewise, the building moved from a "2" to a "3" for student growth in reading on the 3-5 New York State ELA Assessment.</p> <p>Practices for the above success include standards alignment, intervention supports, data analysis, instructional adjustments/coaching, and increased participation on State testing.</p>
	<p>The COVID-19 pandemic has resulted in an increased need for differentiated supports for students, as some have made significant progress while others have regressed and/or remained the same as a result of learning modalities, poor attendance, and/or lack of participation. As a result, student growth is reflective of many factors, so the 2021-2022 school year will require purposeful planning to ensure the growth of all students, including those who have significant gaps in learning and those who have excelled during the pandemic. As reflected in student interviews (conducted in May 2021), students expressed that they struggle with grade-level content and require additional support. Likewise, other students indicated that they feel they are ready to be challenged at a higher level because the work they do is too easy in class.</p> <p>There is an increased need for all staff to understand the needs of students with IEP's to best understand goals, needs, and accommodations.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Extended Day / Summer Programming</p>	<p>Summer programming for students in K-2 to build and reinforce foundational reading and math skills.</p> <p>Extended day programming for students in grades 3-5 to build and reinforce foundational reading and math skills, as well as to close gaps in grade level-learning.</p>	<p>An entry and exit assessment will be administered and reviewed for all students. This information will be shared with classroom teachers.</p>	<p>Funding for both programs to ensure support for identified students in grades K-5.</p> <p>Creation of program procedures including identification of students, data analysis, and prioritized skills/standards.</p>
<p>Differentiated Support Systems based on Data Analysis</p>	<p>Staff will participate in six-week data meetings that focus on student progress, growth trends, and intervention planning. Progressing monitoring data will be shared by AIS reading and AIS math teachers with each classroom teacher prior to data meetings.</p> <p>Review of District RtI procedures to ensure consistent systems and support for students.</p>	<p>Progress for each individual student will be reviewed at each data meeting and differentiated plans will be created for each as needed and will include classroom interventions, interventions from AIS teachers, and/or referral to special education (after ample time with tier 3 interventions).</p>	<p>Funding for AIS intervention teachers.</p> <p>Substitutes to cover for teachers during data meetings.</p> <p>Funding for a half-time math enrichment teacher.</p>

Commitment 3

	<p>Identification of students in need of AIS/Rtl remediation support. Review/creation of building systems for AIS supports and progress monitoring for both math and reading.</p> <p>Creation of math enrichment opportunities for students in grades 3-5 who are identified as working above grade-level standards to include honors math class, extra-curricular opportunities, and workshop enrichment centers to ensure ample growth for these learners.</p>		<p>Creation of resources for parents to utilize at home to promote a home-school shared vision of continued growth for all learners.</p>
<p>Instructional Coaching Support Systems</p>	<p>In collaboration with Jody Popple, instructional coach through Madison Oneida BOCES, each classroom teacher will identify a preferred coaching model that will include peer coaching, collaborative planning, and creation of lab classrooms, with a specific focus on math workshop instruction and practices aligned to the New York State Learning Standards.</p>	<p>During each coaching session, an interview will be conducted to determine individual teacher needs/successes to plan for subsequent coaching sessions.</p>	<p>Funding for instructional coach.</p> <p>Substitutes to cover for teachers during data meetings</p>
<p>Student Learning Needs Collaboration</p>	<p>Creation of "IEP at a Glance" for all teachers to best understand the needs of students with disabilities.</p> <p>When a new student enrolls in the building and/or a student is identified as a student with a disability, invitation to</p>	<p>Performance for all students with disabilities will be monitored throughout the school year through data meetings, progress monitoring, and on report cards.</p>	<p>Time during open days to review the needs of each individual student with the building special education teacher. This will include all staff who</p>

Commitment 3

	<p>weekly SAT meetings to include all appropriate staff members.</p>		<p>work with each individual student.</p>
<p>Curriculum Mapping</p>	<p>ELA and math curriculum maps will be created and inputted into the ATLAS curriculum software program. Maps will be aligned to prioritized New York State Standards. Maps will be reviewed horizontally and vertically throughout the school year.</p>	<p>Review of curriculum maps and pacing will be conducted during grade level meetings to ensure consistency in curriculum coherence.</p>	<p>Time to allot for creation of curriculum maps.</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	B1: I understand what I am learning in my classes.	95%
	B7: I understand the connection between what I am learning in school and how it will be useful in college and/or my future career.	85%
	E4: My teachers have high expectations for me and my ability.	85%
	B3: Special education and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet student's needs.	80%
Staff Survey	D2: School leaders provide professional learning opportunities and coaching differentiated to meet teachers/ learning preferences and growth needs.	85%
	F2: School leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school.	85%
Family Survey	E3: Teachers and staff regularly provide information and materials on how I can help my student at home.	80%
	E4: At this school, teachers and staff build on student's strengths and experiences.	85%

Commitment 3

We believe having the following occur will give us good feedback about our progress with this commitment:

<p>Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.</p> <p>70% of students in grades 1-5 will have an SGP (student growth percentile) of at least 50% in math and students in grades 2-5 in reading, as evidenced by the end-of-the year STAR growth report. This will be in comparison to the beginning of the year STAR assessment, administered in September/October of 2021. A review of progress toward this goal will be conducted during the mid-year screening window in January/February 2022.</p>
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COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to strengthening and building relationships with families.</p> <p>Parent collaboration and partnership is critical to ensuring the success of each student. Ongoing communication, opportunities for parent involvement, and creation of a welcoming environment inclusive of all families and background is a priority during the 2021-2022 school year.</p> <p>As reflected on the Spring 2021 survey and influenced by a review of the Equity Self-Reflection, families of all backgrounds indicate that they do not feel welcome in the school. The team discussed the importance of "why" some families to not feel comfortable and to solicit specific feedback from families to identify specific areas of growth.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Building-Level Communication</p>	<p>A weekly newsletter will be sent from the Main Office to families via Parent Square, email, in print, and will be posted to the building website. Highlights within newsletter will include:</p> <ul style="list-style-type: none"> ● Upcoming events/dates ● Weekly focus <ul style="list-style-type: none"> ○ SEL ○ Attendance ○ Learning/Instruction ○ Parent Tips ● Lunch Menu ● Special Events ● Reminders/Updates 	<p>A mid-year review of building newsletter content and engagement through Parent Square analytics to celebrate success and make necessary adjustments to increase parent engagement.</p>	<p>Parent Square platform</p> <p>Weekly newsletter template</p>
<p>Parent Involvement/Participation</p>	<p>A parent involvement survey will be sent home to families at the beginning of the school year and to invite parents to indicate how/if they would like to participate in their child's class/the school community throughout the school year. Options will include (these are dependent on current health and safety guidelines):</p>	<p>An increase in parent involvement throughout the school year will indicate success in this area.</p>	<p>Classroom surveys to be updated by the Building Leadership Team to reflect current health guidelines.</p>

Commitment 4

	<ul style="list-style-type: none"> ● Chaperoning field trips ● Reading aloud to students ● Planning classroom festivities ● Laminating, cutting, copying ● Support classroom projects ● Participating in PTO ● Special interests/areas of expertise 		
<p>Community Schools Partnership</p>	<p>Partnering with Community Schools to support families with various needs, including:</p> <ul style="list-style-type: none"> ● Food and necessities ● Mental health services ● Legal advocacy ● Literacy education ● Parent education ● Housing needs ● Childcare ● Job attainment 	<p>Once partnership is established, interviewing staff members and parents to best understand the needs of families to customize resources and offerings.</p>	<p>Partnership with Community Schools</p> <p>Location of parent education center at North Broad Street Elementary School</p>
<p>Parent-Teacher Association Involvement</p>	<p>Parent-Teacher Association meetings will continue to be held virtually.</p> <p>A read-aloud will be held prior to each meeting to engage students and families.</p> <p>A participation incentive will be created to involve parents in meetings.</p> <p>All meetings will be recorded and sent to families and minutes from the meeting will also be sent to all families.</p>	<p>Participation at each meeting will be monitored.</p> <p>Two standandng questions will remain on all PTO agendas including:</p> <p>*What is going well? *How can we improve?</p>	<p>Continued partnership between the parents and North Broad Street Staff to create monthly meeting agendas.</p>

Commitment 4

<p>Creating a Welcoming, Inclusive Environment</p>	<p>A survey will be created to better understand why parents of all backgrounds do not feel welcome in our school. This will include opportunities for parents to express specific areas for growth and ideas for improvement.</p> <p>Utilizing the above survey, the Building Leadership Team will identify trends and develop a plan to ensure a welcoming, inclusive environment for all families of all backgrounds.</p>	<p>A standing item will be placed on the monthly PTO meeting agenda that invites feedback on creating a welcoming, inclusive environment for all families. This feedback will be garnered at each PTO meeting.</p>	<p>A survey to parents will be created and sent to families at the beginning of the 2021-2022 school year.</p>
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End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	N/A	
Staff Survey	N/A	
Family Survey	B4: I am provided with ample opportunity to voice my opinion or concern in support of my students' needs.	95%
	B5: I know who to contact at this school if my student is in need of social-emotional support.	95%
	B6: I am satisfied with my level of involvement in decision-making at this school.	90%
	F2: I received regular communications from the school regarding school news and events.	95%
	F3: I am satisfied with the programs and resources available at this school to support learning.	95%
	F9: Families of all backgrounds feel welcome at this school.	85%

Commitment 4

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
The yearly parent survey will show an increase in “strongly agree/agree” parent responses to the identified questions above.
Parent participation on the above survey will increase to 50%.

Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

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

X State-Supported Evidence Based Strategy

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

<p>Evidence-Based Intervention Strategy Identified</p> <p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p>	<p>Instructional Coaching</p>
	<p>Commitment: We commit to optimizing student growth.</p> <p>In collaboration with a math instructional coach through Madison Oneida BOCES, each classroom teacher will identify a preferred coaching model that will include peer coaching, collaborative planning, and creation of lab classrooms, with a specific focus on math workshop instruction and practices aligned to the New York State Learning Standards. Each teacher will identify goals and in collaboration with the instructional coach and develop a structure that best fits their goals.</p>

Evidence-Based Intervention

Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified	N/A
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

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

Evidence-Based Intervention Strategy Identified	N/A
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Evidence-Based Intervention

<p>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</p> <p>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology</p>	
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Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
5/10/21						X
5/20/21	X					
5/21/21	X					
5/24/21		X	X	X	X	X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interview process informed the team's plan by offering insight into the specific areas of strength and growth from the perspective of our students. Many of our students highlighted the relationships that they have with staff members and the value that they find in these relationships. They indicated that the structure of the pandemic significantly impacted their social-emotional needs and academic growth. Some students reflected on the struggle that the face with academic content while others identified that they are seeking further enrichment opportunities and higher levels of challenge/engagement.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

The Equity Self-Reflection was informative for the team to discuss and plan forward. Specifically, the team reflected on the need to ensure that all families feel welcome at the school, as the most recent parent survey indicated a lower than desired response rate to this question. The team discussed possible reasons for this discrepancy, and how we could promote an environment that is inclusive of all family backgrounds. The team identified relationships, data-informed decisions, and the creation of a respectful school community as current strengths through the equity self-reflective. Likewise, the team identified student input in text that is reflected of diversity, increase in student voice, and staff collaboration around shared students as priorities from the equity self-reflection, all of which are included in this plan.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

- The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

- In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
- The approved CSI and TSI plans will need to be posted on the District's website.
- Both CSI and TSI schools will need to complete the *Leveraging Resources to Support the SCEP* document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
- Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
**RE: 2021-2022 SCHOOL COMPREHENSIVE EDUCATION PLAN:
OTTO SHORTELL MIDDLE SCHOOL**
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent, to approve the 2021-2022 School Comprehensive Education Plan for Otto Shortell Middle School as submitted.

RECOMMENDED ACTION

Motion to approve the 2021-2022 School Comprehensive Education Plan for Otto Shortell Middle School as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan 2021-22

District	School Name	Grades Served
Oneida City School District	Otto Shortell Middle School	6-8

Collaboratively Developed By:

The Otto Shortell Middle School SCEP Development Team

Mandi Larson, Principal

Val Martin-Pearson, Home and Careers teacher

Emily Faniglula, 6-8 Special Education teacher

Melissa Smith, 12:1 Special Education teacher

Jen Bassin, ELA teacher

Kristin Germond, ELA teacher

Melissa Tanner, Math AIS teacher

Kristin Culkin, Math teacher

Megan Kelly, Social Studies teacher

Lori Roth, Secretary

Jen Stone, Parent

*And in partnership with the staff, students, and families of **Otto Shortell Middle School***

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and the review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2021-22 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values](#) (video tutorial)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

COMMITMENT 1

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to individual student growth and success</p> <p>During the 2019-2020 school year, Otto Shortell Middle School was identified as a TSI building, specifically due to the economically disadvantaged sub-group not showing measurable success on their math and ELA scores on the 3-8 exams. A committee was formed to review the results, develop systems, and adopt programs to ensure success and improvement in these areas.</p> <p>Some such measures as outlined above include the following: instructional coaching and curriculum planning to ensure standard alignment, recently adopted program (IXL) to closely monitor students' success and skill gaps in the areas of ELA and math, recent changes to the RTI model to allow for more data driven discussion, and using programs and strategies that incorporate a more inclusive model, such as Lexia Power-up to assist our 12:1:1 and 15:1 learners.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continue the Use of IXL</p>	<p>All teachers will implement the use of the IXL program on a weekly basis and use the data to inform their instruction as they see skill gap emerging</p>	<p>During the monthly data meetings, this information will be reviewed in teams. The individual student growth reports generated in the program will help drill down areas of need in instruction</p>	<p>Renewal of the IXL program</p>
<p>Use STAR data</p>	<p>Universal Screenings occur 3 times a year. The information derived from this data will serve to assist in making recommendations for students' programming while allowing teachers to make individual adjustments within their classrooms.</p>	<p>During the monthly data meetings, this information will be reviewed in teams. The individual student growth reports generated in the program will help drill down areas of need in instruction. The baseline and growth data will be reviewed at the 3 points in the year when Universal Screenings are implemented.</p>	<p>Time for teachers to meet and review data</p>

Commitment 1

<p>PLCs for more data based decision</p>	<p>Once a month, grade level teachers meet to review students' progress, specifically looking at data from IXL reports, STAR data and individual classroom reports. Teachers make recommendations to each other in order to support the students' success following the RTI model</p>	<p>Students will continue to utilize programs that monitor their individual growth and success in specific skills linked to the NYS learning standards.</p>	<p>Time allowed for teachers to meet and review data</p>
<p>Curriculum Coaching</p>	<p>In collaboration with Jody Popple, instructional coach through Madison Oneida BOCES, each math teacher will collaborate and plan with a focus on math instructional practices aligned to the New York State Learning Standards.</p>	<p>Individual follow-up will occur with instructional coaches and administration to determine additional areas of need, while also highlighting areas of success.</p>	<p>On-going support from BOCES personnel to engage in instructional coaching practices with math department</p>
<p>Summer School Program</p>	<p>Summer programming for incoming 6,7, 8th graders to build and reinforce ELA and math skills.</p>	<p>Upon entry into the program, there will be a preliminary assessment provided, upon completion there will also be an exit assessment provided.</p>	<p>Materials, supplies and funding to support the on-going implementation of this program</p>

Commitment 1

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	B1: I understand what I am learning in my classes. Currently 77%	Goal 85%
Staff Survey	B3: Special education and general education teachers of students with disabilities engage in intentional collaborative lesson planning to meet student’s needs. Currently 79%	Goal 85%
Family Survey	C5 My student understands the connection between what he/she is learning in school and how it will be useful in college and/or future career. Currently 69%	Goal 80%
	E4: At this school, teachers and staff build on student’s strengths and experiences. Currently 64%	Goal 80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
Presently, the ELA Fall 2020 STAR SGP median data per grade level is: 8th - 45%, 7th- 58%, 6th-50%. By Spring of 2022 we will increase the median SGP by 5 points for each grade level. For Math, Fall 2020 STAR SGP is as follows: 8th-65% , 7th-66%, 6th-52% at

Commitment 1

grade level (Based on STAR data reports). By the Spring of 2022 we would like to see academic achievement of 5% growth at each grade level

COMMITMENT 2

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>The faculty and staff at OSMS will commit to addressing the social emotional needs of our school community</p> <p>Evidence shows that implementing SEL practices in school improves achievement and increases students' prosocial behaviors.</p> <p>With the recent pandemic and the surge of mental health issues arising, there is an increased need for supportive programming around SEL to teach students ways to navigate their emotions and self-regulate.</p> <p>Families continue to reach out to the school for assistance in dealing with their personal struggles around this topic. The lack of programming outside of school with the different agencies has given rise for more supports necessary in the school setting</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continue with mindfulness and mindful movement strategies</p>	<p>Periodic breaks in the day to institute activities that allow for students and staff to focus on their breathing, be present with what's happening internally so they can better cope with the present situation.</p>	<p>Student/staff surveys and feedback. Review of data at SMT meetings held monthly.</p>	<p>Attendance of trainings offered to provide current research and trends</p>
<p>Continue implementing tenets from the CASEL wheel, implementing mindfulness practices, meet with Principal's Advisory to refine strategies and practices around mindfulness and behavioral incentives</p>	<p>On-going meetings with constituent groups including student groups to revise and monitor the implementation of various strategies around mindfulness</p>	<p>Student/staff surveys and feedback</p>	
<p>Begin piloting Positivity Project</p>	<p>A building wide, systemically based program that embeds practices developing prosocial skills in students</p>	<p>Data Reporting a decrease in the number of office discipline referrals.</p>	<p>Commitment to the Positivity Project training</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
Student Survey	N/A	
Staff Survey	K3 When a student is identified for additional supports, the student works with staff to identify goals and monitor his/her progress. Currently 78%	Goal 80%
	K5 There is a system in place for all students and staff who work with the same student to share information about that particular student’s SEL needs so that students receive an informed response to their needs. Currently 75%	Goal 80%
	K6 Students identify obstacles to achieving their goals and work to overcome them. Currently 63%	Goal 75%
Family Survey	K9 Students recognize how their actions impact others and adjust their behavior accordingly. Currently 65%	Goal 75%
	C2 My student feels a sense of belonging at this school. Currently 78%	Goal 85%
	C7 My student is confident in him/herself and abilities. Currently 73%	Goal 80%

Commitment 2

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021 -22 school year.

Student survey results will reflect an increase in “strongly agree feedback” around topics for social emotional and prosocial skills. Additionally, School Tool data will reflect an decrease in bullying behaviors towards others. Survey results generated from the Positivity Project will show evidence in more reflective, proactive practices with students

COMMITMENT 3

This section can be deleted if the school does not have a third commitment.

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to improving student attendance and reducing chronic absenteeism</p> <p>In January of 2020, Otto Shortell's Chronic Absenteeism rate was 11.6% for grades 6-8.</p> <p>The Oneida City School District has recently developed campaigns to encourage student attendance and parent involvement in school and school activities. The school district committed to virtual trainings, and ensuring educational access to all students and families with the recent 1:1 initiative and hotspot devices during the pandemic.</p> <p>Ongoing communication home when students are absent, letters, and home visits occur to encourage more involvement. Regular outside agency contact, along with referrals to programming outside of school to assist with the growing concern around absenteeism.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>On-going Communication</p>	<p>What does this strategy entail?</p> <p>Daily phone calls to parents, letters sent at various check-points, monthly newsletters, Google Classroom announcements and posts, parent surveys</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> <p>SIRS reports reviewed monthly</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> <p>On-going data reports</p>
<p>Incentives to Students</p>	<p>Quarterly reward system of issuing Shortell Shillings to students who are regular in their attendance and participate in their classes, along with recognition in the newsletter</p>	<p>Increase in the number of students receiving Shillings at the quarter mark. Review of schooltool and SIRS data.</p>	<p>Money and other resources to continue to incentivise programs</p>
<p>On-going supports and trainings for students and families through a tiered intervention approach</p>	<p>Counseling, outside agency provider referrals, mentoring programs, and virtual meetings to support families who are higher risk/need</p>	<p>Increase in involvement and attendance with families who are at higher risk</p>	<p>Updated information about supports offered through community agencies</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	N/A	
Staff Survey	B6 School leaders recognize the connection between attendance and school environment and make efforts to provide a warm, welcoming atmosphere that engages students and families. Currently 89%	Goal 95%
Family Survey	C4 My student understands that it is important to go to school every day. 95%	Goal 98%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year. The goal at the end of the 2021-2022 school year is to reduce our chronic absenteeism rate to 10%, as reflected on the NYS SIRS Chronic Absenteeism report.
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COMMITMENT 4

This section can be deleted if the school does not have a fourth commitment.

Our Commitment

<p>What is one commitment we will promote for 2021-22?</p> <p>Why are we making this commitment? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i> 	<p>We commit to building stronger relationships and connections with families</p> <p>The May 2021 Survey Results from Syracuse University-- Specifically question E2 Teachers and staff are accessible and responsive to student and parent needs, and E3 Teachers and staff regularly provide information and materials on how I can help my student at home-- indicate a need to foster stronger home-school connections and to invite a more collaborative relationship so families and teachers are partners in students' education</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p> <p>What does this strategy entail?</p>		<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Involvement on various committees</p>	<p>Parents are asked to participate in committees that address events going on in school, and school improvement initiatives</p>	<p>Monitor participation attendance</p>	<p>parent surveys</p>
<p>On-going communication</p>	<p>New Parent Square system, newsletter, on-going meetings, updates and reminders viaPeachjar</p>	<p>Review data associated with Parent Square to determine level of involvement in program</p>	<p>Parent Square, newsletters, Peachjar</p>
<p>Parent Advisory Committee (PAC)</p>	<p>Facebook page dedicated to this committee to share pertinent information regarding upcoming events and activities. Attendance on committee meetings</p>	<p>Monitor participation attendance</p>	<p>Parent surveys</p>
<p>Fostering parent/family school community involvement</p>	<p>Enlist support for chaperoning events, volunteering for school-related activities</p>	<p>Survey parents asking for feedback</p>	<p>Parent Surveys</p>

End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

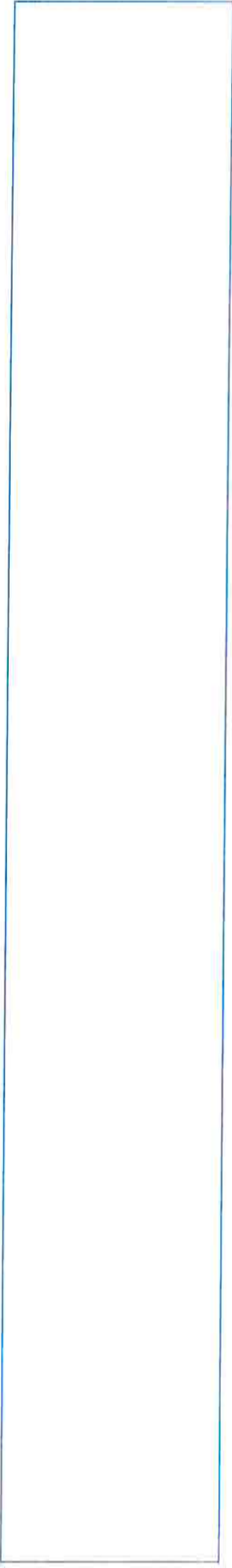
We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
Student Survey	N/A	
Staff Survey	N/A	
Family Survey	B4 I am provided with ample opportunity to voice my opinion or concern in support of my students' needs. Currently 73%	Goal 80%
	B6: I am satisfied with my level of involvement in decision-making at this school. Currently 57%	Goal 70%
	F9: Families of all backgrounds feel welcome at this school. Currently 60%	Goal 70%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2021-22 school year.
The yearly parent survey will show an increase in “strongly agree/agree” parent responses to the identified questions above.

Commitment 4



Evidence-Based Intervention

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

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

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

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

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

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

X State-Supported Evidence Based Strategy

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

Evidence-Based Intervention Strategy Identified	Professional Learning Communities
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows	PLCs will work to analyze what additional supports they feel will help them going forward (writing strategies, reading strategies). They will be asked to review and research any PD that they feel they would like to engage in for the upcoming school year. PLCs will review data from STAR 360 reading, and IXL to identify students not making benchmark and discuss further interventions or necessary training.

Clearinghouse-Identified

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

Evidence-Based Intervention Strategy Identified
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
 - Rating: Meets WWC Standards Without Reservations
 - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
 - Rating: Top Tier
 - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
 - Rating: Model Plus
 - Rating: Model
 - Rating: Promising

School-Identified

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

Evidence-Based Intervention Strategy Identified
We envision that this Evidence-Based Intervention will support the following commitment(s) as follows
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology

Our Team's Process

Background

NYSEP requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Mandi Larson	Principal
Val Martin-Pearson	Home and Careers teacher
Emily Faniglula	6-8 Special Education teacher
Melissa Smith	12:1 Special Education teacher
Jen Bassin	ELA teacher
Kristin Germond	ELA teacher
Melissa Tanner	Math AIS teacher
Kristen Culkin	Math teacher
Megan Kelly	Social Studies teacher
Lori Roth	Secretary
Jen Stone	Parent

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
5/25/2021			x			x
6/1/2021	x				x	

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompts below.

Student Interviews

Describe how the Student Interview process informed the team's plan

What we noticed after conducting interviews and gathering student input, for the majority of the students' discussions seemed to be welcomed and many offered suggestions. Some suggestions included allowing more opportunities for student voice and input into the decisions made in school. A Possibility of a suggestion box and issuing student surveys were recommended as forms of communication and feedback so students have opportunities for input.

When posing the question to students whether they felt comfortable talking to adults in the school, the majority indicated that yes they did, while some stated sometimes. Many students reported that they felt more comfortable talking to their peers, or they were too shy in general to connect to adults. One student said that there was fear around "CPS" being contacted if sharing information with adults.

Equity Self-Reflection

Describe how the Equity Self-Reflection informed the team's plan

Looking at the survey data around families feeling welcome having input into the decisions made at the school, continues to be a discussion point for the planning of initiatives at the middle school. The team will be looking at ways to engage parents more in the communication process and to ensure that parents and families feel included.

Submission Assurances, Instructions and Next Steps

Submission Assurances

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

1. The SCEP has been developed in consultation with parents, school staff, and others in accordance with the [NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

Submission Instructions

CSI Schools: When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 30, 2021.

TSI Schools: When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2021-22 school year.

Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2021-22 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the *Leveraging Resources to Support the SCEP* document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2021-22 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2021-22 school year. Schools should continually monitor their implementation and make adjustment to their plans when appropriate.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: 2021-2022 DISTRICT COMPREHENSIVE IMPROVEMENT PLAN
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent, to approve the 2021-2022 District Comprehensive Improvement Plan as submitted.

RECOMMENDED ACTION

Motion to approve the 2021-2022 District Comprehensive Improvement Plan as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Oneida City Schools	Dr. Kathleen M. Davis- Interim

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Closing Learning Gaps has been evidenced through COVID-19 as a result of hybrid and fully virtual learning and other factors that have impacted families.
2	Focusing on Attendance data as it impacts performance data and the need to address root causes and identification of solutions will be important to encourage full time, regular attendance.
3	Enacting K-12 SEL systems to support our students,staff and families.
4	

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Closing Learning Gaps has been a priority selected due to evidence noted through COVID-19 as a result of hybrid and fully virtual learning and other factors that have impacted families. Curriculum alignments, extended learning supports and wrap around services will be provided and monitored through building based teams.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district mission and vision statements below are central to our beliefs to educate our students. As a result of the pandemic our students were not engaged in the level of learning they were traditionally exposed to and as a result we are seeing gaps in learning pre K-12.</p> <p><u>Mission Statement</u></p> <p>Our mission is to educate, inspire and empower students.</p> <p><u>Vision Statement</u></p>

Priority 1

Our vision is that students reach their fullest potential.

Oneida City School District Goal

Engage students in a high-quality comprehensive education that prepares them with a foundation of knowledge and skills for life, college, and career.

We selected this goal as our first priority because students pre K-12 are not currently meeting grade level benchmarks. This can be evidenced through teacher observations, standardized quarterly assessments, universal screenings, and state and local assessments.

Educating students and preparing them to be college and career ready is our central mission as well as upholding the Commissioner's Regulations.

From the North Broad Street Elementary SCEP:

This commitment was influenced by the "How Learning Happens" document through the lenses of meaningful learning that focuses on providing each student with equal opportunities for substantial growth. Student interviews and discussion around the Equity Self-Reflection indicated that students have an interest in being active in their learning process.

Priority 1

From OSMS This commitment was based upon student equity self-reflection feedback indicating that students want to have more involvement in participating in decisions that are made around learning in school

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Student Support Team meetings will continue weekly to include parents and staff in order to address progress monitoring of student performance</p>	<p>Scheduling weekly meetings with appropriate parties and supportive personnel must be included Preparation of data and assessments to share with the group must be prepared. Use of RTI Edge to house student results, action plans, and minutes. Development of action plans for each child at risk..</p>	<p>Students are receiving needed services and improvement in the benchmark assessments are monitored. Continued meetings will be held to ensure students maintain growth. Areas of minimal growth will be addressed through the development of further goals on the student success plan.</p>	<p>Release time for staff will be needed. The purchase of the licensing for RTI Edge will be needed. Testing and additional supports for each student to be identified during the meetings.</p>
<p>Extended Day Programming/Summer Programming</p>	<p>Extended day/summer programming for students in K-12 to build and reinforce foundational reading and math skills. (night school, marking period recovery, EIP, LEAP, Middle School Counts). Extended day programming for students in grades K-12 to build and reinforce foundational</p>	<p>An entry and exit assessment will be administered and reviewed for all students. This information will be shared with classroom teachers. Administration will be monitoring success through walk through evaluations, observations, and STAR assessment results Fall/Winter/Spring.</p>	<p>Funding for both programs to ensure support for identified students in grades K-12. Creation of program procedures including identification of students, data analysis, and prioritized skills/standards.</p>

Priority 1

<p>Curriculum Mapping</p>	<p>reading and math skills, as well as to close gaps in grade level-learning. ELA and math curriculum maps will be created and entered into the ATLAS curriculum software management system. Maps will be aligned to prioritized New York State Next Generation Standards. Maps will be reviewed horizontally and vertically throughout the school year.</p>	<p>Review of curriculum maps and pacing will be conducted during grade level meetings to ensure consistency in curriculum coherence.</p>	<p>Time to allot for creation of curriculum maps.</p>
<p>Rtl Analysis and Alignment of Services as noted by the district approved Professional Learning Plan.</p>	<p>Review of District Rtl procedures to ensure consistent systems and support for students. Identification of students in need of AIS/Rtl remediation support. Review/creation of building systems for AIS supports and progress monitoring for both math and reading.</p>	<p>Progress for each individual student will be reviewed at each data meeting and differentiated plans will be created for each child as needed and will include classroom interventions, interventions from AIS teachers, and/or referral to special education (after ample time with tier 3 interventions).</p>	<p>Funding for AIS intervention teachers. Substitutes to cover for teachers during data meetings. Training in researched-based best practices. (Orton Gillingham) Additional staffing to support student intervention plans to be implemented.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

<p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.</p>	<p>Goals:</p> <p>Students will show a 5% increase from fall (State released Regent's Exams) and spring testing for all core Regents Exams 9-11. <i>(SLO's for the district are a calculation of the Core Regents)</i></p> <p>Students will show a 5% increase in achievement scores from fall and spring STAR testing in ELA and math grades 2-8.</p> <p>Students will show an increase in foundational skills on the composite scores - score in Dibels grade 1 (Targets will be set once the initial baseline is established.)</p>
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PRIORITY 2

Our Priority:

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Focusing on attendance data as it impacts performance data and the need to address root causes and identification of solutions will be important to encourage full time, regular attendance by collaborating with families and community agencies, and empowering students. Increase communication through a variety of modalities on attendance policies and practices we will bridge the gap for students.</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • How does this commitment fit into the District's vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right commitment to pursue? • How does this fit into other commitments and the district's long-term plans? • For Districts with identified schools: 	<p>The mission of the Oneida City School District is to educate, inspire and empower students. The vision of the Oneida City School District is that students reach their fullest potential. To accomplish this goal, students must be in attendance.</p> <p>Throughout COVID -19 learners disconnected when moved to remote learning. Supports were not always available at home and learners had not fully developed self monitoring skills which resulted in attendance deficits.</p> <p>Due to the unique learning modalities this school year (i.e. in-person, hybrid, remote, and fully virtual), there have been many inconsistencies with student</p>

Priority 2

- o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
- o *In what ways does this support the SCEP commitments of your identified school(s)?*

attendance. This is due in part to illness/use of caution by parents, in part due to learning modality, and in part due to extenuating circumstances outside of the school building.

Our students identified as economically disadvantaged were at higher risk of chronic absenteeism during the 2020-2021 school year.

From the North Broad Street Elementary SCEP:

This commitment was influenced by the "How Learning Happens" document through the lenses of belonging and relationships, both of which are focused on as part of these action steps. Student interviews stressed the importance of relationships and student recognition. The Equity Self-Reflection further influenced this commitment through the focus on the creation of a welcoming environment for students.

From OSMS SCEP:

In January of 2020, Otto Shortell's Chronic Absenteeism rate was 11.6% for grades 6-8.

The Oneida City School District has recently developed campaigns to encourage student attendance and parent involvement in school and school related activities. The school district committed to virtual trainings, and ensuring educational access to all students and families with the recent 1:1 initiative and hotspot devices during the pandemic.

Ongoing communication home when students are absent, letters, and home visits occur to encourage more involvement. Regular outside agency contact, along with referrals to programming outside of school to assist with the growing concern around absenteeism.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Provide additional support internally for students with the implementation of School Patrol Officer (SPO) and incentives to motivate students to embrace regular attendance.</p>	<p>Collaboration with the county to partner with staff in assisting in engagement of students and parents for regular full time attendance.</p>	<p>We will use attendance data to see if there is improvement Monitoring the serious chronic absenteeism report. The district has done an internal analysis of grade levels across district to progress monitor</p>	<p>The County will share in the cost of the SPO /the district will need to fund half of the SPO. Collaboration meetings after school with staff and the SPO's to develop plans and strategies for improving attendance.</p>
<p>Connected Community Schools Organization will partner with Oneida City Schools to provide interventions for home school supports for students</p>	<p>Removes barriers for student development,t supports students' academic, challenges and enriches and deepen's students development and learning address family engagement by building community supports and trust with families</p>	<p>A school climate inventory will be conducted to assess the 14 dimensions of school climate. The results are then used to develop a plan to address gaps.</p>	<p>Spaces in each building will be needed for staffing provide by CCS. Pantry will be set up to provide students and parents with needed supplies. Parent /community workshops will be hosted to address needed areas of support for parents and students</p>

Priority 2

<p>Attendance education/ communication</p>	<p>Monthly attendance letters that outline current attendance progress and comparisons, and helps to adjust to establishing a five-day, in-person learning week.</p> <p>Weekly building newsletters highlight attendance updates, strategies, and highlights.</p> <p>Opportunities for parents to provide strategies/input regarding attendance to be shared with other parents.</p>	<p>Monthly review of SIRS chronic absenteeism reports</p> <p>Weekly identification of students at risk of becoming chronically absent and implementing differentiated support systems to each.</p>	<p>Updated attendance reports via SchoolTool</p> <p>Attachments for monthly letters that indicate attendance progress/current standing.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

<p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.</p>
<p>The district will improve high risk grade level attendance as outlined below by 50% (following the cohort to the next grade level).</p>
<p>19% of first graders at DV have 10 or more absences</p>
<p>38% of fifth graders at NB have 5 or more absences</p>
<p>18% of first graders at SS have 5 or more absences</p>
<p>33% of second graders at WP have 5 or more absences</p>
<p>15% of sixth graders at OSMS have 10 or more absences</p>
<p>22% of ninth graders at OHS have 10 or more absences</p>

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p> <p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document?</i> ○ <i>The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Enacting K-12 SEL systems to support our students, staff and families.</p>
	<p>A healthy social-emotional well-being of our students empowers them with self-awareness that leads to the ability to self manage and make responsible decisions in order to effectively connect and contribute to our community.</p> <p>The social-emotional well-being of students is the gateway to increased attendance and increased academic performance. The COVID-19 pandemic has significantly impacted the mental, emotional, and social needs of our students due to isolation, lack of consistency in school modality/structure, and/or factors beyond family control (i.e. loss of job, family structure, illness, etc.). As a result, we anticipate that an increased level of purposeful support and explicit modeling and teaching will be required to help students to understand and manage their emotions.</p> <p>The dynamics of each family, including socio-economic needs and cultural variables have proven to impact students’ emotional regulation throughout the pandemic.</p> <p>Social-emotional instruction and support has always been a top priority in our building, and now this work has an increased emphasis for our students.</p> <p>From the North Broad Street Elementary SCEP: This commitment was influenced by the “How Learning Happens” document through the lens of relationships and intentionality with social-emotional</p>

Priority 3

learning opportunities. Student surveys and interviews reflect that students are struggling with overcoming challenges. The Equity Self-Reflection further influenced this commitment through the focus on providing students an opportunity for their voice to contribute to the instructional, curricular and cultural aspects of the curriculum and building.

From OSMS SCEP:

Evidence shows that implementing SEL practices in school improves achievement and increases students' prosocial behaviors.

With the recent pandemic and the surge of mental health issues arising, there is an increased need for supportive programming around SEL to teach students ways to navigate their emotions and self-regulate.

Families continue to reach out to the school for assistance in dealing with their personal struggles around this topic. The lack of programming outside of school with the different agencies has given rise for more supports necessary in the school setting

After reviewing the parent and student survey feedback the TSI committee enacted a plan to implement Positivity Project

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>SEL Implementation timeline</p>	<p>A timeline of implementation to build awareness, commitment, ownership, and create a plan. In addition the timeline emphasized adult SEL and continuous improvement.</p>	<p>Syracuse University School of Education Climate survey results Connected Community Schools survey results</p>	<p>The Positivity Project will be implemented at the MS year one. The 26 character traits will be the focus of the program. The program will be evaluated to expand to K-12. Second Step, Connected Community Schools will be implemented K-12.</p>
<p>Sensory spaces for elementary and middle school buildings</p>	<p>Review of research on sensory strategies</p>	<p>Decrease in incidences that require de-escalation School Tools discipline reports will be used to monitor data.</p>	<p>OT/PT training around sensory input Purchase of furniture and equipment appropriate for a sensory room.</p>
<p>Intramurals, E-Sports, Unified Bowling and Basketball, Creative Camp</p>	<p>Reconnecting students with the school community and/or physical activity</p>	<p>Monitoring extracurricular attendance for participation</p>	<p>Purchase of equipment needed for programming, training for staff</p>

Priority 3

<p>Student-parent engagement workshop series</p>	<p>School Counseling staff will be implementing workshops for families in person and virtually. This will be provided K-12.</p>	<p>Attendance at the workshops will be monitored and correlated to specific student data to see if there is improvement in engagement</p>	<p>Time will be provided to the counseling staff and equipment and materials to produce workshops. Child care and food will be incorporated into the program design.</p>
<p>Implement the three SEL signature practices district -wide</p>	<p>Mrs. Wuest from BOCES trained all administrators in the signature practices for SEL. Each building will be initiating this with their faculties at the September faculty meetings in the fall.</p>	<p>Signature practices will be discussed and shared at faculty meetings to discuss success with students.</p>	<p>During grade chair and department meetings staff will have time to share their experiences.</p>
<p>Increase student perspective in decision making</p>	<p>Survey results from students will be used in planning forward to ensure students perspective and voice is considered. (The district is implementing Arts/intramural programming during summer months to further close the SEL gaps due COVID-19)</p>	<p>Student leadership teams in collaboration with staff and administration will monitor results and provide feedback.</p>	<p>Monthly meetings will take place to monitor success of strategies and determine the needed additional support.</p>

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

<p>Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.</p> <p>The Jefferson-Lewis BOCES staff survey reflects the responses below. At the conclusion of the 21-22 school year, each of the questions below will increase to a minimum of a 60% strongly agree/agree response from staff.</p> <p>K2: The school has adequate programs and personnel (counselors, social workers, and school psychologists). 42%</p> <p>K6: Students identify obstacles to achieving their goals and work to overcome them. 55%</p> <p>K14: Students take the needs of others into account when making decisions. 46%</p> <p>K15: Students continue to look for solutions to problems when faced with challenges or when encountering setbacks. 49%</p> <p>K16: Students understand how decisions made now can impact their future and have long-term effects. 36%</p>

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Janet Jones	Teacher	OHS
Cynthia Smith	Parent	OHS
Kristine Engler	Teacher	DV
Mandi Larson	Principal	OSMS
Eric Coriale	Principal	NB
Kelly Clafin	Parent, Teacher	OSMS,NB
Matthew Shene	Teacher	OHS
Kevin Healy	Parent	OHS
Dr. Davis	Superintendent	District

Meeting Dates

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

Meeting Date	Location
3/5/2021	District Office
5/21/2020	District Office
3/23/2020	District Office
4/27/2021	District Office
6/8/2021	District Office
6/16/2021	District Office

Districts with TSI Schools Only

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

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Representatives from the TSI school have been part of the planning process for the District DCIP.

<p>Parents with children from each identified subgroup</p>	<p>The survey results were incorporated from the identified subgroup through multiple surveys and Thought Exchange feedback forums.</p>
<p>Secondary Schools: Students from each identified subgroup</p>	<p>The survey results were incorporated from the identified subgroup through multiple surveys and Thought Exchange feedback forums. Additionally, student interview responses and equity perspectives were considered for purposeful planning.</p>

Submission Assurances

Directions

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

- The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
- A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
- Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

- DCIP Planning Document
- DCIP

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

District Comprehensive Improvement Plan



DCIP Planning Document for 2021-22 DCIP

District

Oneida City School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2021-22 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District's ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District's vision, values, and aspirations
- Reviewing the 2021-22 Commitments made by CSI/TSI schools in the district
- Evaluating the impact of COVID-19
- Considering the effectiveness of the 2020-21 DCIP
- Understanding local data

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2021-22 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: District's Vision, Values, and Aspirations

1. What is the District's vision?

Mission: Educate, inspire and empower students.

Vision: Students reach their fullest potential.

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

This current mission/vision statement was created in collaboration with staff and community members in the last three years. It is reflective of the pride, commitment and excitement of our students, staff, parents, community.

3. What themes emerged through the Student Interviews in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?

Increased student voice, value in learning process, and awareness of importance of daily attendance.

4. What themes emerged through the Student Interviews in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

North Broad Street Elementary:

The student interview process informed the team's plan by offering insight into the specific areas of strength and growth from the perspective of our students. Many of our students highlighted the relationships that they have with staff members and the value that they find in these relationships. They indicated that the structure of the pandemic significantly impacted their social-emotional needs and academic growth. Some students reflected on the struggle that they face with academic content while others identified that they are seeking further enrichment opportunities and higher levels of challenge/engagement.

OSMS:

What we noticed after conducting interviews and gathering student input, for the majority of the students' discussions, seemed to be welcomed and many offered suggestions. Some suggestions included allowing more opportunities for student voice and input into the decisions made in school. A Possibility of a suggestion box and issuing student surveys were recommended as forms of communication and feedback so students have opportunities for input.

When posing the question to students whether they felt comfortable talking to adults in the school, the majority indicated that yes they did, while some stated sometimes. Many students reported that they felt more comfortable talking to their peers, or they were too shy in general to connect to adults. One student said that there was fear around "CPS" being contacted if sharing information with adults.

5. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you have made progress toward the vision, values, and aspirations of the District?

SECTION 2: SCHOOL COMMITMENTS

An overall culture of respect was acknowledged as a theme from this self-reflection.

6. What themes emerged through the Equity Self-Reflection in your identified school(s) that let you know that you still have work to be done toward the vision, values, and aspirations of the District?

North Broad Street Elementary:

The Equity Self-Reflection was informative for the team to discuss and plan forward. Specifically, the team reflected on the need to ensure that all families feel welcome at the school, as the most recent parent survey indicated a lower than desired response rate to this question. The team discussed possible reasons for this discrepancy, and how we could promote an environment that is inclusive of all family backgrounds. The team identified relationships, data-informed decisions, and the creation of a respectful school community as current strengths through the equity self-reflective. Likewise, the team identified student input in text that is reflective of diversity, increase in student voice, and staff collaboration around shared students as priorities from the equity self-reflection, all of which are included in this plan.

OSMS:

Looking at the survey data around families feeling welcome having input into the decisions made at the school, continues to be a discussion point for the planning of initiatives at the middle school. The team will be looking at ways to engage parents more in the communication process and to ensure that parents and families feel included.

Section 2: School Commitments

1. What Commitments did your identified school(s) make in their 2021-22 SCEP(s)? *Provide the Commitments for each identified school.*

North Broad Street Elementary School:

- We commit to improving student attendance by empowering and educating students and families.
- We commit to addressing the social-emotional needs of our learning community by building relationships with students and providing the tools to overcome challenges.
- We commit to optimizing student growth by addressing learning gaps, providing opportunities for enrichment, and engaging students in the learning process to ensure each student makes significant growth.
- We commit to strengthening and building relationships with families so that families of all backgrounds feel welcome in the school community.

OSMS:

- We commit to individual student growth and success while supporting independent learning
 - The faculty and staff at OSMS will commit to addressing the social emotional needs of our school community by implementing Positivity Project
 - We commit to improving student attendance and reducing chronic absenteeism by creating a welcoming school community environment
 - We commit to building stronger relationships and connections with families by offering more opportunities to engage in school activities
2. Was there anything on the “Leveraging Resources to Advance Our SCEP” document that your identified school(s) completed that surprised you?

The items that were discussed as part of our Leveraging Resource document were directly connected to building/district trends and needs. Common themes emerged in all buildings.

3. What do you envision to be the three to six largest expenses from those identified on the “Leveraging Resources to Advance Our SCEP” document that your identified school(s) completed?

North Broad Street Elementary:

- LEAP summer program for students
- Interventionist/Enrichment staffing
- Parent engagement programing
- Stipends for planning/plan implementation

OSMS:

- Positivity Project program
- IXL

4. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school, what are the most effective ways for the District to use People to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?

SECTION 2: SCHOOL COMMITMENTS

North Broad Street Elementary/OSMS:

The district is committed to equity in services district-wide based on need analysis. Each building within the district has a shared decision-making team and a student leadership team to help guide the decisions which are data driven and aligned to our SCEP, DCIP, TSI plans.

5. Based on your review of the Resources section for each Commitment on the SCEP(s) and the Leveraging Resources document from each identified school, what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments at the identified school(s), and, if applicable, at other schools in the District?

North Broad Street Elementary/OSMS:

The best use of funds is to ensure that students are directly impacted by the supports selected. The funds must be utilized by directly servicing students, engaging students and layering interventions to close the gaps. Time must be extended beyond the traditional school day to allow for learning to be continuous. Space must speak to the age of the students and be developmentally appropriate and inviting to young learners and learners that struggle with school.

Section 3: Considering What was Learned in 2020-21

Evaluating the Impact of COVID-19

What needs emerged as a result of the COVID-19 pandemic?

- Decrease in chronic absenteeism
- Focus on social-emotional learning and supports
- Targeted academic supports and intervention

What has the District learned through its efforts to address these needs?

The District has learned that the pandemic has significantly impacted the needs of our students, family, and the community. Our focus has been on the health of our students, and there have been many factors that have impacted the academic, social, and emotional growth of our students this school year. Our staff and parents have collaborated and made tremendous efforts to support our learners, and hope that a return to a more traditional schedule next year will yield positive results for students.

How will these lessons learned be incorporated into the 2021-22 DCIP?

Each of the three needs above are our focus areas of the plan, and every effort has been made to purposefully provide support to support our students, PreK-12.

Evaluating the Success of the 2020-21 DCIP

Refer to the 2020-21 DCIP to complete the information below.

Priority 1 in 2020-21 DCIP: Increase parent engagement- By June 2021, 75% of parents will agree/strongly agree with the survey question "Families of all backgrounds feel welcome at this school."

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No, survey results indicated an increase from 53% (2020) to 57% (2021).

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

- Health and safety restrictions limited visitors, including parents, from visiting the building, volunteering, and being involved in ways that are normally offered.

Priority 2 in 2020-21 DCIP: Map Curriculum across all grade levels-By June 2021, school leaders make purposeful efforts to develop a curriculum that is horizontally and vertically aligned across the school with 92% of our courses mapped.

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

- Priorities shifted as we adjusted learning modalities and supported virtual, hybrid, and remote learners. Additionally, focus remained on engaging students in a virtual/hybrid environment.

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

Priority 3 in 2020-21 DCIP: Increase instructional engagement-By June 2021, 80% of students will agree/strongly agree with the survey question "I understand the connection between what I'm learning in school and how it will be useful in college or my future career."

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No, survey results indicated a decrease from 72% (2020) to 70% (2021).

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

- Priorities shifted as we adjusted learning modalities and supported virtual, hybrid, and remote learners. Additionally, focus remained on engaging students in a virtual/hybrid environment.

Priority 4 in 2020-21 DCIP: Decrease chronic absenteeism-By June 2021, the chronic absenteeism will decrease to 11.8% at grades 1-8 and 21.9% at grades 9-12.

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? No

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

- Due to the unique learning modalities this school year (i.e. in-person, hybrid, remote, and fully virtual), there have been many inconsistencies with student attendance. This is due in part to illness/use of caution by parents, in part due to learning modality, and in part due to extenuating circumstances outside of the school building.

Priority 5 in 2020-21 DCIP: Develop a PreK-12 Social Emotional Learning plan, including consistent vocabulary - By June 2021, 80% of parents will agree/strongly agree with the survey question "Adults at this school treat all students with respect."

Was the District able to achieve the Qualitative and Quantitative Outcomes identified for this Priority? Survey results indicated no change from 61% (2020) to 61% (2021).

If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

- Priorities shifted as we adjusted learning modalities and supported virtual, hybrid, and remote learners. Additionally, focus remained on engaging students in a virtual/hybrid environment. Priority is dedicated to this goal in our 2021-2022 plan.

After reviewing your success in achieving the 2020-21 DCIP Priorities, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

The team will focus on the priorities below in response to successes and challenges within the 2020-2021 DCIP implementation:

- Closing learning gaps has been a priority selected due to evidence noted through COVID-19 as a result of hybrid and fully virtual learning and other factors that have impacted families. Curriculum alignments, extended learning supports and wrap around services will be provided and monitored through building based teams.
- Focusing on attendance data as it impacts performance data and the need to address root causes and identification of solutions will be important to encourage full time, regular attendance by collaborating with families and community agencies, and empowering students. Increase communication through a variety of modalities on attendance policies and practices we will bridge the gap for students.
- Enacting K-12 SEL systems to support our students, staff and families.

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2020-21 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Night School

What was your goal in directing funds in this manner? The goal of Night School was implemented for students who had not been engaged in the learning process, or had fallen so far behind, felt buried in their work, and to re-engage students in school. Our goal was to have students with multiple failures to pass as many courses as possible and understand the content..

Have you met this goal? How do you know?

Yes we met the goal.-We had 140 course slots and of those 140, 82 course slots were passing. This gives us close to a 60% pass rate.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

We have students who have now passed their courses due to a positive change in their learning structure and environment. Because of this, we have less students who would have fallen off track towards graduation and less

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

students needing to attend summer school. Students were also brought back physically to school and we are hopeful that will help with the transition to a regular school year next year.

#2 Recipient/Use of District Improvement Funds: Marking Period Recovery

What was your goal in directing funds in this manner? Marking period recovery was designed to help students who underperformed due to being virtual or hybrid in marking periods 1 and 2 recover and finish the year passing their course

Have you met this goal? How do you know? We had 159 course slots and of those 159, 73 course slots were passing. This gives us close to a 46% pass rate.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

The district will continue to layer interventions to allow for students to have multiple safety nets and extended learning opportunities. This concept speaks to our knowledge regarding learners and knowing that everyone learns at different rates and through a variety of modalities and learning settings.

We now have a structure and practice for assisting struggling students in recovering content from marking periods in which they are disengaged or feel hopeless at success for the remainder of the school year. Marking period recovery provides options to students for successful re-entry after a virtual school year.

#3 Recipient/Use of District Improvement Funds: Jefferson Lewis Surveys

What was your goal in directing funds in this manner? To collect feedback from students, staff, and parents aligned to the DTSDE and to compare current data with that from previous school years.

Have you met this goal? How do you know? Yes. Analysis, review, and action-planning from this data takes place throughout the school year in a variety of capacities.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

- Shared decision making teams
- Student leadership teams
- District strategies planning
- Communication of goals/progress to parents
- Analysis of trends, celebrations, and areas of growth opportunities

After considering the effectiveness of previous resource allocation decisions, what will you do differently in **implementing** your 2021-22 DCIP as a result of lessons learned?

Utilization of resources will focus on the direct impact of student programs and student-based initiatives.

Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results

SECTION 3: CONSIDERING WHAT WAS LEARNED IN 2020-21

- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

When possible, consider data from the 2020-21 school year.

Example: *District survey data indicated that 44% of students say that they do not feel challenged in class.*

District-level Data

Attendance from the NYS SIRS Report (highlights below):

19% of first graders at DV have 10 or more absences
38% of fifth graders at NB have 5 or more absences
18% of first graders at SS have 5 or more absences
33% of second graders at WP have 5 or more absences
15% of sixth graders at OSMS have 10 or more absences
22% of ninth graders at OHS have 10 or more absences

The Jefferson-Lewis BOCES (students, staff, parent surveys). Example-staff survey reflects the responses below. At the conclusion of the 21-22 school year, each of the questions below will increase to a minimum of a 60% strongly agree/agree response from staff. Examples include:

K2: The school has adequate programs and personnel (counselors, social workers, and school psychologists). 42%

K6: Students identify obstacles to achieving their goals and work to overcome them. 55%

K14: Students take the needs of others into account when making decisions. 46%

K15: Students continue to look for solutions to problems when faced with challenges or when encountering setbacks. 49%

K16: Students understand how decisions made now can impact their future and have long-term effects. 36%

Additional Elementary/Secondary: Course averages (honors/basic), student performance reports, Night School performance, NYS Regents performance/trends/gap analysis, graduation rates, course failures, ESSA review, Level 2 Cognos, credit recovery (APEX), virtual learning service data, projected summer school data, STAR/DIBELS Universal Screeners, previous NYS assessment growth/performance/trends (2014-2019)

Section 4: Putting it all together

Review your responses to sections 1, 2 and 3 to identify 3 to 5 Priorities for the 2021-22 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2021-22?

Closing Learning Gaps has been a priority selected due to evidence noted through COVID-19 as a result of hybrid and fully virtual learning and other factors that have impacted families. Curriculum alignments, extended learning supports and wrap around services will be provided and monitored through building based teams.

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

Priority 2:

What will the District prioritize to extend success in 2021-22?

Focusing on attendance data as it impacts performance data and the need to address root causes and identification of solutions will be important to encourage full time, regular attendance by collaborating with families and community agencies, and empowering students. Increase communication through a variety of modalities on attendance policies and practices we will bridge the gap for students.

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)
- Impact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- Recent Data (Section 3 – Understanding Local Data)

Priority 3:

What will the District prioritize to extend success in 2021-22?

Enacting K-12 SEL systems to support our students, staff and families.

This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from Student Interviews (Section 1, Questions 3-4)
- Themes from the Equity Self-Reflection (Section 1, Questions 5-6)
- Commitments made by our identified school(s) (Section 2, Question 1)

SECTION 4: PUTTING IT ALL TOGETHER

- XImpact of COVID-19 (Section 3 – Evaluating the Impact of COVID-19)
- XRecent Data (Section 3 – Understanding Local Data)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2021-22 DCIP, please take into consideration your reflection on the District’s vision, values, and aspirations, the Commitments selected by the identified school(s) in your district, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Please submit this document to dcip@nysed.gov when you submit your 2021-22 DCIP.

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: 2021-2022 CAPITAL OUTLAY PROJECT OWNER - ARCHITECT AGREEMENT
DATE: JULY 1, 2021

BE IT RESOLVED, upon the recommendation of the Interim Superintendent, to approve the 2021-2022 Capital Outlay Project Owner – Architect Agreement as submitted.

RECOMMENDED ACTION

Motion to approve the 2021-2022 Capital Outlay Project Owner – Architect Agreement as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

AIA[®] Document B105[™] – 2017

Standard Short Form of Agreement Between Owner and Architect

AGREEMENT made as of the Fourth day of June in the year Two Thousand Twenty-One
(In words, indicate day, month and year.)

BETWEEN the Owner:
(Name, legal status, address and other information)

Oneida City School District
565 Sayles Street
Oneida, NY 13421

and the Architect:
(Name, legal status, address and other information)

King + King, Architects LLP
358 West Jefferson Street
Syracuse, NY 13202

for the following Project:
(Name, location and detailed description)

2021-22 Capital Outlay Project
King + King Project #21-44-7344

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA standard form. An *Additions and Deletions Report* that notes added information as well as revisions to the standard form text is available from the author and should be reviewed. A vertical line in the left margin of this document indicates where the author has added necessary information and where the author has added to or deleted from the original AIA text.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

ARTICLE 1 ARCHITECT'S RESPONSIBILITIES

The Architect shall provide architectural services for the Project as described in this Agreement and in the attached Exhibit A. The Architect shall perform its services consistent with the professional skill and care ordinarily provided by architects practicing in the same or similar locality under the same or similar circumstances. The Architect shall perform its services as expeditiously as is consistent with such professional skill and care and the orderly progress of the Project. The Architect shall plan for the necessary State Education Department review and approval. The Architect shall assist the Owner in determining consulting services required for the Project. The Architect's services include the following consulting services, if any:

During the Design Phase, the Architect shall review the Owner's scope of work, budget and schedule and reach an understanding with the Owner of the Project requirements. Based on the approved Project requirements, the Architect shall develop a design, which shall be set forth in drawings and other documents appropriate for the Project. Upon the Owner's approval of the design, the Architect shall prepare Construction Documents indicating requirements for construction of the Project and shall coordinate its services with any consulting services the Owner provides. The Architect shall assist the Owner in filing documents required for the approval of governmental authorities, in obtaining bids or proposals, and in awarding contracts for construction.

During the Construction Phase, the Architect shall act as the Owner's representative and provide administration of the Contract between the Owner and Contractor.

The Architect acknowledges that the Owner is a school district which is subject to various laws and regulations of the State of New York. The Architect represents that it is familiar with such laws and regulations as they pertain to the design, bidding and construction of the Project including, but not limited to, the requirements of Article 5-A of the General Municipal Law (sections 100 & ff., "Public Contracts"); Article (of the Education Law (sections 401 & ff., "School Buildings and Sites"), and Sub-Chapter J, Part 155 of Title *, Chapter II of the Codes, Rules and Regulations of the State of New York (Regulations of the Commissioner of Education, "Educational Facilities"), to the extent that they pertain to the Project. The Architect is familiar with the State Aid for School District Capital Projects and shall endeavor to maximize the School District's State Aid for this Capital Project. The Architect will exercise professional care and judgement to perform services in accordance with the requirements of these and other applicable laws, rules and regulations.

ARTICLE 2 OWNER'S RESPONSIBILITIES

With the assistance of the Architect, the Owner shall provide full information about the objectives, schedule, constraints and existing conditions of the Project, and shall establish a budget that includes reasonable contingencies and meets the Project requirements. The Owner, with the assistance of the Architect, shall provide decisions and furnish required information as expeditiously as necessary for the orderly progress of the Project. The Architect shall be entitled to rely on the accuracy and completeness of the Owner's information. The Owner, when so notified by the Architect, shall furnish consulting services not provided by the Architect, but required for the Project, such as surveying, which shall include property boundaries, topography, utilities, and wetlands information; geotechnical engineering; and environmental testing services. Notwithstanding anything to the contrary in this Article 2, the Owner shall be required to furnish information or services described in this Article 2 only to the extent that such information or service is both reasonably required and actually requested by the Architect in order to perform the Architect's services under this Agreement.

ARTICLE 3 USE OF DOCUMENTS

Original drawings, specifications and other documents, including those in electronic form, are Instruments of Service which are the property of the Architect and/or the Architect's consultants, however, the Project is the property of the Owner, and Architect may not use the Instruments of Service for Project without Owner's consent. Owner will be furnished with such electronic and print reproductions of drawings and specifications as Owner may reasonably require. Upon completion of the work or any earlier termination of this agreement under Article 4, Architect will revise drawings to reflect changes made during construction and upon full payment of all sums due the Architect under this Agreement, will promptly furnish the Owner with one complete set of reproducible record prints. Additional prints will be furnished, as an Additional Service, at any other time requested by the Owner. All such reproductions shall be the property of the Owner who may use them without Architect's permission for any proper purpose relating to the Project, including, but not limited to, competition of the Project. The Owner agrees to indemnify the Architect from all costs and expenses related to claims arising from the Owner's use of the Instruments of Service without

retaining the Architect. When transmitting copyright-protected information for use on the Project, the transmitting party represents that it is either the copyright owner of the information, or has permission from the copyright owner to transmit the information for its use on the Project.

ARTICLE 4 TERMINATION, SUSPENSION OR ABANDONMENT

In the event of termination, suspension or abandonment of the Project by the Owner, the Architect shall be compensated for services performed through the date of termination, together with any reimbursable expenses then due. The Owner's failure to make payments in accordance with this Agreement shall be considered substantial nonperformance and sufficient cause for the Architect to suspend or terminate services. Either the Architect or the Owner may terminate this Agreement after giving no less than seven days' written notice if the Project is suspended for more than 90 days, or if the other party substantially fails to perform in accordance with the terms of this Agreement. The Owner may terminate this Agreement upon not less than seven (7) days written notice to the Architect, for the Owner's convenience and without cause. Except as otherwise expressly provided herein, this Agreement shall terminate one year from the date of Substantial Completion.

ARTICLE 5 MISCELLANEOUS PROVISIONS

This Agreement shall be governed by the law of the place where the Project is located. Neither party to this Agreement shall assign the contract as a whole or any part thereof without written consent of the other.

Nothing contained in this Agreement shall create a contractual relationship with, or a cause of action in favor of, a third party against either the Owner or the Architect.

The Architect shall have no responsibility for the discovery, presence, handling, removal or disposal of, or exposure of persons to, hazardous materials or toxic substances in any form at the Project site provided, however, that the Architect shall promptly advise the Owner in writing of the presence and location of any suspected hazardous materials or toxic substances of which the Architect becomes aware.

ARTICLE 6 PAYMENTS AND COMPENSATION TO THE ARCHITECT

The Architect's Compensation shall be a lump sum of \$14,000.

The compensation for each phase of services shall be as follows:

Construction Documents Phase	70%
Bidding or Negotiation Phase	5%
Construction Phase	25%
Total Basic Compensation	100%

Compensation for each phase of the Project shall be payable to the extent services are performed on each phase. Reimbursable Expenses are in addition to compensation for Basic and Additional Services and include expenses incurred by the Architect and the Architect's consultants directly related to the Project, as follows:

1. Expense of all reproductions including electronic data and conversions, blueprinting, copying, photographic production techniques and postage for the Project related to NYSED submittals (preliminary and final), bidding and construction phases of the Project.
2. Expense of renderings of Project for the Owner's use for Project Promotions/Public Relations.
3. Expense of any additional insurance or limits, including professional liability insurance, required by the Owner in excess of that normally carried by the Architect and the Architect's consultants.
4. Expenses relating to SPDES permits, DEIS/EIS preparation, PCB, lead, asbestos or other environmental toxins, including sampling and analysis, air monitoring, variance fees, air clearance sampling and analysis, final air clearance sampling and analysis and final reports.
5. For reimbursable expenses, as described above the cost expended by the Architect, his employees, or his professional consultants in the interest of the Project shall be billed.

The Owner shall reimburse the Architect for its actual expenses incurred in the interest of the Project.

Payments are due and payable upon receipt of the Architect's monthly invoice. Amounts unpaid (30) days after the invoice date shall bear interest from the date payment is due at the rate of 2% per annum.

The Architect shall not be entitled to any compensation for additional services unless agreed to in advance in writing by the Owner.

ARTICLE 7 OTHER PROVISIONS

(Insert descriptions of other services and modifications to the terms of this Agreement.)

Causes of action between the parties to this Agreement pertaining to acts or failures to act shall be deemed to have accrued and the applicable statutes of limitation shall commence to run not later than as provided by law.

To the extent damages are covered by property insurance, the Owner and Architect waive all rights against each other and against the contractors, consultants, agents and employees of the other for damages, except such rights as they may have to proceeds of such insurance as set forth in AIA Document A232-2009, General Conditions of the Contract for Construction. The Owner or the Architect, as appropriate, shall require of the Construction Manager, contractors, consultants, agents and employees of any of them similar waivers in favor of the other parties enumerated herein. This paragraph shall be null and void to the extent it invalidates any insurance coverage.

The Architect shall indemnify and hold the Owner and the Owner's officers and employees harmless from and against damages, losses and judgements arising from claims by third parties, including reasonable attorneys' fees and expenses recoverable under applicable law, but only to the extent they are caused by the negligent acts or omissions of the Architect, its employees and its consultants in the performance of professional services under this Agreement.

The Architect and Owner waive consequential damages for claims, disputes or other matters in question arising out of or relating to this Agreement. The initial waiver is applicable, without limitation, to all consequential damages due to either party's termination of this Agreement.

Any claim, dispute or other matter in question arising out of or related to this Agreement shall be subject to mediation as a condition precedent to commencing litigation. If either party will be prejudiced by waiting until the mediation has concluded, then either party may proceed in accordance with applicable law to comply with the filing deadlines prior to resolution of the matter by mediation.

The Owner and Architect shall endeavor to resolve claims, disputes and other matters in question between them by mediation which, unless the parties mutually agree otherwise, shall be administered by the American Arbitration Association in accordance with its Construction Industry Mediation Procedures in effect on the date of the Agreement. A request for mediation shall be made in writing, delivered to the other party to the Contract, and filled with the person or entity administering the mediation. The request may be made concurrently with the filing of a complaint but, in such event, mediation shall proceed in advance of the litigation, which shall be stayed pending mediation for a period of 60 days from the date of filing, unless stayed for a longer period by agreement of the parties or court order.


The parties shall share the mediation's fee and any filing fees equally. The mediation shall be held in a place where the Project is located, unless another location is mutually agreed upon. Agreements reached in mediation shall be enforceable as settlement agreements in any court having jurisdiction thereof.

If the parties do not resolve a dispute through mediation pursuant to this Section the parties shall proceed to litigation in New York State Supreme Court for the County where the Project is located. The School district shall be entitled to receive its reasonable attorney's fees if it prevails in the litigation.

This Agreement entered into as of the day and year first written above.

OWNER (Signature)

(Printed name and title)



ARCHITECT (Signature)

Jason Benedict, Partner
License # 031211

(Printed name, title, and license number, if required)

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: EXCESSING LIBRARY MATERIALS
DATE: JULY 1, 2021

BE IT RESOLVED, to approve the excessing of library records. These records are being deleted for the following reasons:

- Excessed books that are out of date or in poor condition
- Inaccurate records in database
- Multiple records in database
- Volume housed in another library or moved to another library
- Removed from library collection and placed in teacher's room

Building	Removed
High School	51

(The document listing the individual items are available in electronic form if you would like to review prior to the meeting.)

RECOMMENDED ACTION

Motion to approve the excessing of library materials as presented.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: RESOLUTION SURPLUSING CERTAIN REAL PROPERTY
DATE: JULY 1, 2021

RESOLUTION SURPLUSING CERTAIN REAL PROPERTY

WHEREAS, pursuant to Education Law Section 403-a, the Board of Education is authorized to determine that specific real property of the District is not currently needed for school district purposes and that the leasing of such real property is in the best interest of the District; and

WHEREAS, this Board has determined that portions of certain real property owned by the District known as the Willard Prior Elementary School Building located at 205 East Ave, Oneida, New York 13421 (hereinafter "Premises") is not currently needed for school district purposes between July 1, 2021 and June 30, 2022; and

WHEREAS, the District has received interest from Upstate Cerebral Palsy, Inc. in the renewal of a lease agreement to use such space to provide pre-school services, and such lease terms would provide for the payment of fair market rental value as determined by the District, as well as other provisions protecting the interests of the District;

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. The Board of Education hereby finds that a portion of certain real property owned by the District at 205 East Ave, Oneida, New York 13421, is not currently needed for school district purposes; and
2. Upon the recommendation of the Superintendent, and due in part to the fair market rental that will be received for the leasing of the premises to Upstate Cerebral Palsy, Inc. for the purposes of providing pre-school services, the Board of Education has determined it is in the best interest of the District to lease such premises.

Dated: July 1, 2021

District Clerk
Oneida City School District

RECOMMENDED ACTION

Motion to approve the Resolution Surplusing Certain Real Property as submitted.

MOTION MADE BY _____

SECONDED BY _____

A____ N____

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: RESOLUTION APPROVING LEASE AGREEMENT
DATE: JULY 1, 2021

RESOLUTION APPROVING LEASE AGREEMENT

WHEREAS, this Board has determined that a portion of certain real property owned by the District known as the Willard Prior Elementary School Building located at 205 East Ave, Oneida, New York 13421 (hereinafter "Premises") is not currently needed for school district purposes; and

WHEREAS, the Board of Education has negotiated terms of a lease agreement with Upstate Cerebral Palsy, Inc. for the lease of the Premises; and

WHEREAS, the Board of Education has reviewed the proposed lease agreement, and determined that it is in the best interest of the School District to authorize the Superintendent of Schools to execute the lease agreement in the form approved by legal counsel.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Oneida City School District as follows:

1. By resolution dated July 1, 2021, the Board determined a portion of the property located at 205 East Ave, Oneida, New York 13421 is school property not currently needed for School District purposes, and lease of the Premises in the best interest of the School District since the lease provides the School District with economic benefit at fair market value of the property.
2. The Board hereby approves the terms and conditions of the proposed Lease Agreement and the Board authorizes the Superintendent of Schools to execute the lease agreement in the form approved by legal counsel and filing same with the District Clerk.
3. This resolution shall take effect immediately.

Dated: July 1, 2021

District Clerk
Oneida City School District

RECOMMENDED ACTION

Motion to approve the Resolution Approving Lease Agreement as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

TO: MEMBERS, BOARD OF EDUCATION
FROM: DR. KATHLEEN DAVIS
RE: LEASE AGREEMENT BETWEEN ONEIDA CITY SCHOOL DISTRICT AND UPSTATE CEREBRAL PALSY
DATE: JULY 1, 2021

BE IT RESOLVED, to approve the attached Lease Agreement between the Oneida City School District and Upstate Cerebral Palsy for the 2021-2022 school year as submitted.

RECOMMENDED ACTION

Motion to approve the Lease Agreement for the 2021-2022 school year as submitted.

MOTION MADE BY _____

SECONDED BY _____

A ___ N ___

LEASE AGREEMENT

THIS LEASE AGREEMENT, made this 17 day of June, 2021 by and between

ONEIDA CITY SCHOOL DISTRICT, a public-school district, duly created pursuant to The Education Law of the State of New York, with its central administrative offices at 565 Sayles Street, Oneida, NY 13421 ("Landlord")

and

York **UPSTATE CEREBRAL PALSY, INC.**, with an office at 125 Business Park Drive, Utica, New York 13502 ("Tenant").

Landlord and Tenant may sometimes be referred to herein individually as a "party" and collectively as the "parties."

WITNESSETH:

WHEREAS, the Landlord is the owner of a school building which is located in Oneida, New York; and

WHEREAS, the Tenant is in need of space to provide pre-school services to the community; and

WHEREAS, the Tenant desires to lease several classrooms from the Landlord in order to provide pre-school services to the community; and

WHEREAS, the Landlord, by entering into this Agreement, has determined that such classrooms and space are not needed, at this time, for school district activities and that, due in part to the fair market rental that will be received, it is in the best interests of the school district to lease such property at this time, pursuant to Education Law §403-a.

NOW, THEREFORE, in consideration of the promises set forth herein, and such other and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

1. PREMISES

Subject to the terms and conditions set forth herein, Landlord, for and in consideration of the covenants and agreements set forth in this Lease, hereby leases and grants to Tenant three (3) classroom in the Willard Prior Elementary School Building located at 205 East Ave, Oneida, New York 13421 (the "School Building") as more particularly shown on Exhibit A, and made a part hereof, together with the right to use of designated parking areas and restrooms as identified in Exhibit A (the "Leased Premises"). Tenant may have the right to rent additional space within the School Building at the Landlord's sole discretion; however, Tenant may not alter or otherwise re-designate the Leased Premises without Landlord's prior written consent.

2. ANCILLARY SERVICES

Landlord, at its sole cost and expense, shall furnish water, heat, electricity, plumbing, trash removal, landscaping, structural maintenance, and other ordinary maintenance and custodial services normally performed at the School Building. Landlord shall also provide snow removal services on days when school is in session. Tenant shall be responsible for the cost of internet, cable, and telephone at the Leased Premises.

3. TERM; RENT; RENEWAL; TERMINATION

a. Term. The term of this Lease (the "Term") shall begin on July 1, 2021 (the "Commencement Date") and shall terminate on or about August 20, 2021 – the exact day to be the last day of Tenant's summer session (the "Summer Termination Date"). Each of the following periods shall be deemed a "Regular School Session", to wit, August 23, 2021 – June 30, 2022 (the "Termination Date").

b. Rent. In consideration of the covenants and obligations herein undertaken by Landlord, Tenant shall pay to Landlord an annual rent of Thirty-Six Thousand Dollars (\$36,000.00). Rent includes the costs of ancillary services under Paragraph 2 of this Lease (the "Rent"). Rent shall be increased by an amount equivalent to the actual amount paid by the Landlord for any necessary repairs and maintenance under Paragraph 6 of this Lease. Notwithstanding, either party, with or without cause, may terminate this Lease upon at least ninety (90) days prior notice to the other. Rent payable to the Landlord shall be prorated in accordance with the number of months of actual occupancy.

c. Rent shall be in advance in twelve (12) equal monthly installments of Three Thousand Dollars (\$3,000) each on or before the first day of each and every month during the Term, said payments to be made to Landlord at its office set forth below.

d. Notwithstanding the provisions of this Agreement as to the Term thereof heretofore to the contrary, in recognition of the existing coronavirus pandemic, if Tenant determines, in its sole and absolute discretion, that during the forthcoming Term, (i) it will have insufficient enrollment to warrant its conduct of its program(s) at the Leased Premises, which is Tenant's purpose in entering this lease, or (ii) the Leased Premises is or will no longer be suitable for Tenant's purposes, or (iii) some unforeseen change has occurred that warrants Tenant to discontinue its educational programs at the Leased Premises either for the entire Term or the remainder thereof or simply for one (1) or both of the Summer Sessions, Tenant shall have the right to terminate this lease, either for the entire Term or the remainder thereof or for one or both of the Summer Sessions by giving to Landlord, notice of its election terminate at least thirty (30) days prior to the date it elects to terminate, which termination date shall be set forth in its notice of termination. In the event Tenant exercises such right of termination, neither Tenant nor Landlord shall have any further rights or obligations under this lease for the period of termination. To be clear as to the forgoing termination right, if Tenant terminates only for the first of the Summer Sessions, the Term shall resume thereafter. Furthermore, as an example of the intent of this

paragraph “d”, if any portion of the Term is terminated pursuant to this paragraph “d”, the monthly installment of annual rent shall, for any calendar month which is only partially terminated, be equitably pro-rated so that Tenant only pays a portion of the monthly installment of annual rent for such calendar month.

e. Taxes: Pursuant to Real Property Tax Law Section 408, the Premises is exempt from real property taxes. However, should the Leased Premises, including the land, the building, or any other improvements, fixtures, equipment, or other property for the tax parcel on which the Leased Premises is located be deemed subject to taxation, Tenant shall pay to Landlord all taxes, assessments, supplementary taxes, possessory interest taxes, levies, fees, exactions or charges and other governmental charges, together with any interest, charges, fees, and penalties in connection therewith, which are assessed, levied, charged, conferred or imposed by any public authority as a result of Tenant’s use of the Lease Premises (collectively, “Real Property Taxes”) during the Term. Notwithstanding the foregoing, Tenant shall not be responsible for any interest, charges, fees, or penalties imposed by reason of Landlord’s failure to timely pay Real Property Taxes, except to the extent such interest, charges, fees, or penalties are caused by Tenant, its agents, or employees, and Tenant shall not be responsible for Real Property Taxes in the event the Premises becomes subject to real property tax as a result of Landlord conveying the Premises to a third-party during the Term. All Real Property Taxes shall be paid by Tenant to Landlord in advance on a monthly basis in estimated installments or upon demand, at the option of Landlord, as additional rent.

4. USE AND RESTRICTIONS

Tenant shall use and occupy the Leased Premises during the Term for the purposes of providing pre-school services and for no other purposes. Tenant shall not use or permit the Leased Premises to be used for any purposes prohibited by law, and will comply with all applicable laws and rules applicable by reason of its particular use of the Leased Premises and will not commit any waste nor permit any nuisance on or in the Leased Premises; nor place nor permit to be placed upon the Leased Premises, any materials or substance whereby the hazard of fire or the rate of fire insurance may be increased.

5. CONDITIONS PRECEDENT

The obligations of Tenant to enter into this Lease and to fulfill its obligations under this Lease shall be subject to the following conditions:

- a. The Lease is contingent upon approval by the Commissioner of Education.
- b. This Lease and any modifications, including re-designation of the Leased Premises are subject to approval by the Landlord’s Board of Education, and compliance with the New York Education Law and all applicable regulations promulgated thereunder, and receipt by the parties of any and all approvals the parties may require from the State Education Department, including issuance of a Certificate of Occupancy by the State Education Department Office of Facilities Planning.
- c. Tenant shall be responsible for obtaining, maintaining and insuring its own equipment and

supplies.

d. Tenant shall carry adequate primary commercial general liability insurance, including contractual coverage, in the occurrence coverage form, with a combined single limit of One Million Dollars (\$1,000,000) per occurrence, general aggregate of Two Million Dollars (\$2,000,000) naming the Landlord as an additional insured, on a primary and non-contributory basis, throughout the Term of this Lease and any extension thereof. Tenant shall provide Landlord with certificates of insurance regarding such coverage, which will provide thirty (30) days advance written notice to the Landlord prior to any cancellation, non-renewal or material modification of coverage.

e. Tenant shall defend, indemnify and hold Landlord harmless for any and all claims, damages, liabilities or expenses arising out of (a) Tenant's use of the Leased Premises or the School Building, (b) any and all claims arising from any breach or default in the performance of any obligation of Tenant, (c) any act, omission or negligence of Tenant, its agents, invitees or employees; excluding acts or losses caused by Landlord's negligence. Tenant further releases Landlord from liability for any damages sustained by Tenant or any other person claiming by, through or under Tenant due to (i) the Leased Premises, the School Building, or any part thereof or any appurtenances thereto becoming out of repair so long as such disrepair is not caused by the act, error, omission or negligence of the Landlord, or (ii) the happening of any accident, including, but not limited to, any damage caused by water, snow, windstorm, tornado, gas, steam, electrical wiring, plumbing, or heating apparatus, so long as such accident is not caused by the act of omission or negligence of the Landlord. Landlord shall not be liable for any damage to or loss of Tenant's personal property, inventory, fixtures or improvements, from any cause whatsoever, except the affirmative acts or proven negligence of Landlord, and then only to the extent not covered by insurance to be obtained by Tenant. This Section 5(d) shall survive termination of this Lease.

6. RESPONSIBILITIES OF LANDLORD

a. Maintenance by Landlord. Landlord shall, at Landlord's sole cost and expense, maintain the structural integrity of the Leased Premises, including without limitation, the roof, foundation, exterior walls, windows, window glass, plate glass and all doors and shall maintain, repair and replace as necessary, at its sole cost and expense, all water, sewer or utility pipes, and water or utility meters serving the Leased Premises. Landlord shall maintain, repair, and replace, as necessary, all major systems serving the Leased Premises, including, without limitation, electrical systems, heating systems and plumbing systems. Landlord shall be responsible for ordinary maintenance and custodial care of the Leased Premises. Tenant shall give notice to Landlord or Landlord's agent of the need for repair or maintenance of which Tenant has actual knowledge. Repairs shall be addressed as follows: Tenant shall identify any repairs that it feels are necessary to continued occupation and operation of the School Building and shall report said necessity to Landlord. If Landlord agrees in its reasonable discretion that such repairs are necessary to Tenant's continued occupation and operation of the School Building, Landlord shall perform, or have performed such repairs, and shall bill Tenant for the cost of conducting said repairs only if they have been made necessary due to the negligence of the Tenant. All repairs, replacements and maintenance shall comply with the regulations of the Commissioner of Education of the State of New York, Compilation of Codes Rules and Regulations ("NYCRR") Title 8 Part 155.

b. Landlord shall maintain the parking lots, driveways, sidewalks, common areas, and all exterior landscaping serving the Leased Premises at Landlord's sole cost and expense, as needed to

maintain the standards of maintenance and appearance for similar buildings in similar localities. Landlord shall provide and pay for all snow removal from the parking lots, driveways, sidewalks and doorways serving the Leased Premises on days when school is in session. On days when school is cancelled or delayed due to snow/ice conditions, Tenant shall cancel/delay its operations consistent with the Landlord's operations.

c. Insurance. Landlord shall maintain its property and liability insurance policies on the premises during the Term of this Agreement. The premiums for such insurance shall be paid by Landlord, as required, and Tenant shall be furnished with proof of insurance at least annually. Tenant shall be responsible for insuring any of Tenant's personal property located in the Leased Premises.

d. Indemnity. Landlord shall defend, indemnify and hold Tenant harmless for any and all claims, damages, liabilities or expenses arising from (a) any breach or default in the performance of any obligation of Landlord, (b) any act, omission or negligence of Landlord, its agents, invitees or employees; excluding acts or losses caused by the negligence or willful misconduct of Tenant, its officers, employees, agents, representatives, contractors, or subcontractors. Landlord further releases Tenant from liability for any damages sustained by Landlord or any other person claiming by, through or under Landlord due to (i) the Leased Premises, the School Building, or any part thereof or any appurtenances thereto becoming out of repair so long as such disrepair is not caused by the act, error, omission or negligence of Tenant its officers, employees, agents, representatives, contractors, or subcontractors, or (ii) the happening of any accident, including, but not limited to, any damage caused by water, snow, windstorm, tornado, gas, steam, electrical wiring, plumbing, or heating apparatus, so long as such accident is not caused by the act of omission or negligence of Tenant its officers, employees, agents, representatives, contractors, or subcontractors. Tenant shall not be liable for any damage to or loss of Landlord's personal property, inventory, fixtures or improvements, from any cause whatsoever, except the affirmative acts or proven negligence of Tenant its officers, employees, agents, representatives, contractors, or subcontractors, and then only to the extent not covered by insurance maintained by Landlord. This Section 6(d) shall survive termination of this Lease.

e. Compliance with Laws. Landlord shall comply with all federal, state and local statutes, ordinances, rules, orders, regulations and requirements of the federal, state and local governments applicable to the School Building or Lease Premises and not required to be complied with by Tenant under the following section "7", for the correction, prevention, abatement of nuisances or other grievances, in, upon, or connected with the School Building during the Term; and also shall comply promptly with all applicable rules, orders and regulations of the New York Board of Fire Underwriters, or any other similar body and not required to be complied with by Tenant under the following section "7."

7. TENANT'S OBLIGATIONS

a. Maintenance, Improvements and Repairs. Tenant shall take good care of the Leased Premises, including the reporting of any injury or damage or necessary repairs thereof. At the end or other expiration of the Term, Tenant shall deliver the Leased Premises in as good condition as when Tenant originally took possession, damages by the elements, fire or other casualty and reasonable wear and tear and failure by Landlord to provide required maintenance and make required repairs excepted, failing which Landlord may restore the Leased Premises, equipment and fixtures to such condition and Tenant shall pay the cost thereof. Tenant shall make no alteration or changes in the Leased Premises unless it has first received written consent from Landlord approving such alterations or changes, such consent not to be

unreasonably withheld, conditioned or delayed. Notwithstanding anything contained herein, the parties agree that Tenant shall be under no obligation to make structural repairs to the Leased Premises, and that all such repairs shall be performed by Landlord. All leasehold improvements/alterations must be pre-approved by written authority of the Landlord and shall, generally, be performed by Landlord or contractors of Landlord, with the costs billed to and paid by Tenant.

b. Removal of Additions, Alterations, and Changes. At the end or other expiration of the Term, Tenant shall cooperate with Landlord to effectuate, if doing so will not cause extensive damage, the prompt removal of the installations, additions, alterations, changes, hardware, nontrade fixtures, improvements and equipment placed in the Leased Premises by Tenant or by Tenant request of Landlord, and shall pay the cost of such removal and of any necessary restoration of the Premises. Upon acceptance by Landlord, installations, additions, alterations, changes, hardware, non-trade fixtures, and other improvements belonging to Tenant, in or upon the Premises, whether placed there by Tenant or Landlord, and not removed pursuant to the immediately preceding sentence, shall be Landlord's property and shall remain upon the Premises, all without compensation, allowance for credit to Tenant.

c. Telephone. Tenant shall be responsible for paying its own telephone, cable, internet service, and Landlord shall allow Tenant such access as is necessary or appropriate to install such service.

d. Compliance with Laws. Tenant shall comply with all federal, state and local statutes, ordinances, rules, orders, regulations and requirements of the federal, state and local governments for the correction, prevention, abatement of nuisances or other grievances, in, upon, or connected with the Leased Premises during the Term, and with all applicable rules, orders and regulations of the New York Board of Fire Underwriters, or any other similar body, to the extent that any such compliance is required by reason of Tenant's programs or its particular use of the Leased Premises. Tenant shall participate in all fire drills and lock downs occurring on the Leased Premises. Tenant shall also comply with all Landlord reasonable policies, rules and regulations regarding use of facilities and conduct while on Landlord's premises, including those arising from or relating to the COVID-19 pandemic and other health pandemics.

e. Assignment/Subletting. Tenant, its successors, representatives, executors or administrators, shall not assign, mortgage or transfer this Lease, or underlet or underlease the Leased Premises, or any part thereof, without Landlord's prior written consent. Any attempted assignment, without written consent, shall be void and unenforceable.

f. Tenant's Default. If the Leased Premises, or any part thereof, shall be abandoned during the Term, or if any default be made in the payment of the Rent or in the performance of any of Tenant's covenants herein contained, Landlord may re-enter the Leased Premises by summary proceedings and remove all persons therefrom, without being liable to Tenant for prosecution therefore. Landlord may rent the Leased Premises on behalf of Tenant, reserving the right to rent the Leased Premises for a longer period of time than fixed in the original lease without releasing Tenant from any liability, applying any moneys collected to the payment of Rent and all other charges due and to grow due to Landlord, any surplus to be paid to Tenant.

g. Signs. Tenant shall neither place, nor cause or allow to be placed, any sign or signs of any kind whatsoever at, in or about the entrance to the School Building or the Leased Premises or any other part of same, except in or at such place or places as may be indicated by Landlord and consented to by Landlord

in writing. If Landlord shall deem it necessary to remove any such sign or signs to paint the Leased Premises or the School Building or make any other repairs, alterations or improvements in or upon the Leased Premises, Landlord shall have the right to do so, providing that any sign be removed and replaced at Landlord's expense, whenever such repairs, alterations or improvements shall be completed.

h. Right of Entry. Tenant agrees that Landlord and Landlord's agents and other representatives shall have the right to enter into and upon the Leased Premises, or any part thereof, at all reasonable hours for the purpose of examining the same, or making such repairs or alterations therein as may be necessary for the safety and preservation thereof. Such right of entry shall be upon reasonable notice to Tenant.

i. Relationship. Landlord and Tenant are separate legal entities. Tenant, its employees and agents shall not hold themselves out as or claim to be officers or employees of Landlord, nor make any claim to any rights or benefits accruing to an officer or employee of Landlord.

j. Holdover. If Tenant retains possession of the Leased Premises after the termination or expiration of the Term, such possession will be deemed a month to month tenancy on all of the same terms and conditions of this Lease, with the exception that for the holdover period, rent owed by Tenant shall be in an amount equal to one hundred ten percent (110%) of the Rent in effect on the termination date.

8. REPRESENTATIONS AND WARRANTIES OF LANDLORD

Title. Landlord represents and warrants to Tenant that Landlord holds legal title to the School Building in its name, and has all necessary right, title and authority to enter into this Lease and perform Landlord's obligations hereunder.

9. DAMAGE BY FIRE OR CASUALTY

Damage by Fire or Other Casualty. If any part of the Leased Premises shall be damaged by fire or other casualty insured against by Landlord's fire and extended coverage insurance policy covering the School Building, and the Leased Premises can be fully repaired, in Landlord's opinion, within one hundred and twenty (120) days from the date of such damage, Landlord, at Landlord's sole cost and expense, shall repair such damage. Except as otherwise provided herein, until the repairs to the Leased Premises are substantially completed, the rent shall abate pro-rata based on the part of the Leased Premises which is unusable by Tenant. If, however, the Leased Premises are rendered wholly untenable by fire or other cause as determined by the local fire marshal having jurisdiction over the School Building, or such other duly-authorized governmental individual or entity having jurisdiction over said matters, including Landlord's Board of Education and Landlord shall decide not to rebuild the same, or if the entire School Building be so damaged that Landlord shall decide to demolish it or not to rebuild it, then or in any of such events, Landlord may, at its option, cancel and terminate this Lease by giving Tenant notice in writing, within thirty (30) days of the occurrence of the event causing the damage, of its Intention to cancel this Lease, whereupon the Term shall terminate upon the thirtieth (30th) day after such notice is given and Tenant shall vacate the Leased Premises and surrender the same to Landlord.

10. MISCELLANEOUS

a. Termination. Effective upon any termination of this Lease and the surrender of the Leased Premises by Tenant under any of the provisions of this Lease, the Parties shall be released thereby and neither party shall have any further liability to the other for any matters arising under this Lease, except for Rent, and other items which accrued prior to the effective date of termination and are then unpaid or which this Lease provides shall survive its termination.

b. Repair and Restoration. It is hereby understood that if Landlord is obligated or elects to repair or restore as herein provided, Landlord shall be obligated to make repairs or restoration only of those portions of the School Building and the Leased Premises which were originally provided at Landlord's expense, and the repair and restoration of items not provided at Landlord's expense shall be the obligation of Tenant. In no event shall Landlord be obligated to repair or restore any personal property belonging to Tenant.

c. Entire Agreement. Modification. Severability. Waiver. This Lease contains the entire understanding between the parties with respect to the subject matter hereof. All prior negotiations between the parties are merged into this Lease and there are no promises, agreements, conditions, undertakings, warranties or representations, oral or written, express or implied, between the parties other than as set forth in this Lease. This Lease shall not be modified, amended, altered or changed except by a writing duly executed by Landlord and Tenant, or their successors or assigns. Any provisions of this Lease found to be prohibited by law shall be ineffective to the extent of such prohibition without invalidating the remainder of this Lease. The waiver by either party of any breach by the other of any term, covenant or condition hereof shall not operate as a waiver of any subsequent breach hereof.

d. Quiet Enjoyment. Landlord covenants that Tenant, on paying the rent as required hereby and performing the covenants set forth herein, shall and may peacefully and quietly have, hold and enjoy the Leased Premises for the Term.

e. Counterparts. This Lease may be executed in one or more counterparts each of which shall be deemed an original, but all of which taken together, shall constitute one and the same instrument. Facsimile signatures shall be accepted as originals.

f. Notices. All payments, notices, consents, requests, instructions, approvals and other communications given in connection with this Lease shall be in writing and shall be deemed to have been validly made or given when delivered personally, or when received if properly deposited with the United State Postal Service, postage prepaid certified or registered mail, return receipt requested or with a nationally recognized overnight courier service to the address set forth below; provided, however, that notice shall be deemed sufficiently given upon such mailing or deposit with such courier service if delivery is refused by the intended recipient or cannot be completed because the intended recipient has not notified the sender of a changed address in accordance with this provision:

(a) If to Landlord:

Superintendent of Schools Oneida City School
District 565 Sayles Street,

Oneida, NY 13421

(b) If to Tenant:

Upstate Cerebral Palsy
125 Business Park Dr Utica, NY 13502
Attn: Nina Wallace, Vice Pres. Real Property

Or to such other name or address as any party shall have specified by notice in writing to the other party. Any notice which is mailed in accordance with the provisions of this Section shall be deemed received five (5) days after mailing.

g. Brokers. Landlord and Tenant each warrant to the other that no real estate broker has been involved in the transaction and that no broker's or agent's commission or finder's fee is owed to any person or entity in connection with this transaction. Landlord shall indemnify and hold Tenant harmless from and against any claims for brokers or agent's commissions or finder's fees made by any broker, agent or other person or entity in connection with this Lease.

h. Binding Effect. All the terms, conditions and covenants of this Lease shall be binding upon Landlord and Tenant and their respective heirs, executors, successors and assigns.

i. Captions: Language. The captions or headings or paragraphs in this Lease are inserted for convenience only, and shall not be considered in construing the provisions hereof. Words of any gender used in this Lease shall be held and construed to include any other gender, and words in the singular shall be held to include the plural, unless the context otherwise requires.

j. Governing Law. This Lease shall be governed by, construed, and enforced in accordance with, the laws of the State of New York without reference to principles of conflict of laws thereof, if any, that would operate to defeat the application of New York law.

k. Fully Negotiated Agreement. This Lease has been fully negotiated in an arms' length transaction and neither Landlord nor Tenant has been coerced in any manner to execute this Lease. Each party has had the opportunity to employ legal counsel and seek advice from such counsel with respect to this Lease, its obligations, terms, and implications, and has sought and received such counsel and advice. Neither this Lease, nor any term or provision of this Lease, shall be construed against either Landlord or Tenant as a result of the drafting of this Lease or any term of provision thereof by Landlord or Tenant, or their respective counsel.

l. Right to Cure. In the event either party claims default by the other party under this Lease, it shall give written notice of the default to the allegedly defaulting party, and such defaulting party shall have ten (10) days after written notice to cure such default.

m. Venue. All disputes which arise in connection with, or are related to this Agreement or any claimed breach thereof, shall be resolved, if not sooner settled, by litigation only in Oneida County, New York State.

n. Conflicts. The Lease herein shall be void and unenforceable if entered into in violation of General Municipal Law § 801 or New York State Education Law §§ 403-a or 410.

IN WITNESS WHEREOF, Landlord and Tenant have caused this Lease to be executed as of the day and year first above written.

Dated: ONEIDA CITY SCHOOL DISTRICT

By: _____
Superintendent

Dated: UPSTATE CEREBRAL PALSY INC.

By: _____
Geno DeCondo, Executive Director

Exhibit A

Site Plan – School Building and Leased Premises