



## WINTER 2022 NEWSLETTER



### FROM THE EXECUTIVE DIRECTOR

MATTHEW GDOVIN

The NEOnet team would like to wish all of you a happy and successful new year. As the holidays come to a close and we are settling down for another great year, NEOnet staff is focused on our goals and objectives for this coming year. As we do this, I would like to take a few moments to remind everyone of our ongoing commitment to you, our owners, by providing you with our organizational statements.

The purpose of NEOnet is to **Improve Student Education Through the Use of Technology** and our mission statement is to **provide internet, network, and application service and support.**

The NEOnet staff and leadership team believes that:

- Technology can improve student education by enhancing teaching and learning for all students.
- Participating districts' data will be **secure.**
- Participating districts have the **right to accurate information.**
- Participating districts have the **right to a timely response** to their questions from a **knowledgeable, courteous, and helpful staff.**
- NEOnet can provide **valuable and cost-effective services** to our participating districts.

The NEOnet core values form the foundation on which the NEOnet staff perform work and conduct ourselves. They are the practices we use every day in everything we do and are the reason NEOnet is so successful. Our core values are **Courteous, Helpful, Knowledgeable, Prompt, and Concerned (CHKPC).**

Please feel free to contact me by phone at 330.926.3902 or by email at [gdovin@neonet.org](mailto:gdovin@neonet.org) if you have any questions about the newsletter contents or would like to learn more about our services.

And remember that without you, there would be no NEOnet!

Matthew Gdovin, Executive Director

# New Employees



**PAM CAMPFIELD, EMIS SOFTWARE SUPPORT LIAISON**

Pam Campfield recently joined the NEOnet EMIS team after retiring from Stow-Munroe Falls School District.



**STEVEN FOSTER, DATABASE & APPLICATION SUPPORT SPECIALIST**

Steven Foster graduated from Cleveland State University. He enjoys spending time outdoors, backpacking, spending time at the beach, developing software, reading a good book, and playing with his dog, a golden retriever named Max.



**MATT LINDER, DTS DESKTOP SUPPORT SPECIALIST**

Matt Linder is a self-taught Desktop Support Specialist with a CCNA and has a culinary arts background. Outside of professional work, Matt enjoys painting, punk-rock concerts, and exercise. Matt also volunteers his time to a local sports league. He also has an extensive converse collection and prides himself on his ability to pair his converse with any outfit.



**JARROD MURREY, DTS DESKTOP SUPPORT SPECIALIST**

Jarrod Murrey spent 12 yrs in the Air Force stationed in VA, TX, and Germany as an Imagery analysis providing direct support for Operations in Northern Africa and the middle east. He is an avid outdoorsman and enjoys playing and watching sports.



**MATT OLAH, DTS DESKTOP SUPPORT SPECIALIST**

Matt Olah graduated from Columbia High school and the Lorain County Joint Vocational school in 2017. Following his interests in Information Technology, he continued his education through Lorain County Community College and Akron University, completing a degree in Computer Information Systems - Network Communications in December 2021.



**KADE RATHBUN, DTS DESKTOP SUPPORT SPECIALIST**

Kade Rathbun joined the NEOnet team as a desktop support analyst. Prior to joining NEOnet, he attended Terra State Community College. He graduated with his Associate of Applied Science Computer Information Systems.

# From the Tech Director

CHRIS ZOLLA

Managing security can be an ongoing struggle for schools. The landscape in education has changed dramatically over the last five years, and schools are a genuine target for hacker organizations. NEOnet is here to help all our member schools develop and maintain a security framework, along with removing many of the burdens of managing security locally at the district level. We can provide this by guiding our customers through security policy and planning and hosting the school district's assets in our secure data center.

NEOnet has established a set of security policies outlined by the NIST security standards that many organizations have also adopted. Our ongoing journey to constantly improve security and policy has shaped our posture over the last two years. We have developed a five-year strategy through critical consulting engagement with our Chief Information Security Officer. While this plan is dynamic and can change as threats change, it keeps us on track to achieving our long-term goals and preparing for new threats. We can now offer this same service at the district level to move K-12 entities in the same direction. The seven-step NIST assessment will guide your district through discovery, analysis, planning, and preparing for the future protection of sensitive data and import district assets.

Having the proper policies and planning to protect your data is the most critical piece to navigating security, but implementing those policies and choosing the technologies that work the best for your district requires expertise and years of experience. NEOnet's hosting environment removes many of these hurdles for our customers. Our data center not only runs on state-of-the-art hardware on a five-year replacement cycle, but we have also already done the research and become experts at the technologies needed to protect those assets. East to west firewalling, 24-7 security monitoring, automated offsite backups with long retention periods, advanced threat protection, vulnerability scanning, and two-factor authentication are all included in our service. These technologies are managed and updated for you so you can concentrate on improving the education of students rather than managing servers and checking backups. This cost-effective model has been a proven success for over five years, and we have continuously provided extra value year after year. As NEOnet's security posture improves, our hosted server solution benefits from those enhancements, and so do our customers.

If you are interested in exploring or learning more about our NIST assessment or hosted servers, please don't hesitate to reach out to [zolla@neonet.org](mailto:zolla@neonet.org) for more information.



# Technology Integration

DAN NIESSEN

Many schools are finally adjusting to the new normal, but the experiences of the past 2 years have changed how many teachers look at education. Flexibility is the key to meeting the ever-changing needs of students, whether learning is happening in-person or online or a blend of the two. Technology can help teachers in every step of the learning process - planning a lesson, differentiating, designing knowledge checks and assessments, and grading. Below are four technology tools that can help teachers with each of these steps.

## PLANNING LESSONS

Teachers can keep track of all lessons in a single spreadsheet with Google Sheets or Excel. Create columns for the prep/class, dates of instruction, lesson objectives, knowledge checks/assessments, student data, resources, differentiation opportunities, and content standards. Some may prefer to use a Google Form with all of the same fields that the teacher fills out for each lesson. All of that information would then fill out a Google Sheet for record-keeping and analysis.

## KNOWLEDGE CHECKS

Designing knowledge checks is often the task that takes up most of teachers' time. Luckily, there are many repositories of resources that are ready-to-go. Here's some of my favorites: Infohio's Educator Tools, Nearpod, PBS Learning Media, and AFT's Share My Lesson. All of these tools are free to use and have large searchable libraries for every content area and grade level.

## DIFFERENTIATION

Making accommodations comes in many forms, but I'll focus on ESL needs and common IEP accommodations. ESL students can greatly benefit from translation or text-to-speech tools like Immersive Reader, which can be found in Microsoft tools and in a Chrome Browser extension. Entire Google Docs can easily be translated into various languages by going to the Tools menu, then clicking "Translate Document." Teachers can make IEP-required modifications to any sort of Google file by simply going to the File menu, then making a copy. I would recommend adding some sort of indicator in the title of the modified version to stay organized, for example the student's name or an emoji. Then the teacher can make modifications, i.e. fewer questions, a later due date, large fonts, etc.

## GRADING

Technology is at the point where teachers do not need to grade everything manually. Tools like TeacherMade.com can help teachers grade digitized paper worksheets automatically, and Google Forms or Quizizz can grade traditional quizzes with ease. Nearpod and Pear Deck can also gather knowledge check data into one easily accessible location. With the time saved not grading, teachers can plan exciting projects or further individualize instruction.

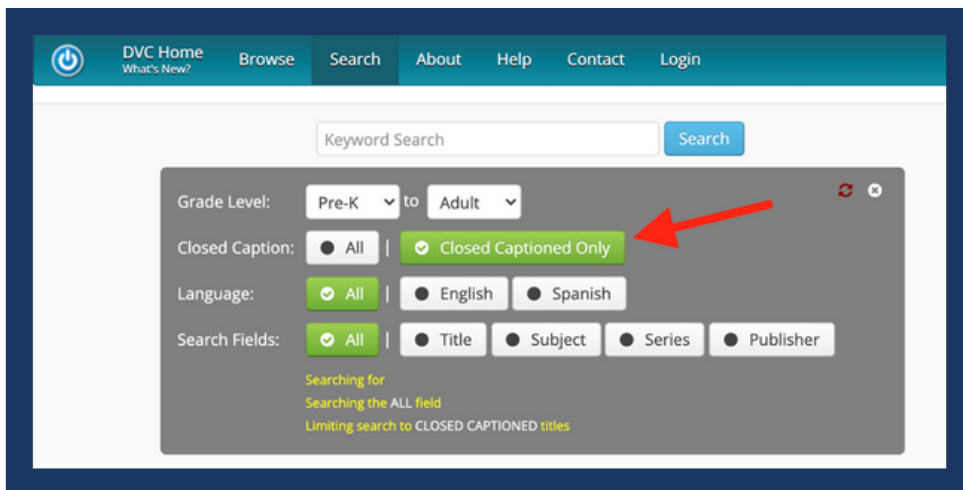
As always, feel free to reach out with questions or to schedule a Technology Integration PD session and don't forget to take advantage of PD On-Demand at [training.neonet.org](https://training.neonet.org).

# INFOhio's Digital Video Collection for Remote Learning or Substitute Plans

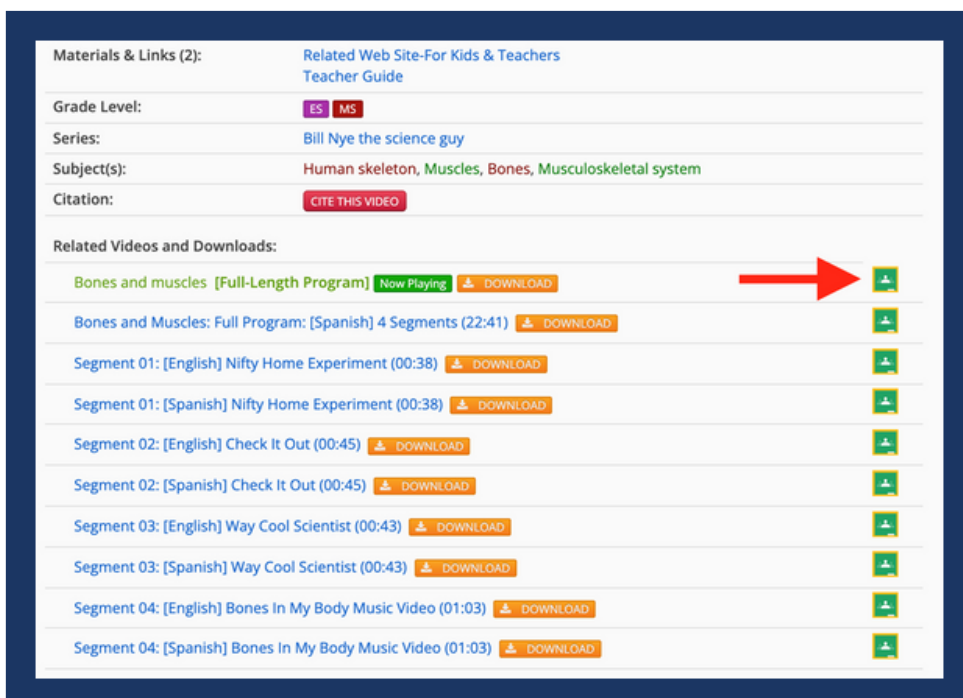
TAMRA DUGAN

INFOhio's Digital Video Collection (DVC) is a library of streaming educational videos supporting all curriculum areas and Ohio's Learning Standards. The videos are segmented, downloadable, and most include teacher guides. DVC videos are great tools to have in your kit for transitioning to remote learning or to integrate into substitute plans.

This year new titles have been added to the collection including topics focused on financial literacy, social-emotional learning, working remotely, and drawing. Additional videos have been added to the **Beginning Balance Financial Literacy** series, **Drawing with Mr. J** series, and **Social and Emotional Learning (SEL) at Home** series.



Over 100 videos also have closed captions making these videos accessible to all learners. To filter videos to closed-captioned videos only, click Advanced Search and check the Closed Captioned Only box to limit your search results.



The DVC also provides Google Classroom integration. Educators can simply click the Google Classroom icon on the video as a whole or its individual segments to share the video directly with students. In this Bill Nye the Science Guy example below, the arrow is pointing to the Google Classroom icon to share the full-length video or you can choose specific segments to share.

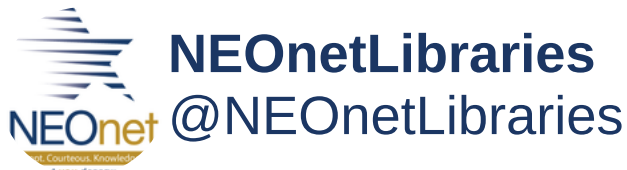
For a complete list of available titles, visit <https://dvc.infohio.org/about/titlelist>

# NEOnet Library Services Twitter Accounts

NOAH HIMES

Merry New Year! We hope you had an enjoyable and healthy break. Looking for a New Year's resolution you can actually keep? Make your New Year's resolution to check us out on Twitter and give us a follow. We have our main account @NEOnetLibraries where we discuss all things library and our @NEOnetMakers account where we focus on MakerSpace subjects. Both accounts share ideas, tips, advocacy, grant/prize opportunities, thoughtful retweets, and occasional library-related humor (\*may only be funny to people who work in libraries).

If you're already a follower, thank you and don't be afraid to @ us in your tweets. If you're on Twitter and haven't followed us yet, are you really on Twitter?



From the Future Ready Librarian Facebook group - this is such a cute idea!



**NEOnet Makerspace**  
@NEOnetMakers

When I was in school we made paper ❄️. Kids today can make Tinkercad ❄️



**Make Design Innovate**  
@christinekdixon

Replying to @HambysHive @nearpod and @tinkercad

Fractals are so interesting! Look up the lessons in Nearpod if you use it. And here's a super helpful video about designing snowflakes in Tinkercad:



youtube.com

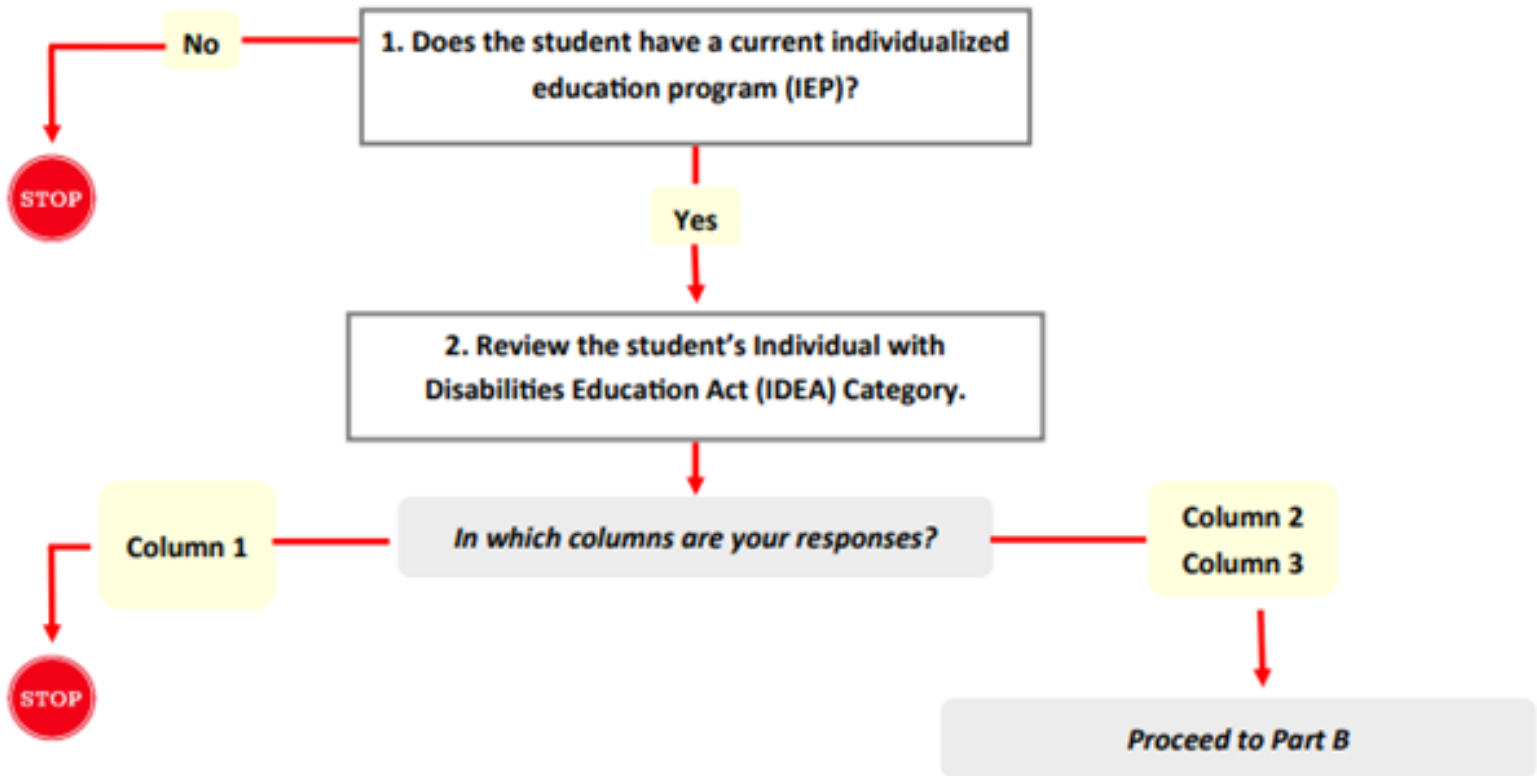
76) Make a Snowflake 2019v with Tinkercad + 3D printing | 3D modeling how to make

# Special Services - Alternate Assessment Tool

BETHANY LADICH

The **AASCD Participation Criteria** form has been replaced with the **AASCD Decision-Making Tool** form for IEPs.

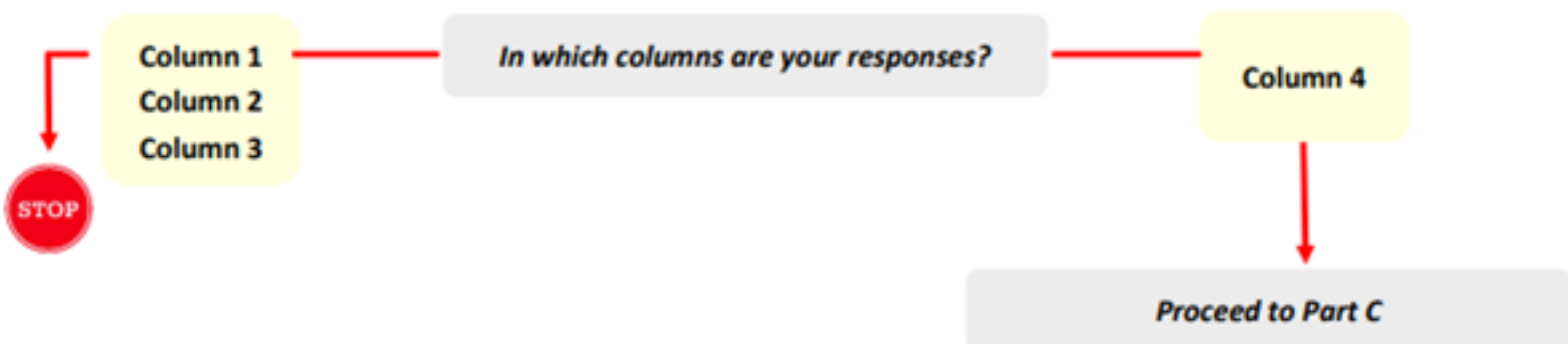
## Part A – Determining Initial Eligibility



## Part B – Determining the Student has a Most Significant Cognitive Disability

Select the most appropriate column for the student for each of the three adaptive skills domains:

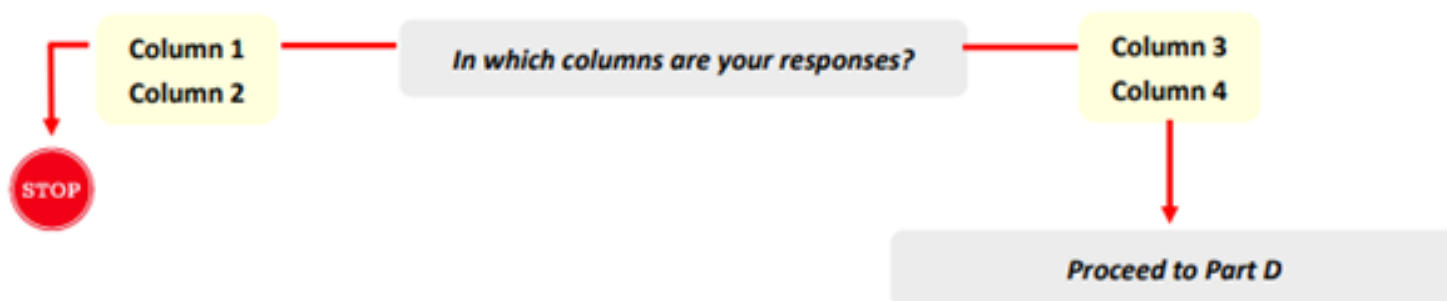
- Conceptual
- Social
- Practical



## Part C – Determining if the student requires extensive direct individualized instruction

Select the most appropriate column for the student for each of the three sections:

- Curriculum, Instruction, Assessment
- Accommodation/Modifications
- Assistive Technology



## Part D – Additional Considerations

Part D – Additional Considerations

The decision to participate in the alternate assessment is made after reviewing the entire decision-making tool and the collection of evidence used in parts A, B and C. The decision to participate in the alternate assessment is NOT made based solely on any of the following considerations.

- Disability category, educational environment or instructional setting.
- Student's instructional reading level is below grade level.
- Expected poor performance on the general education assessment.
- Administration decision or anticipated impact of student scores on the accountability system.
- Anticipated disruptive behavior or emotional duress if taking general assessments.
- Poor attendance or extended absences.
- The fact the student is an [English learner](#) or other social, cultural or economic differences.
- Need for accommodations (such as assistive technology or [augmentative and alternative communication](#)) to participate in the general assessment.

Clear

Based on the review of evidence in parts A, B and C and ensuring the decision is not based solely on any of the considerations above, does the student meet all criteria for participation in the alternate assessment?

- Yes. The student meets all criteria in parts A, B and C and will participate in the alternate assessment.
- No, the student does not meet all criteria in parts A, B and C and is not eligible for participation in the alternate assessment.

School District Representative  Date

**1** Additional Considerations are not required.

**2** Yes or No is selected based on your selections in Parts A, B, and C.



# SPECIAL SERVICES REFRESH:

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)?

- Yes
- No

Select the test type:

- Paper
- Online
- Supplemental

[clear](#)

Click below for guidance in considering AASCD:

[Ohio's Alternate Assessment Participation Decision-Making Tool](#)

If yes, justify the choice of alternate assessment and address why it is appropriate below:

# SAMEGOAL:

Click below for guidance in considering AASCD:  
[Ohio Alternate Assessment Participation Decision-Making Tool](#)  
[Ohio AASCD Participation Criteria](#)

### Ohio Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD) Participation Criteria

Participation in the Ohio AASCD reflects the pervasive nature of a significant cognitive disability and requires the answer to ALL of the following participation criteria be YES. A student who participates in the AASCD participates in this assessment for all content areas.

Participation Criteria	Participation Criteria Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	<input type="radio"/> Yes <input type="radio"/> No
2. The student is learning content linked to (derived from) Ohio's Learning Standards, i.e. Ohio's Learning Standards – Extended(OLS-E).	Goals and instruction documented in the IEP for this student are linked to the enrolled grade level standards and address knowledge and skills that are appropriate and challenging for this student.	<input type="radio"/> Yes <input type="radio"/> No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade-and age-appropriate curriculum.	The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	<input type="radio"/> Yes <input type="radio"/> No

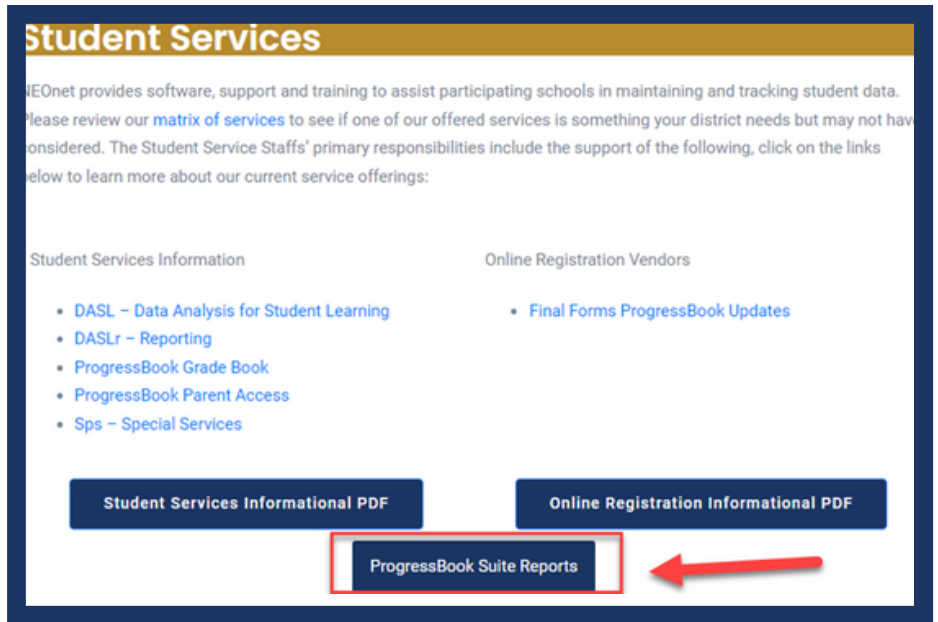
Evidence for the decision to participate in the AASCD is NOT BASED on:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social, cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education services
8. English Learner (EL) status
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of student scores on the accountability system
12. Administration decision

# ProgressBook Suite

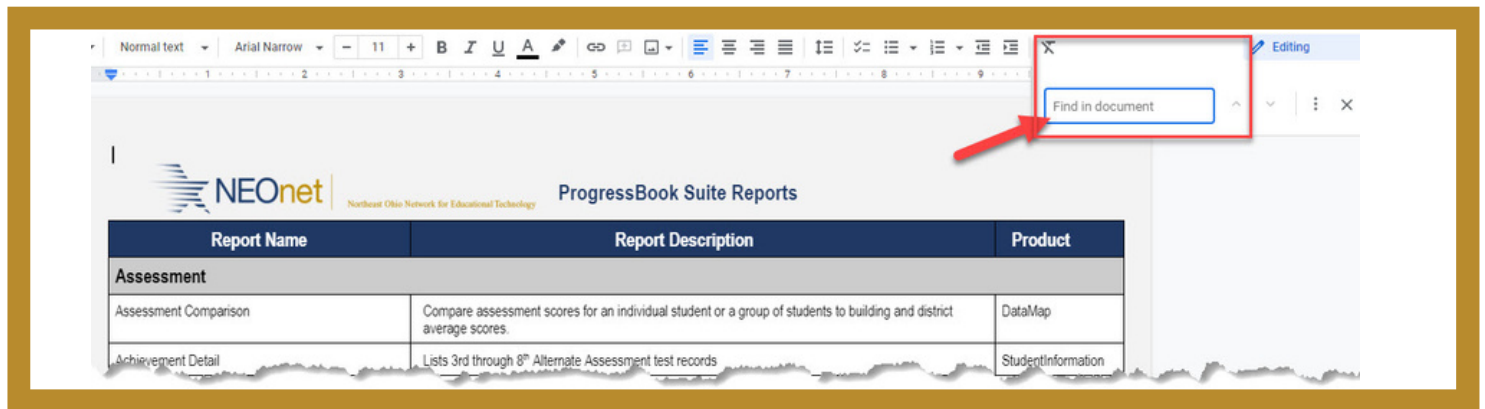
JENNIFER COTTRILL

There are around 325 reports users have access to in the entire ProgressBook Suite ..... 325!! These are reports provided by both the software developers and custom reports written by NEOnet staff. With that being said, it could be quite overwhelming to find the report(s) you may need on any given day. The student services team has created a new way for users to evaluate the list of available reports to help locate the report you need.



A link now appears on the new NEOnet website, which will open a document of ProgressBook Suite reports.

The list of reports is broken down by categories (i.e., Attendance, Assignment Marks, Special Services, etc.). The report's name, a description, and the ProgressBook suite product where you can locate the report are also included. After opening the link, click CTRL F on your keyboard to open a search box. Type in the keyword(s) to help you locate the possible reports to match your search criteria. For example, you could type 'Gradebook' to see all the reports in the Teachers Gradebook application or type 'attendance' to review the reports located in both SIS or Gradebook.



NEOnet staff often write custom reports per requests from a district. Therefore, the report listing will be an ever-changing document where more reports may be added often. It is also possible users may locate a desired report on the link, and it may not appear in their software instance. If that is the case, please contact [studenthelp@neonet.org](mailto:studenthelp@neonet.org), and we can copy the report to your district's instance. Lastly, you are ever in need of a report, and you cannot locate or decide which one to use, always feel free to reach out to [studenthelp@neonet.org](mailto:studenthelp@neonet.org)

# Technical Applications Support

MICHAEL HOFFMAN

The Student Technical Applications team has added a new employee at the beginning of last quarter. Steve Foster has joined the team to work alongside Rick to help with student extracts along with Student Information and GradeBook reports. Steve joins us, bringing with him many years of experience in education at an ITC level working at CONNECT.

This past quarter, Steve and Rick have been at work looking at the inefficiencies in our nightly Student software extracts. These extracts are sent to the district or third-party vendors to populate their software with the district's staff and student data. Popular vendors we send data to include Clever, Saavas, and McGraw Hill. We moved over 300 extracts to a new scheduling platform that will reduce the amount of time these extracts will run along with giving us the flexibility of re-running any extract for any district by the vendor. This will allow the Student Technical Applications team to better support the district when an issue arises. If anyone has a vendor extract that they would like us to look at providing or is interested in learning more about the extracts, please contact [hoffman@neonet.org](mailto:hoffman@neonet.org) or [sfoster@neonet.org](mailto:sfoster@neonet.org).

The Fiscal Technical Application team has been working with the Fiscal team in converting the remaining districts from Classic State Software to Redesign State Software or eFP. The conversion project is in the final stages with 7 districts currently converting in the January to March wave and the final 6 districts converting by July 1.

We also had an initial meeting of the Fiscal Reports Committee on November 3rd. The discussion centered on any issues with reports in the Fiscal software packages and any new reports that may be needed. We collated a list of reports that districts felt needed to be modified. We are planning for our next meeting to be on February 9, 2022. We are also splitting the meeting to be by fiscal software package. We will be holding eFP committee members meeting in the morning at 10AM and Redesign committee members meeting at 2PM on that day.

While we work on the current list of reports, we ask if you are looking for a new report and/or modification to any existing report, please contact [hoffman@neonet.org](mailto:hoffman@neonet.org) or [nash@neonet.org](mailto:nash@neonet.org). We would like to have any requests in for discussion in front of the committee on February 9th.

# Fiscal Reports Committee Meetings

Wednesday,  
February 9, 2022



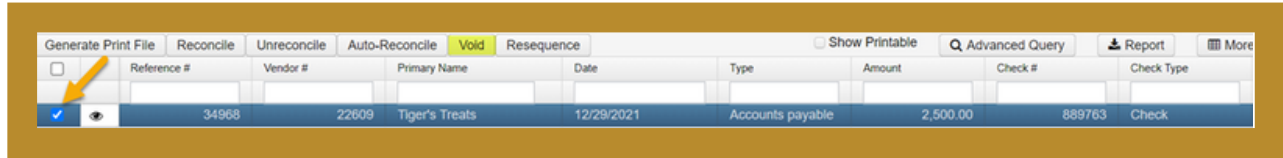
eFP Reports  
Committee  
Meeting - 10  
AM



REDESIGN  
REPORTS  
COMMITTEE  
MEETING - 2 PM

# USAS-R Void a Disbursement: What Option to Choose

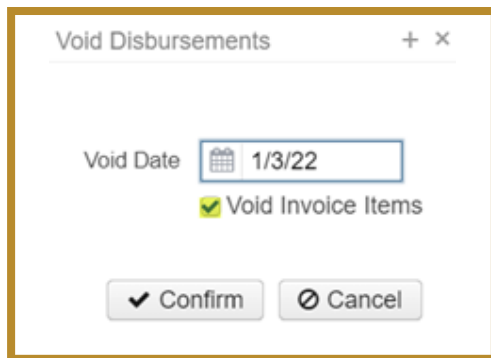
Voiding a disbursement in USAS Redesign starts with one simple action. Navigate to Transactions>Disbursements and select the item you would like to void by placing a checkmark in the box to the left of the item and clicking void as seen below:



From here you have two choices:

## OPTION 1

The first choice is to void the item and checkmark the "Void Invoice Items" box.

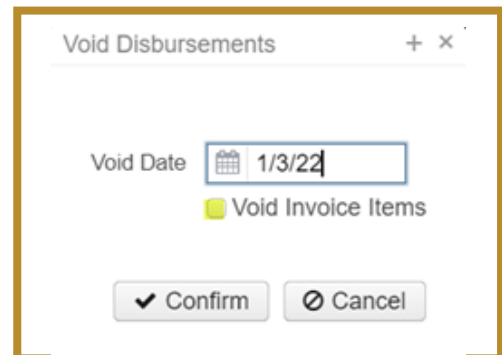


When this option is chosen:

- Each AP Invoice associated with the disbursement will be changed to the status `cancel_full`.
  - The user will not be able to create any further disbursements from those existing AP Invoices.
- The purchase order associated with the disbursement will be back to "new" and if needed, the invoices can be reentered.
- This option would be useful if the wrong purchase order was chosen to create the related invoice.

## OPTION 2

The second option is to void the item and leave the "Void Invoice items" box unchecked.



When this option is chosen:

- Your invoice and all items listed, the invoice will be re-displayed in PAYABLES and can be posted again.
- Since you cannot void and reissue in USAS Redesign, this option would be the closest option you have to completing that process.
- This option would be useful if you need to make a repair to your purchase order.
  - Repairs include changing vendors, dates, and/or account codes.
  - The information from the repair automatically updates the invoice and the payables item.



# W2 Local Tax and Medicare Tax Comparison

EFINANCEPLUS  
SUSANNE SEARL

Running the **Local Tax and Medicare Tax Comparison** report after your first or second pay of the year and throughout the year will allow you to verify employee's local tax is set up correctly.

## COGNOS

There is a report located in your **payroll folder** called **Local Tax and Medicare Tax Comparison**.

This report looks at the following fields:

- Medicare Taxable Earnings for Calendar Year
- Current Locality
- Current Locality Name
- MTS Gross
- QTD Gross
- YTD Gross
- Monthly Difference
- Quarter Difference
- Calendar Difference

## REVIEW SUGGESTIONS:

1. If an employee is missing a local tax, it should be assigned immediately. The additional amount the employee owes should be calculated and the additional withholdings box should be increased to catch them up. The additional amount owed can be spread out, **however**, please be sure to remember that the additional withholdings box in local taxes **does not automatically** clear. This would need to be done manually and reverted to 0 once completed.
2. If an employee has two worksite local taxes at 100%, this should be reviewed and determined if they should be split into 2 percentages that total 100%. If you've determined you have over withheld on one locality please contact [fiscalhelp@neonet.org](mailto:fiscalhelp@neonet.org) for assistance in refunding.
3. In addition, employees may have a school district tax that may not equal if the tax was added later in the year. In this scenario, that would be fine.

# eFP Ohio New Hire Report

This document describes the setup for employees to be reported to Ohio New Hire Reporting Center using the **OH New Hire Report**.

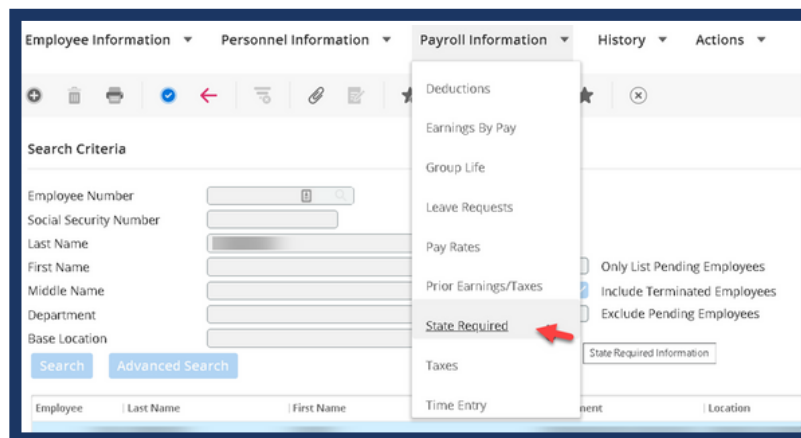
## OHIO NEW HIRE SETUP

**\*PLEASE NOTE:** The New Hire Rpt field shows each employee that was reported previously in a New Hire report.

**\*\*You do not need to enter anything into the New Hire Rpt field unless you do not want the employee on the report.**

The two employee types that do not need to be on the report are student workers or board members. Once the electronic file has been created, this field will be updated by the software automatically to 'Y', as described below.

To access the employee State Required page for an employee, select: **Menu > Human Resources > Payroll > Employee > Employee Information**. Search for the employee you wish to update and click on the 'State Required' button from the 'Details' tab at the top of the page.



The following page will appear:

A screenshot of the 'Ohio State Reports' page. It features a grid of input fields for various reporting metrics. The 'New Hire Rpt' field is highlighted in yellow and contains the value 'Y'.

Ohio State Reports			
SERS Days MTD	0	STRS Days Curr	0
SERS Days Curr	0	STRS Days FTD	27
Weeks Paid Tot	0	SERS Hours/Day	0
Weeks Paid Cur	0	Qtrwage Rpt	Y
Member Type		SERS Xtra Hrs	0
No Medicare		SERS Emp Stat	
Default Weeks	0	SERS Emp Date	
Worksite Code	0	EMIS Term Code	
Mult Worksite		EMIS Term Date	
New Hire Rpt	Y	Rpt to EMIS	Y

Input SERS days paid month-to-date

## OH NEW HIRE REPORT PROCEDURES:

To access the OH New Hire Report module, select the following menu path: **Human Resources>State> OH New Hire Report**. This will take you to the main page. There will be options to create a hard copy, electronic files, and to update employee/contractor information.

The screenshot shows the 'Report Criteria' form with the following fields and options:

- Hire Date:** A text input field with a calendar icon and a 'Required' label.
- File Name Prefix:** A text input field with a 'Required' label.
- File Type:** Radio buttons for 'Hard Copy' (selected) and 'Electronic File'.
- File Format:** Radio buttons for 'PDF' (selected) and 'Excel'.
- Print Full Social Security Number:** A checkbox that is currently unchecked. Below it is the text: 'Please check to print Full Social Security Numbers without masking'.
- User Directory Path:** A text area containing the path: '\\ef-files-p02.mcoecn.org\Users2011\Lisa.Nash\rpt'.

**Hire Date:** Enter the **starting hire date** of the reporting period.

**File Name Prefix:** Must be any 4 characters you wish to use. We recommend an abbreviation of the district name.

**Report Type:** Select which type of report you wish to generate – hard copy report or electronic file with updates to the employee and independent contractor records.

**File Format:** Select which type of format you wish to generate – PDF or Excel.

**User Directory Path:** Defaults and should not be modified.

Hit the Create button.

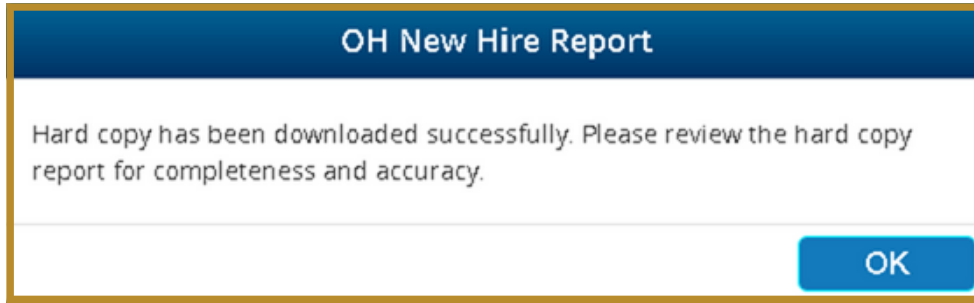
Click Yes to continue

The dialog box has a blue header with the text 'Report Confirmation'. The main content area contains the question: 'Are you sure you want to continue?'. At the bottom right, there are two buttons: 'Yes' (highlighted in blue) and 'No'.

If your Report has errors you must clean these up prior to being able to generate any kind of report Hard Copy or Electronic.

The dialog box has a blue header with the text 'OH New Hire Report'. The main content area contains the message: 'The extraction process has found 1 error(s). Please take a look on the error file and fix the errors.' At the bottom right, there is a single blue button labeled 'OK'.

When the Report is error free the below message will pop-up.



It is recommend you review the hard copy report and verify that it is correct.

The screenshot shows a report header with the following information: "EFINANCEPLUS", "DATE: 01/06/2022", "TIME: 17:50:50", "OH NEW HIRE REPORT", and "PAGE NUMBER: 1". Below the header, it says "SELECTION CRITERIA: HIRE DATE: 07/01/2021". There are fields for "FEIN:", "DHIO EMPLOYER ACCOUNT NUMBER:", "EMPLOYER NAME:", and "ADDRESS:", all of which are redacted with a grey box. The main body of the report is a table with the following columns: SSN, EMPLOYEE NAME, ADDRESS, CITY, STATE, ZIP, GENDER, BIRTH DATE, HIRE DATE, WORK STATE, INDEPENDENT CONTRACTOR, FIRST PAY DATE, and MONTHS SERVICE. The table contains 20 rows of data, with the first column (SSN) containing redacted values (e.g., "000-XX-").

SSN	EMPLOYEE NAME	ADDRESS	CITY	STATE	ZIP	GENDER	BIRTH DATE	HIRE DATE	WORK STATE	INDEPENDENT CONTRACTOR	FIRST PAY DATE	MONTHS SERVICE
000-XX-								08/01/2021	OH	N	-	-
000-XX-								09/07/2021	OH	N	-	-
000-XX-								08/04/2021	OH	N	-	-
000-XX-								08/01/2021	OH	N	-	-
000-XX-								10/20/2021	OH	N	-	-
000-XX-								08/01/2021	OH	N	-	-
000-XX-								08/01/2021	OH	N	-	-
000-XX-								10/07/2021	OH	N	-	-
000-XX-								09/15/2021	OH	N	-	-
000-XX-								09/15/2021	OH	N	-	-
000-XX-								09/30/2021	OH	N	-	-
000-XX-								08/01/2021	OH	N	-	-
000-XX-								09/15/2021	OH	N	-	-
000-XX-								10/26/2021	OH	N	-	-
000-XX-								08/01/2021	OH	N	-	-
000-XX-								08/01/2021	OH	N	-	-
000-XX-								08/12/2021	OH	N	-	-
000-XX-								08/30/2021	OH	N	-	-
000-XX-								10/20/2021	OH	N	-	-
000-XX-								09/14/2021	OH	N	-	-
000-XX-								09/15/2021	OH	N	-	-
000-XX-								08/01/2021	OH	N	-	-
000-XX-								10/07/2021	OH	N	-	-

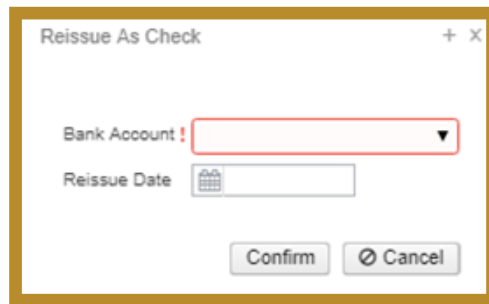
When you are ready to generate the electronic file select that option under the Report Criteria. Once you have the electronic file it can be uploaded to The Source.



# USPS-R Reissuing a Direct Deposit as a Check

If a Direct Deposit needs to be reissued as a check the following process needs to occur:

- Click on **Payments**
- Click on **Payroll**
- Choose the **Direct Deposits** tab
- Filter the employee's name that you are looking for
- Check the box next to the Check(s)/Direct Deposit(s) you wish to reissue
- Click on the **Reissue** icon
- Choose the Bank Account and Reissue Date



A dialog box titled "Reissue As Check" with a close button (X) in the top right corner. It contains a "Bank Account" dropdown menu with a red border, a "Reissue Date" field with a calendar icon, and two buttons at the bottom: "Confirm" and "Cancel".

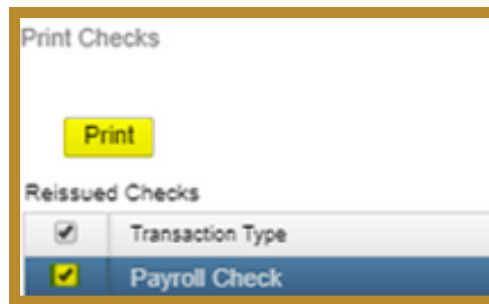
- A print Checks option will be created



A dialog box titled "Print Checks" with a "Print" button in the top left corner. Below the button is a table with the following data:

Transaction Type	Amount	Issued Date	Status
Payroll Check	335.70	06/01/2019	Paid

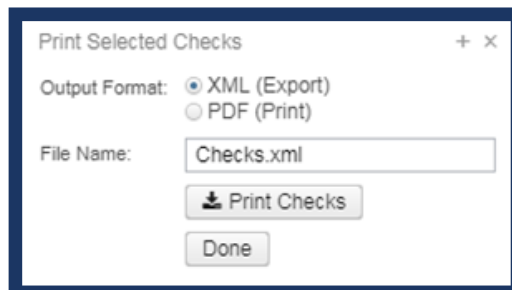
- Select the Transaction Type and click Print



A dialog box titled "Print Checks" with a yellow "Print" button. Below the button is a table with the following data:

Transaction Type
<input checked="" type="checkbox"/> Payroll Check

- Enter the Printing selection



A dialog box titled "Print Selected Checks" with a close button (X) in the top right corner. It contains an "Output Format" section with radio buttons for "XML (Export)" (selected) and "PDF (Print)". Below this is a "File Name" field containing "Checks.xml", a "Print Checks" button with a download icon, and a "Done" button.

- Finally, Click on  **Print Checks** to create the print file or done to exit.

# NEOnet Active Directory Hosting Benefits

**BEN CLAUSSEN**

Districts joined to NEOnet's Active Directory can make use of a plethora of automated services. Such services include automated student account creation, password and directory synchronization with Google/Office 365, automatic security group population, Office 365 license assignment, automated computer object organization, etc... If you are not making use of these and think they would be of use to your district, feel free to inquire at [networkhelp@neonet.org](mailto:networkhelp@neonet.org). We are here to help!

**SINCE JULY 2021 THE ADAP (ACTIVE DIRECTORY ACCOUNT PROVISIONING) PROCESS HAS CREATED 4,550 STUDENT ACCOUNTS FOR OUR DISTRICTS. THIS PROCESS HELPS DISTRICTS AUTOMATE STUDENT ACCOUNTS TO NEONET'S ACTIVE DIRECTORY FOR EASIER USE OF THIRD PARTY APPS LIKE GOOGLE.**

## MARCH 2022 NEOTECH CONFERENCE LIVE STREAMING • IN-PERSON • ON-DEMAND

NEOTech 2022 will be held March 14-18th. In-person sessions will be March 15-16 at NEOnet (700 Graham Rd. Cuyahoga Falls). On-demand digital sessions will be available beginning March 14th.

Go to [neotechconference.org](http://neotechconference.org) to submit proposals before January 28th and follow NEOTech Conference on Twitter for future updates.