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CERINI & ASSOCIATES, LLP | CERTIFIED PUBLIC ACCOUNTANTS
PRESENTS

LESSON PLAN

VOL.22
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...AND MORE!



BRINGING A UNIQUE UNDERSTANDING OF KEY ISSUES FACING PUBLIC SCHOOL DISTRICTS

FROM THE EDITOR - SHARI DIAMOND, CIA

Welcome to the Spring 2020 Lesson Plan newsletter. As we were all set to leave winter behind and embrace the spring season, we found ourselves with our world turned upside down due to COVID-19. As of mid-March, schools were forced to close and had to quickly switch gears to provide education remotely. The challenges of getting the necessary hardware and software to all the teachers and students for some districts proved to be an arduous task. It also identified where there were infrastructure gaps with respect to access security controls. While many schools have a comprehensive disaster recovery plan in place, no one was truly prepared for this pandemic as it put a whole new spin on how we can provide quality education and do business. And 2 months later, there is still no clear end in sight and much uncertainty on how/if schools will operate in the fall. We all just have to put one foot in front of the other and learn as we go.

Working remotely requires careful planning to ensure operations work smoothly and effectively. Even before COVID-19, cybersecurity was the top issue as there have, and continues to be, cybersecurity and ransomware attacks on school districts across the country. In this newsletter, we have information about safeguarding school children against online threats and cybersecurity considerations for your IT operations. In addition, we provided information about how the claims audit process is happening while schools are closed, remote learning/curriculum options, feeding children, and pension insurance planning. On a more positive note, we are highlighting 3 non-profits that have reinvented themselves to continue to support the education community.

After speaking with many districts, it's easy to see how resilient school staff and students are. Just look at the website of a school district: from virtual dance parties, photos of support for essential workers, uploaded videos of students, virtual art shows, and expanded FAQ pages with links to resources that address issues spanning from technology to mental health and anxiety. All of this, to help students, parents, and the community manage through these tough times. Schools have embraced the challenges brought about by COVID-19, and we have no doubt that they will continue to adapt.

While life as we know it may never go back to normal, we'll still have a sense of community thanks to our Long Island public schools.

Stay safe, sane, and healthy.

Shari Diamond

**BEST WISHES
ON THE UPCOMING
SCHOOL BUDGET
VOTE!
JUNE 9, 2020**

FEEDING STUDENTS DURING COVID-19



In mid-March, when Governor Cuomo closed all New York State schools because of COVID-19, he mandated that every school district continue to supply meals to students. Schools comply with this directive using one of two USDA FNS programs. If the district has participated in the Summer Food Service Program (SFSP), it can enroll in that. For schools that have not enrolled in SFSP, those schools can enroll in the National School Lunch Program Seamless Summer Option (SSO). For schools to receive funding, they must submit a COVID-19 application to the State Education Department (SED). This is a one-page form asking when meal service will begin, the distribution method used to distribute the meals, how the school district will target low-income children if the district does not have at least 50% free and reduced-priced children enrolled, how availability will be communicated to eligible families, and how the school district will accommodate students with documented special dietary needs. In addition, they require an estimated meal count and meal content.

To help in the administration of this program, waivers are given to the district to allow meals to be taken off-premises, serving times to vary, parents or guardians to pick up the meals, and the meal pattern to be modified due to a lack of ingredients (i.e. shelf-stable milk instead of fresh milk.)

We reached out to a few Long Island school lunch directors to see how they were coping with feeding students. The majority are using a "Grab-and-Go" concept to distribute both breakfast and lunch for their students. All meals must meet USDA nutritional standards. School districts are letting parents know of their availability on the district's website and using robocalls to reach out to each household. Meals are being distributed by a variety of methods. They can be picked up in specified schools, including: pickup at the district, delivery via school buses along routes, and delivery directly to student homes (if

necessary). Depending on the district, meals are given out 3-5 times a week. Regardless of the schedule, a minimum of 5 meals per week must be made available. Some districts are going above and beyond giving the children weekend meals on Fridays. Most of the districts we contacted are not limiting the lunches to just students, instead distributing them to anyone in the home under the age of 18.

The need for this meal plan is increasing as time goes on. In one smaller district, they distributed 25 meals the first week they were offered. Several weeks later, they were up to 125 meals per day. In another district, they began with 200 meals. They are now serving 800, and growing more each day. This shows that there is an ongoing need for this program. With so many people out there is a high likelihood that there will be more demand for schools to provide meals.

On the financial side, schools are reimbursed for each breakfast and lunch they serve. It remains unknown whether these reimbursements will be enough to cover actual costs to the districts. Food service programs that are self-run are currently paying their cafeteria employees even if they are not working. One district is paying time and a half for the workers that are preparing the Grab-and-Go meals using the logic that they are working while others who are getting their normal salary are not. In other districts, employees are volunteering to come in with no additional compensation. Schools are using existing food inventories as well as USDA donated food to help defer costs, but if this continues, Federal, State or local funds will be needed to support this program. School administrators across Long Island are very supportive of the Grab-and-Go meals. One of them stated that, if need be, they will find the funds to feed their students. We truly are "all in this together."

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THIS JUST IN

COVID-19 PAID LEAVE PROGRAM UPDATE

Lesson Plan Vol. 22

Spring 2020

Are your employees covered under Title I of the FMLA? In light of the pandemic, Title I was amended under the Families First Coronavirus Response Act (FFCRA) effective April 1st. Now, covered employers must post and distribute to

remote employees the poster released by the DOL. The poster provides employees covered under FMLA Title I notification of their right with regard to expanded paid leave for a specific reason related to COVID-19. The provisions will apply

from April 1, 2020 through December 31, 2020. More information can be found on the poster itself or the DOL's website.

TOM WEYER, CPA
STAFF ACCOUNTANT





IS YOUR DISTRICT THE LOW HANGING FRUIT HACKERS ARE SEARCHING FOR?

Is your district the low hanging fruit that hackers are searching for? For some time now, it has become commonplace for the weekly news highlights to include a story about the newest cyber victim and the subsequent aftermath. But have you noticed how frequently those stories have focused on a public institution, such as the local town, village, county, university, not-for-profit, or school district?

Since 2016, it is estimated that there have been over 775 cyber incidents involving K-12 schools alone. This estimate varies widely depending on the source and how an education institution is defined, and determining the actual number of incidents is difficult because some districts fail to report breaches or do not understand what constitutes a breach. Long Island school districts have not been immune to this trend; as you are probably aware last year, at least three local districts made headlines.

Many small to mid-size private companies are grappling with the same security challenges, but as private entities, they are not required to report

cyber incidents so many of them go unnoticed. But why have there been so many stories about breaches occurring in the public sector? The overwhelming reason is that in the eyes of the hackers, your district is “low hanging fruit.”

As a Certified Ethical Hacker who has trained in both the offense and defense of cybersecurity, I can tell you that in most cases an educational institution is an easy target. This may seem harsh, but it is the hard truth. Many schools just don't have the manpower, cybersecurity expertise, or budget to properly protect themselves.

When compared to a private company that has a dedicated cybersecurity team and a budgeted line item for security, a school simply becomes the path of least resistance. To make matters worse, since malicious actors are motivated by cold hard cash, your district's large insurance policy and databases of valuable information make a school an irresistible target. The going rate for a child's Social Security number with supporting information is about \$10 per record on the dark web.

In general, districts think about four things when it comes to cybersecurity: patch management, antivirus, firewalls, and backups. In the IT support world, these are considered the four pillars of information security controls. The four pillars are necessary for managing information security risk, but they are just the starting point. I would compare the four pillars to showing up to your regents' test with a number two pencil. Without a pencil, you have no chance of scoring well, but the pencil doesn't guarantee you a high mark. It's just the starting point. The problem is many school districts begin and end their cybersecurity program with just the four pillars. To make matters worse, most IT departments do not maintain these four pillars well on a consistent and long term basis.

Let me be clear...I'm not picking on educational IT departments, there are not many IT departments in general that do this well. It is difficult and IT staff are typically spread thin dealing with daily support and new requests.

To truly reduce a district's risk and get out of the crosshairs of the malicious actor, districts must develop a level of cybersecurity risk management that prevents attacks from succeeding and minimizes the impact of a successful intrusion.

One of the biggest gaps is the lack of a multi-factor authentication. Multi-Factor Authentication (MFA) is a security system that verifies a user's identity by requiring multiple credentials. MFA is an effective way to provide enhanced security. Traditional usernames and passwords can be stolen, and they've become increasingly more vulnerable to brute force attacks.

District internal staff is undoubtedly one of its biggest assets, but this asset is also a district's biggest risk if the staff is not thoroughly trained on cybersecurity threats. Cyber training once or

twice a year during staff development days is not going to cut it; strict staff should be enrolled in continuous training that is tracked for performance so that cybersecurity is kept top of mind while performing daily tasks.

Districts also need next-generation behavioral-based antivirus. This means log collection storage and the ability to search for things that don't look right, so if something weird happens, you can figure out when it started, what else happened as a result of it, or what happened prior. But you need a security information event manager (SIEM) to be able to put a picture together.

Districts that master the four pillars by performing the necessary network maintenance tasks consistently and implement the cybersecurity management tools described will become a much more hardened target, hopefully enough so that the hacker moves on to the next victim. At the end of the day, districts need to set an organization goal to comply with the NIST cybersecurity framework and meet all 110 security controls. Not an easy task, but vital for a district to keep up its security GPA.

KEVIN URSO
PRESIDENT
CONNECTED TECHNOLOGY, LLC



NONPROFITS IN ACTION

GIRLS INC. OF LONG ISLAND CONTINUES TO INSPIRE DESPITE CHALLENGES

Due to recent Coronavirus-based executive orders requiring non-essential employees to stay home, it has become difficult for nonprofits to continue running their programs as usual due to less community interaction. Nonprofits rely on connections with people and donations to help those in need, which is why getting creative is crucial.

Girls Inc., a nonprofit organization that works to inspire all girls to be strong, smart, and bold, has demonstrated the utmost perseverance through the means of creative innovation despite these stressful times. Since 1864, this organization has delivered life-changing programs and experiences to girls throughout America to overcome serious barriers. They understand that even though the world may be on hold right now, their mission cannot halt.

The Long Island chapter of Girls Inc. understands that the girls they serve come from some of the most vulnerable communities on Long Island, so it is their duty to be at the forefront of keeping girls safe and helping them thrive. That is why they have shifted their programs online, an experience open to all girls throughout the Island.

Each week, girls can join video or phone conference calls with their peers and Girls Inc. facilitators to stay connected and supported through a time that is overwhelming for many. Until school programs resume on Long Island, Girls Inc. will continue to host these online sessions to maintain a small sense of normalcy for Long Island's youth. In addition, even while in the middle of an economic downturn, they are delivering their programming at no or minimal cost to participants.

SHARI DIAMOND, CIA
PARTNER

The Book Fairies

The nonprofit organization, The Book Fairies, has officially set the Guinness World Record for the longest line of books.

After a total of three hours, 150 volunteers, and 31,000 books winding through the halls and gyms of two Wyandanch schools for 3.81 miles, The Book Fairies broke the original world record of 2.6 miles of books set in Illinois in 2017.

The Long Island-based organization strives to fight illiteracy and raise awareness by donating books to underprivileged communities across Long Island, the New York Metro area and even overseas. One in four New York City residents cannot read above a fourth-grade level, and two-thirds of students who cannot read proficiently by the fourth grade will end up in jail or on welfare. That is why The Book Fairies organization helps

SET GUINNESS WORLD RECORD

communities in need by bringing literacy and making children's futures brighter.

The 31,000 books used for this event were donated to Wyandanch residents. Each book was sponsored at \$5 and the funds went towards the distribution of 500,000 additional books for the communities and schools that desperately need them.

In addition, The Book Fairies recently donated its two millionth book, continuing to make strides around the world and bringing their mission to the lives of millions.

SHARI DIAMOND, CIA
PARTNER



CAREER DAY INC. GOES VIRTUAL

The nonprofit group that provided high school students with a unique opportunity to meet professionals, didn't get stopped by COVID-19.

The organization coordinated with the Hicksville school district to provide the Career Day Inc. experience virtually! The program was originally scheduled to happen live at the beginning of April and the program planned to have over 70 professionals come to the school to meet with the students in a classroom setting.

However, Beth Bucheister, Executive Director of Career Day Inc., came up with an idea along with Ray Williams, Principal at Hicksville High School, to provide the presentations via video. Through the magic of computers, students were able to view the presentation and ask questions.

Luckily, students had already provided their speaker preferences, so they used that data to pursue the more popular professions to gather the initial virtual group of presenters. After deciding on the eight professions to highlight, they invited the students who selected these speakers as their first choice. The school then followed up

with social media posts, robocalls, and emails to the entire student population announcing the Virtual Career Day Inc. program. Students who signed up had the opportunity to watch every session, which had professionals from all areas including arts, engineering, fashion, and finance.

Career Day Inc. had sent surveys to the speakers, staff, and students after each call. They had 48 students attending and 15 of them attended multiple sessions. The preliminary results indicate that 94% of the students reported that the presenters were well informed and informative, and 91% said they learned interesting information. Over 73% felt they learned information that will impact their future.

The program wound up offering a strong, diverse program for the students. The professionals, some whose job was impacted greatly by COVID-19, spoke about dealing with change and being adaptive. Real-life lessons were heard, and the future discussed to continue to inspire students in learning about career choices.



BETH BUCHEISTER
EXECUTIVE DIRECTOR
CAREER DAY INC.



REMOTE INSTRUCTION SUPPORT & WEBINAR



The educational community has never experienced an event like the current pandemic in which they must contend with teaching and learning without any face-to-face contact for weeks and months. In the not too distant past, remote instruction for this duration would have been impossible. With today's technology, however, school systems can have a readiness plan in place.

In an effort to help schools prepare for distance teaching and learning, Schoolwide, Inc., based in Huntington, New York, tasked its team of literacy experts to develop a series of cohesive, standards-aligned remote learning modules that can be implemented as needed in print and digital form and are adaptable to the individual needs of schools and districts. Such flexibility and customization capability are especially important for schools and teachers serving special education students.

Schoolwide's "Remote Learning Modules" are essentially interactive eBooks that can be distributed to students and teachers, and include standards-aligned and research-based instruction (e.g., lessons and assessments); quality literature and reading materials (e.g., eBooks and digital short texts); instructional/teaching videos; and professional development support for educators. If internet access is a challenge, remote learning resources can also be made available in print (e.g., as teacher's guides and student "packets").

At the moment, many schools are just trying to keep their heads above water with remote learning. But it may become the new norm. Schools will need the ability to provide quality instruction that matches the New York State curriculum standards. Schoolwide has over 10,000+ standards-aligned resources and over 150 units of study/teaching modules in our curriculum database. They can make these resources available "as-is" or tailor them to meet the specific needs of any school district. The customizing process requires a few consultations with one of Schoolwide's literacy experts and can all be done remotely.

On **WEDNESDAY, MAY 27 at 3:00 PM** Schoolwide is hosting a **FREE WEBINAR** presented by Pat Pollack, Director of Professional Development. The webinar will focus on the vital elements of effective distance teaching and learning, including:

- ▶ Convenient access to standards-aligned instructional resources (e.g., lessons and assessments) and engaging literature in organized and easily distributable print and digital formats.
- ▶ Flexible options for teachers to easily modify or adapt resources to meet the varying learning needs of their students.
- ▶ Professional development support for teachers in a distance learning environment.

To register, visit www.bit.ly/3fEzYyp

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NEW YORK STATE TO RECEIVE FUNDS FOR K-12 EDUCATION FOR COVID-19 NEEDS:

Congress set aside approximately \$13.2 billion of the \$30.75 billion allotted to the Education Stabilization Fund through the CARES Act for the **Elementary and Secondary School Emergency Relief Fund (ESSER Fund)**. The Department will award these grants to **State educational agencies (SEAs)** for the purpose of providing **local educational agencies (LEAs)**, including charter schools that are LEAs, with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the Nation.

ESSER Fund awards to SEAs are in the same proportion as each State received funds under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended, in fiscal year 2019. New York State will receive \$1,037,045,603 from the ESSER Fund to cover K-12 education costs associated with the spread of COVID-19.

This portion of the Education Stabilization Fund awarded to New York will support the continued education for K-12 students impacted by the coronavirus pandemic. With most students now receiving education remotely, this funding will be used for immediate needs such as purchasing computers and internet access devices for online learning, supporting

the needs of underserved students, training and professional development, purchasing supplies for cleaning and sanitization, offering summer learning, and other activities to maintain the continuity of educational services and continue to employ staff.

ESSER funds were designed to give New York flexibility to create and implement solutions to ensure continued learning and address the impact of COVID-19 on school communities. Most of the funds—at least \$933,341,043—will go directly to New York's public school districts based largely on the Title I formula. The New York State Education Department can retain up to 10 percent for emergency needs only, of which 0.5 percent can be used for administrative costs. The Education Stabilization Fund also includes a \$3 billion **Governor's Emergency Education Relief Fund (GEERF)**, which will provide New York State \$164 million to distribute across both K-12 and higher education needs, and nearly \$14 billion to support institutions of higher education, which will provide more than \$920 million for New York.

For more information, visit the Department of Education's website at: www.bit.ly/2zL2vBS

SHARI DIAMOND, CIA
PARTNER

PURCHASING, AP, & CLAIMS DURING COVID-19

As COVID-19 continues to affect life as we know it, school districts and businesses are forced to adapt to the new norm: less paper and more electronic documents. In addition, internal processes have had to change to accommodate fewer employees working in the office, spaces have been redesigned so staff can work while adhering to social distancing guidelines, and management has been challenged with figuring out how staff can work remotely. Claims auditing generally requires interfacing with business office staff in-person along with the review of a lot of paper-based documents, those being printed purchase

orders, invoices, packing slips, request forms, and of course, checks. Once schools and businesses were mandated to close in mid-March, performing the claims audit review as we normally did was not a viable option. Knowing how important accounts payable payments are to a school district, we worked with districts to provide claims auditing services and ensure payments were reviewed and approved before being released. Here are some ways we have been able to safely, effectively, and efficiently review payments despite the pandemic:



► **In-District Claiming:** A good practice (even before COVID-19) is to let the claims auditor know in advance the check count. This allows for the proper time to be allotted to review the claims and the option to provide extra resources if need be. This has become very important information as we all have to adhere to proper social distancing. Most, if not all, districts are seeing a decrease in the quantity of checks being processed and the number of employees working at any one time due to the pandemic. This helps with social distancing, but for the safety of employees and auditors, districts should have an isolated room available for the auditor(s). The room should be sanitized before and after the audit. All staff and auditors should maintain good hygiene throughout the audit, avoid using district facilities and equipment when possible, and adhere to appropriate social distancing guidelines to further reduce the risk of exposure.

► **Pick-Up Claiming:** Another option is to allow your claims auditors to pick up the claim packets from the district, including all backup and warrant copies, to be reviewed at another location, such as the claims auditor's office or the claims auditor's home. Auditing checks in the office/home provides another way to maintain social distancing, but proper planning is required. It is especially important for each packet to be complete with all the backup, and to ensure someone will be available to the auditors by email or phone should any questions or concerns arise. Also important is the arrangement of the pick-up and drop-off times.

► **Drop-Off Claiming:** For some districts, it may be convenient for someone in the district to drop off the checks and claims packets to the claims auditor's business location. Similar to pick-up claiming, it is important that all the support is attached to each claims packet, and that someone is available should any questions arise.

► **Online Claiming:** Auditing online could be the most appropriate and efficient way to reduce exposure to COVID-19. District staff will still need to be available to address any auditor concerns. However, this method is time-consuming as the district would need to scan every claim being audited along with any supporting documents. Further, that could make this method the most effective for small check runs and emergency claims.

Whenever the claims audit is performed outside the district, the auditor will need some method of obtaining information or additional support when necessary. While having an open line of communication between the auditor and the district could be sufficient, it would be optimal if districts could provide the auditor with remote access to the district's system. Another consideration would be to provide district laptops for auditors to view documentation scanned and uploaded onto the system, making online/remote claims auditing seamless. We can hear the rumbling: schools are still quite attached to paper processes, but it is quickly becoming obvious that we need to shed the paper and embrace digitized documentation. After all, many schools already accept emailed invoices as the vendors have stopped mailing paper invoices in an effort to "go green."

There are many advantages to going paperless, especially when making vendor payments requires working together in separate locations. Your auditors would be able to perform their audit remotely and within your application, rather than going through the physical, sometimes novel-like packets. By now, we know a bunch of questions have begun to brew- What about the internal control procedures that are being performed by claims auditors that require examining the paper purchase order against the paper invoice? How can we ensure the electronic documents are valid? How do we do this? What system do we have to implement? Well, now is a great time to start making better use of the technology you have. The flooding from Superstorm Sandy wiped out paper files at some districts and came as a loud wake-up call to go paperless. That started the process of scanning in documents and uploading them into the financial software application used by the district. Both WinCap and nVision have this capability. Some schools are also looking at software applications like KISSFLOW to replace the paper-based forms and keep the records within its system. These are both good places to start your digital adventure, but don't forget to discuss how to set up these systems while ensuring controls are adhered to.

Regardless of the method your district is using for claims auditing during the pandemic, it may be time to consider a more automated system for purchasing and payables in the long term. The pandemic is forcing this discussion across all industries and the need to work remotely is clear. Even without the need for social distancing, creating a more technology-centered environment can make purchasing and other processes more efficient and effective. Let's work together to be better prepared for the future.

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CYBERSCOUT - 5 RULES TO SAFEGUARD KIDS

Cyber learning enables schoolchildren and university students to learn remotely. Schools use a variety of educational platforms, including proprietary systems, Google Classroom, and even business web conferencing tools like Zoom and WebEx. Remote learning holds tremendous potential—from keeping school going during pandemics and natural disasters to delivering instruction from the world’s top experts—but there are also some cybersecurity concerns. Here are five tips to help parents establish smart “ground rules” for keeping kids safe online.

- 1. Think before clicking.** Online security threats change by the hour and become more sophisticated all the time. Ask children to approach every email with caution—the message may sound right, but the messenger may not be. Kids need to learn to pause and check with a parent before they open any email, click on links or open any attachments.
- 2. Verify domain names and email senders.** If a child is required to maintain access to email for school, talk with them about how to identify proper sources and senders. Check the URL before typing it in a browser or clicking a link. Help them to recognize spelling errors, altered graphics and logos as signs something isn’t right. When you spot an obvious phishing email, show it to your child and point out how you knew it was a fake.

- 3. Use better passwords.** Increasingly, people are turning to password managers to keep their accounts safe, since it can be difficult to remember many long and strong passwords. These managers generate random passwords and allow managing the process with a single master password. If a password manager is not being used, make sure everyone in the house is using sufficiently complex passwords that are unique to the key accounts, and never let children use any passwords associated with parents’ online accounts!

- 4. Monitor them.** Parents should monitor their children’s online behavior regularly. Set restrictions and enable parental controls to limit what kids can access. Look at internet history, app usage and be sure to know what programs and apps school is requiring, ensuring children are downloading the correct versions. Establish rules about purchases by a parent or adult.

- 5. Secure mobile devices.** Children may use their phones, laptops, tablets and even watches to complete schoolwork and stay entertained. Secure all mobile devices in the household with frequent and routine firmware and software updates. Back up data frequently on hard drives that are not connected 24/7 to the internet.

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LIFE INSURANCE OPTIONS FOR PENSIONERS

Many employees of school districts across the Island are approaching retirement age and may not be aware of how to maximize their pension benefits. Some may not realize that with the right kind of planning, they may be able to retire sooner than they think.

Generally, retirees are offered a single pension plan, which provides the pension payment for as long as the retiree lives and results in a higher pension benefit. That means the pension payments stop once the retiree dies. If the retiree’s pension is going to be the main source of income, then it becomes more important that proper safeguards are in place to ensure the surviving family members are cared for. Some retirees then opt to take a pension payment that provides a death benefit should they pass away. But if the retiree outlives their spouse, then the retiree is stuck with a reduced pension payment. This is where a life insurance plan can come into play.

A permanent life insurance policy can be used to cover the difference between a single pension benefit and a pension with a death benefit. This plan is generally helpful if the spouse has their own income, but it can still work since the single pension payment is much higher, allowing retirees to earn and then save more money.

There are, however, many important factors to think about before choosing this strategy: life insurance premiums are linked to your health condition and lifestyle, and depending on how you fare, your premiums may be quite expensive if you are considered to be in a higher risk category. Shopping around for a life insurance policy is critical and can significantly impact financial planning for retirement.

Here are some tips to consider:

- ▶ Planning ahead can provide more options. Starting a life insurance plan when you are younger can provide a source of revenue during the retirement years as cash can be taken from the plan. If you are lucky to live longer, you can start to take out the cash values from the insurance plan to counter inflation.
- ▶ Make sure that the insurance value is sufficient to cover your needs as well as your family.
- ▶ Do the math and assess whether the cost of the premiums makes sense as compared with taking a reduced pension payment.
- ▶ Those with chronic health problems or whose spouse is much younger may be better off by taking a reduction in pension payments.
- ▶ Maximizing your pension requires planning, and if done correctly, you can reap the benefit over the years, and hopefully have a long and comfortable retirement.

For more information, contact Jim McTighe at jymctighe@financialguide.com | (516) 408-5626

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WE'RE GOING VIRTUAL - FREE TO ATTEND!

WEDNESDAY, JULY 8, 2020 | 5:30PM - 6:30PM

WWW.IMAGINEAWARDSLI.COM



The 8th Annual Long Island Imagine Awards

VIRTUALLY JOIN US THROUGH YOUTUBE LIVE ON THIS AMAZING NIGHT TO HONOR AND NETWORK WITH SOME OF THE MOST INNOVATIVE NONPROFIT ORGANIZATIONS ON LONG ISLAND!



SOCIAL IMPACT AWARD

- Family Service League
- Options for Community Living, Inc.
- Special Olympics New York - Long Island
- Victims Information Bureau of Suffolk, Inc.



LEADERSHIP EXCELLENCE AWARD

- Robert S. Budd - Family Residences and Essential Enterprises, Inc. (FREE)
- Renee Flagler - Girls Inc. of Long Island
- Dr. David Hegarty - Hope For Youth
- John Miller - The Guide Dog Foundation and America's VetDogs



ARTS & CULTURE AWARD

- Nassau County Museum of Art
- Patchogue Theatre for the Performing Arts
- Spirit of Huntington Art Center
- Splashes of Hope



INNOVATION AWARD

- Cerebral Palsy Association of Nassau County
- Planned Parenthood of Greater New York
- Spirit of Huntington Art Center
- The Guide Dog Foundation



RISING STAR AWARD

- Birthday Wishes of Long Island
- New Hour for Women and Children - Long Island
- Smile Farms Inc.
- The Book Fairies

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