ONTEORA CENTRAL SCHOOL DISTRICT

BOARD OF EDUCATION
BOICEVILLE, NEW YORK 12412

ANNUAL MEETING FOR VOTE & ELECTION
MINUTES 8:00 p.m.
TUESDAY, MAY 20, 2014
Middle School/ High School

1. Opening Items

1.01 Call to Order 8:14
1.02 Tobacco Policy Statement
1.03 Pledge of Allegiance
1.04 Roll Call

Present: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Spencer, Trustee Kurnit, Trustee Hickey
Not Present: Trustee McKeon

2. Discussion

2.01 Risk Assessment from Internal Auditor

Trustee Spencer encouraged the Board to read over the Risk Assessment and ask questions

- The Onteora staff was very supportive of the audit through interviews
- The audit cost $13,620
- No longer is a requirement to have an Internal Auditor
    - Need to decide what to do – contract is up

Risk Assessment defines areas of risk and be sure the District has procedures in place to lower the risk

- Internal auditor audits risk
- External auditor audits the numbers from the past year
- Continuing to follow-up on the areas identified previous year
    - Some areas are ongoing risks and cannot be cleared
    - Don't have the time or resources to clear every area every year
    - Some areas have solutions that take time to implement
- Affordable Care Act Threshold recommends solution to health care costs– particularly for substitutes
    - Ability to look at substitutes on a 3-12 month basis so it averages out 30 hours or more
- Audit of Special Education was to ensure that the District is receiving all State funds possible
    - No opportunity for stealing of money
    - It is complicated and easy to miss something

2.02 First Reading of Policy 5220 District Investments
8:29

2~~002~~2014 5220 Non-Instructional/Business Operation

SUBJECT: DISTRICT INVESTMENTS

Scope

This investment policy applies to all moneys and other financial resources available for investment on its own behalf or on behalf of any other entity or individual.

Objectives

The primary objectives of the local government's investment activities are, in priority order:

a) To confirm with all applicable federal, state and other legal requirements (legal);
b) To adequately safeguard principal (safety);
c) To provide sufficient liquidity to meet all operating requirements (liquidity); and
d) To obtain a reasonable rate of return (yield).

Delegation of Authority

The Board of Education's responsibility for administration of the investment program is delegated to the Treasurer or designee who shall establish written procedures for the operation of the investment program consistent with these investment guidelines. Such procedures shall include an adequate internal control structure to provide a satisfactory level of accountability based on a data base or records incorporating description and amounts of investments, transaction dates, and other relevant information and regulate the activities of subordinate employees.

Prudence

All participants in the investment process shall seek to act responsibility as custodians of the public trust and shall avoid any transaction that might impair public confidence in the Onteora Central School District to govern effectively.

Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of the principal as well as the probable income to be derived.

All participants involved in the investment process shall refrain from personal business activity that could conflict with proper execution of the investment program, or which could impair their ability to make impartial investment decisions.

Diversification

It is the policy of the Onteora Central School District for all moneys collected by any officer or employee of the School District to transfer those funds to the Treasurer or designee within five (5) working days of deposit, or within the time period specified in law, whichever is shorter.

The Treasurer or designee is responsible for establishing and maintaining an internal control structure to provide reasonable, but not absolute, assurance that deposits and investments are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly, and are managed in compliance with applicable laws and regulations.

Designation of Depositories

The banks and trust companies authorized for the deposit of moneys up to the following maximum amounts are:

Depository Name	Maximum Amount
Bank of America (formerly Fleet Bank) Catskill Hudson Bank	varies
Wilber National BankCommunity Bank N.A.	varies
Key Bank	varies
MBIA JP Morgan Chase	varies
NYCLASS	varies
TD Bank	varies

Collateralizing of Deposits

In accordance with the provisions of General Municipal Law, Section 10, all deposits of the Onteora Central School District, including certificates of deposit and special time deposits, in excess of the amount insured under the provisions of the Federal Deposit Insurance Act shall be secured:

a) By a pledge of "eligible securities" with an aggregate "market value," or provided by General Municipal Law, Section 10, equal to the aggregate amount of deposits from the categories designated in Appendix A to the policy.

b) By an eligible "irrevocable letter of credit" issued by a qualified bank other than the bank with the deposits in favor of the School District for a term not to exceed ninety (90) days with an aggregate value equal to one hundred forty percent (140%) of the aggregate amount of deposits and the agreed upon interest, if any. A qualified bank is one whose commercial paper and other unsecured short-term debt obligations are rated in one (1) of the three (3) highest rating categories by at least one (1) nationally recognized statistical rating organization or by a bank that is in compliance with applicable federal minimum risk-based capital requirements.

c) By an eligible surety bond payable to the School District for an amount at least equal to 100% of the aggregate amount of deposits and the agreed upon interest, if any, executed by an insurance company authorized to do business in New York State, whose claims-paying ability is rated in the highest rating category by at least two (2) nationally recognized statistical rating organizations.

Safekeeping and Collateralization

Eligible securities used for collateralizing deposits shall be held by (the depository and/or a third party) bank or trust company subject to security and custodial agreements.

The security agreement shall provide that eligible securities are being pledged to secure local government deposits together with agree upon interest, if any, and any costs or expenses arising out of the collection of such deposits upon default. It shall also provide the conditions under which the securities may be sold, presented for payment, substituted or released and the events which will enable the local government to exercise its rights against the pledged securities.

The custodial agreement shall provide that securities held by the bank or trust company, or agent of and custodian for, the School District, will be kept separate and apart from the general assets of the custodial bank or trust company and will not, in any circumstances, be commingled with or become part of the backing for any other deposit or other liabilities. The agreement should also describe that the custodian shall confirm the receipt, substitution or release of the securities. The agreement shall provide for the frequency of revaluation of eligible securities and for the substitution of securities when a change in the rating of a security may cause ineligibility. Such agreement shall include all provisions necessary to provide the local government a perfected interest in the securities.

Permitted Investments

As authorized by General Municipal Law, Section 11, the Onteora Central School District authorizes the Treasurer or designee to invest moneys not required for immediate expenditure for terms not to exceed its projected cash flow needs in the following types of investments:

a) Special time deposit accounts;
b) Certificates of deposit;
c) Obligations of the United States of America;
d) Obligations guaranteed by agencies of the United States of America where the payment of principal and interest are guaranteed by the United States of America;
e) Obligations of the State of New York;
f) Obligations issued pursuant to LFL Section 24.00 or 25.00 (with approval of the State Comptroller) by any municipality, School District or District corporation other than the Onteora Central School District;
g) Obligations of public authorities, public housing authorities, urban renewal agencies and industrial development agencies where the general State statutes governing such entities or whose specific enabling legislation authorizes such investments;
h) Certificates of Participation (COPs) issued pursuant to GML, Section 109-b; i) Obligations of this School District, but only with any moneys in a reserve fund established pursuant to GML, Sections 6-c, 6-d, 6-e, 6-g, 6-h, 6-j, 6-k, 6-l, 6-m, or 6-n.

All investment obligations shall be payable or redeemable at the option of the Onteora Central School District within such times as the proceeds will be needed to meet expenditures for purposes for which the moneys were provided and, in the case of obligations purchased with the proceeds of bonds or notes, shall be payable or redeemable at the option of the Onteora Central School District within two (2) years of the date of purchase.

Authorized Financial Institutions and Dealers

The Onteora Central School District shall maintain a list of financial institutions and dealers approved for investment purposes and establish appropriate limits to the amount of investments which can be made with each financial institution or dealer. All financial institutions with which the School District conducts business must be credit worthy. Banks shall provide their most recent Consolidated Report of Condition (Call Report) at the request of the School District. Security dealers not affiliated with a bank shall be required to be classified as reporting dealers affiliated with the New York Federal Reserve Bank, as primary dealers. The Treasurer or designee is responsible for evaluating the financial position and maintaining a listing of proposed depositories, trading partners and custodians. Such listing shall be evaluated at least annually.

Purchase of Investments

The Treasurer or designee is authorized to contract for the purchase of investments:

a) Directly, including through a repurchase agreement, from an authorized trading partner.

b) By participation is a cooperative investment program with another authorized governmental entity pursuant to Article 5G of the General Municipal Law where such program meets all the requirements set forth in the Office of the State Comptroller Opinion No. 86-46, and the specific program has been authorized by the School District.

c) By utilizing an ongoing investment program with an authorized tracking partner pursuant to a contract authorized by the School District.

All purchased obligations, unless registered or inscribed in the name of the School District, shall be purchased through, delivered to and held in the custody of a bank or trust company. Such obligations shall be purchased, sold or presented for redemption or payment by such bank or trust company only in accordance with prior written authorization from the officer authorized to make the investment. All cash transactions shall be confirmed in writing to the Onteora Central School District by the bank or trust company. Any obligation held in the custody of a bank or trust company shall be held pursuant to a written custodial agreement as described in General Municipal Law, Section 10.

The custodial agreement shall provide that securities held by the bank or trust company, as agent of and custodian for, the School District, will be kept separate and apart from the general assets of the custodial bank or trust company and will not, in any circumstances, be commingled with or become part of the backing for any other deposit or other liabilities. The agreement shall describe how the custodian shall confirm the receipt and release of the securities. Such agreement shall include all provisions necessary to provide the local government a perfected interest in the securities.

Repurchase Agreements

Repurchase agreements are authorized subject to the following restrictions:

a) All repurchase agreements must be entered into subject to a Master Repurchase Agreement.

b) Trading partners are limited to banks or trust companies authorized to do business in New York State and primary reporting dealers.

c) Obligations shall be limited to obligations of the United States of America and obligations guaranteed by agencies of the United States of America.

d) No substitution of securities will be allowed.

e) The custodian shall be a party other than the trading partner.

APPENDIX A **Schedule of Eligible Securities**

Obligations issued, or fully insured or guaranteed as to the payment of principal and interest, by the United States of America, an agency thereof or a United States government sponsored corporation.

~~Obligations issued or fully guaranteed by the International Bank for Reconstruction and Development, the Inter-American Development Bank, the Asian Development Bank, and the African Development Bank.~~

Obligations partially insured or guaranteed by any agency of the United States of America, at a proportion of the Market Value of the obligation that represents the amount of the insurance or guaranty.

Obligations issued or fully insured or guaranteed by the State of New York, obligations issued by a municipal corporation, School District, or District corporation of such State or obligations of any public benefit corporation which under a specific State statute may be accepted as security for deposit of public moneys.

Obligations issued by states (other than the State of New York) of the United States rated in one (1) of the three (3) highest rating categories by at least one (1) nationally recognized statistical rating organization.

~~Obligations of Puerto Rico rated in one (1) of the three (3) highest rating categories by at least one (1) nationally recognized statistical rating organization.~~

Obligations of counties, cities and other governmental entities of a state other than the State of New York having the power to levy taxes that are backed by the full faith and credit of such governmental entity and rated in one (1) of the three (3) highest rating categories by at least one (1) nationally recognized statistical rating organization.

Obligations of domestic corporations rated in one (1) of the two (2) highest rating categories by at least one (1) nationally recognized statistical rating organization.

Any mortgage related securities, as defined in the Securities Exchange Act of 1934, as amended, which may be purchased by banks under the limitations established by bank regulatory agencies.

Commercial paper and bankers' acceptances issued by a bank, other than the Bank, rated in the highest short term category by at least one (1) nationally recognized statistical rating organization and having maturities of not longer than sixty (60) days from the date they are pledged.

Zero coupon obligations of the United States government marketed as "Treasury strips."

2.03 First Reading of Policy 3510 Emergency Closings
8:31
Regulations will list all available media on which to disseminate information
- They were put in a regulation to make changes easier
- Send back to Policy Committee to clarify who designates the available media and if the media should be listed in the policy

~~002~~2014 3510 Community Relations
SUBJECT: EMERGENCY CLOSINGS

In the event it is necessary to close school for the day due to inclement weather or other emergency reasons, announcement thereof shall be made ~~over local radio stations~~on all available media as designated by the Board of Education,

When school is closed, all related activities, ~~including~~ including Board of Education meetings, athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.
Regulation 3510P

2.04 First Reading of 7618 Response to Intervention
8:46
- Went over with Director and PPS and cleaned up the language
- There is a RTI team in each building and others are invited to their meetings
  - Can put the team members in a regulation

~~2008~~2014 7618 Students
SUBJECT: RESPONSE TO INTERVENTION (RTI) PROCESS

The reauthorized Individuals with Disabilities Education Act (IDEA 2004) was advanced in an attempt to optimize educational outcomes for children with learning problems. ~~and effective Response to Intervention ("RTI") is a cornerstone of the No Child Left Behind Act.~~ A growing body of research, supports the use of Response to Intervention (RTI) as a highly effective means of:

a) Increasing proficiency rates for early basic reading, writing, and math calculation skills
b) Expanding the capacity of teachers to meet the needs of a developmentally broad range of learners within the context of the general curriculum; and
c) Reducing the number of children misidentified as disabled.

In accordance with NYS Commissioner's Regulations, the Onteora School District has established administrative practices and procedures for implementing District-wide initiatives that address a Response to Intervention (RTI) process applicable to all students. For students suspected of having a potential learning disability, the District will provide appropriate RTI services pursuant to the Commissioner's Regulations prior to a referral to the Committee on Special Education (CSE) for evaluation.

The District's RTI process shall include the following minimum requirements:

a) Scientific, research-based instruction in reading, writing and mathematics provided to all students in the general education class by qualified personnel. Instruction in reading, per the NYS Education Commissioner's Regulations, shall mean scientific, research-based reading programs that include explicit and systematic instruction in phonemic awareness, phonics, vocabulary development, reading fluency (including oral reading skills) and reading comprehension strategies;
b) Screenings shall be provided to all students in the class to identify those students who are not making academic progress at expected rates
c) Scientific, research-based instruction matched to student need with increasingly intensive levels of targeted interventions for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards;
d) Repeated assessments of student achievement which should include curriculum based measures to determine if interventions are resulting in student progress toward age or grade level standards;

e) The application of information about the student's response to intervention to make educational decisions about changes in instruction and/or services and the decision to make a referral for special education programs and/or services; and
f) Written notification to the parents when the student requires an intervention beyond that provided to all students in the general education classroom that provides information about:
1. Strategies for increasing the student's rate of learning; and student performance data, and the general education services that will be provided; and
2. The parents' right to request an evaluation for special education programs and/or services.

Structure of Response to Intervention Program

The District's RTI program will consist of multiple tiers of instruction/assessments to address increasingly intensive levels of targeted intervention to promote early identification of student performance needs and/or rate of learning, and to help raise achievement levels for all students.

- ~~Child Study Teams (and at the Secondary Level Case Management Teams)~~Response to Intervention Team, whose members may include, but are not limited to, regular education teachers, special education personnel, the school psychologist, ~~Curriculum Coordinators~~, designated administrators, and other individuals deemed appropriate by the District, will be available for each building to address the implementation of the District's RTI process.

The ~~Child Study and Case Management~~RTI Team's responsibilities shall include, but are not limited to, the following:
a) Determining the level of interventions/student performance criteria appropriate for each tier of the RTI model;
b) Analyzing information/assessments concerning a student's response to intervention and making educational decisions about changes in goals, instruction and/or services; c) Determining whether to make a referral for special education programs and/or services.

Types of Interventions

The District will provide multiple tiers of increasingly intensive levels of targeted intervention and instruction for those students who do not make satisfactory progress in their levels of performance and/or in their rate of learning to meet age or grade level standards.

It is expected that use of the Tier Level of instruction will be specific to each student's needs and will be an ongoing process, with students entering and exiting tiers of intervention according to the analysis of student performance data and progress monitoring.

Tier One Instruction

Tier One instruction is provided to all students in the general education setting. The use of scientific, research-based instruction in the area of ELA and math will be provided by the general education teacher and/or other qualified personnel as appropriate, and will emphasize proactive, preventative core instructional strategies in the classroom setting. Group and/or individualized instruction, assessment and reinforcement activities will be provided as deemed appropriate by the classroom teacher in collaboration with peers. Properly trained teaching assistants, under direct supervision of the presiding classroom teacher, can facilitate reinforcement techniques and conduct benchmark assessments. The use of teaching assistants in early grades are an integral part of early intervention. The analysis of Tier One student performance data will be used to identify those students who need additional intervention at the Tier Two Level of instruction.

Tier Two Instruction

In general, Tier Two instruction will consist of small group, targeted interventions for those students identified as being "at risk" who fail to make adequate progress in the general education classroom. Tier Two instruction will include programs and intervention strategies designed to supplement Tier One interventions provided to all students in the general education setting.

Tier Two instruction may be provided by support personnel such as teaching assistants, specialized staff such reading and math teachers, Occupational Therapists, Physical Therapists, Academic Intervention Service providers, speech therapists, school psychologists and/or school social workers as determined by the ~~Child Study or Case Management~~ RTI Team~~s~~, in collaboration with classroom teachers.

At the conclusion of Tier Two instruction, the ~~Child Study or Case Management Teams~~RTI will review the student's progress and make a determination as to which tier of intervention would be appropriate.

Tier Three Instruction

Tier Three instruction is the provision of more intensive instructional interventions, tailored to the needs of the individual student; and is provided to those students who do not achieve adequate progress after receiving

interventions at the Tier Two level. Tier Three instruction may include longer periods of intervention program and/or more frequent services than those provided in the first two (2) Tiers based upon the significant needs of the student.

Tier Three instruction will be provided by those specialists, in collaboration with classroom teachers, as determined by the ~~Child Study and Case Management~~RTI Team~~s~~, best qualified to address the individual student's targeted area(s) of need. If deemed appropriate by the Team, and in accordance with applicable law and regulation, a referral of the student may be made to the Committee on Special Education (CSE).

Progress monitoring is an integral part of Tier Three; and the student's response to the intervention process will determine the need/level of further intervention services and/or educational placement.

Amount and Nature of Student Data to be Collected

The ~~Child Study and Case Management Teams~~RTI Team will determine the amount and nature of student performance data that will be collected to assess, on an ongoing basis, student performance results and address ongoing academic needs as warranted. Such data collection will reflect the Tier Level of intervention provided to the student. Student performance data will also be used to review the District's RTI program and make modifications to the program as deemed necessary.

Manner and Frequency for Progress Monitoring

The ~~Child Study and Case Management Teams~~RTI Team shall monitor the progress of those students receiving intervention services beyond that provided to all students in the general education classroom. The Team shall meet with the student's teacher(s) and will determine if further adjustments need to be made to the student's current instructional program and/or a change made to the Tier Level of intervention provided. Monitoring of student progress shall be an ongoing part of the RTI program from the initial screening to completion of the RTI process as applicable.

Staff Development

All staff members involved in the development, provision and/or assessment of the District's RTI program, including both general education and special education instructional personnel, shall receive appropriate training necessary to implement the District's RTI program. Staff development will include the criteria for determining the levels of intervention provided to students, the types of interventions, collection of student performance data, and the manner and frequency for monitoring progress.

34 Code of Federal Regulations (CFR) Sections 300.309 and 300.311
Education Law Sections 3208, 4002, 4401, 4401-a, 4402, and 4410
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(ii), 200.2(b)(7), 200.4(a), 200.4(j)(3)(i), and 200.4(j)(5)(i)(g)

2.05 First Reading of 7130 School Admissions - Age and Residency
8:57

~~2010~~2014 7130 Students **SUBJECT: ~~ENTITLEMENT TO ATTEND~~SCHOOL ADMI~~S~~SIONS -- AGE AND RESIDENCY**

Ages of Attendance/Compulsory Attendance Age

According to Education Law, a student who becomes six (6) years of age on or before the first of December in any school year shall be required to attend full-time instruction from the first day that the District schools are in session in September of such school year, and a student who becomes six (6) years of age after the first of December in any school year shall be required to attend full-time instruction from the first day of session in the following September. Except as otherwise provided in Education Law Section 3205(3), a student shall be required to remain in attendance until the last day of session in the school year in which the student becomes sixteen (16) years of age.

However, in accordance with Education Law Section 3205(3), the Board of Education in **any** school district shall have the power to require minors from sixteen (16) to seventeen (17) years of age who are not employed to attend full-time instruction until the end of the school year in which the student turns seventeen (17) years of age.

All persons dwelling within the District who are between the ages of five (5) years and twenty-one (21) years and who have not received a high school diploma shall be entitled to enroll in the District.

Undocumented children, like U.S. citizen children, have the right to attend school full-time as long as they meet the age and residency requirements established by state law.

Proof of Age

The State Education Department does not require districts to collect students' social security numbers for any purpose. While school districts may need to collect certain data pursuant to State and/or federal laws, they should do so **after** a student has enrolled in school so as not to inadvertently give the impression that information related to immigration status will be used in making registration/enrollment determinations.

~~In accordance with Education Law, where a birth certificate or record of baptism is not available, a passport (including foreign passport) may be used to determine a child's age for purposes of enrollment/registration in school. Should none of these be available, the District may consider certain other documentary or recorded evidence to determine a child's ag~~Education Law 3218 states that a student's age shall be proven by:
a) a duly certified transcript of a birth certificate, or a certified record of baptism giving the date of birth; or, if not available,
b) a passport (including foreign passport) showing the date of birth of the minor; or, if not available,
c) other documentary evidence or other recorded evidence in existence two years or more, and satisfactory to the certifying officer such as:
Official driver's license
State- or other government-issued ID
School photo ID with date of birth
Consulate identification card
Hospital or health records (in New York City, Hospital Birthing Records)
Military dependent ID card
Native American tribal document
Record(s) from non-profit international aid agencies and voluntary agencies (VOLAGs)

Determination of Student Residency

The residence of children dwelling within the District boundaries shall be established in a manner consistent with State Law and the Regulations of the Commissioner. The Board of Education or its designee shall determine whether a child is entitled to attend a District school. Any adverse residency decision by a school official, other than the Board or its designee, shall include written notice to the parent/person in parental relation of the procedures for obtaining review of the decision within the District.

A child's residence is presumed to be that of his/her parents or legal guardians. However, the District may encounter students, particularly from other countries, who reside with persons other than their parents or legal guardians. In order to determine residency in these cases, the District may request information regarding such student's custody to establish residency and to ensure the health, safety and welfare of the child.

Children Living With Noncustodial Parents

A child's residence is usually determined by the residence of the custodial parent. However, a noncustodial parent who resides in the District may enroll his/her child in a District school if he/she shares the day-to-day responsibilities for the child and the custodial parent designates the child's residence with the noncustodial parent.

Homeless Children

The parent/person in parental relation to a homeless child; or the homeless child, together with the homeless liaison designated by the School District in the case of an unaccompanied youth; or the director of a residential program for runaway and homeless youth established pursuant to Executive Law Article 19-H, in consultation with the homeless child, where such homeless child is living in such program, may designate either the school district of current location, the school district of origin, or a school district participating in a regional placement plan as the district the homeless child shall attend.

Children of Activated Reserve Military Personnel

Students temporarily residing outside the boundaries of the District, due to relocation necessitated by the call to active military duty of the student's parent or person in parental relation, will be allowed to attend the public school that they attended prior to the relocation. However, the District is not required to provide transportation between a temporary residence located outside the District and the school the child attends.

Emancipated Minors

A determination of whether a student is to be designated as an emancipated minor in the Onteora School District will be based on evidence that the student is no longer under custody, control and support of his/her parents/persons in parental relation. To establish emancipation, a minor may submit documentation of his/her

means of support, proof of residency and an explanation of the circumstances surrounding the student's emancipation, including a description of the student's relationship with his/her parents/persons in parental relation.

These statements are renewable each school year. If at any time the above information is changed without prompt notification or proven to be false, the parent/person in parental relation and/or student may be subject to legal action.

Children Living With Persons Not Their Parents -- Guardianship or Custody

In accordance with the Family Court Act and Domestic Relations Law, a person possessing a lawful order of guardianship or custody of a minor child who is not the parent of such child may enroll the child in public school in the school district where he/she and the child reside.

Therefore, upon application for enrollment by the guardian or custodian, the District shall enroll such a child for such time as the child resides with the guardian or custodian in the District upon verification that the guardian or custodian possess a lawful order of guardianship or custody for the child and that the guardian or custodian and the child properly reside in the same household within the District.

McKinney-Vento Homeless Education Assistance Act, Section 722, as reauthorized by the No Child Left Behind Act of 2001
Domestic Relations Law Section 74
Education Law Sections 2045, 3202, 3205, 3209, 3212(4), and 3218(1)(b), 3218(1)(d)
Family Court Act Section 657
8 New York Code of Rules and Regulations (NYCRR) Sections 100.2(x) and (y)
NOTE: Refer also to Policy #7131 -- Education of Homeless Children and Youth

Added:

Motion to appoint Fern Amster as Clerk Pro Tem
Motion: Trustee Hickey
Second: Trustee Spencer
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Spencer, Trustee Kurnit, Trustee Hickey
Not Present: Trustee McKeon

2.06 First Reading of Policy 7120 Age of Entrance

2~~002~~2014 7120 Students **SUBJECT: AGE OF ENTRANCE**

Kindergarten

Students who are legal residents of the School District and who reside with parents or guardians within the School District at the time of the opening day of school must be five (5) years of age or more on December 1 [ADDED] IN THE SAME CALENDAR YEAR in order to register for Kindergarten.

A child who transfers into the School District at any time during the school year may be considered for admission to Kindergarten by the Superintendent provided:

a. The parents were not legal residents of the School District on the opening day of school, and\
b. The child has been registered and enrolled in kindergarten in the District in which his/her parents were legal residents.

Other Grades

Admission of children shall involve a consideration of chronological age, their current transcript, and the readiness of the student to do the work.

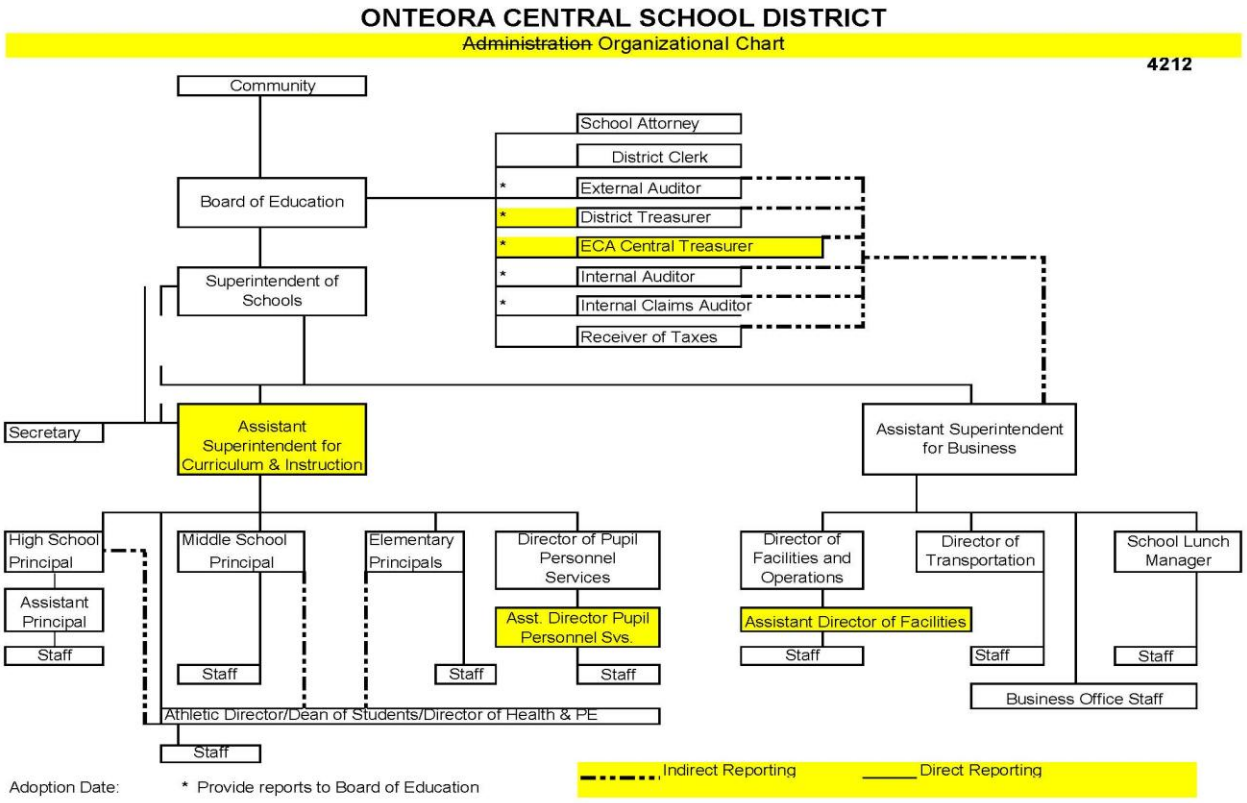
Proof of Age

~~student's birth certificate or other satisfactory evidence of age shall be presented at the time of initial registration.~~
Education Law 3218 states that a student's age shall be proven by:
a) a duly certified transcript of a birth certificate, or a certified record of baptism giving the date of birth; or, if not available,
b) a passport including foreign passport) showing the date of birth of the minor; or, if not available,
c) other documentary evidence or other recorded evidence in existence two years or more, and satisfactory to the certifying officer such as:

Official driver's license
State- or other government-issued ID
School photo ID with date of birth
Consulate identification card
Hospital or health records (in New York City, Hospital Birthing Records)
Military dependent ID card
Native American tribal document
Record(s) from non-profit international aid agencies and voluntary agencies (VOLAGs)
The child shall be entered under his/her legal name.
Education Law Sections 1712, 202 and 3212

2.07 First Reading of Policy 4212 Organizational Chart

- Added Assistant Superintendent for Curriculum & Instruction, Assistant Director of Facilities
- Take out extra lines



3.

Consent Agenda

3.01 Approve Consent Agenda

Recommended Action: The Board of Education hereby approves Consent Agenda item numbers 3.02-3.11
Motioned: Trustee Osmond
Seconded: Trustee Kurnit
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Spencer,
Not Present: Trustee McKeon

3.02 Personnel Agenda

APPOINTMENTS: ADMINISTRATIVE

RESIGNATIONS

NAME	POSITION/SCHOOL	EFFECTIVE DATE	REMARKS
O'Brien, Kathleen	Principal/Woodstock	6/30/2014	Personal

APPOINTMENTS: INSTRUCTIONAL

FULL TIME - RECALL FROM PREFERRED ELIGIBLE LIST:

NAME	CERTIFICATION	TENURE AREA	EFFECTIVE DATE	SALARY/ STEP	REMARKS
McKenna, Karen	Music	Music	9/1/2014	Step 18M+30	Replace D. Laks

SHORT TERM SUBSTITUTE

NAME	POSITION/SCHOOL	EFFECTIVE DATES FROM-TO	PAY RATE	REMARKS
Colevas, Paul	0.6 FTE Social Studies/HS	03/10/14 -05/27/14*	1MA	LOA Replacement
Constant, Geordarna	1.0 FTE English/HS	05/27/14-06/26/14	1MA	LOA Replacement

*extension of appointment

EXTRA DUTY STIPENDS 2013-14

NAME	POSITION	AMOUNT
Nelsen-Epstein, David	Sixth Teaching Assignment - (US History, ProRated 3/10/14-5/27/14*)	$1977.56*

*revised amount due to change in end date

SUBSTITUTES

NAME	POSITION	AMOUNT
Primiano, Linda	Certified Substitute Teacher	$95.00/day

LEAVE OF ABSENCE

EMPLOYEE NUMBER	EFFECTIVE DATE FROM - TO	REASON
2771	03/10/14-05/27/14*	Medical - Paid
2448	05/27/14-06/27/14	Medical - Paid
2247	04/29/14-05/16/14	Medical - Paid

*extension of leave

APPOINTMENTS: NON INSTRUCTIONAL

SHORT TERM SUBSTITUTE

NAME	POSITION/SCHOOL	EFFECTIVE DATES FROM-TO	PAY RATE	REMARKS
Bachor, Margaret	School Nurse/MS	05/27/14-06/26/14	Step 1	Replace S. Paton

SUBSTITUTES

NAME	POSITION	AMOUNT
Ratoff, Barry	Substitute Custodial Worker	$10.00/hr

3.03 Revised Board of Registration

Recommended Action: The Board of Education hereby approves the revised Board of

Registration for the 2014 Vote and Election

3.04 Approve Schedule U - The Committee on Special Education (CSE) and Committee on Pre-School Special Education (CPSE) Recommendations

Recommended Action: The Board hereby approves the Instruction - Schedule U-The Committee on Special Education (CSE) and Committee on Pre-School Special Education (CPSE) Recommendations, Schedule U, #5/14, Confidential, as reviewed by Trustee McGillicuddy

3.05 Approve the Independent Contract Retainer between the OCSD and Joseph Friedel

Recommended Action: BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approves the Independent Contractor Retainer between the Onteora Central School District and Joseph Friedel on December 18, 2013 at the rate of $71.00 per wrestling match, as a scorekeeper and authorizes the Superintendent to sign such an agreement.

3.06 Approve the Independent Contract Retainer between the OCSD and Gateway Industries

Recommended Action: BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approves the Independent Contractor Retainer between the Onteora Central School District and Gateway Community Industries, Inc. for the period beginning July 1, 2013 to June 30, 2014 at a rate of $195.00 per hour, to a maximum of $4,875.00, for VESID Evaluations and authorizes the Superintendent to sign such an agreement.

3.07 Accept Electrical Bid

Recommended Action: BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the award of the bid for electrical work at Phoenicia Elementary School and Woodstock Elementary School based on the bid documents of May 13, 2014 to the lowest responsible bidder, Hudson Valley EC & M Inc., for the Base Bid amount of $372,722 and the Alternate 1-E Bid amount of $15,500 for the total amount of $387,722 and authorizes the Superintendent to sign such an agreement.

3.08 Approve Volunteer

Recommended Action: The Board of Education hereby approves the following volunteer: Richard Stokes for the Phoenicia School

3.09 Approve increase for Confidential Staff and Part-time Personnel Staff for the 2014-2015 School Year

Recommended Action: The Board of Education hereby approve an increase of 2.5% for Confidential Staff, District Treasurer and the part-time account clerk in Personnel for the 2014-2015 school year.

3.10 Approve contract for Assistant Superintendent for Business

Recommended Action: BE IT HEREBY RESOLVED by the Board of Education of the Onteora Central School District that the employment contract between the District and Victoria McLaren covering the period of July 1, 2014 through June 30, 2017 is

hereby approved as discussed in Executive Session, and BE IT FURTHER RESOLVED that the Superintendent of Schools is hereby authorized to execute the contract on the District's behalf.

3.11 Approve contract for the Treasurer

Recommended Action: The Board of Education hereby approves an increase of 2.5% and the contract for Debra D'Aprile, Treasurer for the 2014-2015 school year.

Student Representative Report

Student Representative Sarah Melvin reported:

- HS club fair 5/21/14 from 11:30 -1
  - Most clubs will be represented to talk about this school year's activities, awards to try to get students interested next year
  - Bringing 8th graders
- Holding Spirit Week next week
  - Different theme each day
- Student government is still working out buying a 3D printer

Discussion:

- Projection for vote results and sheets of history are missing from the Board table
  - Was a miscommunication

4. Public Be Heard

4.01 The public and students may comment on any agenda or non agenda item. Please limit comments to 3 minutes

No public or student commented

5. Canvass Votes

5.01 Declaration of Votes Cast Proposition 1 (proposed 9:00)

Recommended Action: The Board of Education hereby accepts the votes cast for Proposition 1

Proposition #1 2014-2015 Budget: $51,876,125 Yes 778 No 260

Motioned: Trustee Spencer
Seconded: Trustee Hickey
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Spencer, Trustee Kurnit, Trustee Hickey
Not Present: Trustee McKeon

5.02 Declaration of Votes Cast - Proposition 2

Recommended Action: The Board of Education hereby accepts the votes cast for Proposition 2 :Shall the Board of Education of the Onteora Central School District be authorized to renovate, rehabilitate and reconstruct the Onteora Middle/High School, Phoenicia Elementary School and the Bus Garage including but not limited to heating system replacement/upgrades, site work, roof replacement, ceiling replacement and abatement, replacement of interior doors and plumbing system and fixture renovations, and acquisition of equipment, apparatus, machinery related thereto and all other preliminary and incidental costs related thereto, at an estimated aggregate

maximum cost of $7,000,000; the sources of which estimated aggregate maximum cost shall be as follows: (1) $5,000,000 from the District's capital reserve fund; and (2) $2,000,000 shall be from the District's undesignated fund balance?

YES 629 NO 252
Motioned: Trustee Osmond
Seconded: Trustee Kurnit
Result: Unanimous
Present: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Spencer,
Not Present: Trustee McKeon

5.03 Board Seats - Declaration of Votes Cast
Recommended Action: The Board hereby accepts the votes cast for the 3 Board Seats
Three Vacancies: 3 year terms - Effective July 1, 2014 to June 30, 2017
Declaration of Votes Cast:

Gideon Moor 657
Ann McGillicuddy 622
Tanya Davis 345

Motioned: Trustee Spencer
Seconded: Trustee Hickey
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Spencer, Trustee Kurnit, Trustee Hickey
Not Present: Trustee McKeon

6. Adjournment

6.01 Adjourn Meeting. Next meeting Tuesday 6/3/14 at Bennett Elementary School (proposed 9:45)
Recommended Action: The meeting is adjourned at
Motioned: Trustee Fletcher
Seconded: Trustee Spencer
Result: Unanimous
Yea: Trustee McGillicuddy, Trustee Fletcher, Trustee Osmond, Trustee Spencer, Trustee Kurnit, Trustee Hickey
Not Present: Trustee McKeon

Minutes Recorded By:
Victoria McLaren, District Clerk

Victoria McLaren

Minutes Typed/Recorded By:
Fern Amster

Fern Amster