Agenda- Budget Vote and Special Meeting at the MS/HS- May 20 2025 Minutes

Tuesday, May 20, 2025 at 6:00 PM

MS/HS Cafeteria

Page

1. Meeting Opening

1.01 Call to Order 6:00

1.02 Tobacco Policy Statement

We have a Tobacco policy in place, there is no smoking within 100 feet of school building

1.03 Pledge of Allegiance

1.04 Roll Call

Present: Trustee Knutsen, Trustee Jerome, Trustee Mitchell-Marell, Trustee Goodrich, Trustee Hemingway Lynch, Trustee Reimondo, Trustee Bishop

2. Proposed Executive Session

2.01 Enter Executive Session

Motion to enter into Executive Session to discuss ONTEA negotiations, the confidential staff agreement, to discuss the employment of a particular employee, and to meet with legal counsel (duration 60 min)

Moved by: Sarah Hemingway Lynch

Seconded by: Eric Knutsen

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Emily Mitchell-Marell, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 7-0

2.02 Exit Executive Session

Motion to exit executive session and return to public session

Moved by: Meghann Reimondo

Seconded by: Emily Mitchell-Marell

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Emily Mitchell-Marell, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 7-0

3. Acceptance of Minutes

3.01 Acceptance of Minutes 16 - 29

Agenda- Workshop Meeting and Budget Hearing- May 6, 2025 - Minutes - Html

The Board of Education hereby accepts the minutes of the May 6, 2025 meeting 16 - 29

Moved by: Clark Goodrich

Seconded by: Caroline Jerome

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Emily Mitchell-Marell, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 7-0

4. Superintendent District News

4.01 The Superintendent will report District News

Board Member Recognition

I’m proud to share that four of our Trustees have received recognition from the NYS School Boards Association. The Board Achievement Awards are to acknowledge school board members who strive to continually expand their governance knowledge and skills. There are four levels of achievement that are reached by accumulating points by participating in NYSSBA training, workshops, events, and activities, as well as for taking on board-related roles such as Board officers or NYSSBA’s Advocacy Liaison. Trustee Knutsen and Trustee Hemingway-Lynch both received the Board Achievement Award. Trustee Reimondo received the Board Achievement Award and the Board Excellence Award. Trustee Bishop received the Board Mastery Award, which includes a complimentary training voucher. This Board has been dedicated to its role on the Board as a governing body, and I’m honored to be working with such an inspiring group.

Anxious Generation Book Community Read

As has been discussed at the Board table previously, we intend to facilitate a community book read of the book The Anxious Generation. We will be gathering to distribute copies of the book on June 9th. We will sharing a sign up form, which will be a Google Doc for community members to use to participate. Everyone is welcome, but those families with children who are approaching the age of ten are enthusiastically encouraged to consider joining. More information will follow.

Phoenicia School Update

Today, Town Supervisor Peter DiSclafani let us know feels that the Town cannot move forward on the Phoenicia School purchase/ lease for the use of a municipal facility. The Board feels other uses may be more appropriate. They intend to explore other options and opportunities related to this campus, joining with the Ulster County Executive's Office for public housing combined with a community space element.

Supervisor DiSclafani expressed appreciation for the District's patience with Town and asked for a few more months to investigate the best uses for this facility.

School Events

We have a whirlwind of school events coming up in the next six weeks. The Middle School concert was last week and if it was any indication, all of the upcoming school performances will be outstanding. Please consider attending any and all events that you can to support our students and recognize their many accomplishments.

Memorial Day Break

Our students will be off starting on Thursday of this week, and will return on Wednesday of next week. This is due to our unused emergency days and we hope that this trend continues since we have one less emergency closing day in our calendar for next year.

Superintendent McLaren expressed gratitude to community members for their ongoing engagement. She acknowledged and appreciated those who reached out to communicate, seek clarification, and ask questions — including those who continued to do so as recently as this morning.

5. Discussion and Possible Action

5.01	Discuss NYSSBA Resolution Kit (duration 20 min) resolution-kit-04022025.pdf	30 - 46
5.02	Review and Discussion of New Trustee Onboarding Process (duration 20 min) NYSBBA new-school-board-member-handbook-rev2-04242025.pdf Current Onteora CSD Board Member Handbook.pdf	47 - 114
5.03	SuperEval- Annual Superintendent and Board Self	

Evaluations

6. Acknowledge Public Be Heard Comments

6.01 The Board will acknowledge the public be heard comments from the last meeting

Jenny Jared

Rory Smith

Faedra Dagirmanjian

7. Consent Agenda

7.01 Approve Consent Agenda

The Board hereby approves item numbers 7.02 - 7.09

Moved by: Meghann Reimondo
Seconded by: Caroline Jerome

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Emily Mitchell-Marell, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 7-0

7.02 Approve Volunteers

The Board of Education hereby approves the following volunteers for Woodstock Elementary School listed below:

Best, Jessica

Houghton, Holles

Lehrer, Amanda

Jones, Jessica

Maikowski, Alex

Carried

7.03 Approve Cooperative Bidding with BOCES

WHEREAS it is the desire of the participating school districts

of the Board of Cooperative Educational Services, Ulster County, adopting this resolution to jointly request bids for certain commodities to be determined by the Superintendent of this school district from time to time for the 2025-26 school year,
NOW, therefore, be it
RESOLVED that the Onteora Central School District hereby agrees to participate with other school districts of the Board of Cooperative Educational Services, Ulster County, New York, in the joint bidding of commodities to be requested by the school district Purchasing Agent and approved by the Superintendent; and be it further
RESOLVED that the specifications as prepared by a Committee of participating school districts and presented to this Board of Education will be used and that this Board, if it desires to purchase these commodities agrees to purchase said commodities at the lowest bid price recommended by the Committee of the joint school districts; provided, however, that each participating Board of Education in exercising its legal responsibilities, has the right to reject and/or modify the recommendation of the Committee in the awarding of the bid; and be it further
RESOLVED that the invitation to bid will be advertised by BOCES in the Kingston Daily Freeman, the Middletown Times Herald Record and the Poughkeepsie Journal in accordance with the provisions of Section 103 of the General Municipal Law.

Carried

Cooperative Bidding Program with BOCES 25-26.pdf

7.04 Personnel Agenda

The Board of Education hereby approves the Personnel agenda as attached

Carried

5-20-25 personnel agenda.pdf

7.05 Memorandum of Agreement - OCSD, ONTEA, and OTA

The Board of Education, upon the recommendation of the Superintendent of Schools, hereby approves the attached Memorandum of Agreement between the Onteora Central School District, the Onteora Non-Teaching Employees' Association, and the Onteora Teachers' Association regarding employees chaperoning and transporting students during the Belleayre Bash.

Carried

MOA with ONTEA and OTA.pdf

7.06 Budget Transfer

The Superintendent recommends the transfer of funds from Building Repair to Profession service for back up well design proposal.

Transfer Amount $60,307.68 From Budget Code A1621.466-17 Description Building Repair To Budget Code A1621.449-17 Description Professional Service

Carried

Well memo.pdf

7.07 Financial Report

The Board reviewed and hereby accepts the Financial Report fom April 2025

Carried

Financial report.pdf

7.08 Warrants

The Board Education has reviewed and hereby accepts Warrants Schedule 9

Carried

Pages from Warrants.pdf

7.09 Schedule U- The Committee on Special Education (CSE) and Committee on Pre-School Special Education (CPSE)

Recommendations

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, #5/25 Confidential, as reviewed by Trustee Bishop

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Emily Mitchell-Marell, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 7-0

Pages from Schedule U 52025 (002).pdf

8. Contracts and Independent Contractor Retainers

8.01 Approve all Contracts and Independent Contractor Retainers

The Board hereby approves item numbers 8.02 - 8.08

Moved by: Caroline Jerome
Seconded by: Meghann Reimondo

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Emily Mitchell-Marell, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 7-0

8.02 ICR- Joseph DeCaro, Impartial Hearing Officer

BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the Independent Contractor Retainer between the Onteora Central School District and Joseph DeCaro retained as Impartial Hearing Officer for Superintendent Hearings effective July 1, 2025 to June 30, 2026 at a rate of $550.00 per hearing and authorizes the Superintendent to sign such an agreement.

Carried

J. DeCaro- ICR redacted.pdf

8.03 ICR- Management Advisory Group

BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the Independent Contractor Retainer between the Onteora Central School District and Management Advisory Group Business Operations, Inc. (MAG) retained as Payroll Assistance/Training effective 7/1/2025 – 6/30/2026 at a rate of $125 per hour for remote support to a maximum of $5,000.00/year with no fringe benefits or deductions and authorizes the Superintendent to sign such an agreement.

Carried

Onteora PR Support 25-26.pdf

8.04 Health and Welfare Services for Saugerties Central School District

BE IT RESOLVED, that the Board of Education of the Saugerties Central School District establishes the rate of $1,071.46 per pupil for the school year 2024-2025 for Health Services provided for Onteora resident pupils attending nonpublic schools in the Saugerties Central School District.

BE IT FURTHER RESOLVED, that the Board President and Superintendent of Schools be authorized to sign contracts for health services for the 2024-2025 school year.

Carried

Saugerties Central School District H&W Contract for BOE Approval 5.20.2025.pdf

8.05 Olympic Regional Development Authority Agreement

BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the Agreement between the Onteora Central School District and New York

State Olympic Regional Development Authority " Olympic Authority" for the Graduation Celebration to Belleayre Mountain on June 26, 2025 from 10:00 pm to 8:00 am on June 27, 2025 and pay all necessary fees.

Carried

BelleayreBash.LicenseAgreement.pdf

8.06 SEQRA Type II- Elevator Upgrade and Ceiling Repairs

WHEREAS, the Board of Education of the Onteora Central School District (the “Board”) seeks to undertake a capital project involving improvements at the following school sites: Onteora Jr/Sr High School (the “Project”);

WHEREAS, the Project includes the following:

1. Onteora Jr/Sr High School:
    a. Elevator upgrades.
    b. Plaster ceiling repairs and abatement.

WHEREAS, the Project is subject to classification under the State Environmental Quality Review Act (“SEQRA”); and

WHEREAS, pursuant to 6 NYCRR §617.5(c)(10) of the SEQRA regulations, the routine activities of educational institutions, including expansion of existing facilities by less than 10,000 square feet of gross floor area, are classified as Type II actions; and

WHEREAS, pursuant to 6 NYCRR §617.5(c)(2) of the SEQRA regulations, the replacement, rehabilitation or reconstruction of a structure or facility, in kind, on the same site, including upgrading buildings to meet building, energy, or fire codes within the thresholds in section 617.4 of SEQRA, are classified as Type II actions; and

WHEREAS, pursuant to 6 NYCRR §617.5(c)(1), maintenance or repair involving no substantial changes in an existing facility or structure is a Type II action; and

THEREFORE, BE IT RESOLVED, that upon the recommendation of the Superintendent of Schools and the District's architects, CPL Architecture – Engineering – Planning, the Board hereby determines that the project is a Type II action which, by definition, does not have a significant impact on the environment and which requires no further review pursuant to 6 NYCRR §617.5(c)(1) of the SEQRA regulations; and

BE IT FURTHER RESOLVED, that the Board shall hereby forward an official copy of this resolution together with any required request for approval of the Project to the New York State Education Department

Carried

8.07 All Points Licensed Behavior Analysts

BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the Contract between the Onteora Central School District and All Points Licensed Behavior Analysts effective July 1, 2025 to June 30, 2026 at a maximum rate of $84,000.00 and authorizes the Superintendent to sign such an agreement.

Carried

Onteora Budget Proposal 2025 - 2026 3.12.2025.pdf

8.08 LearnWell

BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District approve the Independent Contractor Retainer between the Onteora Central School District and EI US, LLC dba LearnWell as a provider of educational tutoring services in a hospital or behavioral health center setting effective July 1, 20215o June 30, 2026 at a rate of $75.20 per hour for up to 15 hours per week and authorizes the Superintendent to sign such an agreement.

Carried

25-26 LearnWell Contract
Onteora_Central_School_District.pdf

9. Policies

9.01	First Reading of Policy 5710 Transportation Program 5710 Transportation Program.pdf	182
9.02	First Reading of Policy 5720 Scheduling and Routing 5720 Scheduling and Routing.pdf	183
9.03	First Reading of Policy 5721 Late Bus Runs 5721 Late Bus Runs.pdf	184
9.04	First Reading of Policy 5730 Transportation of Students 5730 Transportation of Students.pdf	185
9.05	First Reading of Policy 5961 Alcohol and Drug Testing of Drivers 5961 Alcohol and Drugs of Drivers.pdf	186 - 188
9.06	Policies 5740 Use of Buses by Community Groups, 5750 School Bus Safety Program, 5751 Video Cameras on School Buses, and 5760 Qualifications of Bus Drivers have been reviewed and are ok as is 5740 Use of Buses by Community Groups.pdf 5750 School Bus Safety Program.pdf 5751 Video Camera on School Buses.pdf 5760 Qualifications of Bus Drivers-reviewed.pdf	189 - 194
	The Board of Education hereby accepts polices 5740, 5750, 5751, and 5760 as reviewed. *Moved by:* Meghann Reimondo *Seconded by:* Emily Mitchell-Marell	189 - 194

Yea Cindy Bishop, Meghann Reimondo, Sarah

Hemingway Lynch, Emily Mitchell-Marell, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 7-0

10. Break

10.01 The Board will take a break until the votes are in

11. Canvass Votes

11.01 Declaration of Votes Cast Proposition 1

The Board of Education hereby certifies the votes cast for Proposition 1: 2025-2026 Budget: $63,588,660.00 Yes 1936 No 655

Moved by: Caroline Jerome
Seconded by: Clark Goodrich

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

11.02 Declaration of Votes Cast Proposition 2

The Board of Education hereby certifies the votes cast for Proposition 2: Bond Proposition for Capital Improvement Project Yes 1164 No 1398

Moved by: Caroline Jerome
Seconded by: Eric Knutsen

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

11.03 Board Seats - Declaration of Votes Cast

The Board hereby certifies the votes cast for the two (2) Board Seats

Moved by: Meghann Reimondo
Seconded by: Sarah Hemingway Lynch

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

Two Vacancies: Two Positions: July 1, 2025 to June 30, 2028
Declaration of Votes Cast:
Daniel Aliberte - 1115
Jenny Jared - 1369
Rory Smith - 1264
Write in Candidate: Michael Hochman - 679

12. Adjournment

12.01 Adjourn the Meeting. Next meeting is June 3, 2025 at the Middle/High School.
The meeting is adjourned at 11:10 pm

Moved by: Clark Goodrich
Seconded by: Meghann Reimondo

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

_____
CAO

Mayor

Agenda- Workshop Meeting and Budget Hearing- May 6, 2025 Minutes

Tuesday, May 6, 2025 at 6:00 PM

MS/HS Auditorium

1. Meeting Opening

1.01 Call to Order 6:00

1.02 Tobacco Policy Statement

We have a Tobacco policy in place, there is no smoking within 100 feet of school building

1.03 Pledge of Allegiance

1.04 Roll Call

Present: Trustee Knutsen, Trustee Jerome, Trustee Goodrich, Trustee Hemingway, Trustee Reimondo, Trustee Bishop

Not Present: Trustee Mitchell-Marell

2. Welcome

2.01 High School Principal, Lance Edelman will welcome the Board (duration 15 min)

05-06-25 - Board Welcome - HS Principal.pdf

3. Proposed Executive Session

3.01 Enter Executive Session

Motion to enter into executive session to consult with legal counsel, discuss matters related to the employment of a particular employee, and review the confidential staff

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agreement (duration 60 mins)

Moved by: Clark Goodrich
Seconded by: Meghann Reimondo

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

3.02 Exit Executive Session

Motion to exit executive session and return to public session

Moved by: Meghann Reimondo
Seconded by: Caroline Jerome

Carried

4. Budget Hearing

4.01 The Board President will open the Hearing on the Budget

4.02 Assistant Superintendent for Business, Monica LaClair will present the Budget Hearing

5-6-25 Budget Hearing.pptx.pdf

4.03 The Board President will close the Hearing on the Budget

5. Presentations

5.01 Julianne Ross-Kleinman from Ulster BOCES will present the AI Assessment Tool and Pilot Opportunity (duration 30 min)

UPDATED AI Presentation.pdf

6. Acceptance of Minutes

6.01 Acceptance of Minutes

Agenda- Special Meeting in Central Administration - Apr 28 2025 - Minutes - Html

Draft

Agenda - Regular Meeting and County-Wide Vote for BOCES Budget Vote and Election- April 22, 2025 - Minutes - Html

The Board of Education hereby accepts the minutes of the April 22, 2025 and April 28, 2025 meetings

Moved by: Meghann Reimondo
Seconded by: Caroline Jerome

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

7. Superintendent District News

7.01 The Superintendent will report District News

Teacher and Nurses Appreciation Week

I want to begin by expressing my gratitude to our entire Onteora Teachers Association. This group of dedicated individuals are in large part what makes this district special. They support the students, academically and physically, but in reality, in so many additional ways. Having a positive experience in school is what creates a spark of inspiration in our students, finding the way to help a student learn, which may be different from each of their classmates, sets the stage for that student to become a lifelong learner and to believe that they can achieve the life they want. It allows them to dream and then to realize their dreams. Thank you to each and every one of you.

Also, I want to recognize that Principal Appreciation Day was last week on May 1st.

BOCES Field Trip

We were notified today that we have students attending two overnight BOCES field trips. We had not received the information in time to have the trips approved earlier, but we

are adding them to the agenda so that our insurance coverage can extend to our students while they are away.

Community Meeting

I want to thank the many community members who attended our community meeting in the Middle High School two weeks ago, and the community meeting we held at Woodstock Elementary last week. Special thanks to the Woodstock PTA for providing the childcare for the meeting at Woodstock which undoubtedly allowed more parents to attend then would otherwise have been able to, and also for volunteering to run around with the microphone so that speakers could be heard. Thank you also to our facilitator Cassidy Nassello who helped to guide us through the evening. I appreciate everyone who has joined us to hear about the proposed project and to ask questions and gather information.

Additional Meetings

We attended the Shandaken Town Board meeting last night. We have additional meetings coming up: the Wittenburg Sportsmans Club is allowing us to speak with them, the Olive Seniors have provided us with time, and we will be at Olive, Hurley, and Woodstock Town Board meetings.

Also, a reminder that Meet the Candidates night will be on May 15th at 6 PM here in the auditorium and will be moderated by the League of Women Voters. This is a good opportunity for the community to get to know the candidates for the Board of Education.

Middle School Principal

I'm sure many of you have noticed that Mr. DiDonna will be leaving Onteora at the end of May. He has accepted a position with another school district and we thank him for all of his work in our Middle School and wish him much success in his next district. Our plan for the short term is that Ms. Fallo will work with Mr. DiDonna through the remainder of his time with

us, and then she will assume the role of Principal of the Middle School through the end of June. We met with the Middle School faculty last week to share this plan, and we will send out a parent letter tomorrow so that everyone is aware of the situation.

Communications

Our budget newsletter with a special capital project insert will be mailed out late this week. Our communications team is also working on editing a video that will be shared with our community, and continued social media posts. I'd like to reinforce that we are hoping that all of our residents vote on May 20th from 2 PM - 9 PM, or by early mail ballot. An application for early mail voting can be found on our website or can be picked up in Central. The application needs to be returned to the District clerk so that a ballot can be provided. The ballot itself needs to be returned by 5 PM on May 20th.

Also, we will be working with our Principals to find a space in each of the buildings to spend the day available for faculty and staff to come and discuss the budget and proposition. We currently have identified May 12th to be in the elementary buildings, and May 19th to be in the Middle High School. The OTA leadership has graciously offered to also gather any questions from their members to bring to us for anyone who is unable to stop by on the days we will be there. We will be sharing this with ONTEA as well.

West Hurley

We are adding an item onto the agenda this evening that is a commitment to bring the sale of the property to closure within the next 120 days.

8. Board District News

Draft

8.01 The Board will report District News

Trustee Hemingway Lynch expressed her appreciation to the teachers for their continued professionalism in navigating the numerous changes over the past few years. She also extended her gratitude to the administrators for their accessibility and responsiveness in addressing questions from the community.

Additionally, Trustee Hemingway Lynch shared her perspective on the Central Campus plan and thanked the community for its ongoing engagement and support.

Trustee Bishop provided information to the community regarding the absence of an economic impact study. She shared her understanding of the discussions held with legal counsel, which explained why such a study was not conducted.

Trustee Bishop also revisited a previously raised question regarding whether a newly elected Board of Education has the authority to overturn an existing resolution. She conveyed her interpretation of legal counsel's guidance on this matter.

9. Student Representative Report

9.01 The Student Representative on the Board, Olivia McHugh, will give a report

Students have begun AP Exams this week. Exams will continue for the following weeks and will conclude on May 16th. There will be some late testing occurring the week of May 19th.

This week is War of the Classes. Students will be dressing up this week to gain points for their class. Monday was Country vs. Country Club, Today was Idol Day, Wednesday is Hero vs. Villain, Thursday is School Class Colors, and Friday is Business on Top, Party on Bottom. War of the Classes competition will be after school Thursday . A big thank you to the Athletic Council and Booster Club for their support and organization for this week's festivities.

In addition to all these events, this week is New York State Public High School Athletic Association Mental Health Awareness Week. Today students in the National Honor Society and Student Government partnered to put kind

Draft

messages on all High School Students lockers.

10. Acknowledge Public Be Heard Comments

10.01 The Board will acknowledge the public be heard comments from the last meeting

Christina Davis

11. Public and Student Comment

11.01 Public and Students may comment on any agenda or non-agenda item

Jenny Jared

Rory Smith

Faedra Dagirmanjian

12. **Break**

12.01 The Board will take a 5 minute break if needed

13. Discussion and Possible Action

13.01 2025-2026 Board of Education Meeting Schedule

The Board of Education hereby approves the 2025-2026 Board of Education Meeting Schedule (duration 10 min)

Moved by: Eric Knutsen

Seconded by: Meghann Reimondo

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

2025-2026 BOE Meeting Schedule DRAFT.pdf

Chair Peter Criswell Announces Complete 2025 Annual Legislative Calendar, Appoints Megan Sperry Vice Chair of the Legislature.pdf

Draft

13.02 Add an Agenda Item

Board President, Cynthia Bishop made a motion to add an agenda item 13.03

Moved by: Meghann Reimondo
Seconded by: Sarah Hemingway Lynch

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

13.03 West Hurley Closing

WHEREAS, in February 2017, the Board of Education of the Onteora Central School District ("District") entered into a Contract of Sale for the sale of the former West Hurley Elementary School property to Cedar Development East, LLC (the "Purchaser"); and

WHEREAS, the District and the Purchaser wish to terminate all existing litigation between them and to complete the closing:

NOW THEREFORE, BE IT RESOLVED, that the Board of Education of the Onteora Central School District approves the Agreement, in substantially the form annexed hereto as Exhibit "A," to terminate all existing litigation between the District and Cedar Development East, LLC and to complete the closing and conveyance of the former West Hurley Elementary School property to Cedar Development East, LLC, upon such terms and conditions as set forth in the Agreement; and

BE IT FURTHER RESOLVED, that the Board President is authorized to execute the Agreement, a fully-executed copy of which shall be placed on file with the District Clerk, and any other documents necessary to effectuate the purposes of this

Draft

resolution, and the Superintendent, her designee and/or the District's Purchasing Agent are authorized to issue such payments and related documentation as are set forth in the Agreement.

Moved by: Meghann Reimondo
Seconded by: Eric Knutsen

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

14. Consent Agenda

14.01 Approve Consent Agenda

The Board hereby approves item numbers 14.02 -14.08

Moved by: Clark Goodrich
Seconded by: Meghann Reimondo

Yea Cindy Bishop, Meghann Reimondo, Sarah Hemingway Lynch, Clark Goodrich, Caroline Jerome, and Eric Knutsen

Motion Carries 6-0

14.02 Approve Volunteers

The Board of Education hereby approves the following volunteers for Woodstock Elementary School listed below:

Alisha Lamoreaux
Katherine Mosher
Diana Nergelovic
William Smith
Ashlee Wright

Carried

Draft

14.03 Approve Overnight Trips

The Board of Education hereby approves 3 students to attend the Future Farmers of America Conference in Syracuse, NY from May 6, 2025 to May 9, 2025 with all related fees, room and board and the Board of Education hereby also approves 3 students to attend the Video Gaming Development Conference in Boston, MA from May 8, 2025 to May 9, 2025 with all related fees, room and board.

Carried

14.04 Approve *REVISED* Board of Registration for the 2025 Budget Vote and Election

The Board of Education hereby approves the revised Board of Registration for the 2025 Budget Vote and Election

Carried

Board of Registration 25.pdf

14.05 Personnel Agenda

The Board of Education approves the Personnel Agenda and Section 75 Resolution as attached

Carried

5-6-25 personnel agenda.pdf Section 75 Board Resolution.pdf

14.06 Donations

The Superintendent recommends approval for the attached donations, each contributing to various initiatives within our district, and increasing their respective budgetary appropriations. The total amount for approval is $12,019.75.

Carried

Donation Spreadsheet for 24-25 BOE Approval 5.6.2025 $12,019.75.pdf

Draft

14.07 Warrants

The Board of Education has reviewed and hereby accepts Warrant Schedule 8

Carried

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

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, #5/25 Confidential, as reviewed by Trustee Bishop

Carried

Pages from Schedule U 5625 (002).pdf

15. Policies

15.01 Second Reading and Adoption of Policy 3430 School Safety and Educational Climate (SSEC) Reporting

CURRENT policy 3430-violent and disruptive incident reporting_adopted 12-20-22.pdf

NEW PROPOSED School Safety and Educational Climate (SSEC) Reporting.pdf

The Board hereby adopts policy 3430 as written

Moved by: Meghann Reimondo
Seconded by: Clark Goodrich

Carried

15.02 Second Reading and Adoption of Policy 6161 Expense Reimbursement

Current Policy- Expense Reimbursment.pdf

New Proposed - Expense Reimbursement Policy 6161.pdf

Draft

The Board hereby adopts policy 6161 as written

Moved by: Meghann Reimondo
Seconded by: Eric Knutsen

Carried

15.03 Second Reading and Adoption of Policy 7350 Corporal Punishment

New Proposed- Corporal Punishment.pdf

Current policy- Corporal Punishment.pdf

The Board hereby adopts policy 7350 as written

Moved by: Clark Goodrich
Seconded by: Meghann Reimondo

Carried

15.04 Second Reading and Adoption of Policy 8460 Field Trips and Excursions

combines polices 8460 & 8461, adds language from NYSSBA

Current policies - 8460 Field Trips and 8461 Student Overnight Trips.pdf New Proposed- Field Trips and Excursions 8460.pdf

The Board hereby adopts policy 8460 as written

Moved by: Meghann Reimondo
Seconded by: Eric Knutsen

Carried

16. Committee Reports

16.01 Audit Committee

16.02 Communications Committee

Trustee Hemingway Lynch reported that the committee met yesterday on May 5th. They discussed communication efforts with the community regarding the upcoming May 20th vote. She noted that the contents of the Board Briefs will be shared

Draft

with the Board for review.

16.03 Facilities Committee

16.04 Legislative Action Committee

16.05 Policy Committee

Trustee Bishop reported that the committee has completed its review of all transportation policies. A first reading of the revised policies will be included on the May 20th agenda.

17. Old Business

17.01 The Board will discuss Old Business

The Board of Trustees engaged in a discussion of Chapter 7 of *The Governance Core*.

18. New Business

18.01 The Board will discuss New Business

Trustee Knutsen announced that on June 9th, a sign-up sheet will be available for anyone interested in receiving a copy of *The Anxious Generation* by Jonathan Haidt. The district has purchased 50 copies, which will be provided at no cost. The book, which explores the impact of technology and social media on youth mental health, will be the focus of a book club-style discussion open to all community members in the fall.

Trustee Bishop brought up that the NYSSBA resolution process will be discussed at the next board meeting

19. Request for Information

19.01 Board Members will Request Information of the Superintendent

Trustee Hemingway Lynch requested for regular updates on the implementation and use of the new communication tool, ParentSquare.

Trustee Knutsen inquired whether any state regulations would prohibit the establishment of an opt-out system—

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beginning in 2028—for parents of young children, allowing their bus pick-up location to be at Woodstock Elementary School rather than at their homes, in an effort to shorten the bus route to Bennett and asked if a similar option could also be considered for families in the Phoenicia area.

20. Adjournment

20.01 Adjourn the Meeting. Next meeting is May 20, 2025 for the Budget Vote & Election.

DON'T FORGET TO VOTE!

The meeting is adjourned at 9:00pm

Moved by: Clark Goodrich

Seconded by: Meghann Reimondo

Carried

_____

CAO

_____

Mayor

Draft

New York State School Boards Association

Resolution Kit

2025







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Introduction

The resolutions process is an opportunity for members of the New York State School Boards Association (NYSSBA) to establish the positions and beliefs of the organization. This annual process directs NYSSBA's advocacy efforts through the proposal of new positions and the continuation or discontinuation of those set to expire. Only boards of education that are members of NYSSBA, as well as NYSSBA's Board of Directors, may submit resolutions for consideration. Proposed resolutions, once adopted, may direct NYSSBA to advocate either for or against a wide variety of legislative and regulatory issues at both the state and federal levels.

This Resolution Kit is intended to provide a clear and helpful guide for crafting and submitting proposed resolutions. In this kit you will find the full results of the Resolutions Survey that was electronically distributed to NYSSBA's full membership on March 3, 2025, a detailed timeline of the full resolutions process and instructions for resolution submission. A member board may submit a proposed resolution on an issue included in the Resolutions Survey and may also submit its own resolutions and proposed bylaw amendments for consideration on any topic. All resolutions and proposed bylaw amendments must be received by 5 p.m. on July 18, 2025, to be considered by the Resolutions Committee.

The Resolutions Committee will meet in August to review and consider all resolutions and bylaw amendments submitted by member boards of education and the NYSSBA Board of Directors. At that time the committee will determine which resolutions and bylaw amendments to recommend for consideration by the voting delegates at the Annual Business Meeting. Regardless of the recommendations made by the committee, all resolutions and proposed bylaw amendments will be presented to the voting delegates. The members of the committee were appointed by their Area Directors. You can find a complete committee list below.

2025 Resolutions Committee Members

Chair: Sarah Carrier, *Croton-Harmon*, Area 10
Area 1: Leslie Tobin, *Lockport*
Area 2: Roger Kostecky, *Genesee Valley BOCES*
Area 3: Mary Myers, *Randolph Academy*
Area 4: Randall Kerr, *Newark Valley*
Area 5: Jennifer Jones, *Hamilton*
Area 6: John Fairchild, *Beekmantown*
Area 7: Sridar Chittur, *Albany*
Area 8: Doris Warner, *Margaretville*
Area 9: Robin White, *Washingtonville*
Area 11: Jeanne D'Esposito, *Malverne*
Area 12: Dawn Sharrock, *Middle Country*
Area 13: William Manekas, *New York City*
Big 5: Lawrence Scott, *Buffalo*
Caucus of Black School Board Members: Floyd Ewing, *Westbury*
Board Liaison: Sandra Ruffo, NYSSBA President, *Broome-Tioga BOCES*

NYSSBA STAFF

- Robert Schneider, Executive Director – bob.schneider@nyssba.org
- Brian Fessler, Chief Advocacy Officer and Staff Liaison – brian.fessler@nyssba.org
- Caroline Bobick, Deputy Director Governmental and External Relations – caroline.bobick@nyssba.org
- John Daley, Senior Governmental Relations Representative – john.daley@nyssba.org
- Matt DeLaus, Governmental Relations Counsel – matt.delaus@nyssba.org
- Danielle Grasso, Grassroots Advocacy Manager and Governmental Relations Coordinator – danielle.grasso@nyssba.org

2025 Resolutions Survey Results

On March 3, an online survey was distributed to all individuals serving on NYSSBA member school boards. The survey is used to gauge member support on important issues. **The survey does not establish NYSSBA's positions. Official positions are established only by the voting delegates during NYSSBA's Annual Business Meeting.** A sample resolution has been drafted for any position that was supported or opposed by at least two-thirds of survey respondents. Survey questions with an asterisk (*) represent positions that are the same as or substantially similar to those scheduled to "sunset" at the end of 2025.

You may choose to advance one or more sample – or any other – resolutions by following the resolutions process. Sample resolutions will be considered and may be advanced on a contingency basis by the NYSSBA Board of Directors.

The survey was sent to 4,483 school board members in 674 school districts and BOCES whose boards are members of NYSSBA. A total of 488 individual responses was received.

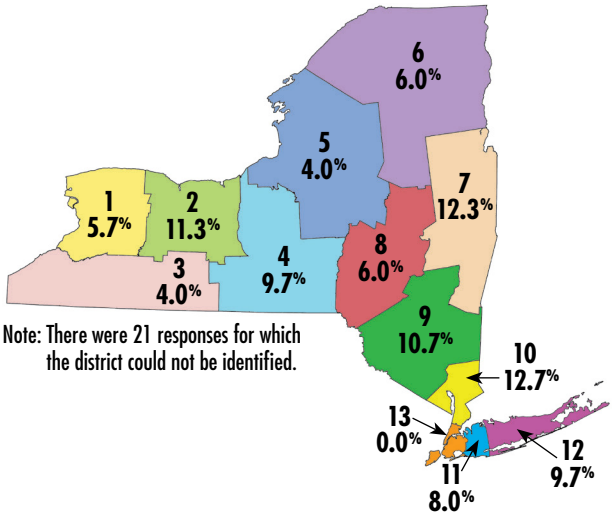
About 62% of the 300 participating districts and BOCES had one board member respond. The remainder of the participating districts submitted two, three, four or five responses as reflected in the table below.

Districts with:	# of respondents*	% of respondents
one response	186	62.0%
two responses	79	26.3%
three responses	21	7.0%
four responses	10	3.3%
five responses	4	1.3%
	300	100.0%

*Note: There were 21 responses for which the district could not be identified.

BOARD RESPONSES

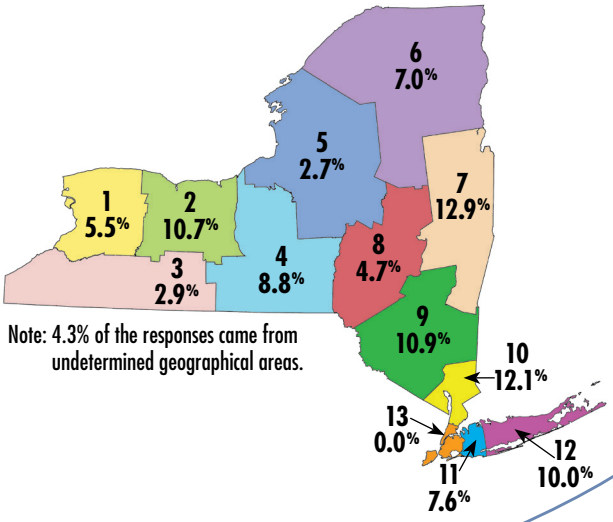
The map below indicates the percentage of the 300 responding school boards that came from each of the 13 NYSSBA geographic areas.



Note: There were 21 responses for which the district could not be identified.

INDIVIDUAL RESPONDENTS

The map below indicates the percentage of the 488 individual respondents that came from each of the 13 NYSSBA geographic areas.



Note: 4.3% of the responses came from undetermined geographical areas.

2025 Resolutions Survey Results *cont.*

Questions that were supported or opposed by two-thirds or more respondents are highlighted in yellow throughout the survey. For your convenience, a sample resolution has been drafted for consideration for any issue that reached the supermajority (two-thirds) threshold. To advance a sample resolution, please follow the resolutions submission process. Survey questions with an asterisk (*) represent positions that are the same as or substantially similar to those scheduled to "sunset" at the end of 2025.

1. Should NYSSBA support/oppose/be neutral on proposals to incorporate pre-kindergarten funding into the school aid formulas used for K-12 education?*

Support	78.9%	382
Oppose	8.1%	39
Be neutral	13.0%	63
Total		484

SAMPLE RESOLUTION: **RESOLVED**, that the New York State School Boards Association supports prososals incorporating pre-kindergarten funding into the school aid formulas used for K-12 education.

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2. Should NYSSBA support/oppose/be neutral on proposals to expand mayoral control to school districts beyond New York City?*

Support	3.9%	19
Oppose	81.2%	393
Be neutral	14.9%	72
Total		484

SAMPLE RESOLUTION: **RESOLVED**, that the New York State School Boards Association opposes proposals to expand mayoral control to school districts beyond New York City.

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3. Should NYSSBA support/oppose/be neutral on legislation at the state and/or federal level that would allow and enhance the sharing of services amongst school districts and other municipalities?*

Support	71.0%	343
Oppose	10.6%	51
Be neutral	18.4%	89
Total		483

SAMPLE RESOLUTION: **RESOLVED**, that the New York State School Boards Association supports legislation at the state and/or federal level that would allow and enhance the sharing of services amongst school districts and other municipalities.

2025 Resolutions Survey Results *cont.*

4. Should NYSSBA support/oppose/be neutral on proposals aimed at addressing the costs and administrative burdens of legal actions related to special education placements and services?*

Support	83.1%	399
Oppose	2.5%	12
Be neutral	14.4%	69
Total		480

SAMPLE RESOLUTION: **RESOLVED**, that the New York State School Boards Association supports proposals aimed at addressing the costs and administrative burdens of legal actions related to special education placements and services.

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5. Should NYSSBA support/oppose/be neutral on legislative curriculum mandates?

Support	14.4%	69
Oppose	62.2%	298
Be neutral	23.4%	112
Total		479

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6. Should NYSSBA support/oppose/be neutral on lowering the voting age for school district elections?

Support	17.3%	84
Oppose	60.3%	293
Be neutral	22.4%	109
Total		486

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7. Should NYSSBA support/oppose/be neutral on policies, funding and support from the state to safely incorporate AI into curriculum and district operations?

Support	67.7%	327
Oppose	10.4%	50
Be neutral	21.9%	106
Total		483

SAMPLE RESOLUTION: **RESOLVED**, that the New York State School Boards Association supports policies, funding and support from the state to safely incorporate AI into curriculum and district operations.

2025 Resolutions Survey Results *cont.*

8. Should NYSSBA support/oppose/be neutral on the state providing school districts and BOCES with necessary funding to allow for air conditioning in all school buildings?

Support	81.5%	396
Oppose	7.4%	36
Be neutral	11.1%	54
Total		486

SAMPLE RESOLUTION: **RESOLVED**, that the New York State School Boards Association supports the state providing school districts and BOCES with necessary funding to allow for air conditioning in all school buildings.

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9. Should NYSSBA support/oppose/be neutral on requiring school districts to provide mental health first aid training to their students?

Support	65.0%	314
Oppose	13.5%	65
Be neutral	21.5%	104
Total		483

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10. Should NYSSBA support/oppose/be neutral on legislation allowing school staff to administer over-the-counter medication to students, provided there is written authorization from parents or guardians?

Support	54.0%	261
Oppose	21.9%	106
Be neutral	24.0%	116
Total		483

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11. Should NYSSBA support/oppose/be neutral on moving the May school board and budget vote date to November general election day?

Support	20.1%	98
Oppose	63.7%	311
Be neutral	16.2%	79
Total		488

---

12. Should NYSSBA support/oppose/be neutral on proposals that would provide tuition tax credits or educational vouchers that benefit private or parochial schools?

Support	13.6%	66
Oppose	72.7%	354
Be neutral	13.8%	97
Total		487

SAMPLE RESOLUTION: **RESOLVED**, that the New York State School Boards Association opposes proposals that would provide tuition tax credits or educational vouchers that benefit private or parochial schools.

2020 Sunsetting Resolutions

Each fall during NYSSBA's Annual Business Meeting the voting delegates adopt official positions, which lay the foundation for the Association's advocacy agenda and priorities. Once adopted, each position remains a formal position for five years unless it is rescinded or the action the position calls for is accomplished.

The following resolutions were adopted during the 2020 Annual Business Meeting and are set to expire this year, unless reintroduced through the 2025 resolutions process.

SCHOOL GOVERNANCE AND AUTHORITY

RESOLVED, that the New York State School Boards Association supports legislation at the state and/or federal level that would allow and enhance the sharing of services amongst school districts and other municipalities**.** *(2020)*

RESOLVED, that the New York State School Boards Association opposes proposals to raise the number of charter schools authorized in the state**.** *(2020)*

RESOLVED, that the New York State School Boards Association opposes proposals to expand mayoral control to school districts beyond New York City. *(2020)*

RESOLVED, that the New York State School Boards Association supports legislation that would enable the Commissioner of Education to declare alternate election arrangements in cases where a disaster substantially interrupts a scheduled school board/budget vote**.** *(2020)*

RESOLVED, that the New York State School Boards Association supports legislation to authorize bidirectional communication between New York school districts and the New York State Immunization Information System (NYSIIS), to allow for the efficient query and transfer of student immunization data. *(2020)*

STATE AND FEDERAL AID

RESOLVED, that the New York State School Boards Association supports proposals to incorporate pre-kindergarten funding into the school aid formulas used for K-12 education. *(2020)*

RESOLVED, that the New York State School Boards Association opposes mid-year state aid cuts and advocates for additional funding from both the state and federal governments to compensate school districts for COVID-19 related expenses for the 2020-21 school year to allow for educational continuity and fiscal stability for school districts. *(2020)*

CURRICULUM, INSTRUCTION AND ASSESSMENT

RESOLVED, that the New York State School Boards Association shall advocate for an overhaul of the current, inadequate testing system to more accurately measure achievement in skills, knowledge and abilities, and it shall do this by:

a) Working collaboratively with the New York State Board of Regents and the New York State Education Department, superintendents, administrators and teachers to create tests that are developmentally appropriate, of reasonable length and frequency, and which avoid the unintended consequences of narrowing the curriculum, teaching to the test, reducing love of learning and undermining school climate;

b) Insisting that educators throughout the State be included in all aspects of the creation of standardized tests; and

c) Demanding that district personnel be permitted to examine test results, answer keys, and their students' responses so that educators can better assess what each child is learning in relation to what is being taught and so that such tests can truly inform instruction. *(2020)*

2020 Sunsetting Resolutions, *cont.*

SPECIAL EDUCATION

RESOLVED, that the New York State School Boards Association supports legislation that makes it easier for districts to recover attorney's fees in legal cases related to special education where the district is the prevailing party. *(2020)*

RESOLVED, that the New York State School Boards Association supports legislation that would shift the burden of proof in special education due process complaints away from the district and back to the party seeking relief. *(2020)*

RESOLVED, that the New York State School Boards Association supports legislation that would provide funding for suggested (not mandated) state training and certification to provide parent advocates with knowledge and resources to support their advocacy work for parents and students in their attendance at Committee on Special Education meetings and hearings. *(2020)*

RESOLVED, that the New York State School Boards Association supports legislation that promotes the reduction in costs associated with an impartial hearing, independent evaluation requests and attorney fees associated with due process claims. *(2020)*

LOCAL MANAGEMENT AND BUDGET

RESOLVED, that the New York State School Boards Association seeks legislative and/or policy changes that would mandate local Industrial Development Agencies to include affected school districts in the development and/or extension of any Payment-in-Lieu-of-Taxes (PILOT) agreement(s). This inclusion must be initiated at the earliest possible stages of any PILOT consideration *(2020)*

RESOLVED, that the New York State School Boards Association seeks legislative support to allow for more than one Board Member to simultaneously attend a New York State Office of State Comptroller (OSC) audit exit conference. *(2020)*

NYSSBA LEADERSHIP AND RESPONSIBILITIES

RESOLVED, that the New York State School Boards Association supports proposals to regulate and restrict the use of tobacco products among youth. *(2020)*

RESOLVED, that the New York State School Boards Association supports increased state and federal funding to provide educational equity by addressing the digital divide created by limited access to technology and broadband. *(2020)*

RESOLVED, that the New York State School Boards Association shall produce and widely recommend the adoption of a board policy, or language to be added to the existing policy related to child abuse, stating that the adopting district will encourage and facilitate all school personnel, including those who are mandated reporters and those who are not, to participate, once every three years, in a course or workshop that presents information related to signs of child abuse and the responsibilities of reporting it. *(2020)*

Resolutions Process and Timeline

Process Overview:

As NYSSBA members, you are in the best position to identify those issues in need of discussion and possible action by NYSSBA. The resolutions process sets the agenda for the Annual Business Meeting each fall, which then sets the course for NYSSBA's advocacy for the coming years. All proposed bylaw amendments and resolutions are reviewed by the Resolutions Committee, prior to the Annual Business Meeting. The Resolutions Committee then reports their recommendations. The committee report will also include reactions by the Diversity, Equity and Inclusion (DEI) Committee. Those resolutions that are not recommended by the Resolutions Committee will be accompanied by an explanation as to why they were not recommended, and all resolutions will be eligible to be voted on during the Annual Business Meeting.

There are many opportunities for boards of education to participate in and influence this process, and we urge you to take advantage of them. The process details and timeline can be found below:

January – March: Resolutions Survey and Committee Membership

In March, an online survey is distributed to all school board members whose districts or BOCES are members of NYSSBA. The survey is used to gauge member support on important issues, including the continuation of some expiring or "sunsetting" positions. This survey does not establish NYSSBA's positions. Official positions are established only by the voting delegates during NYSSBA's Annual Business Meeting. A sample resolution is drafted for any position that is supported or opposed by at least two-thirds of survey respondents, contingent upon submission by the NYSSBA Board of Directors. Your board may choose to advance one or more sample resolutions, or any other resolution or bylaw amendment, by following this process. The NYSSBA Board of Directors may advance resolutions or bylaw amendments, including those originating from the survey.

April – July: Proposal Submission

April 9, 2025 – *Distribution of Resolution Kit*

The Resolution Kit, which includes the full results of the Resolutions Survey, is electronically distributed to NYSSBA's full membership. This kit provides member boards of education with resources for submitting resolutions and proposed bylaw amendments for consideration by the voting delegates at the Annual Business Meeting.

July 18, 2025, at 5 p.m. – *Proposed Bylaw Amendment and Resolution Deadline*

All proposed resolutions and bylaw amendments must be received by this date and time to be reviewed by the Resolutions Committee and be eligible to be voted on during the "Consideration of Proposed Resolutions" portion of the Annual Business Meeting. Any resolution submitted after this time will be ineligible for consideration during the Annual Business Meeting, except under exigent circumstances, as jointly determined by the Resolutions Committee Chair and NYSSBA President.

In addition to advancing any of the resolutions from the survey, a member board may also propose its own resolutions or bylaw amendments for consideration on any topic. Prior to submission, the board should review all current position statements. Should a member board be interested in proposing a new resolution, sunsetting position statement or bylaw amendment, there are several options for submission.

Single Board Submission:

Proposed resolutions or bylaw amendments must be submitted using the Proposed Resolution Submission form found **HERE** and must be emailed directly to Danielle Grasso at advocacy@nyssba.org. An email confirmation will be sent upon receipt. Contact Danielle Grasso if you do not receive confirmation. Member boards should consider sharing draft resolutions with NYSSBA Governmental Relations staff in advance of submission to ensure that they are drafted in accordance with NYSSBA bylaws.

Resolutions Process and Timeline *cont.*

Multi-Board Submission:

NYSSBA allows for multiple member boards to collaborate in crafting and jointly submitting a proposed bylaw amendment or resolution and rationale. The submitting boards will be required to submit their proposal using the "Multi-Board Submission Form" available **HERE**. The submitting boards will be listed alphabetically. It is the responsibility of the submitting boards to identify themselves on the form and appoint a single representative from the entire submitting group to act as the point of contact. Should there be any questions from NYSSBA staff at any point during the process or the Resolutions Committee on the day of the Resolutions Committee meeting, that individual will answer on behalf of all boards listed on the submission form.

Resolution Sign-on:

Upon receipt of a proposed bylaw amendment or resolution and rationale that is identical or substantially similar to one that has already been received by NYSSBA, the additional board(s) can choose to sign on to the proposal that was submitted by the first board. The name(s) of the additional submitting board(s) will be listed alphabetically after the original submitting board. Should the additional board(s) not wish to sign on to the previously submitted resolution, they will also have the ability to formally endorse the proposal, for purposes of listing in the Voting Delegates' Guide.

August

August 14, 2025 – Voting Delegate Registration opens

Each NYSSBA member board is eligible to register one voting delegate. All delegates must be registered by their district clerk using the NYSSBA online registration platform. A single board member cannot serve as a voting delegate for two boards (e.g. school district and BOCES).

August 19, 2025 – Committee Review

The Resolutions Committee meets in August to review and consider all resolutions and bylaw amendments submitted by member boards of education and the NYSSBA Board of Directors. At this time, the committee will determine which resolutions and bylaw amendments to recommend to the voting delegates at the Annual Business Meeting. Regardless of the recommendations made by the committee, all resolutions and proposed bylaw amendments will be presented to the voting delegates. During this time, the DEI Committee also reviews all proposed resolutions and bylaw amendments and offers reactions to those proposals that are relevant to their DEI work.

September

September 8, 2025 – Distribution of Proposed Bylaw Amendments and Resolutions Book

The proposed bylaw amendments and resolutions, along with the committee's recommendations, are compiled to produce the Proposed Bylaw Amendments and Resolutions Book, which will be distributed electronically to the membership.

September 19, 2025, by 5 p.m. – Amendments, Rebuttals and Endorsements Due

Each member board has the opportunity to submit an amendment, rebuttal or endorsement to the resolutions contained in the Proposed Bylaw Amendments and Resolutions Book. All amendments, rebuttals and endorsements must be submitted via email to advocacy@nyssba.org by September 19, 2025, at 5 p.m. to be included in the Voting Delegates' Guide. The email subject must contain the number of the proposed resolution and whether it is an amendment, rebuttal or endorsement. Below you will find more information regarding each option.

Amendments:

Amendments to a proposed resolution must be submitted using the NYSSBA Amendment Request form found **HERE** and emailed directly to Danielle Grasso at advocacy@nyssba.org. Amendments cannot be submitted to proposed bylaw amendments.

Resolutions Process and Timeline *cont.*

Rebuttals:

Rebuttals may be submitted for proposed resolutions not recommended by the Resolutions Committee. Rebuttals must be sent via email to advocacy@nyssba.org and should include the resolution number, text of the originally submitted resolution, the name of the school district submitting the rebuttal, and must be signed by the Board President.

Endorsements:

A member board can endorse a proposed bylaw amendment or resolution of another member board by emailing advocacy@nyssba.org. The email must include the names of both the endorsing district and submitting district, and the text of the originally submitted resolution. The endorsing board(s) will be listed alphabetically with the proposed bylaw amendment or resolution.

September 29, 2025 – Distribution of the Voting Delegates' Guide

The guide will be distributed electronically to all member boards and posted to the NYSSBA website.

October

The Resolutions Committee meets again in advance of the Annual Business Meeting to consider if any new information will require changes to its original recommendations.

October 9, 2025 – Deadline for Voting Delegate registration

Each NYSSBA member board is eligible to register one voting delegate. All delegates must be registered by their district clerk using the NYSSBA online registration platform. A single board member cannot serve as a voting delegate for two boards (e.g. school district and BOCES).

October 14, 2025, at 5 p.m. – Deadline for amendments

Any amendments received by this time are eligible for consideration at the business meeting. Amendments cannot be 'newly' proposed from the floor during the meeting.

October 16, 2025 – NYSSBA's Annual Business Meeting, Virtual

Resolutions adopted at the Annual Business Meeting become official position statements of NYSSBA. Once enacted, positions remain active for five years in accordance with NYSSBA bylaws, unless acted upon, rescinded or rendered moot. Bylaw amendments remain in place until amended or repealed.

Failure to adopt a resolution does not set a NYSSBA position or repeal an existing position. While NYSSBA staff take careful notes and allow the conversation to inform their work, only the affirmative adoption of a resolution sets NYSSBA positions.

Formulating Resolutions

Well-crafted resolutions provide NYSSBA with clearly stated goals while providing flexibility to advocate for school boards' positions and pursue solutions that meet member needs.

Before drafting a resolution, review NYSSBA's 2025 Position Statements *(www.nyssba.org/positions)* to determine whether there is an existing position statement that addresses your issue. Current positions should not be repeated. Proposed changes to positions should be addressed through the resolutions process.

Tips for drafting a resolution or bylaw amendment *(See page 13 for a sample resolution):*

1. **Single Resolved Clause:** Begin your resolution or bylaw amendment with a single "resolved" clause as stipulated in Article 9, Section 2 of the NYSSBA Bylaws (see Appendix, NYSSBA Bylaws, Article 9).
    - The "resolved" clause is what delegates officially vote upon. Delegates are not voting on the wording of the rationale. Instead, the "rationale" is intended to support the "resolved" clause, which is your resolution.
    - Do not include "whereas" clauses. If you have more than one issue, submit more than one resolution or bylaw amendment. Explanations or justifications for your resolution should be included in the rationale.
2. **Clear Call to Action:** Specify what action you are calling for NYSSBA to take, e.g., to support or oppose a specific issue. Resolutions should be worded broadly enough to provide NYSSBA the latitude to achieve the resolution's goal. Your rationale should be concise and persuasive in support of the resolution.
3. **Statewide Significance:** Resolutions should be broad in scope. They should have a statewide impact or at least be relevant to most school boards in the state. NYSSBA is a statewide organization and its positions should represent all member boards.
4. **Timely and Responsive:** Proposed resolutions should be responsive to current events and issues.

Please consider contacting NYSSBA Governmental Relations Staff to aid in the drafting of your resolution.

Sample Resolution

❶ SINGLE RESOLVED CLAUSE

{RESOLVED,} that the New York State School Boards Association {oppose legislation} at the state and/or federal level that would provide tuition tax credits or educational vouchers for private or parochial schools.

❷ CLEAR CALL TO ACTION

RATIONALE

Allocation of any public funds to nonpublic schools diverts much-needed resources from public education. It establishes dissimilar standards for students attending different publicly supported schools, and diminishes both the impetus and effectiveness of reforms to public schools, which continue to be responsible for educating the vast majority of the state's children.

The foundation of our democracy has been built on the concept that all children, regardless of their race, gender, religion or economic status, are entitled to receive a free public education. Publicly funded tuition tax credits and educational vouchers divert money from public schools and undermine the ability of such schools to appropriately serve their students. Private schools are free to control which students gain admission to their schools and are free to expel students who do not measure up to their academic or behavioral standards. Additionally, as a rule, private schools are not required to follow state-imposed educational mandates or engage in collective bargaining.

Therefore, there is no merit to the argument by proponents of educational vouchers and tuition tax credits that they will force public schools to be more competitive. Perhaps most importantly, public funding of private school tuition tax credits and/or vouchers would {initiate an annual competition} for state funding that (particularly in lean years) would have a devastating effect on traditional public schools. It would be {unconscionable} for the state to initiate such a program while in violation of a Court of Appeals order declaring the state in violation of the state constitution {(by virtue of underfunding public schools)}.

❸ STATEWIDE SIGNIFICANCE

❹ TIMELY AND RESPONSIVE

It is imperative that NYSSBA continue its long-standing position in opposition to these programs that significantly threaten the future of public education.

Submitting Proposed Resolutions and Bylaw Amendments

Required Steps:

- Proposed resolutions or bylaw amendments must be submitted using the **Proposed Resolution Submission Form** found by clicking **HERE.** Please indicate if the school board president, superintendent or board clerk is the one submitting on the board's behalf.
- If any portion of the proposed resolution/bylaw amendment or rationale exceeds the space provided, please submit any additional sheets at the same time.
- **All proposed resolutions or bylaw amendments must be submitted via email directly to Danielle Grasso at advocacy@nyssba.org.**
- A confirmation email regarding the receipt of your proposed resolution or bylaw amendment will be sent to you within 48 hours of submission. If you do not receive one, please contact Danielle Grasso directly at advocacy@nyssba.org.
- **Designate one contact person** who has the authority to modify the resolution or bylaw amendment in consultation with the Resolutions Committee.
    - The designated contact person must be available during the **Resolutions Committee meeting on August 19, 2025, between 9 a.m. and 5 p.m.** to respond to any committee member's questions regarding the proposed resolution. This person should not be a member of the Resolutions Committee. Include the name of the contact person and a daytime telephone number when submitting the resolution.
- All proposed resolutions and bylaw amendments submissions must be received by **5 p.m.** on **July 18, 2025**.

We encourage you to submit your proposed resolution or bylaw amendment as early as possible. This allows NYSSBA Governmental Relations staff to review the materials, contact you for clarifications and answer any questions you might have.

Appendix

NYSSBA BYLAWS - ARTICLE 9. COMMITTEES

ARTICLE 9. COMMITTEES *(As amended October 29, 2019)*

A. There shall be:

1. An Executive Committee of the board of directors, consisting of not more than eight members of the board of directors established annually by the board at the last meeting of the year of the board. Terms of office for the Executive Committee shall begin on January 1 following the meeting in which such members are chosen and shall continue for one year. The composition of the committee shall be as set forth in board policy. The committee shall have such powers as may be specifically delegated to it by the Board consistent with this paragraph of these Bylaws and the Not-for-Profit Corporation Law. The Board may vest the committee with the authority to:

    a. Approve the Association's participation as amicus in cases of statewide interest to NYSSBA's membership, upon its own initiative or when requested to do so by a member board.

    b. Approve the commencement of litigation on matters of statewide importance in court or before administrative agencies, either upon its own initiative or when requested to do so by any member board, except that lawsuits initiated to collect monies or fees owed to the Association may be authorized by the executive director.

    c. Review matters that are brought to it by the executive director and to act upon such matters as appropriate, except that the committee shall not have the authority to alter or amend any policy established by the Board of Directors.

    A majority of the total membership of the committee shall constitute a quorum. Any action taken shall require a majority of the full membership of the committee. It shall meet upon the call of the chair or upon the written request of three members of the committee addressed to the executive director. Such written request shall state the purpose(s) of the meeting and, upon its receipt, the executive director shall issue the call for the meeting. The notices of all meetings shall be sent so as to reach the members of the committee at least five days prior to the proposed meeting.

2. A Resolutions Committee, consisting of one school board member from each Association area, one member from one of the five large city school boards and one member from the Caucus of Black School Board Members appointed by the president at the first meeting of the newly elected board of directors subject to confirmation by the board. The committee shall review, but may not amend, resolutions and Bylaw amendments submitted to it by any member board or the Board of Directors.

    Proposed resolutions or bylaw amendments must reach the Association office before the close of business on a date set annually by the board. Such due date shall not be later than August 1 or the Monday following August 1 if this date falls on a Saturday or a Sunday immediately preceding the annual meeting. Each resolution shall consist of a single "resolved" clause without "whereas" clauses, and shall address only one subject. A brief rationale statement may be included with each resolution or proposed Bylaw amendment.

    The Resolutions Committee shall present a report of its recommendations to NYSSBA membership in a printed document for action at the annual business meeting. A resolution adopted at an annual meeting shall remain in effect and shall be part of NYSSBA's active program for five years, unless sooner rescinded, reaffirmed, implemented or enacted.

3. Other committees as the Board of Directors determines; the members of such committees to be appointed by the president, subject to confirmation by the Board of Directors; and such committees shall report at such times and at such places as the Board of Directors may determine.

B. At the request of the President, any committee appointed by the Board of Directors may meet by means of a telephone conference or similar communication permitted by the Not-for-Profit Corporation Law. Notice of such meeting shall be given to members of the committee at least 24 hours prior to such meeting.







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NEW SCHOOL BOARD MEMBER HANDBOOK

A Guide to Surviving Your First Year



New York State School Boards Association

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NEW SCHOOL BOARD MEMBER HANDBOOK

A Guide to Surviving Your First Year

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INTRODUCTION

The *New School Board Member Handbook*: *A Guide to Surviving Your First Year* provides new school board members with many of the basics of school board service. It answers questions that new board members commonly ask when they begin school board service. It's written in a question-and-answer format for quick reading and includes a glossary of common education terms that new board members will find helpful. Please note that throughout this text the terms "president" and "vice president" refer to the officers of a school board.

The *New School Board Member Handbook* draws on the deep well of knowledge and expertise of the New York State School Boards Association (NYSSBA). It includes references to NYSSBA's premier handbook, *School Law* 40th Edition, as well as the varied programs and services NYSSBA offers members.

We hope you'll find the *New School Board Member Handbook* a helpful reference as you begin your school board service. If you need NYSSBA for assistance at any time during your term, please contact us at 800-342-3360 or 518-783-0200, or visit our website at nyssba.org.

1.1. I've been elected. What now?

Congratulations! You've joined the ranks of more than 5,000 locally elected officials in New York dedicated to helping their communities' students succeed and ultimately become productive citizens. As a trustee, you have three roles:

- An individual school board member.
- A member of a board made up of fellow members.
- A member of the district governance team composed of school board members and the superintendent.

As a school board member, you serve as a representative of your community and a leader of your district. You are a steward for the education of the district's children and its financial resources as well as an advocate for all students, public education and an educated public.

1:2. What are some of the powers and duties of the board?

New York Education Law defines a school board's general powers and duties. In broad terms, the responsibility of a school board involves overseeing the district's operations including student education, transportation, personnel and the district's properties. Chapter 6 provides more information on this.

1:3. What exactly does a school board do?

School boards are in a unique leadership position to oversee the affairs of the school district and help establish the conditions for districtwide success. A school board:

- Collaboratively develops the district's shared vision, values and strategic goals to guide student achievement and district success.
- Creates, adopts and revises policies that govern the operations of schools and the district.
- Hires and annually evaluates the performance of the superintendent, ensuring strong district leadership and alignment with district goals.
- Oversees the financial management and operations of the district including, but not limited to, approving the budget and monitoring financial reports to ensure responsible use of tax dollars and district resources.
- Promotes student achievement by supporting programs, curriculum and initiatives that enhance student learning and equitable outcomes.
- Supports equity and inclusion by ensuring all students have access to high-quality education, resources and opportunities regardless of background or ability.
- Monitors student performance data, reports and feedback to achieve the goal of enhancing student achievement and closing achievement gaps between subgroups of students.
- Engages the community by fostering open communication and establishing partnerships with families, local organizations and community members.
- Maintains school facilities by overseeing the maintenance, safety and improvement of school buildings and their infrastructure.
- Adopts curriculum and approves textbooks that align with the State's learning standards.

Effective school board members understand that it is not their job to run the district but to ensure the district runs effectively and efficiently. In other words, the board oversees the education of students and is responsible for school district operations but does not directly run the district's day-to-day operations.

1:4. Now that I'm a board member, what does my community expect of me?

As a new board member, you will be responsible for making decisions on issues that affect the students, district, staff and community. You will be asked to vote publicly on matters that you may be unfamiliar with. As with every new job, you need to take the time to learn about the position, district matters and issues impacting public education – all while carrying out your duties. Some of the activities and responsibilities expected of you are:

- attending board meetings and participating on committees.
- attending school functions.
- keeping yourself informed about issues.
- pursuing professional development opportunities for yourself.

- collaborating with your fellow board members and the superintendent.

School board service requires a significant amount of time, but it is time well spent when you consider that you are helping to shape the future of the children in your community.

School board members are publicly elected officials who are expected to carry out their responsibilities with a high degree of professional decorum and ethical behavior. As leaders of the district, school board members should use their service as an opportunity to model proper civility and the basic tenets of democracy for their students and community.

1:5. I'm overwhelmed. How do I learn my job?

With help. Within your first year in office, you will be required to complete two mandatory training courses. New York State law requires newly elected school district and BOCES board members to complete a six-hour course on fiscal oversight and a course on school board governance designed to orient new members to the powers, functions and duties of boards of education.[1] To help you satisfy the mandatory training requirement, NYSSBA offers the New School Board Member Academy at regional in-person workshops, as a live, virtual training or as a self-paced, online program. The training includes two courses, Essentials of School Board Governance and Fiscal Oversight Fundamentals. Through these two courses, you will fulfill all required state training while learning board roles and responsibilities, the importance of governance and your fiscal duties.

Even if you haven't yet been sworn in, your superintendent or district clerk can register you as a board member-elect for these and other NYSSBA leadership development trainings through our website, nyssba.org. A full listing of workshops can be found under "Training and Events." Most importantly, don't hesitate to ask questions. Nobody expects you to have all the answers, and most boards and superintendents welcome the opportunity to get you up to speed.

1:6. How much time can I expect to spend on school board responsibilities?

The time you spend on your school board responsibilities will likely vary by time of year. It depends on how many meetings are scheduled, which committees you serve on and what issues are going on in the district. For example, if the district is in the midst of a building project, hiring a superintendent or conducting negotiations with employee bargaining units, board meetings may last longer than usual. In addition to board meetings, most board members spend at least six hours a week on board service.[2]

1:7. How do the school board's responsibilities differ from the superintendent's?

The school board is the district's board of directors and is responsible for hiring and evaluating the superintendent, establishing the direction of the district by developing a shared vision and goals, setting policy, and adopting a budget for voter approval. The superintendent, the district's chief executive officer, works for the school board and translates policy into action. Consistent with the goals established by the school board, the superintendent and staff make the day-to-day decisions that affect the operation of the school district, deployment of resources, assignment of staff and documentation of results.

1:8. Are school boards required to have officers? What are their duties?

A school board is required by law to elect a president and may, at its discretion, elect a vice president.[3]

Board presidents are responsible for leading and facilitating effective, efficient meetings. In this leadership position, they play a pivotal role in planning, organizing and motivating the board. They preside over meetings by managing the agenda, maintaining order and announcing decisions. Board presidents also promote deliberations and civil discourse by ensuring all members have an equal voice at the table. Additionally, they serve as the primary spokesperson for the board's collective voice and work to build board unity and positive relations among members and the superintendent. Board presidents may be conferred further duties/authority through board resolutions or policy.

The vice president often works closely with the president and superintendent and will preside at board meetings when the president is not present. The vice president exercises the duties of the president in case of that officer's absence or disability. If the office of president becomes vacant, the vice president acts as president until a new president is elected.[4]

1:9. Where, or to whom, do I go to for information?

The board president is a great source of information and can answer your questions on protocols or operating procedures,

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[1] See Educ. Law § 2102-a.

[2] Fact Finders, Inc. NYSSBA Survey of Members, 2015.

[3] Educ. Law § 1701.

[4] *Id.*

as well as issues facing the board. The superintendent and other board members are also good resources. NYSSBA is also an excellent source of information and has staff specialists ready to answer your questions or provide guidance. Visit NYSSBA's website (nyssba.org) for in-depth information on board training, school policy and legal and legislative issues.

1:10. How do I translate all the educational jargon I hear at each board meeting?

Educational terms, abbreviations and acronyms can often be confusing. A glossary of common education terms can be found at the end of this handbook. For jargon or acronyms that are not included, consider asking your superintendent or other board members.

1:11. What is the board's role when there are problems with an employee?

The only employee who answers directly to the school board is the superintendent. Accordingly, if there are concerns about an employee's performance, the board should raise these concerns with the superintendent in executive session. It is the superintendent's responsibility to handle these issues. Be cautious not to cross the line into micromanaging the work or performance of employees. It's the superintendent's job to lead and manage the employees in the district.

If there is a problem with the superintendent, the board needs to address the problem through the annual performance evaluation or through informal feedback via the president. Depending on the circumstance, the board may also want to consult with legal counsel.

2:1. Is it all right to contact the superintendent?

You need to establish a productive working relationship with your superintendent. If you have questions, it is better to discuss them before the board meeting rather than surprise the superintendent at a public meeting. If there are pressing questions or concerns related to negative feelings or issues stemming from the community, the superintendent will appreciate knowing about them in advance in order to come prepared to address them at the meeting. It is appropriate to call the superintendent, set up a meeting to discuss questions or even email simple questions or requests.

2:2. If I disagree with board members or the superintendent, what is the best way to let them know what I think?

Always treat your fellow board members, superintendent and other administrators with respect but don't be afraid to disagree on an issue. Listen and consider other perspectives and opinions with an open mind. Engaging in a professional discussion about an issue that reflects two or more views often results in a better decision than if everyone agrees with the first solution offered. Remember to debate the issue, not the person. Demeaning comments or angry discussions do not facilitate effective decision-making.

2:3. How do I approach my superintendent or board if I have a suggestion for a change?

If your suggestion needs to be discussed and voted on by the entire board, it should be added to an upcoming board agenda. Review your district policy or board operations manual on agenda-setting to understand how to do this. Contact the superintendent or the president to discuss your idea and request it be put on the meeting agenda for discussion or referred to the appropriate committee.

2:4. Is it all right to talk to district administrators and staff?

In addition to the superintendent, you will come in contact with district employees, including administrators, teachers and other staff members. There is nothing wrong with having a casual conversation with district staff, but individual board members do not have the authority to give directives, interview staff or take action on their own.[1] Keep in mind that complaints should follow board policy and the chain of command. For example, teachers report to principals; principals report to the superintendent; the superintendent reports to the board.

If you have a request for information, you should ask the superintendent unless he or she indicates otherwise.

2:5. Can I talk to board members outside of board meetings?

Yes. The state's Open Meetings Law generally permits you to converse with your fellow board members outside of board meetings. As with the superintendent, you should try to establish productive relations with each of the other board members. Talking with them in social situations or at school sporting events, for example, will give you an opportunity to learn about them outside of the school board. Be careful that you do not discuss any school board matters if you have a quorum – a simple majority (more than half) of the total number of members on your board. This would constitute a meeting in violation of the Open Meetings Law. It is also important to remember that informal chats with another member of the board do not substitute for deliberation of issues in a properly convened board meeting where the public can observe such discussions.

2:6. What information is considered confidential, and what is an "executive session"?

The commissioner of education has stated that "confidential" encompasses "information that is meant to be kept secret."[2] Most employee personnel issues and information contained in student educational records are considered confidential.[3] Also, the information discussed in a closed board meeting, more commonly known as an executive session, is confidential.[4] A board may call an executive session only on the following subjects:

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[1] Gen. Constr. Law § 41; Educ Law §§ 1606(1), 1710, 1804(1), 1805, 1903(1), 2502(1), 2503(1), 2554(1); *Downey v. Onteora CSD*, 2009 WL 2259086 (N.D.N.Y. July 29, 2009); *Coughlan v. Cowan*, 21 Misc.2d 667 (Sup. Ct. Suffolk Cnty. 1959); *Appeal of Silano*, 33 Ed Dept Rep 20 (1993), *petition dismissed, Silano v. Sobol* (Supt. Ct. Albany Cnty. Jan. 10, 1994); *Matter of Bruno*, 4 Ed Dept Rep 14 (1964).

[2] *Appeal of Rivers*, 60 Ed Dept Rep, Dec. No. 17,989 (2021); *Application of the Bd. of Educ. of the City Sch. Dist. of the City of Buffalo, 57* Ed Dep Rep, Dec. No. 17,147 (2017), *aff'd, Paladino v. Bd. of Educ. for the City of Buffalo Pub. Sch. Dist.*,183 A.D.3d 1043 (3d Dep't 2020).

[3] See 20 USC § 1232-g; 34 CFR Part 99; Educ. Law § 2-d; Pub. Off. Law §§ 87 (2)(b), 89(2), (3).

[4] *Application of the Bd. of Educ. of the City Sch. Dist. of the City of Buffalo, 57* Ed Dept Rep, Dec. No. 17,147 (2017), *aff'd, Paladino v. Bd. of Educ. for the City of Buffalo Pub.* Sch. Dist., 183 A.D.3d 1043 (3d Dep't 2020); *Application of Nett and Raby*, 45 Ed Dept Rep 259 (2005).

- Matters that would imperil public safety if disclosed.
- Any matter that may disclose the identity of a law enforcement agent or informer.
- Information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed.
- Discussions involving proposed, pending or current litigation.
- Collective bargaining pursuant to Article 14 of the Civil Service Law.
- The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.
- The preparation, grading or administration of exams.
- The proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, but only when their value would be substantially affected by publicity.[5]

2:7. What can I say, or not say, to parents and friends about school issues?

School board business that is discussed in executive session or relates to confidential matters (such as employee personnel or student discipline issues) should never be discussed with anyone other than another board member, the superintendent or the school district's attorney. In contrast, "information available to the general public" is not considered confidential.[6]

A good rule of thumb is to discuss only items that have been made public at a school board meeting. Adhering to this rule goes a long way in maintaining trust with the superintendent and the other board members and protecting the privacy of students and staff.

2:8. I have children in school. How can I talk with their teachers now that I am on the school board?

This is a tricky area. No matter what you say about "speaking as a parent, not a board member," it is difficult for some teachers to separate your role on the school board from your role as a parent. It's not surprising that some teachers may be somewhat intimidated by your role as a board member. Some board members have indicated that their spouses, the child's other parent or another family member frequently take the lead in speaking to their children's teachers.

Make sure you are not using your position as a school board member to secure special treatment for your child. Your child should be treated the same as other students and be subject to the same rules and requirements. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child's teacher to discuss them.

Keep in mind you do not relinquish your parental rights now that you are a school board member. You are always a parent first and a board member second.

2:9. As a board member, may I visit the schools?

You have the same right as a parent or community member to visit the schools in your district, so long as you follow whatever policy and procedures your district has for visitors. As a school board member, you may also visit the schools in an official capacity, only with the board's authority, for specific purposes such as building inspections.[7]

As a school board member, you should use school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools and to show your pride as a member of the board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff. When attending an event, the best practice is to notify the superintendent and/or principal in advance of your visit.

2:10. How do I respond to a community member who questions the school board's decisions?

It is normal to hear questions about the board's decisions. You will at times find yourself dealing with controversial, complex issues, and the board's final decision may be unpopular. Explain the thought process that went into the decision and why the board arrived at the conclusion it did, even if you personally disagreed. Be sure to answer honestly and without negative emotion. Constructive dialogue that respects the board's decisions helps foster trust and the integrity of the decision-making process. One of your roles as a school board member is to be an advocate for the district. Being asked about board decisions provides an opportunity

[5] Pub. Off. Law § 105.

[6] *Application of Doe*, 61 Ed Dept Rep, Dec. No. 18,052 (2021).

[7] *Appeal of Silano*, 33 Ed Dept Rep 20 (1993), *petition dismissed, Silano v. Sobol* (Supt. Ct. Albany Cnty. Jan. 10, 1994); *Matter of Bruno*, 4 Ed Dept Rep 14 (1964).

to promote the positive activities that are occurring in your schools while at the same time responding to community questions.

2:11. How do I respond to questions from the media?

Your board has probably already adopted, at least informally, a policy for responding to the media. Particularly on sensitive issues, a single spokesperson – usually the president – may be designated to speak on behalf of the board. If members of the media are waiting to do an interview following a board meeting, then it is appropriate to refer the question to the president or the superintendent.

If an individual board member decides to speak to the media, it is important for that person to state that their comments represent their personal opinion and not that of the district or the board as a whole.[8] Members are allowed to share how they voted on a particular issue but should vocalize support for the board's decision when in the minority. If you are contacted by a local reporter and you're not prepared or don't have the relevant information, don't say, "No comment." Instead, tell the reporter you'll get an answer and follow up. Ask what the reporter's deadline is and then promptly follow through.

In all situations, be honest – never lie! Communicate clearly and directly in short, quotable sentences that stay on message. Be sure to answer the question that was asked. Support board decisions and present both the board and district in a positive light. Don't feel compelled to offer more information than needed to answer the question. Be friendly and warm. If you are on camera, remember that body language is as important as what you say.

2:12. How should I respond to parental complaints?

First, be familiar with your board policy on public complaints as well as the district's organizational chart. The best way to respond to parental complaints is to be a good listener. This allows you to ask questions to understand the situation better. Be careful parents do not interpret your questions or comments as a guarantee that you will help solve their issues or of future board action. Once a parent has shared a complaint, provide guidance on how to get it addressed through the proper channels, perhaps by referring to the public complaint policy or organizational chart (chain of command). It is safe to say that most of the complaints you will hear are administrative in nature and not policy issues. As such, they don't belong on the board's table.

It is not your responsibility, nor do you have the authority, to solve each parent's problem. Listen to their concerns but direct them to the appropriate staff member or the next person in the chain of command. Avoid getting involved, as it may compromise your impartiality if the issue rises to the level of an appeal to the board.

Allow the superintendent and staff the opportunity to address complaints without micromanaging the situation. If a parent's concerns remain unresolved, they may follow up with you; however, be sure to direct them to the next person in the chain of command. For serious concerns brought to a board member's attention, the complaint should be immediately shared with the superintendent so they may investigate it appropriately.

2:13. Can I use email, text messages or social media to communicate with my board colleagues?

It depends. School board members may use email and other methods to communicate with each other, but cannot use them to discuss board business as a way of circumventing the Open Meetings Law.

You should be particularly careful to avoid sequential emails, texts or social media conversations that result in a collective decision. While you may email or "direct message" another board member with a question, it is not appropriate to engage in contemporaneous (i.e., simultaneous) online discussions with a majority of the board.[9] Email, text messages and social media communications that preclude the community from hearing the board debate important issues are problematic. The intent of the Open Meetings Law is to allow the public to "observe the performance of public officials and attend and listen to the deliberations and decisions that go into the making of public policy."[10]

Be forewarned, emails and text messages related to the business of the school board are considered records under the Freedom of Information Law (FOIL), even if you use a personal email account or cell phone.[11] Under FOIL's provisions the content of a requested record determines whether it must

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[8] See *Appeal of Wallace*, 46 Ed Dept Rep 347 (2007); see also *Appeal of Koehler*, 52 Ed Dept Rep, Dec. No. 16,373 (2012).

[9] NYS Department of State, Committee on Open Government, OML-AO-5205 (Nov. 18, 2011); OML-AO-4534 (Dec. 14, 2007).

[10] Pub. Off. Law § 100.

[11] Pub. Off. Law § 87; NYS Department of State, Committee on Open Government, FOIL-AO-19673 (June 15, 2018); FOIL-AO-19429 (May 3, 2016); FOIL-AO-18052 (Nov. 24, 2010); FOIL-AO-16969 (Jan. 30, 2008).

be released. Records retention laws and rules of discovery also apply to any email account utilized for board business.[12] If the school district asks board members to use a school email for board business, it is helpful to do so in order to comply with those laws and rules.

School board members should be cautious and use best judgment when using social media. For elected officials, social media posts can be publicly scrutinized, even when privacy settings are set to 'friends only.' Posts that are insensitive, controversial or intended to be a joke can damage the reputation of a board member. Additionally, always present your personal opinions as such, and not official positions of the board. To build and maintain trust with the board and community in which you serve, use social media wisely to reflect yourself and your district in a positive light.

[12] See Arts and Cult. Aff. Law §§ 57.19, 57.25; 8 NYCRR § 185.15, Appendix L, Records Retention and Disposition Schedule LGS-1.

3:1. What should I expect at my first board meeting?

If you have never participated in a board meeting, you may be overwhelmed at first. There are basic rules of parliamentary procedure that should be followed, but each board operates in its own way. There will be a meeting agenda and protocol.

Talk with the president before attending your first meeting to ask basic questions such as:

- Where should I sit?
- How is the agenda set up?
- How long do the meetings usually last?
- When should I speak?

Ask for an orientation if you haven't yet had one. You should also receive your board packet containing the agenda and any supporting information several days before the meeting. Be sure you go through the material carefully and take the time to call the superintendent or president to ask questions about anything you don't understand. Become familiar with your board policies as well, as that can provide further information on procedures and other items.

Remember, this is a meeting of the board of education in public, not a public meeting. Staff and community members are invited to observe and may comment if a public comment period is established. But this is your board's opportunity to conduct business. As such, the board should remain in control of the meeting at all times.

3:2. Where should I sit?

Many boards have their rooms set up in a consistent configuration for board meetings, with name plates for each person at the table. Some boards have assigned seats that do not change from meeting to meeting. Other boards mix the seats up each time. And others do not have name tags or assigned seats. To feel comfortable prior to attending your first meeting, contact the president and ask if there are any "traditions or protocols" that you should know about in advance of the meeting.

3:3. What is considered an acceptable dress code at board meetings?

Your board decides how formal or informal the meeting should be. Dressing appropriately for a business meeting is a good rule of thumb, as board meetings are business meetings. Remember that the public and media may attend as well. Your dress should reflect the professional approach that your school board takes in overseeing the operations of the district.

3:4. How does being on TV affect board members?

Any time you are video recorded or are in the public eye, it is normal to feel more self-conscious and nervous. Some boards broadcast live, stream online or video record their meetings for later broadcast on a video sharing service like YouTube or a local cable access station. Naturally, the first time you participate in a recorded board meeting you may find that you are less articulate and forget some of what you want to say. After you attend a few meetings, you should become comfortable and may even forget you are being video recorded. Periodically reviewing a video to see how the board is presenting itself is a good idea. Board members are often surprised by their unconscious body language, which may or may not accurately communicate their feelings.

3:5. How professionally must a board meeting be run? What is considered too lax or too formal?

All board meetings need to follow some set of "rules of order," often based on parliamentary procedure. The method that your board selects should be identified in policy. Some boards elect to follow Robert's Rules of Order. Other boards may specifically elect not to follow Robert's Rules but prefer a basic version of parliamentary procedure. Your school board can be as relaxed or as formal as it chooses, as long as policy identifies the method you will employ, and this method does not violate the Open Meetings Law.

All school boards must adhere to New York State law even where it differs from Robert's Rules. For example, under Robert's Rules of Order, action can be taken by a majority of those present or voting. Under state law, an action can be taken only with a vote by the majority of the entire board, regardless of vacancies or absences.[1]

[1] Educ. Law §§ 1606, 1710, 1804(1), 1903(1), 2502(1), 2503(1), 2554(1); Gen. Constr. Law § 41.

3:6. How often does my board meet, and are there consequences if I don't attend?

Education Law requires city school district boards to meet at least monthly and all other school boards to meet at least quarterly.[2] Most boards, however, meet once or twice a month. Consistent attendance at board meetings is required. If a board member fails to attend three consecutive meetings without a valid excuse, the board may declare the seat vacant.[3] Most boards are required to hold an annual organizational meeting in July to elect and appoint officers for the coming year.[4] Individual board members can also call a special meeting to address a particular item.[5]

3:7. What are the legal requirements for school board meetings?

School boards must meet in compliance with the Open Meetings Law and make public records available as defined by the Freedom of Information Law. The Open Meetings Law requires that all school board meetings, including most committee meetings, be open to the public.[6] Proper notice must be given to announce regularly scheduled and special meetings.[7] Minutes of the meetings must be taken and include specific information required by law.[8]

3:8. What is the Open Meetings Law?

The basic intent of the state Open Meetings Law is to strengthen the right of all New York State citizens to know what goes on in government by requiring public bodies to conduct nearly all business at open meetings. For more information about the Open Meetings Law, see *School Law,* 40th Edition, Chapter 14.

3:9. How can a board have good exploratory discussions given the restrictions of the Open Meetings Law?

The Open Meetings Law does not preclude good exploratory discussions. You may find it awkward to talk about some topics openly, but the board is obligated to conduct all discussions in open session except during the limited situations that permit executive sessions.[9] All board votes must be conducted in public at an official meeting of the board, with the exception of voting on disciplinary charges against a tenured teacher or administrator.[10]

3:10. Can board members meet socially or as a group at training conferences without violating the Open Meetings Law?

Yes. Social gatherings and conferences, including retreats, are not considered school board meetings, even if a quorum is present, so long as the board members in attendance do not discuss school business or arrive at decisions about an issue.

3:11. What role does the superintendent play at school board meetings?

The superintendent is a key person at all school board meetings. Generally, the superintendent and board president collaboratively plan the meeting agenda (check your board policy). The superintendent, in conjunction with staff, makes certain the meeting room is set up as required and all tools that are needed are available. This includes audio or visual technology for presentations or recording equipment, an easel, a microphone, etc. The president introduces each item on the agenda. However, for discussion or action items, the superintendent or a designee is often asked to explain the issue. The superintendent's opinion or recommendation should be solicited before a vote is taken.

3:12. How do I get assigned to a board committee?

The president is typically responsible for assigning board members to committees if your board uses them. If you have an interest in a particular committee, let the president know prior to identifying committee assignments. This is usually done at or shortly after the organizational meeting in July.

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[2] Educ. Law §§ 1708(1), 1804(1), 2504(3), 2563(2), 2590-b(1)(b), 2590-e(14).

[3] Educ. Law §§ 2109, 2502(8), 2553(8), 2590-b(8)(g), 2590-c(6)(a); *Appeal of Butler,* 58 Ed Dep Rep, Dec. No. 17,544 (2018); *Appeal of McQuaid Kaplan,* 50 Ed Dept Rep, Dec. No. 16,113 (2010).

[4] Educ. Law §§ 1707, 1804(1), 1904, 2502(9-a)(o), 2504(1); but see Educ. Law §§ 2553(9)(f), 2553 (10)(o), 2563(1) for different timeframes in large city districts.

[5] Educ. Law §§ 1606(3), 1710; *Appeal of Campbell,* 50 Ed Dept Rep, Dec. No. 16,246 (2011); *Application of Bean,* 42 Ed Dept Rep 171 (2002); *Matter of Felicio,* 19 Ed Dept Rep 414 (1980), *petition dismissed sub nom. Arthus v. Ambach* (Sup. Ct. Albany Cnty. Apr. 18, 1980).

[6] Pub. Off. Law § 103.

[7] Pub. Off. Law § 104.

[8] Pub. Off. Law §§ 87(3)(a), 103-a(2)(e),106(1).

[9] Pub. Off. Law § 105.

[10] Educ. Law §§ 1708(3), 3020-a(2); 8 NYCRR § 82-3.3(c); *Sanna v. Lindenhurst Bd. of Educ.,* 85 A.D.2d 157 (2d Dep't), *aff'd,* 58 N.Y.2d 626 (1982); *United Teachers of Northport v. Northport UFSD,* 50 A.D.2d 897 (2d Dep't 1975); *Formal Opn. of Counsel No. 239,* 16 Ed Dept Rep 457 (1976).

3:13. Who is responsible for setting the agenda?

The superintendent and board president are responsible for setting the agenda according to most board policies. In some districts, the vice president also participates in the pre-agenda meeting. This enables the vice president to be ready for the board meeting, suggest topics to be covered and be prepared to act as president if needed. It is helpful to familiarize yourself with the policy on agenda-setting in your district.

3:14. How can I get my issues onto the board agenda?

The best way to get an item onto the board agenda is to follow your board policy and protocols – usually by contacting the president. In some districts, it can be done by contacting either the president or superintendent prior to the agenda-setting meeting. If you have an issue that comes up after the agenda has been distributed, you may still be able to have it added to the agenda the night of the meeting, depending on your district's policies. If a decision is not needed immediately, it is better to have the topic added to the agenda for a subsequent meeting, giving your colleagues sufficient time to prepare for discussion.

3:15. Does public comment pertain only to agenda items?

Although school board meetings must be open to the public, there is no requirement that the public be allowed to speak. This decision is left up to the individual board. If the board decides to allow public comment, as most do, it may set rules that restrict topics and the duration of each presentation. For more information on public comment periods, please see *School Law,* 40th Edition, 14:34-14:38.

3:16. What if a member of the public complains at a board meeting?

The grocery store isn't the only place board members might hear complaints. If an individual raises a complaint during a board-established public comment period, it is best to listen and allow the board president to respond. The president can indicate the board will take the issue under advisement or refer the individual as appropriate. The individual may be referred to the public complaint policy or the relevant person to handle the complaint, i.e. the superintendent or other staff member.

The board president should be in control of the meeting at all times and ensure the speaker's comments adhere to the board's policy on public comment. Individual board members should refrain from engaging in back-and-forth dialogue or debate with the speaker during the meeting. Members should also be cognizant of their body language to avoid sending unintended messages to the speaker or audience.

3:17. What is a consent agenda?

A consent agenda is an item listed on the regular agenda that groups routine items under one agenda heading. Routine items (such as paying bills, approving minutes of the last meeting, approving the agenda, etc.) can thus be approved by a single unified motion and vote of the board. The purpose of the consent agenda is to expedite business and streamline the meeting. There is no discussion of items on a consent agenda. If clarification of an item is necessary, you can request that the item be removed from the consent agenda and considered by the board as a separate motion.

3:18. May I ask questions during the board meeting?

Absolutely! By now you should have taken time to review the materials in your board packet and asked for any clarifications from the superintendent or president prior to the meeting. As the discussion of an item ensues, other questions may occur to you that you have not previously asked.

3:19. How may I ask questions at a board meeting and still adhere to the "no surprises" rule?

If your question may blindside someone due to its controversial or sensitive nature, extend professional courtesy by notifying the superintendent and/or board president before the meeting. This allows them to prepare a response or determine how to best address the issue. During board discussions or presentations, it is appropriate to ask probing, thought-provoking or clarifying questions to better understand the topic or cast an informed vote. However, board members should refrain from asking questions in public related to executive session items due to confidentiality issues.

For questions requiring additional data or information, board members should follow their procedures and submit the request in advance of the meeting, giving the superintendent adequate time to gather the necessary details and share them with the full board. Remember, board members are not entitled to any and all information and should avoid making excessive or unreasonable requests that would divert district staff from their responsibilities.[11]

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[11] See generally, 8 NYCRR Part 84; *Buffalo Teachers Fed. v. Buffalo Bd. of Educ.*, 157 A.D.2d 1027 (4thDep't 1990); *Matter of Bruno*, 4 Ed Dept Rep 14 (1968).

3:20. How is voting done at a board meeting?

All votes taken at a school board meeting are a matter of public record and must be recorded in the minutes. Secret ballots are not permitted.[12] The vote must be taken in such a way that a person attending the meeting or reading the minutes can see how each board member voted.[13] This can be done by roll call vote, show of hands or any other method by which each board member's vote is made known to the public.

3:21. Do most school boards vote in a rotating order or consistent order, or does it not matter?

The manner in which your meeting is run is determined by your school board. How you vote – in a rotating order or the same order each time – doesn't matter. A rotating order allows for a different member of the board to be the first and last to vote. State law simply requires that the public be able to determine how each board member voted.[14]

3:22. When does the board president vote?

The president votes each time a vote is called. Some people think that the president votes only to break a tie, as the chair generally does under Robert's Rules of Order. This is not true. The president is expected to vote as a member of the board, in whatever sequence the board is following. Whether the vote is rotated each time or each member votes in the same sequence, the president votes in the same way as the other board members.

3:23. May a school board member vote by proxy, telephone, mail or email at regular or special board meetings?

No, it is not permissible for a board member to vote by proxy, telephone, mail or email. The Open Meetings Law requires that a board member be present physically or through the use of videoconferencing in order to lawfully cast a vote.[15]

3:24. May I abstain from a vote?

Yes. Understand, however, that while an abstention means neither a "yes" or "no" vote, it can have the effect of a "no" vote in that it makes it more difficult for the proponents of a motion to win a needed majority. The commissioner of education has ruled that board members cannot abstain from voting simply because they have philosophical problems with what they are being asked to vote upon, such as teacher tenure.[16]

3:25. What if I disagree with a board decision?

If you don't agree with a decision that the board has made, you may express your position during the meeting. However, even if you disagree with the final outcome of a vote, principles of good governance dictate you should support the board's final decision. The time to disagree is during the discussion and through your vote, which is public record. If you are asked about the decision, explain why the board voted the way that it did. You may say why and how you voted; however, you should do it in a way that does not undermine the board's majority decision. As long as your comments remain factual and are not critical of the board's action, you are showing support for the decision. You should also direct questions to the board's spokesperson, usually the board president.

3:26. May a board president offer motions?

Normally the president calls for the motions on agenda items. The president is a member of the board with the same voting rights, no more and no less. Although it is permissible for the president to offer a motion, it is preferable for other members of the board to offer and second a motion.

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[12] Pub. Off. Law § 87(3)(a); *Smithson v. Ilion Housing Auth.*, 130 A.D.2d 965 (4th Dep't 1988), *aff'd*, 72 N.Y.2d 1034 (1988).

[13] Pub. Off. Law §§ 87(3)(e), 106.

[14] *Id.*

[15] Pub. Off. Law §§ 102-104; *Town of Eastchester v. NYS Bd. of Real Prop. Servs*, 23 A.D.3d 484 (2d Dep't 2005); *City of White Plains v. NYS Office of Real Prop. Servcs.*,18 A.D.3d 549 (2d Dep't 2005); NYS Department of State, Committee on Open Government OML-AO-5575 (Mar. 6, 2018); OML-AO-5420 (Sept. 4, 2014).

[16] *Appeal of Craft*, 36 Ed Dept Rep 314 (1997).

4:1. Should I ask for a mentor?

Many boards have a designated person who mentors new board members. Serving as mentor may be a defined responsibility for one of the officers, such as the vice president, or it may be a rotating position. A mentor will orient new board members prior to their first board meeting. The mentor will also check in with new board members periodically during the year to explain key activities, such as the processes for evaluating the superintendent or developing the budget. If you find your board does not have a person designated as mentor, you might suggest it, particularly if you prefer working this way.

4:2. When are issues serious enough to bring to the board?

You are the link between the school district and the community. You should be aware of issues confronting public education and those that could become an issue in your district. You must also filter what you bring to the board for consideration to be sure it truly requires board attention. If you are hearing concerns from community members, you might want to ask other board members whether they are hearing the same concerns. An issue or activity that is counter to board policy should be brought to the attention of the president or the superintendent. When in doubt, feel free to discuss concerns with the superintendent and the president. They can help decide if the board needs to be proactive about a particular issue.

4:3. What is the committee structure, function and role?

School boards operate in various ways. Some boards operate as a committee of the whole where all issues or activities are addressed by the entire board together. Members of boards that choose this method of operation generally receive the same information at the same time and have the authority to deliberate on each issue. Other boards function with a well-defined committee structure where board members serve on several committees and the committees first address issues or activities before making recommendations to the full board.

Generally, board members are appointed to standing committees by the president and serve one-year terms. Ad hoc committees or task forces can also be established to deal with a one-time issue, and their length of term is often less than one year. Inviting staff and community members to serve on a task force allows them to offer their insights and/or special expertise on a particular issue.

The committee structure works best when the board fully trusts all the board members and is willing to consider the recommendation(s) of this smaller subset of the board. Committees comprised of less than a quorum of the board are advisory such that the full board may choose to accept a recommendation in full, in part or not at all. This does not mean the full board cannot ask questions prior to voting on a motion at a board meeting; in fact, all members need to become informed in order to vote responsibly. Rehashing the entire work of the committee, though, defeats the committee's purpose. Boards that use a committee structure believe it saves time and allows each board member to delve more deeply into fewer areas. Some boards find they are able to deal with more issues with this approach and each board meeting is more reasonable in length. Some committees may be required by law, such as the audit committee.[1] Other possible standing committees not required by law but frequently used in districts include: policy, finance, curriculum, buildings and grounds and personnel.

Keep in mind that committees or task forces report to the board, not to the community or media. They should not take on a life of their own.

One last point to be aware of is that committees can be subject to the Open Meetings Law requirements even when there is less than a quorum of board members on the committee.[2] See *School Law,* 40th Edition,14:24, for further clarification.

4:4. How can I survive the politics?

Don't think of it as surviving politics. Instead, view it as cultivating relationships. You are now part of the largest body of elected officials in the state. School governance is founded on the belief that a group of diverse people representing various viewpoints in their district can make better decisions than any one person alone could. It is this diversity that serves as the strength of the school board.

It is best to be open-minded about the opinions of your fellow board members. Your goal should not be to convert them to your point of view. Rather, learn and explore the

[1] Educ. Law § 2116-c; 8 NYCRR § 170.12(d).

[2] Pub. Off. Law § 102; see also NYS Department of State, Committee on Open Government, OML-AO-5068 (Mar. 18, 2011); OML-AO-4158 (Mar. 15, 2006).

issue before the board, listen to all views to build consensus, and collaboratively determine the best solution by working together. You want the students to be the "winners" – not one board member or another.

4:5. How can I best work with the team?

You may be joining a board with members who have been together for a number of years. As the "new kid on the block," it will take you time to become part of the team. Talk with your new colleagues. Respect their expertise. Listen and observe. Ask questions. Do your homework. Make recommendations. It will likely take time and experience before you fully acclimate to your position on the board.

4:6. What should a board do when it is not working well as a team?

Trust, open communication and ethical conduct are critical to the effective functioning of any governance team. If you believe issues are impacting your board's performance, consider proposing a workshop or retreat. This setting allows the board to review and refine its operating procedures and protocols while addressing any interpersonal issues that may hinder its ability to function as a team. Developing a board handbook or an operating procedures manual, along with a code of conduct, can enhance board operations by providing clarity and consistency. Many boards benefit from the assistance of an independent facilitator, who can offer an impartial perspective and help improve performance. NYSSBA's Custom Board Retreat service can support your board by tailoring the retreat to your board's needs.

4:7. How do school boards make decisions?

A school board can take action only during a legally convened meeting in which at least a quorum of members is present.[3] Therefore, it is important that board members do their 'homework' prior to the start of the meeting so they can participate responsibly and make informed decisions.

When making decisions, the board should seek the advice, where appropriate, of the district's administrators, teachers, employees, community members and experts such as the school district's legal counsel, financial advisor or auditor. Being informed and engaging in productive dialogue helps build trust and solidifies confidence in the decisions that are being made as well as with the leadership of the district.

4:8. What is the most important consideration when making a decision?

The primary consideration is the tangible impact the decision will have on your district's students. If you understand the facts, don't allow outside forces to mislead or misinform your opinion, use relevant data and keep the needs of all students in mind when making decisions, you will be more likely to make good decisions. Remember, your first responsibility is to every student in your district. Keeping this in mind will greatly assist you in making the right decisions despite the pressures that certain constituent groups may exert.

4:9. Is there any limitation on when and with whom school board members may discuss school business?

School board members will learn information that is confidential and should not be discussed outside of a board's closed session with friends and family.[4] This does not limit discussions among school board members at appropriate times in conformity with the Open Meetings Law. Board members should know they can discuss issues among each other that are before and within the jurisdiction of the board.

4:10. When I'm in the minority on the board, how can I influence the other board members to consider my point of view?

Genuinely listen to your colleagues. Don't interrupt. Wait to be recognized, then make your point, but don't deliver a monologue. Speak from fact, not emotion. Concisely identify the problem or the potential opportunity. Use facts to make the point that it is a districtwide problem or opportunity. State your recommendation and explain how it helps attain a district goal. Finally, be prepared to compromise.

4:11. Should the board of education set goals for itself each year?

Yes, it is a good idea for a board to have goals for the effectiveness and efficiency of board operations and evaluate them on a yearly basis. In this way, you have a scheduled forum for discussing the efficacy of your board and how to improve it. Performing a board self-evaluation is an effective way to identify areas of improvement and establish board goals.

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[3] Pub. Off. Law §§ 102(1), (2), 103; Gen. Constr. Law § 41.

[4] *Application of the Bd. of Educ. of the City Sch. Dist. of the City of Buffalo, 57* Ed Dept Rep, Dec. No. 17,147 (2017), *aff'd, Paladino v. Bd. of Educ. for the City of Buffalo Pub. Sch. Dist.*, 183 A.D.3d 1043 (3d Dep't 2020); *Application of Nett and Raby*, 45 Ed Dept Rep 259 (2005); see also questions 2:6-2:7.

4:12. Are there term limits for board members?

No, Education Law does not contain term limits for board service. Nor may a school board adopt term limits through a voter proposition.[5] The opportunity to make a change on the board occurs annually during the school board election when community members can choose to run for the board for seats whose terms are expiring. A board with both new and seasoned members can provide new thinking while maintaining institutional history. Similarly, limits cannot be placed on the president and vice president roles.

[5] *See Appeal of Bakal*, 9 Ed Dept Rep 134 (1970).

5:1. What is the role of the superintendent relative to the school board?

Think of the superintendent as the chief executive officer of the school district. He or she reports to the board of directors, the school board. The superintendent is the only employee who is employed directly by the board. All other administrators, teachers and staff are hired by the superintendent, pending board approval. While the school board is responsible for setting the vision and goals for the district, it is the superintendent who implements the policies to attain the goals the board sets. The school board tells the superintendent what it wants done; the superintendent determines the best way to do it. The superintendent is also the board's principal advisor – identifying operational needs and recommending policies for board action.

5:2. How do I communicate with the superintendent?

You should feel free to communicate in any way both you and the superintendent are comfortable with. Usually, the superintendent is more than willing to meet with you, discuss issues on the phone or respond by email. The key is not the method of communication but ensuring that you do communicate, especially when you have questions about agenda items for your board meetings.

5:3. When and how does the board evaluate the superintendent?

The commissioner's regulations require the board to evaluate the superintendent annually according to procedures developed by the board in consultation with the superintendent. Whatever procedure the board chooses to use, it must be filed in the district office by September 10 of each year.[1]

The superintendent's evaluation should be a comprehensive and objective review of performance during the preceding year. The evaluation should be based on a consensus of the board's assessment of the superintendent's performance relative to the stated objectives for the position. The board should also consult the superintendent's contract to determine if it includes provisions related to evaluation.

The superintendent should be provided with a written copy of the board's evaluation and should discuss it with the board in executive session.

5:4. As a new board member, how should I approach the superintendent about making a change without being overly aggressive?

You should feel free to contact the superintendent or board president to share your ideas and request that they either be added to the agenda or referred to the appropriate committee. However, it's best to avoid trying to rehash previous decisions of the board as it can lead to unnecessary conflict and erode trust. Instead, learn why the decision was made, but understand your responsibility is to help the district move forward.

When raising questions about how the board operates, approach the topic tactfully and ask thoughtful, inquisitive questions. This approach will not only help you better understand the culture and operations of the board but also increase the likelihood your suggestions will be well-received. If you have questions about district operations, take a moment to reflect on whether you might be overstepping into the superintendent's domain of managing the district. It is natural for board members to be curious about district operations, but it's not their role to 'fix' how it operates. New board members typically learn about district operations during their orientation. When additional questions arise, reach out to the superintendent with the intent of learning while trusting the superintendent and administrators to handle the day-to-day.

5:5. How do I gain the respect of the superintendent and other administrators?

As with any relationship, trust starts at a base level and is built or earned over time. Respect the superintendent and district administrators. They are the education experts. Seek their advice. Listen to what they have to say. Ask thoughtful questions. Be open, honest and direct. Take time to learn about the school environment and issues that may be unique to your district prior to making suggestions and trying to effect change.

[1] 8 NYCRR § 100.2(o)(1)(vi).

School Law Basics

6:1. What is the legal manner in which school boards make decisions?

School boards, acting in their corporate capacity, are required to transact their business in the same manner as the governing body of any corporation. Their acts are required to be authorized by resolutions or motions adopted or passed by a majority of the whole board.[1] Unless the board has taken official action to designate an individual member as the representative of the board for a particular purpose, an individual board member has no more authority than any other qualified voter of the district.[2]

6:2. What are the powers and duties of school boards?

Boards of education have no inherent powers and possess only those powers expressly delegated by statute or necessarily and reasonably implied therefrom.[3] The general powers and duties of school boards are outlined in Education Law, which assigns different powers and duties to different types of school districts, some of which are common to various types of districts and others of which are specific to a single type of district, for example, common, union free, central, small city and large city. See *School Law,* 40th Edition, Chapter 5.

6:3. What are the primary legal functions of school boards?

School boards adopt policies, consistent with state and federal law, which govern the affairs of their respective school districts.[4] Ultimately, school boards are responsible for educating the children of the school district. This responsibility can be broken down into a few general areas: [5]

Students

- adopting policies governing the admission, instruction, discipline and grading of the children residing in the district.

Employees

- selecting, hiring and evaluating a superintendent.
- employing, managing and disciplining professional and support staff, in accordance with statutory procedures and in cooperation with the superintendent.
- setting parameters for collective negotiations and approving the collective bargaining agreements governing the employment of staff agreed upon by the district's negotiators and various unions.

Overseeing school buildings, grounds and equipment

- providing the space where instruction occurs by purchasing, leasing, maintaining and insuring school buildings.
- providing the necessary equipment and supplies (e.g., computers, textbooks, desks).

General Management

- School boards must annually adopt and present to the voters a proposed budget for the next school year that includes estimated expenditures to carry out the activities described above.[6] See the School District Finance section below for further information.

6:4. May a school board member be removed from office?

Yes. A board member may be removed from office in one of two ways, either by the commissioner of education or the school board. A school board's authority to remove one of its members from office is separate and distinct from the commissioner of education's authority to remove a board member.[7]

A school board may remove any of its members for "official misconduct." Official misconduct occurs when a board member engages in an unauthorized exercise of power or intentionally fails to exercise power to the detriment

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[1] Gen. Constr. Law § 41.

[2] *Downey v. Onteora CSD*, 2009 WL 2259086 (N.D.N.Y. July 29, 2009); *Coughlan v. Cowan*, 21 Misc.2d 667 (Sup. Ct. Suffolk Cnty. 1959); *Appeal of Silano*, 33 Ed Dept Rep 20 (1993) *petition dismissed*, (Supt. Ct. Albany Cnty. Jan. 10, 1994); *Matter of Bruno*, 4 Ed Dept Rep 14 (1964).

[3] *Appeal of Woodarek*, 46 Ed Dept Rep 1 (2006); *petition dismissed sub nom Kelly Services, Inc. v. USNY*, (Sup. Ct. Albany Cnty. May 22, 2007); *Appeal of McKenna*, 42 Ed Dept Rep 54 (2002); *Appeal of Rosenkranz*, 37 Ed Dept Rep 330 (1998).

[4] See, e.g., Educ. Law §§ 1709(1), (2), 2503(2).

[5] See generally Educ. Law § 1709.

[6] Educ. Law §§ 1608, 1716, 2022, 2601-a.

[7] Educ. Law §§ 306, 1709(18).

of the district.[8] A board's decision to remove a school board member from office may be reviewed by the commissioner on appeal.[9]

In general, the commissioner of education may remove a school board member from office for the willful violation or neglect of duty or the willful disobedience of a law or a decision, order, or regulation of the commissioner or rule of the Board of Regents.[10] To be considered willful, a school board member's actions must have been "intentional and with a wrongful purpose" to disregard a lawful duty or violate a legal requirement.[11] Generally, a board member who acts in good faith on the advice of counsel will not be found to have acted with the requisite willfulness to warrant removal from office.[12]

The commissioner considers removal "a drastic remedy that should be taken only in extreme circumstances."[13] The commissioner has removed a board member for behavior that interfered with the board's ability to function. In one case a board member threatened and initiated a physical altercation with another board member during a board meeting. Such conduct breached the board member's "duty to engage in constructive discussion" on matters affecting the governance of the district.[14] For more information, see *School Law,* 40th Edition, 6:40-6:54.

Ethics and Conflicts of Interest

6:5. Must a school board adopt a code of ethics to govern the actions of the board and district employees?

Yes. The General Municipal Law requires all school boards to adopt a code of ethics for the guidance of its officers and employees that sets forth the standards of conduct reasonably expected of them.[15] For further information on the code of ethics see *School Law,* 40th Edition, 12:1-12:2.

6:6. What constitutes a conflict of interest on the part of school board members?

A conflict of interest exists when a school board member is in a position to benefit financially from a decision that members may make on behalf of the district. The state's General Municipal Law defines those situations and relationships that are, and are not, deemed to be a conflict of interest.[16] See *School Law,* 40th Edition, 12:6-12:13. For example, a board member is not deemed to have a prohibited conflict of interest on the basis of his or her spouse's employment with the district.[17]

Board members are required to publicly disclose in writing any interest they or their spouse may have, will have or later acquire based upon a contract or other agreement with the district.[18] For further information on making such disclosures see *School Law,* 40th Edition,12:8.

School District Finance

6:7. How is the school budget created?

The school board must ultimately approve the proposed school budget, but the school superintendent and school business official have a significant role in the preparation of the budget. Typically, the administration puts together a draft budget to frame the board's discussions. Changes are then made in accordance with the board's decisions.

In New York State there is no limit on school budget expenditures. However, there is a cap on the yearly growth of tax levies, commonly referred to as the property tax cap. The property tax cap limits the growth of a school district's tax levy to the lesser of 2 percent or the sum of one plus the inflation factor.[19] The allowable growth each year guides budget planning and influences a board's decisions on funding for budget priorities. See *School Law,* 40th Edition, Chapters 18-19 for further information.

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[8] Educ. Law § 1709(18).

[9] *Appeal of Johnson, 57* Ed Dept Rep, Dec. No. 17,263 (2017); *Appeal of Taber,* 42 Ed Dept Rep 251 (2003).

[10] Educ. Law §§ 306, 1706, 2559; *Application of Sailer,* 63 Ed Dept Rep, Dec. No. 18,362 (2023); *Application of Rickson,* 63 Ed Dept Rep, Dec. No. 18,347 (2023); *Application of E.S.,* 63 Ed Dept Rep, Dec. No. 18,302 (2023).

[11] *Application and Appeal of Moss III,* 58 Ed Dept Rep, Dec. No. 17,602 (2019); *Application of the Bd. of Educ. of the City Sch. Dist. of the City of Buffalo, 57* Ed Dept Rep, Dec. No. 17,147 (2017), *aff'd, Paladino v. Bd. of Educ. for the City of Buffalo Pub. Sch. Dist.,* 183 A.D.3d 1043 (3d Dep't 2020); *Appeal of Christiano,* 50 Ed Dept Rep, Dec. No. 16,217 (2011).

[12] *Application of Rickson,* 63 Ed Dept Rep, Dec. No. 18,347 (2023); *Application of McCray, 57* Ed Dept Rep, Dec. No. 17,307 (2018); *Application of Nett and Raby,* 45 Ed Dept Rep 259 (2005).

[13] *Application of Luciano, 55* Ed Dept Rep, Dec. No. 16,828 (2015); *Application of Powell,* 50 Ed Dept Rep, Dec. No. 16,216 (2011); *Application of Carbone,* 46 Ed Dept Rep 215 (2006).

[14] *Appeal of Kozak,* 34 Ed Dept Rep 501 (1995).

[15] Gen. Mun. Law § 806.

[16] See Gen. Mun. Law §§ 800-802.

[17] Gen. Mun. Law § 800(3).

[18] Gen. Mun. Law § 803(1), (2).

[19] Educ. Law § 2023-a(1), (2)(a).

6:8. What kind of information must be included in the proposed district budget?

School districts must present a detailed statement in plain, easy to understand language laying out the amount of money that will be required for the coming school year for school purposes. This statement must include both estimated revenues and expenditures.[20] The budget is required to be presented in three component parts: program, capital and administrative.[21]

The program component must include all program expenditures of the school district such as salaries and benefits of teachers, programs for students with disabilities, school library and audio-visual, health services, interscholastic athletics and school district transportation services.[22]

The capital component of the budget includes all expenditures for facilities such as construction, renovation, improvements and rehabilitation of school buildings. Expenditures for custodial salaries and benefits, supplies, utilities and maintenance and repair of school facilities are also capital expenditures.[23]

The administrative component of the budget includes expenditures for salaries and benefits for all school administrators, expenditures associated with school board operations as well as the office of the superintendent.[24]

6:9. How and when is the proposed school budget voted on by the public?

After the proposed school budget is adopted by the board, it is placed on the ballot as part of the annual school board election and budget vote on the third Tuesday in May. The budget must be approved by a simple majority of the voters, unless the school board puts up a budget that exceeds the property tax cap. In such cases, the budget must be approved by at least 60 percent of the voters.[25]

Note, budgets are not voted upon by the public in the Big 5 city school districts (New York, Buffalo, Rochester, Syracuse and Yonkers). Those school boards do not possess independent taxing authority. Instead, the school district budget is part of the overall budget for the city.

6:10. After a budget is adopted by the voters, how are school taxes collected?

In order to collect school taxes, the school board must pass a resolution approving the tax roll, which includes a list of all real property in the school district, its assessed value and the amount of taxes each property owner must pay.[26] Once approved, school taxes become a lien on the properties.[27] Thereafter, a majority of the school board must sign the tax warrant which directs and empowers the tax collector to collect taxes in accordance with the tax roll.[28]

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[20] Educ. Law §§ 1608(3), 1716(3), 2601-a(3); 8 NYCRR § 170.9.

[21] Educ. Law §§ 1608(4), 1716(4), 2601-a(3); 8 NYCRR § 170.8(a).

[22] Educ. Law §§ 1608(4), 1716(4), 2601-a(3); 8 NYCRR § 170.8(c).

[23] Educ. Law §§ 1608(4), 1716(4), 2601-a(3); 8 NYCRR § 170.8(d).

[24] Educ. Law §§ 1608(4), 1716(4), 2601-a(3); 8 NYCRR § 170.8(b).

[25] Educ. Law § 2023-a(6)(a), see *N.Y. State United Teachers v. State of N.Y.*, 46 Misc.3d 250 (Albany Cnty. 2014), *aff'd*, 140 A.D.3d 90 (3d Dep't 2016).

[26] Real Property Tax Law § 1306.

[27] Real Property Tax Law § 1312.

[28] Real Property Tax Law § 1318.

7:1. Is it important that I know every policy in the district's policy book?

Policies are the means by which a school board governs the school district; they guide its administration, staff, students, parents and the public, and they ensure accountability, consistency and fairness. While you can't expect to know every policy as you begin your board service, you'll find it helpful to read through the district policy manual at least once. A good starting point is to review your manual's Table of Contents. You'll also find that you become familiar with many policies as you go through the year.

7:2. How can I build my skills and knowledge to become a better board member?

First, take advantage of NYSSBA's training programs, including the New School Board Member Academy, the Annual Convention, regional workshops and webinars. You can find a schedule of NYSSBA's programs on the NYSSBA website at nyssba.org under "Training and Events." Local school boards associations also offer events. Second, read *On Board*, an award-winning newspaper, and other publications on school board service. Third, watch and listen to your colleagues.

7:3. Is board development mandatory?

Newly elected school board members are required to complete two kinds of mandatory training: new member orientation on the powers, functions and duties of boards of education and six hours of fiscal oversight training.[1] To satisfy the mandatory training requirement, NYSSBA offers the state-mandated training in person through the New School Board Member Academy, which is held regionally throughout the state. NYSSBA also offers the state mandated training as a live, virtual training or as a self-paced, online program.

7:4. Do I pay for professional development programs or does the district?

The district does. It is legal and appropriate for the district to pay for board members' attendance at conventions, conferences, workshops, webinars and other developmental events that enhance the board's knowledge and ability to do the district's business.[2] Payment must be authorized by a board resolution adopted prior to attendance, or the board may delegate authorization to an executive officer.[3] Because leaders are learners, it is prudent to include funds for board leadership training in the annual budget.

7:5. What services does NYSSBA offer?

NYSSBA provides advocacy, information, leadership development and custom services for member school boards to help students succeed. We advocate at local, state and federal levels – in government and in the courts. We provide information through *On Board*, *School Law*, a trusted resource for more than 70 years, other publications and our website nyssba.org. We offer a wide array of leadership development activities, including our Annual Convention and Education Expo, Leadership in Education Event, New School Board Member Academy, law conferences, regional workshops and seminars and webinars on a variety of topics. We deliver special programs and services, including custom board retreats, custom policy manuals, policy updates and e-policy. Visit our website, nyssba.org for an in-depth look at how we can help your school board.

7:6. How do I manage the volume of reading that I have as a school board member?

Becoming a school board member is similar to going back to school because there are many continuing education courses available and "homework" that will help prepare you for board meetings. You'll have to do a lot of reading to be fully prepared to discuss and vote on issues.

As every student learns, don't wait until the last minute to do your homework. If you find you don't have enough time to review materials prior to your board meetings, ask if it is possible to get materials earlier. You'll find as you become more experienced that the material becomes more manageable and easier to absorb.

7:7. Where can I get comparative information relative to other schools?

The State Education Department (SED) posts School District Report Cards online at http://data.nysed.gov. For more information, call NYSSBA at 800-342-3360.

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[1] See Educ. Law § 2102-a.

[2] Gen. Mun. Law § 77-b(2); See also *Matter of Cappa,* 18 Ed Dept Rep 373 (1978).

[3] Gen. Mun. Law § 77-b(2); see also Opn. St. Comp. No. 93-12, 27 Opn. St. Comp. 74 (No. 71-246 (1971)).

8:1. With whom in the community should the board connect?

As taxpayers, community members are both the district's "owners" and its "clients." They pay for the district's products and services. Keep in mind that people support what they help create. If the district's stakeholders don't help to create the district's vision, goals, standards, plans, budgets, etc., they may feel no investment in them.

Although your board may not be able to engage every single group and community member, you should identify and engage key internal and external stakeholders. These individuals and groups can help or hinder the district in achieving its vision and goals. Key internal stakeholders may include students, faculty, staff, administrators, volunteers, PTA/PTO, etc. Key external stakeholders may include parents, taxpayers, unions, public officials, business/civic/social/religious leaders and representatives of higher education as well as health, social and youth services organizations.

8:2. How should the board engage the community?

Engage key stakeholders by inviting and appointing them to participate in standing and ad hoc committees, advisory panels, focus groups, forums and surveys. Their input is important in helping to define a vision for the district, set its goals, plan strategically, align resources with goals and other actions offering them an opportunity to learn about public education and to influence governance decisions.

Your board can also engage community members by using a variety of means to inform them about the district and better understand their interests, priorities and concerns. Print and electronic media, district social media and face-to-face conversations all play important roles in this ongoing district campaign to inform and to be informed. While accentuating the positive, student successes and district progress, don't neglect the negative. Be the first to let your community know about potential challenges facing the district and what you are doing to prepare for them. Board members and the superintendent can be effective ambassadors for the district, especially by scheduling dialogues with a cross-section of your community, preferably in their neighborhoods.

Part of your community engagement strategy should also encourage all members of the community to visit their schools. Invite them to extracurricular activities and promote scheduled family days, tours and briefings. In public education, familiarity often breeds support.

All these actions and more should be in your district's community relations policy.

8:3. How do you bridge a gap between the community and the board?

Most gaps result from poor communication. Remember that communication is a team sport: both parties must have the opportunity to speak; both must actively listen. You should review your school board policy on community relations. If this policy does not exist, recommend the board develop one.

Check whether your policy provides a variety of methods for informing the community about the district. Does it use varied means of communication, print media, electronic media (perhaps the district website), social media and speaking engagements at community events? Does it provide various means for community members to inform the board and administration about their interests, priorities and concerns? Such means include opportunities to sit on district committees and advisory panels as well as participate in focus groups, polling and social media.

Does the policy seek to involve all elements of the community in district activities – e.g., encouraging volunteers, scheduling tours and briefings or inviting them to extracurricular events and special occasions? Transparency is key. If your district operates separately from the community, rifts will develop. When you bring the community into their schools and school information into the community, knowledge and trust will improve as the community senses that "your" schools are "their" schools and that their schools are in your good hands.

8:4. How can I make sure I represent community sentiment?

No community is a single, uniform entity. Every community is comprised of various subgroups. To represent your community, your first task is to identify the groups and subgroups that together compose your community. It's helpful to have a demographic and socioeconomic profile of community members served by your district. With it, you can check whether you really are aware of all community members and whether your data and analysis truly reflect the total community.

Although individual board members may not be able to speak with everyone in the community about all issues, the board as a whole should be able to solicit valid input from a sound cross-section of community members. Varied approaches can be used. Committees, panels and forums that include the public may prove valuable. Some boards find it useful to rotate their meetings among various locations in the community. A telephone hotline, dedicated email address or social media feed where citizens can leave comments and questions can also strengthen your district's relationship with the community. Of course, all board members should make opportunities to converse with people throughout the community about district education. Listening is key.

8:5. How does one encourage school board service?

Promoting school board service as a meaningful way to contribute to your community is an ongoing responsibility of school board members. Your actions, teamwork and enthusiasm for board service will influence people in your community to consider serving on the school board.

Attracting qualified and energetic candidates results from activities taking place year-round, not just at election time. By increasing community participation within the schools, you can identify community members willing to consider school board service. Invite individuals to join ad hoc committees, to volunteer in the classroom, or simply to attend various events at school to strengthen their involvement. In this way, potential candidates can become more aware of the challenges facing their schools and the successes you have enjoyed.

NYSSBA designed the New School Board Member Experience website, nyssba.org/nsbmx/ to provide a quick overview of school board service aimed at potential school board candidates.

8:6. How can boards increase public participation and support at meetings?

The first way to encourage public participation at meetings is to review how you treat the public when they come to your board meetings. A pleasant environment, a few social amenities and a procedure by which the public can address the board not only contribute to good decision-making but foster good public attitudes about those decisions. The cardinal rule in building support for public education is to invite input and treat the public with respect. District policies and procedures should make people feel that they are a welcome part of the board meeting and resulting decisions.

This glossary includes definitions of commonly used educational terms and acronyms. The majority of the terms are not discussed within this handbook but are provided here to familiarize new board members with their meanings.

Academic Intervention Services (AIS) – Services required of the school district to provide extra help to students who are not yet meeting the learning standards.

Accountability – Requiring school districts and states to ensure that schools meet their goals/standards.

Annual Professional Performance Review (APPR) – An annual evaluation of teachers and principals that school boards and Boards of Cooperative Educational Services (BOCES) must ensure is conducted in accordance with law and the commissioner's regulations. Each school board and BOCES must adopt an APPR plan to be filed in the district or BOCES office and made available for public review by September 10 of each year. APPR plans may be utilized through June 30, 2032.

Appropriation – An authorization from the board of education or voters to make expenditures and to incur monetary obligations for specific purposes.

Assessed valuation – The monetary worth of all property in the district as determined by the municipal assessor.

Average daily attendance – The aggregate days of attendance during a given reporting period divided by the number of days school is in session during that period.

Basic Education Data System (BEDS) – The State Education Department's system for collecting basic information on all the state's elementary and secondary schools.

Block grants – Federal or state funding distributed in a lump sum directly to states or localities to administer and direct programs.

Boards of Cooperative Educational Services (BOCES) – BOCES are formed by a voluntary cooperative association of school districts in a geographical area that band together to provide services, such as special education and vocational programs, to their component local school districts.

BOCES aid – State funds to reimburse a district for part of the cost of BOCES services.

Categorical aid – State or federal aid which is intended to finance or reimburse a specific category of expenses or to aid a particular target group of pupils.

Charter school – An "independent and autonomous public school" established under state charter school law, eligible for funding from both private and public local, state and federal monies.

Commissioner of Education – The chief executive officer of the Board of Regents and the State Education Department appointed by the Board of Regents to enforce laws and policies relating to the state education system.

Committee on Open Government (COOG) – A statutorily created committee that pursuant to law issues regulations and advisory opinions on the state's Open Meetings Law, Freedom of Information Law and Personal Privacy Protection Law.

Committee on Special Education/Committee on Preschool Special Education (CSE/CPSE) – The team(s) established by the board of education in each school district that are responsible for, among other things, identifying, evaluating and recommending appropriate education placements and services for students with disabilities.

Contingency budget – The budget adopted by the board of education after a proposed budget or budget revote is defeated. A contingency budget is subject to statutory spending restrictions.

Cooperative Service application (Co-Ser) – A BOCES request to the commissioner of education for approval to operate a service.

Core curriculum – The body of knowledge that all students are expected to learn.

Data-driven (or data-based) decision-making – Analyzing varied forms of data to identify educational strengths and/or weaknesses to plan for and implement improvements in student achievement as well as monitoring trends and using this information to make decisions about the effectiveness of continuation or changes in district practices, curriculum, programs, procedures and policies.

Demographic data – Information describing the students and citizens of a school district; usually includes characteristics such as race, age, gender, income, educational level and profession.

Dignity for All Students Act (DASA) – A state law which prohibits student harassment and bullying on the basis of certain protected characteristics.

Distance learning – A mode of delivering education and instruction via the internet without a student physically attending the class.

Elementary and Secondary Education Act (ESEA) – A comprehensive federal law adopted in 1965 establishing the conditions under which states and school districts can access federal funding for education.

Equalization rate – The percentage of full value at which taxable real property in a county, city, town or village is assessed as determined by the commissioner of taxation and finance.

Every Student Succeeds Act (ESSA) – The most recent federal reauthorization of the Elementary and Secondary Education Act (ESEA).

Executive session – A portion of the school board meeting that is not open to the public.

Family Educational Rights and Privacy Act (FERPA) – A federal law protecting the privacy of, and access to, student records.

Fiscal deficit – The amount by which total expenditures exceed total revenues for the fiscal year.

Foundation aid – A state aid formula which provides that the majority of school aid is distributed by a clear and predictable stream of funding.

Free Appropriate Public Education (FAPE) – A FAPE consists of special education and related services provided to an eligible child with a disability at public expense under public supervision and direction.

Freedom of Information Law (FOIL) – A state law that gives the public access to government records, as a way to foster increased understanding of and participation in government. The law provides procedures for requests and a list of the kinds of records that are exempted.

Governmental Accounting Standards Board (GASB) – GASB sets the accounting rules for all governmental entities, including school districts.

Inclusion – Educating students with disabilities as appropriate in a regular classroom setting along with students without disabilities.

Individuals with Disabilities Education Act (IDEA) – A federal law that affords students with disabilities the right to a free appropriate public education in the least restrictive environment.

Individualized Education Program (IEP) – A written statement outlining the plan for providing an educational program for a disabled student based on the unique needs of that student.

Least Restrictive Environment (LRE) – Refers to the setting in which disabled students are educated and the obligation to ensure, to the maximum extent appropriate, such students are not placed in separate schools or classes and participate in the regular educational environment.

New York State Learning Standards – The level of knowledge, skills and understanding that students should be able to demonstrate over time as a result of instruction or experience. There are two types of standards, according to the State Education Department: content standards (what children should know, understand and be able to do as a result of their schooling) and performance standards (acceptable levels of student achievement).

NYCRR (New York Codes, Rules and Regulations) – The compilation of all New York State regulations.

Open Meetings Law (OML) – A law that governs the conduct of board of education meetings. Part of New York's Sunshine Laws; see also Freedom of Information Law.

Parliamentary procedure – A system of organizing a meeting to ensure an orderly, democratic process; Robert's Rules of Order is most commonly used in New York.

Performance-based assessment – Tests which measure students' abilities to perform tasks and solve problems rather than choosing answers from a number of possibilities.

PILOT (Payment in Lieu of Taxes) – An agreed upon payment that is made in place of taxes by a property owner who would not otherwise be liable for taxes based upon the exempt status of the real property.

Public Employee Relations Board (PERB) – A state agency that administers and enforces the Taylor Law.

Standards-based Educator Evaluation and Professional Support Plans (STEPS) – A systematic evaluation of teachers and building principals based upon the New York Teaching and Leadership standards, respectively. Such plans must utilize multiple measures to review and support the professional learning of teachers and principals. These plans replace APPR plans and must be approved by the commissioner of education for utilization no later than the 2032-33 school year.

Student growth model – An accountability system that tracks student performance over time.

Taylor Law – The common name for the Public Employees Fair Employment Act, a part of the Civil Service Law, which is a comprehensive labor relations statute covering all public employees in New York State.

Tenure – Guaranteed job security, granted by state law to teachers after a period of satisfactory probationary service, which cannot be rescinded except for cause.

Title I – A federal aid program under the Elementary and Secondary Education Act to provide schools with a high percentage of low-income families with additional funds to improve academic achievement.

Triborough amendment – An amendment to the Taylor Law, part of the Civil Service Law, that requires the terms of an expired collective bargaining agreement to remain in effect until a new one is negotiated. Named after the 1972 Triborough Bridge and Tunnel Authority PERB decision.

Voucher – A way to allocate and distribute education money directly to parents to pay for their children's education in a public or private school.

Wicks Law – A section of the General Municipal Law that requires school districts to award separate contracts for plumbing, heating/air/ventilation and electrical work.

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Onteora Central School District

School Board Member Handbook



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WELCOME AND CONGRATULATIONS

Being elected to a local School Board is a great honor bestowed upon a citizen. The constituents in your district have entrusted you with the enormous responsibility of overseeing the education of their children. You have the opportunity to give back to your community, impact the quality of education in your district and strengthen our democracy and our nation by ensuring a quality public education for all students.

As a new school board member, you have much to learn about the roles and responsibilities of a board member. With the increasing demand for educational excellence and fiscal accountability, the responsibilities of school boards are far more numerous and of greater impact than at any previous time in history.

Overnight, the newly initiated are expected to become skilled interpreters of school law, expert personnel managers and vigilant overseers of taxpayer's money. What's more, they are expected to function with the other board members as part of a united team, despite differences in backgrounds, political philosophies, knowledge levels and expertise.

The information enclosed is intended to give you an overview of your roles and responsibilities as a board member and to assist you in acquiring the knowledge necessary to be a skilled and effective board member. We hope you will find the information to be valuable as you provide leadership for your community in fulfilling its vision and mission for quality education.

7 SIGNS OF EFFECTIVE SCHOOL BOARD MEMBERS

by Kathryn Blumsack and Terry McCabe

Congratulations! You're now a member of the Board of Education. If you're like most new board members, you've worked hard to reach this point. You've listened to your community, and come to understand its values and concerns. Above all, you've embraced the transformative power of a great board to improve public education. Local control of education through elected school boards is a deeply held American political tradition. School boards may be small and local, but they represent perhaps the most important daily civic commitment we as citizens make to our communities, our children, and our future.

As a new board member, you bring sharp questions, innovative ideas, and fresh energy. You'll look at established routines and policies with new eyes, you'll challenge old assumptions, and you'll have the opportunity to share your perspective with your fellow board members. At the same time, you'll learn how to make a positive difference in the work of the board, and how to contribute most effectively to lasting change. We want you to be the most effective possible advocate for your community's educational vision and values. To help you succeed, we're going to share with you the seven practices of highly effective boards.

1. Going solo's a no-no

You were elected to your board as an individual. You've got issues that are priorities for you. And you'll get a lot of individual attention early on from friends, school employees, and community members who want you to tackle particular problems. The early temptation will be to say "yes' and use your power to fix things.

Except you won't have any power to use -- not as an individual, at least. As a school board member, you have no individual legal authority to fix problems or decide issues. One of the wisest things you can do is to help others understand that you can only get your work done as part of a team. We're not saying you can't try to take the lead on a particular issue, or that you have to stay silent -- not at all. In fact, the more you communicate and share with your fellow board members, the more likely you'll be able to gain support for your priorities and ideas.

Look at the long term: Your success as a board member is inextricably tied to the success of your board. You will be judged by what it accomplishes, not by what you as an individual tried to accomplish. In all the years (decades!) we've worked with school boards, we've never heard anyone say something like, "That's a bad board -- except for Mary Smith."

What do boards work on together? Everything. Consider the three main areas of board responsibility: legislative, administrative, and judicial. The first area of responsibility, legislative, refers to policy making. Effective boards adopt policies that give direction to the superintendent and staff, enabling them to manage the district. The board should seek appropriate input in the development of policy, and after adoption should hold the superintendent and staff accountable for its implementation.

Administration is the second area of responsibility. It includes approving and monitoring the budget, approving and monitoring district contracts, and hiring and evaluating the superintendent and appropriate staff. The administration should present the draft budget based on the goals and objectives outlined by the school board. It is up to the board to ensure that goals and objectives are truly aligned with the spending outlined in the budget. As for contracts, many states give final

approval and responsibility for major contracts to the local board. It is important that you understand the bidding process and follow ethical guidelines in approving all contracts.

Finally, the board's judicial responsibility refers to hearing formal appeals sessions brought forward by staff, students, or parents. Naturally, these appeals require confidentiality, impartiality, and a full understanding of school law and regulations. The judicial function is sporadic, but handling appeals properly is critical to the effectiveness and fairness of a school board.

2. Respect the team

You were elected as an individual, but you'll work as part of a team. The best way to succeed as a board is to practice collaboration and respect. Because boards deal with extremely difficult and vexing issues -- from budgets to grievances and everything in between -- it's common for emotions to sometimes run high. Keep in mind that you're in this for the long haul, and the best way to succeed is to be part of a strong team. Boards whose members treat one another with respect tend to be the most effective. Those whose members give in to acrimony tend to get less done.

Collaboration and respect don't mean consensus. Boards vote, and majorities rule. (But remember: This year's majority could be next year's minority.) There is honor in casting a sincere vote, win or lose. But, after the vote, effective boards move forward together. When you're new, every challenge will be a first-time challenge. But you'll come to realize that boards confront major issues all the time, and that a long-term commitment to collegiality and respect is critical to effective board governance.

The impact of respect goes beyond the board. The board sets the tone for the entire school system. Staff, students, parents, and the community are watching carefully to see how the board functions. Effective boards don't only handle their own work well -- they establish a model of collegiality and collaboration that builds confidence across the community that everyone is working to do what's best for students.

3. Understand the difference between board and staff

Effective board members refrain from trying to perform management functions that are the responsibility of the superintendent and staff. As a board member, it is your responsibility (along with your fellow board members) to ensure that the schools operate well. But it is not your responsibility to run them. That's what the superintendent is for. Boards do have great power, but it can seem a strange kind of power to new members because it's not the power to order individuals to "do this" or "stop doing that." It's the power to establish goals and policies, and then the power to demand accountability for reaching those goals and executing those policies.

The fundamental reason to refrain from trying to perform management functions is so you can hold the system -- and above all, its leader, the superintendent -- accountable for results. Accountability is the key, and many recent educational reforms aim to clarify and strengthen accountability.

If the superintendent understands that he or she will be held accountable by the board to reach goals and execute policies, then the board has achieved a key part of its work. If board members muddy accountability by trying to involve themselves in management functions, then any individual "win" in a particular case has the larger effect of undermining overall system effectiveness.

Here's a common situation for a new board member: You've been approached by concerned

parents or community members about fixing an issue. If this happened during an election, you may have assured the concerned individuals you'd tackle this issue right away. You should listen to such concerns and questions, but rarely if ever will it be appropriate for you to directly contact a principal, a teacher, or a coach to try to solve the problem. That's one of the main ways board members unintentionally diminish their effectiveness.

Part of your job is to help educate the school community about your responsibilities, explain the chain of command (or "chain of accountability," as some board members call it), and direct concerned individuals to the appropriate staff person.
A useful guide for new board members is your school system's policy on how to handle concerns from members of the public, to ensure that every concern gets a fair hearing and timely resolution. And if a concern merits board consideration, you should bring it up with your fellow board members.

4. Share and defend your views, but listen to the views of others

Your board sets the standard for communication within the district. Do you want your district to be open to a thorough discussion, or are you more interested in your own point of view? School board members must have the ability to compromise. You won't "win" on every issue you care about. More importantly, sometimes you'll find that the information, perspectives, and ideas others have may change your mind, or lead to a new and even better collaborative idea.

In the charged and urgent arena of public education, expect to be flexible, even as you seek to honor your deepest values and commitments. There will be times when changes must be made, when tradition cannot be honored, or when pressure must be resisted. Sometimes, you'll measure the true success of a board not by agreement, but by respectful disagreement and spirited discussion followed by a difficult vote. And after a difficult vote, effective boards embrace the decision and move forward together.

5. Do your homework and ask tough questions

Members of effective boards come to meetings prepared to engage in discussions, ask questions, and seek clarification. A lot of background information is required to make policy and assess accountability. In meetings, asking sharp questions can help clarify issues not just for yourself, but for students, families, the community, and even school system employees. Here are some good questions to keep in mind:
What is the goal of this initiative?
How does it align with our vision, mission, and system goals?
How much will it cost? What data tells us it's important enough to merit the cost?
What data supports the notion that it will achieve the desired results?
Are staff ready to implement it? If not, what's our plan?
How does it fit with our existing activities? Does it conflict with anything we're already doing?
How will we evaluate the results?

Board members are not career education professionals. Sometimes this feels like a handicap because of all the jargon, technical language, and policy details that board members, especially new board members, may not know. But keep in mind that, in American public education, local board members are not expected to be experts. They are responsible for serving as a bridge between lifelong education professionals and local communities. To build the bridge, some board

members like to ask plain questions. Michael Harvey, a board member in Maryland's Kent County, likes to encourage clarity and simplicity by asking, "How would you explain this policy to a parent?"

6. Respect your oath

Local school board membership is a public office and a public trust. New members swear an oath to uphold laws pertaining to public education. An important aspect of the public trust is to maintain confidentiality when appropriate. Many issues considered by school boards must be handled in confidence, in executive or closed sessions. These commonly include personnel issues, legal matters, negotiations, land acquisition, and grievances. Your state education laws determine which items must be considered in executive session or in appeals hearings, and specify the process for entering and exiting such a session. Everything discussed is confidential, with the exception of the summary public report the board president makes after the executive or closed session. If an individual board member
divulges information from a closed or executive session, he or she may be held legally responsible. Significant costs and legal challenges may arise for the individual member, the board, and the entire school district.

Note that, while executive or closed sessions are permitted, most states require any action as a result of that executive session to be conducted in a public forum. Just as it is important to adhere to confidentiality for matters that should be confidential, it is important to ensure that no open-session topics are discussed, or actions taken, in executive or closed sessions. When in doubt, consult your board lawyer.

7. Keep learning

Effective board members participate in professional development and commit the time and energy necessary to be informed and effective leaders. You should understand your school system's vision, goals, and policies; its current successes, challenges, and opportunities; and the educational environment in your community.

Most importantly, you should know the aspirations and expectations of the students and parents. At the national level, American public education is undergoing major and rapid changes. Understanding and translating them for your community's schools will require steady, ongoing work.

Many resources are available to you in this new position. You need to know about your state statutes and the organizing documents for your district. Work closely with your board chair and your superintendent to better understand district and board responsibilities. Your state school board association is a great resource for information and professional development. There are additional resources available through NSBA (www.nsba.org) and this magazine (www.asbj.com).

OK, new board members. That's our advice. Congratulations again on your new job and new responsibilities. It'll be exhausting, challenging, and sometimes painful. But, with luck, you'll share the experience of many other school board members in the great American tradition: the most rewarding job you will ever have.

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member in Maryland's Kent County, contributed to this article.

Veteran school board members offer advice and a heads-up:

Becoming a school board member can be a daunting task. To help, we called upon the collective wisdom and experience of our Reader Panel and other subscribers to tell us what advice they found helpful when they joined their school boards. We also asked what they wish they'd known before becoming a school board member. If you want to add your own advice, email it to us at editor@asbj.com.

What is the best piece of advice you received as a new board member?
Get to know what your role is as a board member, develop yourself in many ways, set goals for yourself, be positive, know your limits, and above all listen. -- Jo Ann Beamer, board member, Ohio

Do not be in a hurry to do something. It takes time to develop governance skills. -- Jill Wynns, board member, California

I am only one of five voting members and not a power of one. -- Richard Asadoorian, board member, California

Read and learn your board policies and state law regarding school boards. -- Ginny Moe, board member, South Carolina

Remember, you were elected by citizens. Try to carry their voices and needs. – Cynthia Shabb, board member, North Dakota

When people present you with a problem, make sure you ask them whether they have already discussed the issue with the building level administrator, i.e., principal, before bringing it to you. If they have not, ask them to before you begin investigating. -- David Mauffray, board member, Mississippi

Once a decision is made you should support the decision. If you disagree, try to change the decision. -- James R Dykeman, Jr., board member, Massachusetts

If it is not good enough for my child, it is not good enough for any child. -- Bill Kress, board member, New York

Read your school state laws and codes and ask questions about anything you don't understand. -- Terisa Fitzpatrick, board member, Illinois.

As long as you are working in the best interest for the students, vote your conscience. – Mary Mathes, board member, Indiana

Read everything and to be prepared. -- Iris Lane, board member, Virginia

If you feel like you are overwhelmed, you are micromanaging. -- Jim Butt, board member, Pennsylvania

Be respectful of the opinions and positions of your fellow board members. -- Scott M. Johnson,

board member, New York

Your primary constituents are the students -- who do not vote. -- Charles Wilson, board member, Virginia

Change takes time. Start slow and build to fundamental change. -- Sheldon Wigdor, retired board member, California

Don't surprise your superintendent or the staff with questions at board meetings. Give them a heads up that you will be raising an issue so that they will be prepared to speak about it. -- Jeff Phillips, board member, North Carolina

Don't take things personally. -- Vanessa Hatcher, board member, Illinois

Recognize the difference between policy and procedure. -- Bill Culbertson, board member, Kentucky

Create alliances with each board member, learn what they care about and how to present ideas to each and every person to speak to their beliefs. -- Mary S. Cunningham, board member, Virginia

Vote based on facts and data, rather than getting caught up in the politics or trading votes. -- Kyle K. Walker, board member, Oregon

Be open to listen from all stakeholders before making up your mind. -- Raymond Eng, board member, New Jersey

Go to the state association certified training as soon as possible. -- Peggy Taylor, board member, Missouri

At Board meetings don't respond immediately to criticisms or complaints -- Kathleen Oxberry, board member, Pennsylvania

What do you wish you had known before becoming a school board member?

I wish I had known that the board meetings are not always where the suggestions are made or where the work gets accomplished. -- Cynthia Shabb, School board member, North Dakota How much time it would take (and how many nights I'd be away from my family). -- Stephanie Gunderson, board member, Pennsylvania

All of the acronyms. -- Steven Hermann, board member, Missouri

I didn't realize that so much was prescribed by law. -- Terry Reed, board member, Indiana

How demanding the job can be when there are "hot button" issues pending. -- Cheryl D. Mayes, board member, Tennessee

The thing that surprised me the most was the level of respect that I received after being elected. Even people I had known for years and always on first name basis immediately started referring to me as "Mr." -- Joseph M. (Mickey) Furcron, board member, Texas

I wish I had known right from the start that I need to evaluate all requests that come my way and respond appropriately. -- Kathy Korte, board member, New Mexico

Constituents expect you to be on call 24/7. -- Sann Knipple, board member, Illinois

Your first year is like drinking from a fire hose. The amount of reading materials and data you will be inundated with is unbelievable. -- Ronald Sommer, board member Vice-President, New York

That I would actually feel good about being a trustee. -- Michael Castellano, board member, N.Y.

The misinformation that the public and parents have about public schools and how they educate children. -- Elaine G. Davis, board member, Louisiana

I wish I would have known how best to communicate collaboratively as a board with the superintendent. -- Michelle Engel, board member, Indiana

How rewarding it feels when things are going well, and to know you have been a good shepherd for the district. -- Nick Hankes, board member, Illinois

I wish I had known more about district finances. Early on, I heard someone say, "Show me where you put your money and I will show you where your priorities are." That is so true! -- Kathryn Simpson, board member, Washington state

That changing a system is hard work, even in a small district. -- Kacie Neaby, board member, Washington state

As a board member, you personally will not make any difference, but as a team, you will. -- Linda Kessler, board member, Wyoming

I did not realize how much "business" was involved. Purchases, leases, budgets, etc. I thought the work I would be doing would be closer to the children. -- Bill Bradley, board member, Mississippi

I wish I had known how easily misunderstood board decisions may be in the community and how important it is to over-communicate. -- Julia K Beckman, board member, Illinois

I wish I'd had a thorough study of Robert's Rules of Order. -- Ginny Moe, board member, South Carolina

Legal Authority of School Boards

The origin of School Boards occurred when the colonial legislature of Massachusetts passed a law that gave people the power to establish schools. In the 17th century, Selectmen, the elected representatives of the people, appointed townspeople to a committee to oversee schools. This was the beginning of local control of schools by lay citizens. From this beginning, school boards evolved.

The official duties of School Boards have changed throughout history. One of the primary documents that governs the actions of the school district is the New York Education Laws. Onteora Policy # 1310 outlines the Powers and Duties of a School Board Member in accordance with Articles 35 and 37 of New York State Education Law.

The Board of Education operates as a corporate body. Individual school board members have no authority to act independently, and can't commit or bind the board by their individual actions. Powers and duties of the board must be exercised by the board as a whole.

For the Board of Education to take action, the action must be voted on at a public meeting by a majority vote of the members elected to and serving on the board and a proper record made of the vote. The meeting must be properly convened and comply with proper notice to the board (Revised School Code; bylaws) and proper notice to the public (Open Meetings Act).

The regulations that govern how the School Board operates are determined by the Department of Education, New York State Board of Education, the Commissioner of Education, and Onteora School Policies and bylaws. It's important that you are aware of the policies and by-laws that the School Board has established and follow them carefully in order to avoid any fines and lawsuits for violations.

How a Board Works

What is a Board of Education?

A Board of Education is an elected body created by the New York State Legislature based upon the State's constitutional obligation to operate a state-wide public school system. The school board is the employing agent for the District, formulates policies, approves the curriculum, builds the school budget, places expenditure and bonding requests before the voters and maintains the school buildings. Board members are elected at-large to overlapping three-year terms of office. An action by the Board carries the same weight as a local law passed by any other local governmental unit.

How is the Board organized?

There are seven Board members. The President and Vice-President of the Board are elected by Board Members for one year terms at the annual organizational meeting in July. The President conducts the meetings, acts as spokesperson for the Board, and performs various other legal functions. The Vice-President conducts the meeting in the absence of the President.

What is the role of the Superintendent?

The Superintendent of Schools is the Board's principal advisor and as its chief executive officer the Superintendent is responsible for the execution of the Board's policies and the operation of the school district.

Are meetings open to the public?

Yes, however, the Board occasionally holds executive (closed) sessions. Under New York's Sunshine Law, the Board may call an executive session for the following purposes: personnel matters, negotiations, sale or purchase of property, matters involving litigation or matters required to be kept confidential by federal law or state statutes. At all other times an action of the Board must be taken in public session.

When and where are meetings held?

The Board of Education decides each July when and where meetings will be held. At this time Board meetings are held every other Tuesday with a snow date of Thursday. The meetings normally start at 6:00 p.m. and are held in various schools throughout the district. Please check the Onteora website for more information. Special meetings are generally held at the District office.

What happens at Board meetings?

The School Board meets to establish or amend policies and act upon the recommendations of the Superintendent. These recommendations can include personnel matters, building maintenance, curriculum and program matters as well as a review of the financial status of the District. Copies of the agenda are available on Board Docs and/or at the meeting.

Do citizens have a chance to speak at Board meetings?

Any person may address the Board at each meeting during Public Be Heard. The time for each public comment will be limited to 3 minutes per person. Individuals addressing the Board will be

asked to state their name and affiliated organization, if any, which they represent.

Will the Board provide an immediate answer to questions or concerns voiced at Board meetings?

No. Issues usually are more complex than that. The Board needs sufficient time to study all aspects and to hear others who have ideas on the issue. The Board will act as promptly as possible.

POWERS AND DUTIES OF THE BOARD

Policy 1310 By-Laws

The Board of Education shall have powers and duties as set forth in New York State Education Law, principally Articles 35 and 37, and other applicable Federal and State laws and regulations. In general, the Board shall have in all respects the superintendence, management and control of the educational affairs of the District and shall have all the powers necessary to exercise these powers expressly granted to it by the laws of New York State and the Commissioner of Education.

Duties and responsibilities of the Board of Education include, but are not limited to, the following:

a) Perform all duties and exercise all powers granted to it by the rules of the Board of Regents and the regulations of the Commissioner of Education.

b) Prescribe regulations and by-laws necessary for the effective conduct of all proceedings which include general management, operation, control of and discipline in the schools, and all other educational, social or recreational activities, and other interests under its charge or direction.

c) Establish and maintain such free schools for children and adults as the Board shall deem necessary to meet the demands of the District.

d) May maintain public libraries, and shall establish and equip playgrounds and recreation centers on District property.

e) Authorize the general courses of study which shall be given in the schools and shall approve the content of such courses before they become operative.

f) Determine where each pupil will attend, determine textbooks to be used, and regulate the admission and grade placement of pupils.

g) Create, maintain or abolish such positions and divisions as in its judgment may be necessary for the proper and efficient administration and management of its schools.

h) Prescribe rules and regulations for the care, control and safekeeping of all school property.

i) Provide all equipment, books, furniture, and supplies for the proper and efficient management of all schools.

j) In its discretion, conduct, authorize and maintain extra classroom activities. Prescribe rules and regulations to govern moneys received or derived from carrying on extra classroom activities.

k) Provide transportation, home teaching or special classes for students with disabilities and delinquent children in accordance with law and regulation, irrespective of the school they legally attend.

l) Call special elections when deemed necessary and give public notice of special or annual elections.

m) Appoint a School District Clerk who shall also be clerk of the Board of Education, and a School District Treasurer.

n) Visit the physical plant once a year and report at the next regular meeting of the Board of Education on the conditions thereof.

o) Visit each school in session and report at the next regular meeting of the Board of Education on the educational program.

Policy 2210
Education Law Sections 1604, 1709 and 1804
NOTE: Refer also to Policy #6540 Defense and Indemnification of Board Members and Employees

POLICY MAKING

Good business practice and, in many instances, the law itself require the Board to adopt written policies governing the operations of the schools and to make these policies easily accessible to school employees, parents and the general public.

Because policy-making is central to the board's governance and oversight responsibilities, it is imperative that adopted policy be clearly written, up-to-date and legally viable.

The Board and staff have specific roles in policy development, adoption, implementation, review and evaluation.

- Policy Development is a cooperative effort involving the Board the staff and the community.
- Policy adoption is the responsibility of the Board.
- Policy implementation is the responsibility of the Superintendent and staff
- Policy review and evaluation is the responsibility of the Board based on information received from the staff, community and other resources.

The policy-making process should result in policy that (1) reflects the board's intent and articulates a definite course of action, (2) delegates key responsibilities, and (3) declares desired outcomes.

Written Board policy fosters stability and continuity, establishes a legal record - and a legal basis - for many Board actions, forms the core of the District's written communication system and provides a framework for the Superintendent and staff to confidently assign duties and execute those assignments.

18 TENETS OF THE EFFECTIVE BOARD-ADMINISTRATIVE MANAGEMENT TEAM

Board Members Should

1. Recognize their function as being legislative and judicial, and respect the executive function of the superintendent.

2. Attend all board meetings and assure that the board does not meet in the absence of the superintendent except to discuss the superintendent's terms of employment.

3. Recognize that authority to act rests with the entire board or a legally constituted quorum of the board and that business may be transacted only in official meetings; refrain from making commitments to individuals/ organizations as one member of the board.

4. Support the superintendent as the executor of board policies.

5. Listen courteously to parents with questions, comments, and complaints, referring them to an appropriate member of the school staff in accordance with school policies.

6. Refer personal request and criticism by school staff directly to the superintendent in accordance with school policies.

7. Keep the superintendent and fellow members of the board advised of community reaction to school policies.

8. Submit items to be placed on the board meeting agenda according to locally adopted policy giving the superintendent sufficient time to assemble pertinent information.

9. Encourage and support the superintendent to consult with the staff and. community to seek opinions and recommendations for board consideration.

10. Require that meetings of the board be conducted on the basis of a planned agenda prepared by the superintendent in accordance with board policies and be made available to board members together with pertinent information prior to the board meetings.

11. Develop a clear set of policies re: such items as size of school, assigned responsibilities, budget preparation and format, staffing, admission policies, use of school property, public relations, etc.

Superintendents Should

1. Recognize his/her function as being executive and respect the legislative and judicial functions of the board.

2. Attend all board meetings except when the superintendent's terms of employment are under discussion.

3. Interpret official actions of the board to school employees and community groups in a faithful, accurate, and objective manner and not make any commitments to individuals or organizations outside the context of adopted school policy.

4. Faithfully and objectively administer the policies of the school as adopted by the board.

5. Establish a program of school-community relations leading to open two-way communications between the district and all parties.

6. Provide written grievance procedures for school staff and assure an effective means of communication among staff, board, and superintendent.

7. Keep the board continuously, adequately, and objectively informed concerning the school program, curriculum and problems. - current and anticipated.

8. Accept items to be placed on the board meeting agenda according to locally adopted policy, and gather pertinent information relative to the items on the agenda to be presented to the board.

9. Formulate with members of the school staff, board, and community, recommendations to be made to the board.

10. Prepare for all board meetings, in cooperation with appropriate board officers, and distribute agenda and supporting materials to board members in ample time prior to board meetings.

11. Carry out board policies and be held accountable for them. Assist the board in maintaining focus on policy matters and recommend and evaluate policy at all times.

18 TENETS OF THE EFFECTIVE BOARD-ADMINISTRATIVE MANAGEMENT TEAM (cont'd)

Board Members Should	**Superintendents Should**
12 Require that the administrative rules and regulations be in harmony with school policy.	12. Present to the board for its advice, counsel, and approval, administrative rules and regulations implementing the policies of the board.
13. Delegate full executive responsibility to the superintendent for establishing and operating a total school program of acceptable standards.	13. Accept full executive responsibility for establishing and operating a total school program of acceptable standards.
14Assume responsibility for adopting fiscal policies that will allow the superintendent to operate a total school program of acceptable standards.	14. Assume responsibility for presenting to the board responsible and detailed fiscal plans, both current and future, to assure the smooth operation of an acceptable total school program.
15. Adopt policies that will allow the superintendent and the designated staff to keep abreast of contemporary developments in education through conference attendance, in-service workshops and consultant services	15. Advise the board of programs designed to keep the superintendent and staff members abreast of contemporary developments in education.
16. Adhere to the guidelines in the superintendent's contract prior to the end of his/her contract about whether or not that contract is to be renewed.	16. Provide appropriate notice prior to the end of a contract whether or not he/she is planning to renew contract obligations.
17. Assure that the superintendent has the opportunity to meet with the boar din any final determination of his/her termination of services.	17. Provide the board with an adequate explanation if deciding not to renew the contract.
18. Act on the selection, promotion, demotion or dismissal of professional school personnel only after submission of a recommendation by the superintendent.	18. Present to the board recommendations for selection, promotion, demotion or dismissal of professional school personnel only after ascertaining that each person recommended for selection or promotion is the best qualified, in all ways, for the position.

ESSENTIAL ATTRIBUTES OF AN EFFECTIVE BOARD MEMBER

Even the most experienced board members never stop learning the technical details of the job. Being effective requires more than knowing the details of the tenure law or how to interpret the budget. Being a successful board member begins with a genuine commitment to striving for high quality public education that supports the full development of all children. Certain skills and attributes are consistently present in effective board of education members. Here are some steps to consider:

Be prepared to participate responsibly. Do your homework, come prepared to work, remember that sometimes the work is to listen; agree and disagree as your values dictate, and accept that the group decision is legitimate even if it's not your personal choice. It's not acceptable to have opinions and not express them.

Focus on serving all children. Ensure every deliberation, decision and action reflects the best interests of every student you serve. No child is more important than another.

Remember that your identity is with the community, not the staff. It's easy to identify with staff as you probably will have more discussions with them about issues. But you must remember that your job is to serve in trust for the community.

Represent the community, not a single constituency. You will understand and/or identify with certain constituencies (parents, neighborhoods or communities, special ed, etc.), but you MUST remember that being a board member means serving in trust for the entire community. There's no way seven people can provide a spokesperson for every constituency or legitimate interest, so in a moral sense you must stand for them all. You can be FROM a constituency, but you must not let yourself REPRESENT it.

Be responsible for group behavior and productivity. You are responsible for not only yourself but the group. If the group doesn't do its job, meddles in administration, or breaks its own rules, you personally share that responsibility.

Honor divergent opinions without being intimidated by them. You are obligated to express your honest opinions on issues, and so are each of the other board members. Encourage your colleagues to speak their opinions and listen to them carefully and respectfully. But don't allow yourself to be intimidated by louder or more insistent board members.

Use your special expertise to inform your colleagues' wisdom. If you have special expertise (law, accounting, construction, etc.) remember that you're NOT personally responsible for decisions relating to that area. Use your expertise to help inform your colleagues (i.e., help them understand what fiscal health looks like v. fiscal jeopardy) but don't assume sole responsibility for those decisions. Also remember that you're not on the board to help the staff or even advise them with your special expertise. Your job as a board member is to govern. If you wish to offer your help as an expert, make sure that all parties know you are acting as a volunteer, not a board member, and remember that asking for or accepting your help is a staff prerogative, not yours.

Be aware of the community and staff's perceptions of the board. If the board is perceived as being unethical, dishonest, secretive or self-serving, whether justified or not, that will become reality for the community and staff. Consider how stakeholders might interpret your behaviors and decisions then act accordingly.

Think upward and outward more than downward and inward. There is a great temptation to focus on what goes on with management and staff instead of what difference the district should make in the larger world. This requires ignoring the minutia or details in order to examine, question and define the big picture. The latter is a daunting and awesome task, but it's board work - governance!

Don't tolerate putting off the big issues forever. As daunting and awesome as the big decisions are, they are the board's to make. (What are our core values and beliefs about education in our community? Based on those where do we put our resources?) If you don't, you're abdicating your authority. Your inaction is a decision of sorts and if you don't make it, someone else will by default.

Support the board's final choice. No matter which way you voted, you are obligated to support the board in its decision. This doesn't mean you have to pretend to agree with it. You may maintain the integrity of your dissent. What you support is the legitimacy of the choice even though you don't agree. For example, you will support without reservation that the superintendent must follow the formal board decision, not your personal preference.

Don't mistake form for substance. Don't confuse having financial reports for having sound finances or having a public relations committee for having good public relations. Beware of the trap of having procedures rather than substance.

Don't expect agendas to be built on your interests. The board's agenda shouldn't be a laundry list of individual members' interests but a plan for taking care of the governance of the district. Being a community trustee is very different from seeing the organization as your personal possession. The board job must be designed to insure that the right of the entire community is faithfully served in the determination of what the district should accomplish.

Squelch your individual points of view during monitoring. Your own values count when the board is creating policies. But when you monitor the performance of the superintendent or the success of programs, etc., you must refer to the criteria the corporate board decided, not what your opinion was about those criteria. And as you review the criteria, your monitoring shouldn't be based on whether things were done the way you would have done them, but whether they were a reasonable interpretation of the board's policy.

Obsess about ends. Keep the conversation focused on values, mission, vision and goals (Who gets which benefits for how much?). Talk with other board members, staff and the public about these matters first and foremost.

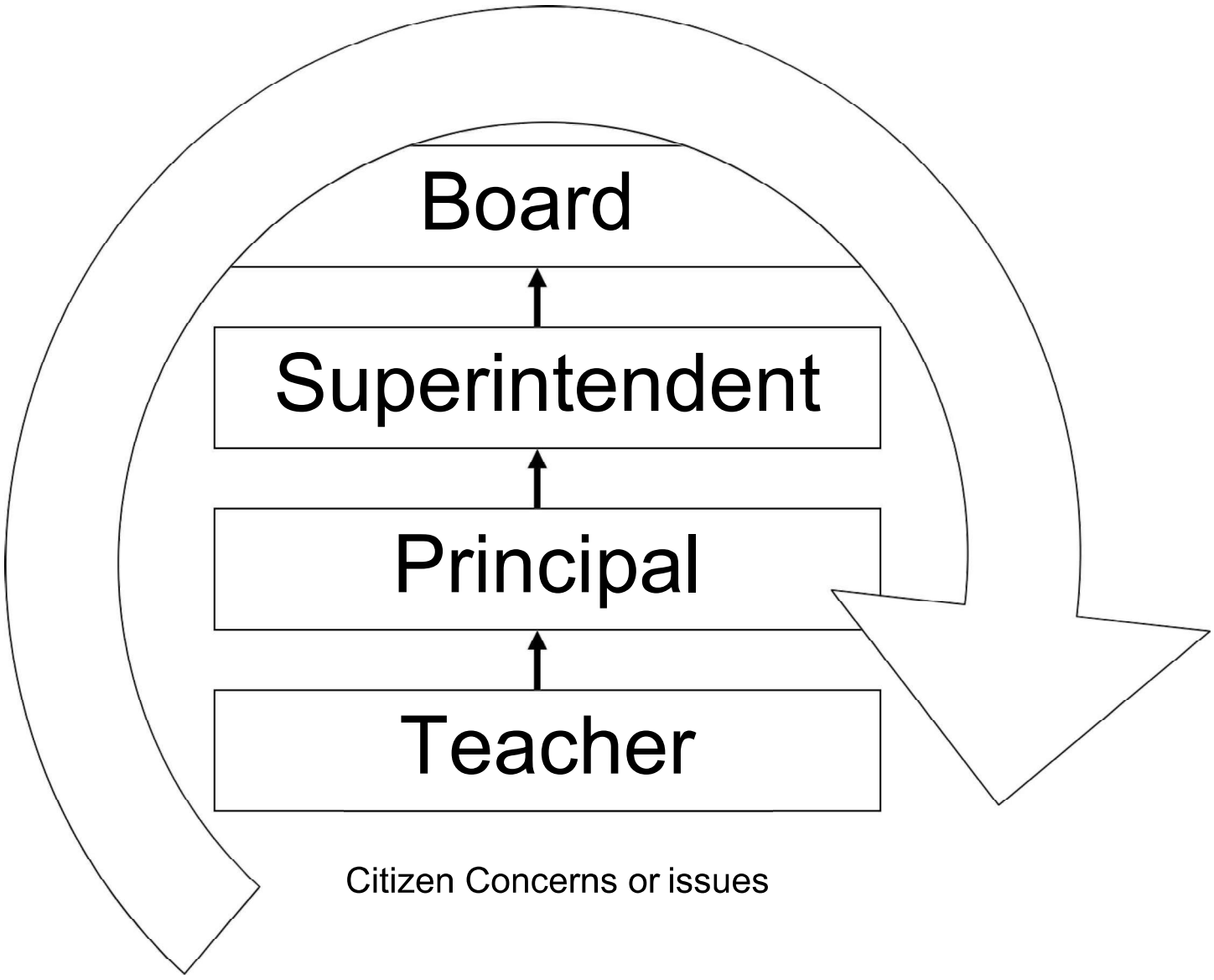
Continuously ask of yourself and the board, "Is this board work?" The deliberations of the board must add value. They must deal with fundamental, long-term issues that require the wisdom and decision-making of a diverse group of seven people who look at the whole - not just at pieces or the issue du jour.

Michigan Association of School Boards, A School Board Member's Resource Guide: First Year Orientation

WHAT IS THE CHAIN OF COMMAND?

The chain of command is to be used by board members and administrators to direct parents who call about concerns they have within the district. The best way to respond to parental complaints is to be a good listener, ask questions for better understanding and then redirect and guide the parent to the original source where the problem occurred. For example, if something happened in the classroom, then they should be referred back to the teacher for resolution. It's only when the issue can't be resolved at that level that the concern should move up the chain of command. The board of education should be the very last recourse for complaints.

It's reasonable to assume that most complaints that follow this chain of command can be resolved by school personnel before it ever reaches the board level.



Source: The School Board Member's Manual, The Essential Guide for Effective Service Jeff Straton

ADDRESSING PARENT QUESTIONS

Who Should a Parent Call if They Have a Question?

Students:

	Academics/ Classroom Procedures/ Discipline	**Athletics**	**Cafeteria**	**Special Education**
1st Contact	Teacher	Coach	Director of Food Services	Teacher
2nd Contact	Asst. Principal or Principal	Athletic Director	Principal	Principal
3rd Contact	Assistant Superintendent for Curriculum & Instruction	Assistant Superintendent for Curriculum & Instruction	Assistant Superintendent for Business	PPS Director
4th Contact	Superintendent	Superintendent	Superintendent	Assistant Superintendent for Curriculum & Instruction
5th Contact				Superintendent

Other:

	BOE Policies	**Building Use/Facilities**	**BOE Policies**	**Transportation**	**Taxes**
1st Contact	Principal	Principal	Principal	Principal	Tax Collector
2nd Contact	District Clerk	Assistant Superintendent for Business	District Clerk	Director of Transportation	Assistant Superintendent for Business
3rd Contact	Superintendent	Superintendent	Superintendent	Assistant Superintendent for Business	Superintendent
4th Contact				Superintendent	

ORIENTING NEW BOARD MEMBERS
Policy 2110

The election or appointment to the office of Board of Education carries great responsibilities to the community and children of the Onteora School District, along with the expectation of confidentiality. The Board of Education believes that participation in a program of orientation is helpful to any trustee elected to the Board of Education for a first term. Therefore, the following program of orientation shall be available:

a) Each newly elected or appointed Board of Education trustee shall be provided an opportunity to attend an orientation meeting with the President of the Board of Education and the Superintendent to tour the District buildings and discuss the following:

1. Refer to policy 2350, which is mandatory for new Board of Education trustees as of July 2011
2. Organization of the Board and District.
3. Board of Education Handbook

b) Each newly elected or appointed Board of Education trustee shall be invited to attend Board meetings prior to the commencement of their term. The District Clerk shall direct the newly elected Trustees to on-line. material pertinent to meetings and shall explain its use.

c) Each newly elected or appointed Board of Education Trustee shall be assigned a mentor from the sitting Board

d) Each newly elected or appointed Board of Education trustee elected or appointed to a first term shall be provided a portfolio of information prepared by the Superintendent. The portfolio shall contain, but not be limited to a copy of the following documents:

1. Board of Education Member Handbook
2. Board of Education website link (https://www.onteora.k12.ny.us/board-of-education) Includes goals, committees of the board, Board norms, minutes, etc.
3. Access to School Law book by NYSSBA (most recent edition). (This book is at Central)
4. Superintendent's and Assistant Superintendent for Curriculum & Instruction's current contract with the Board of Education https://www.onteora.k12.ny.us/about/agreements
5. All negotiated agreements with the Superintendent and Board of Education. https://www.onteora.k12.ny.us/about/agreements
6. Technology Plan. https://www.onteora.k12.ny.us/about/district-plans
7. Budget. https://resources.finalsite.net/images/v1549896539/onteorak12nyus/luvnr2szno2dhjg03kxo/2018-2019ApprovedBudget.pdf
8. Audit Committee Charter. https://www.onteora.k12.ny.us/board-of-education/committees-of-the-board
9. Board Docs Access.
10. Professional Development Plan. https://www.onteora.k12.ny.us/about/district-plans

Reference: OCSD Policy 2350 Board Member Training

Adopted: 11/23/21

NOTE: These link are available and updated in page 32

State-Mandated Training

Members of the Board of Education elected or appointed for a term beginning on or after July 1, 2005, shall, within the first year of their term, complete a minimum of six hours of training on the fiscal oversight, accountability and fiduciary responsibilities of a school board member.

Additionally, Board members elected or appointed for a first term beginning on or after July 1, 2011, shall, within the first year of his or her term, complete a training course to acquaint him or her with the powers, functions and duties of boards of education, as well as the powers and duties of other governing and administrative authorities affecting public education.

These mandatory trainings may be taken together as a single course or separately.

Each member shall demonstrate compliance with these requirements by filing with the District Clerk a certificate of completion of such course issued by the provider. Actual and necessary expenses incurred in complying with this requirement shall be a charge against the school district.

Every Board member will complete at least one training per year which addresses topics pertinent to serving successfully as Board members, in their roles as fiscal stewards, policymakers, and governance leaders. In years where Board members complete the state-mandated training, they are not required to take additional training under this paragraph. Such training can take the form of in-person conferences, online webinars or classes, facilitated retreats, or other format approved by the Board. The Board shall determine participation in training by majority vote. The Board shall include in the annual budget sufficient funds for at least one training per Board member per year.

The Board President and Board Vice President, when newly-elected, will complete at least one training on the duties, roles and responsibilities of school board officers. Such training can take the form of in-person conferences, online webinars or classes, facilitated retreats, or other format approved by the Board. The Board shall determine participation in training by majority vote. The Board shall include in the annual budget sufficient funds for at least one such training per newly-elected Board officer.

Cross-ref: 2110, Orienting New Board Members
2320 Attendance by Board Members at Conferences, Conventions, and Workshops
6161, Expense Reimbursement

Ref: Education Law §2102-a

Adoption date: 11/23/21

BOARD COMMUNITY COMMUNICATIONS
Policy 2130

The Board of Education encourages transparent engagement and communication with the school community.

One of the most direct ways to communicate with the Board as a whole is during the Public Be Heard portion of the Board's public meetings (see Policy #1512)

The Board can be reached as a whole via email at onteoraboe@onteora.k12.ny.us. While members of the Board may receive individual communications from the public, individual trustees cannot make decisions for, or represent positions of the Board as a whole, unless they have previously been publicly determined.

The Board directs the District Clerk to receive and review physical letters sent as correspondence to the Board. Anonymous letters will be reviewed and filed by the District Clerk, except as may be required pursuant to law or Board policy when correspondence pertains to: whistleblower complaints, retaliatory behavior, sexual harassment, allegations of fraud, health and safety issues, and legal issues.

The Board may also call upon the Board Communications Committee, if appropriate, to assist with community communications, in concert with the Administration.

#1512 Public Be Heard: Regular Board Meetings/Workshop Sessions
#5572 Allegations of Fraud
#5573 "Whistle-Blower" Protection Policy
#3421 Sexual Harassment

Adopted: 12/8/20

Board of Education is a body corporate (§1701 Education Law).
Concept of Quorum (§41 General Construction Law)-A quorum is a majority (more than one-half) of the total number of members on the Board of Education (e.g., for a five- member board, three members would constitute a quorum; six or seven member board, four members). A quorum must be present in order to convene a Board meeting and a quorum vote is required in order to take action (e.g., by resolution).
Exceptions: Supermajority voting requirements: discontinuing a designated textbook within five years of adoption requires a three-quarters (3/4) vote of the Board of Education; if a relative, by blood or marriage, of a Board member is employed in a teaching position or appointed to tenure, a two-thirds (2/3) vote of the Board of Education is required; standardization on a particular type of equipment or supplies must be determined to be in the best interests of the District by a two-thirds (2/3) vote of the Board of Education; a vote to place a proposition before the voters for an object or purpose for which bonds may be issued requires a three-fifths (3/5) vote of the Board of Education.

Individual Board members have no inherent powers by reason of holding office without power to individually authorize action or to direct personnel
EXAMPLES: *Matter of Balen*, 40 Ed. Dept. Rep. 479 (2001) - Board member removed for directing supervisor to give overtime work to employees. *Appeal of Wallace*, 46 Ed. Dept. Rep. 347, Dec. No. 15,529 (Feb. 14, 2007) Involved the right of board members to express an opinion on the school budget and other propositions. In Wallace, the board president wrote a letter to the editor of a newspaper explaining a voter proposition seeking approval for a building project. The by-line of the letter identified the writer as a member of the board. According to the commissioner, that by-line gave the impression that the board president was speaking in his official capacity. The commissioner cautioned board members who wish to express their personal opinions about issues before the voters to ensure that they clearly distinguish their personal views from those of the board they represent. Therefore, when writing a letter in support of an issue before the voters, school board members must be sure to explicitly state that the letter expresses their personal views.

Duty of Confidentiality regarding lawful presentation of confidential matters in executive session or Board packet materials (§805-a General Municipal Law, Application of Nett & Raby, 45 Ed. Dept. Rep. 259 [2005]).
The Commissioner placed all Board members on notice that breach of confidentiality regarding a matter that legitimately may be discussed in executive session could result in the Board member ' s removal from the Board. Unlike the definition of confidentiality previously announced by the Committee on Open Government in its advisory opinion letters, the Commissioner will hold Board members accountable for maintaining as confidential information intended to be kept secret that is a proper subject for executive session (see Appendix "B"), a broader definition than those matters made confidential by statute. The Commissioner opined that only a quorum vote of the Board can act to relinquish the protection afforded to lawful speech exchanges in executive session: "In the course of their duties, school board members are required to discuss and debate difficult and sensitive issues, including matters involving employee discipline, collective bargaining tactics and litigation strategies. The law specifically recognizes the delicacy of these matters by permitting them to be discussed in private (see Public Officers Law § l 05). The purpose of this exception to the open meetings rule is to enable public officers to deliberate freely and speak frankly in ways they might not if these discussions were held in full public view."

Several months before issuing the Nett & Raby Decision, the Commissioner in Appeal of Hoefer, 45 Ed. Dept. Rep. 66 (2005) upheld the removal of a board member for violating that district's Ethics Policy and for disclosing the district's salary proposal for collective bargaining.

Many modern School District Codes of Ethics extend the confidentiality restriction to matters included in the Board packet that would qualify under the executive session confidentiality test. There is every reason to believe that the Commissioner would uphold the removal of a board member who discloses opinions and recommendations from the Superintendent (who under law has the right to address all matters that come before the Board) that involve matters which may be confidentially discussed in executive session. Such Codes of Ethics cite such violations as actionable official misconduct.

A deliberative process privilege has been recognized under law applicable to New York school districts and may extend to certain confidential documents issued by the Superintendent to the Board in the meeting packet addressing executive session matters. This privilege extends to documents that are pre-decisional in nature and that are related to the decision making process of matters determined within the context of the executive session. The privilege does not, however, extend to previously found facts (E.B. v. New York City Bd. of Educ., 2005 U.S. Dist. Lexis 35898 [EDNY.

2005]). The deliberative process privilege, also known as the executive privilege, "is premised upon the assumption that 'effective and efficient governmental decision making requires a free flow of ideas among governmental officials and that inhibitions will result if officials know that their communications may be revealed to outsiders'" (New York City v. Dinkins, 807 F. Supp. 955, 957 [SDNY 1992] citing In Re Franklin Nat'! Bank Sec. Litig., 478 F. Supp. 580-581 [EDNY 1979]; see, also Bobkoski v. Board of Educ. of Cary Consolidated School District, 141 F.R.D. 88 [EDNY 1992]). Documents of this nature are exempt from disclosure under the Freedom of Information Law as intra-agency memoranda that precede final board determinative action.

As the Commissioner stated in Nett & Raby: "A Board member who chooses to divulge information that the board as a collective body properly decided to discuss in confidence...effectively thwarted the will of the majority and invalidated its action as a corporate body. Such conduct is contrary to the basic principles of school board governance."

Board as a policy making body
Statutory Sources
§1709(1) Education Law - By-Laws and Rules
§1709(2) Education Law - Order and Discipline
§1709(13), (16) & (33) Education Law- Governance Provisions

Distinguishing By-Laws and Policies
By-Laws - rules for the functioning of the Board, its committees and public meetings.
Policies - same effect as local laws and ordinances, expressing how the District operates in relationship to its students, educational programs, personnel administration, business functions and facilities use.

District-wide Code of Conduct (Section 2801, Education Law; 8 NYCRR §100.2[1][2]) - Students, Staff, Parents, Invitees, Public Code of Ethics for Board Members, Officers and Employees (Section 806[l][a], General Municipal Law) - Provides standards of conduct for officers and employees regarding: conflicts of interest and incompatible offices conduct expressly required or prohibited by statute other conduct not expressly prohibited by statute that the Board of Education may seek to regulate Guidance Documents Family and Medical Leave Act

The Role of Policy
Informs the public of District rules , philosophy and culture. Informs students , staff and community members of rights, privileges and restrictions Responds to legal mandates Establishes commitment and benchmarks for accountability May limit liability Assures consistency in governance Implications of Poor Policies and Failure to Implement Policy Procedural and Substantive Due Process concerns Equal Protection claims.

Challenges regarding the rational basis for policy or use of least restrictive means when fundamental constitutional rights are implicated.

Elements of Good Policy
Legality
Clarity
Expresses your philosophy
Brevity, to the extent practicable
Coordinated with implementing regulations and exhibits, where applicable
Training available to new and veteran Board members
New York State School Boards Association, National School Boards Association, County School Boards Associations.

Training required of new Board members
Fiscal Training (Section I 70.12[l][A] and [BJ of the Commissioner's Regulations) :
All Board members elected or appointed for a term beginning on or after July 1, 2005 must, within the first year of their term, complete six hours of training on financial oversight, accountability and fiduciary responsibilities of a board member. The training may be in one session or several sessions and must be given by SED, the Office of the State Comptroller or a provider approved by the Commissioner of Education. The curriculum must be approved by the Commissioner of Education in consultation with the State Comptroller.

Upon completion of the training, a certificate will be issued to each board member, whose responsibility it will be to file the certificate with the school district clerk. Once trained, there is no requirement to be trained again. Separate training is not required for service on a BOCES Board or Central High School District Board.
School Board Governance Training
All Board members elected or appointed to the Board and taking office for the first time on or after July 1, 2011 must complete within the first year of their term, training intended to acquaint new Board members with the powers, functions

and duties of Boards of Education, as well as the powers and duties of other governing and administrative authorities affecting public education (e.g., SED, Board of Regents), with consideration to the Board's role in educating students, encouraging the attainment of higher student achievement and ensuring students have the opportunity to achieve an education that prepares them to succeed in college or a career. The curriculum must be approved by SEO.

Upon completion of the training, a certificate will be issued to the board member, who must file it with the school district clerk.

Implementing the Fiscal Accountability Laws and Regulations
The Audit Committee
The Internal Audit Function
Claims Auditor Accountability

Procedure for Requesting Employee Personnel Records
Part 84 of the Commissioner's Regulations provides the procedure to be used when a Board member wishes to review employee personnel records, as follows:

Any Board member may request that the Superintendent of Schools bring personnel records of a designated employee or employees to any open meeting of the Board.

The Board may determine whether to convene an executive session for the purpose of conducting an examination of those records. The Board member must articulate a rationale consistent with the reasons specified in the Regulations (e.g., to assist them in fulfilling their legal responsibilities in making decisions in employee personnel matters such as appointments, assignments, promotions, demotions, remuneration, discipline or to aid in the development and implementation of personnel policies).

After the review in executive session, the records are returned to the Superintendent of Schools.
In Appeal of Meyer and Pavalow, 46 Ed. Dept. Rep. 43 (2006) (Dec. No. 15,436), the Commissioner determined that an individual Board member does not have "unfettered access to personnel records" and a statement merely that the purpose for review is to enable the Board to carry out its legal responsibilities under the Education Law is insufficient to comply with the open meetings law.

Board responsibilities Under Taylor law
The collectively negotiated agreement is between the Superintendent of Schools and the employee organization (union). The Board must appropriate the funds for the collectively negotiated agreement or for other expenditures negotiated (such as in a supplemental memorandum of agreement).
Board approval is not required where there is a change that does not result in the expenditure of school district funds.

Statutory Indemnification and Insurance for Leaders Liability and Employees (Errors and Omissions)
§3023 Education Law - negligence (applies to employees and volunteers - not Board members)
§3811 Education Law - volitional acts (applies to Board members)
§3028 Ed Law - criminal defense for excessive use of force (not usually a Board member issue)
§18 Public Officers Law - requires affirmative resolution adoption (covers current and former Board members) and is supplemental to the Education Law coverage.

What to do when Board member is individually named as a defendant
Send letter immediately (e.g., within 5 days) to District Clerk, including name of litigation, asking for a defense and indemnification by the District pursuant to the statutory provisions and attach a copy of the litigation papers.

Board Member Immunity Status
State Law - Qualified Immunity (so long as remarks are not malicious or in reckless disregard of the truth) - speech not directly necessary for carrying out official duties (but the District may still be held liable for monetary damages). Case dismissed after depositions on motion for summary judgment.
CAVEAT: Creating liability for the School District based upon Respondent Superior Theory even if the case is dismissed against individual Board members .
Federal Law - usually §1983 Federal Civil Rights Litigation
Defenses: Absolute Immunity for legislative acts and quasi-judicial acts. Qualified Good Faith Immunity so long as action doesn't violate clearly established federal constitutional or statutory law.
Example: Not giving a long-term suspension hearing to a student being disciplined 31 years after the United States Supreme Court decided the case of Goss v. Lopez, 419 U.S. 565 (1975).
CAVEAT: Punitive damages may be assessed for flagrant violations of clearly established federal constitutional or statutory law. New York State public policy does not allow public or insurance company indemnification of such assessments against individuals - not to be fearful - just be aware when taking action to do so on an informed basis with legal advice.

Fiduciary Duties
Board members are deemed to be fiduciaries of the School District and must execute their offices in a manner that does not constitute gross negligence.
Statutory indemnification does not apply to Board members and former Board members who are sued by their Board of Education for a breach of fiduciary duties.
[NOTE: The statute of limitations has been determined by the courts to be six years.]

Recent Legal Developments
New Probationary Term and Tenure Conferral Law:
Effective July 1, 2015 when the Board of Education appoints certified administrators, teachers and teaching assistants to full-time vacant positions, the standard probationary term will be four (4) years instead of three (3) years.
Jarema Act Credit: For teachers only the four (4) year probationary term will be reduced to two (2) years, only if the appointment to probation is immediately preceded by two (2) years of regular full-time substitute service in the same tenure area as the previous substitute service AND the teacher must have received Annual Professional Performance Review (APPR) ratings pursuant to §3012-c and/or §3012-d of the Education Law for each of the two (2) years of full-time regular substitute service. (NOTE: Unlike the previous law, it appears that no Jarema Act Credit may be granted for one, two or three semesters of such substitute service - only two consecutive years of the same.)
Prior Tenure: For teachers only the four (4) year probationary term will be reduced to three (3) years if the teacher produces evidence that he or she received tenure in the same school district, another school district or BOCES AND that he or she was evaluated pursuant to §3012-c and/or §3012-d of the Ed Law in the final school year of employment in the school district in which he or she was last employed.
Grant of Tenure: For classroom teachers and building principals, in order to be granted tenure, the classroom teacher or building principal must have received composite or overall APPR ratings under §3012-c and/or §3012-d of the Education Law of either Effective or Highly Effective in at least three of the four preceding years. If the classroom teacher or building principal receives an Ineffective composite or overall rating in the final year of the probationary period, he or she will not be eligible for tenure at that time.
Appointment Resolutions: Every resolution making a pedagogical probationary appointment must include:

- Name of appointee
- The tenure area or areas of appointment
- Date of commencement of probationary appointment and the expiration date (e.g., September 1, 2015-August 31, 2019)
- The certification status of the appointee (e.g., internship, initial, provisional, permanent certificate) and the area or areas of certification.
- The resolutions must also include in the body of the resolution or by reference to a footnote, the following language:
- In order to be eligible for tenure, a classroom teacher (or building principal) must receive composite or overall annual professional performance review ratings pursuant to Education Law Section 3012-c and/or 3012-d of either effective or highly effective in at least three (3) of the four (4) preceding years. Further, if the probationer receives an ineffective composite in the final year of the probationary period he or she shall not be eligible for tenure at that time, in which case the Board of Education, in its discretion, may extend the probationary term for an additional year.

THE OPEN MEETINGS LAW

The Open Meetings Law (Section 100 et seq. of the New York State Public Officers Law ["POL"]) defines how school boards, their sub-committees and other legally mandated committees must notice their meetings. Failure to follow its requisites could result in the annulment of Board action, paying the legal fees of a petitioner who brings suit and the undermining of the public's confidence in the governance team. While there have been several authoritative court decisions interpreting the provisions of the Open Meetings Law, much of the legal analysis relied upon for determining compliance has come from the Committee on Open Government in the form of advisory opinion letters issued by its executive director.

MEETINGS

Meetings of a "Public Body" are subject to the Open Meetings Law notice and conduct requirements.

Board of Education Meetings
Board of Education Committees and Subcommittees
Shared Decision Making Committees
Audit Committee
AIDS Advisory Committee
Title I ESEA Committee
Any other committee required by law, but not advisory committees (e.g. facilities planning or educational planning committees) established at the discretion of the Board. (See POL§ I 02[2]).

When the Board conducts business.

Defined as voting and/or deliberating about school district business (POL § 102[1]):
A "Retreat" is not a meeting for the purposes of the law if it is limited to team building and communication skills (OML-A0-2733) or interpersonal relationships among Board Members (OML-A0-2764).
Briefing on financial status is not an appropriate topic for a Retreat and must be done at an open meeting (OML-A0-3709).
Action or voting via telephone conference call, emails or a series of telephone calls constitutes an unlawful meeting (OML-A0-3732, 3787).

Holding an "e-Meeting" in a chat room with notice to the public constitutes an unlawful meeting (OML-A0-3928).
While video-conferencing may be used for conducting an open meeting as per §102(1), emailing is not a lawful means to conduct business (OML-A0-3257).

How and When Notice of Meetings Must Be Given.

Meetings Scheduled at least one week in advance must be noticed for at least 72 hours before the meeting (POL§ 104[1]).
Meetings called for less than a week in advance must be noticed as soon as is practicable (POL§ 104[2]).

Media Notice must be given as well as posting in one or more designated public locations, such as the public library, post office, town or village hall, school kiosk (POL§§ 104 [1] & [2]).

If videoconferencing is to be used the meeting notice must identify all locations where participants will be located and the public must be given access to each location (POL§ 104[4]).

Notice must be placed on the School District website (POL§ 104[5]).

Public Access to Information to be Discussed Publicly at Board Meetings - Two requirements were added to the Open Meetings Law in 2012 for the stated purpose to enhance the public's ability to meaningfully observe the proceedings of public bodies.

Upon request, any document subject to disclosure under the Freedom of Information Law (FOIL), as well as any resolution, rule , regulation, policy or policy amendment scheduled to be discussed at an open meeting, must be made available, to the extent practicable, prior to or at the meeting.

Documents scheduled to be discussed at an open board meeting must be posted on the school district's website, to the extent practicable, prior to the meeting at which they will be discussed.

The new provision does not expand the scope of documents that are available to the public. Documents exempt from disclosure under FOIL, such as intra-agency or inter-agency materials that consist of advice, opinion, recommendation or suggestion, do not have to be released prior to meetings or at all.

Documents that may be properly discussed in executive session also need not be disclosed.
The phrase "to the extent practicable" was intended to give school districts flexibility. In its Guidance, the Committee on Open Government notes that the extent, manner and timing of disclosure must be based on a "reasonable and practicable" evaluation of the facts and circumstances.
Example: If a record scheduled to be discussed at a board meeting does not become available until an hour before the meeting , it is unlikely that it would be a violation of the new law if the district did not post the record on its website prior to the meeting.

Individual Board member communications and briefings.
Individual Board members may confer by telephone or electronic mail, but calls/ electronic communications among Board members that result in a decision would violate the law (OML-A0-2256). A conference call among a quorum of board members or a series of phone calls would, likewise, be in violation (OML-A0- 3732).
Board members, in less than quorum groups, may receive a briefing from administration regarding the tentative budget before its public presentation (OML- A0-3452)

Public Presence and Participation.
The Board must be seated where the audience can be fully aware of and listen to the deliberative process and voting (OML-A0-2575).

Public bodies, including school boards , must make reasonable efforts to ensure meetings are held in an appropriate facility that can adequately accommodate those who wish to attend the meeting.

The law does not require public speaking segments at Board meets but the same may be required by Board By-laws or Policies, as well as public hearings described in different statutory provisions (OML-A0-3845).

Unobtrusive video cameras may not be prohibited from use at meetings (Csorny v. Shoreham Wading River Cent. Sch. Dist., 305 A.D.2d 83 [2d Dept. 2003]).

Meetings of a public body, including a school board, that are open to the public must also be open to being photographed, broadcast, webcast or otherwise recorded and/or transmitted by audio or video means. School boards can adopt reasonable rules governing the location of equipment and personnel used for such purposes to ensure that the meetings are conducted in an orderly manner. Any such rules must be consistent with recommendations from the Committee on Open Government and conspicuously posted during meetings with written copies available to those in attendance.

Meetings are not prohibited on holidays or weekends (OML-A0-2458).
Meetings held in the early morning hours (e.g. 7:20 AM) have been cited as being inconsistent with the law (OML-A0-3828).

Gathering behind closed doors before a meeting to discuss school business (e.g. contingency budget) is unlawful (OML-A0-3860; OML-A0-2754).

Advisory building level committees need not meet in public because they are not "public bodies" under the law (OML-A0-3167).

Confidentiality Requirements.
Disclosing information shared in executive session, without the consent from a quorum of the Board, could invade personal privacy, impair collective bargaining or otherwise damage governmental functions even if the Open Meetings Law wouldn't preclude such disclosure (OML-A0-3562).

Under the decisional law of the Commissioner of Education, disclosure of information that was obtained in a lawful executive session discussion could give rise to removal from the Board of Education, notwithstanding how the disclosure would be viewed under the Open Meetings Law. (Application of Nett & Raby 45 Ed. Dept. Rep. 259 [2005]).

The law does not allow the disclosure of matters discussed in executive session that were made confidential by pre-existing statute or common law (e.g. by an Act of Congress - FERPA, or by the New York State Legislature - Public Health Law - AIDS identity protection or attorney-client privileged communications). (See POL § 108 [3]; OML-A0-3463).
A secret ballot may not be used in electing Board Officers (FOIL-A0 -122126) .

Quasi-judicial proceedings of a Board of Education are exempt from the Open Meetings Law requirements (e.g. Civil Service Law § 75 record review and deliberations and Education Law § 3214 Appeals [see POL §Sec. I 08 (1)]).

EXECUTIVE SESSION
An executive session may not be scheduled before a meeting but must occur during a duly convened open meeting (OML-A0-872; OML-A0-1189, OML-A0-1441).

A resolution adjourning into executive session must specify the purpose(s) and must not recite all of the reasons why a Board may conduct an executive session. (Gernatt Asphalt Prods., 87 N.Y.2d 668 (1987]).

Only voting on Section 3020-a Education Law Charges and the arrangement of the placement of children with IEPs may take place in executive session (Formal Opinion of Counsel [SED] No. 239).

Any agenda of a Board meeting that refers to executive session must not state that there will be an executive session but, rather, may state "Proposed Executive Session" or "Executive Session-IfNecessary" (OML-A0-1420; OML-A0-2416).

The members of the Board and those specifically invited may attend executive session (OML-A0-1052; OML-A0 -2389) . Typically the Board Clerk and Attorney are attendees (OML-A0 -3864)

Where a member of the Board has sued or is likely to sue the District, s/he may be excluded from executive session during the discussion of such matter (OML-A0- 3436).

A Board member-elect may be permitted to attend executive session but should be excluded when legal advice is given by an attorney to avoid breach of the attorney- client privilege (OML-A0-31577).

The Superintendent of Schools does not have the right to attend executive session by reason of the Open Meetings Law but, under the Education Law, has the right to be present based upon his or her right to speak to all matters that come before the Board (OML-A0-4027; OML-A0-3864; Education Law§§ 1711 & 2508).

There is no limit on the number of executive sessions that may be conducted during the course of an open meeting (OML-A0-1281).

In the case of proposed litigation, the resolution should refer to discussing litigation strategy regarding the proposed litigation (OML-A0-3646)

To discuss labor negotiations in executive session, the bargaining unit must be cited in the resolution to adjourn into executive session (OML-A0-4091)

A resolution to adjourn to executive session may not refer to "personnel" because only individual employee matters may be the subject of executive session (OML- A0 -1300; OML-A0-2276).

Budgetary considerations for the elimination of positions may not be discussed in executive session (OML-A0-2203).

The evaluation of the superintendent and his/her contract may take place in executive session, but discussing the criteria for hiring a new superintendent should take place at an open meeting (OML-A0-2459; OML-A0 -2695).

Receiving legal advice from an attorney need not take place at an open meeting or even in an executive session. However, decision making about the litigation must occur at a meeting (e.g. executive session discussion and action by public vote) (OML-A0-1376).

A resolution to adjourn to executive session to discuss a potential sale or purchase of real property need not identify the parcel, but must recite that the purchase price, for example, would be discussed (OML-A0-2373).

Two governmental bodies may not hold a joint meeting in executive session (OML- A0-3646).

Setting the per diem substitute pay rate for non-unionized substitutes may not be discussed in executive session (OML-A0-831).

Scope of Construction Project work may not be discussed in executive session (OML-A0-3198).

ENFORCEMENT AND REMEDIES

Any person may bring a Civil Practice Law and Rules Article 78 Proceeding to challenge actions taken allegedly in violation of the Open Meetings Law.

Upon "good cause shown" a Board action may be annulled by the Court, except that an unintentional violation of the notice provisions, standing alone, shall not form the basis for annulling such action (POL § 107[1]).

If a court determines that a public body, including a school board, has failed to comply with the requirements of the Open Meetings Law, the court may: (1) declare the action in violation of law void, in whole or in part, without prejudice to reconsideration; and (2) require the members of the public body to participate in training sessions conducted by staff of the Committee on Open Government.

Reasonable attorneys' fees may be recovered by a petitioner who proves a material violation of the Open Meetings Law (POL§ 107[2]).

The Statute of Limitations runs from the date when executive session minutes are made available to the public where the action challenged took place in executive session

Board Orientation Important Links

Board of Education Website: Goals, Committees, Norms, etc.

Superintendent, Assistant Superintendents, Union Negotiated Contracts

Technology Plan After you click the link, click on “Plans”

Current Budget – Scroll down on webpage

Audit Committee Charter

Board Doc Access – from Amanda

Professional Development Plan After you click here, click on “Plans”

Meeting Minutes and Schedule

The Onteora Policy Manual

COMMON EDUCATION TERMINOLOGY AND ACRONYMS

GLOSSARY OF EDUCATION TERMS

Academic Intervention Services (AIS) - Services required of the school district to provide extra help to students who are not yet meeting state learning standards.

Accountability - Requiring school districts and states to ensure that schools meet their goals/standards.

Alternative assessment -Any testing instrument other than standardized, multiple-choice questions, such as short-answer response and extended response, observation, individual or group performance assessment, and portfolios.

Annual Professional Performance Review (APPR) -An annual evaluation of teachers and principals that school boards and Boards of Cooperative Education (BOCES) must conduct, in accordance with law and the commissioner's regulations. In addition, each school board and BOCES must adopt an APPR plan to be filed in the district or BOCES office and made available for public review by September 10 of each year.

Appropriation -An authorization from the board of education or voters to make expenditures and to incur monetary obligations for specific purposes.

Assessed valuation - The monetary worth of all property in the district as determined by the municipal assessor.

Average daily attendance - The aggregate days of attendance during a given reporting period divided by the number of days school is in session during that period.

Basic Education Data System (BEDS) - The State Education Department's system for collecting basic information on all the state's elementary and secondary schools.

Block grants - Federal or state funding distributed in a lump sum directly to states or localities to administer and direct programs.

Boards of Cooperative Educational Services (BOCES) - are formed by a voluntary cooperative association of school districts in a geographical area that band together to provide services, such as special education and vocational programs, to their component local school districts.

BOCES aid - State funds to reimburse a district for part of the cost of BOCES services.

Categorical aid - State or federal aid which is intended to finance or reimburse a specific category of instructional or supporting program or to aid a particular target group of pupils.

Charter school - An "independent and autonomous public school" established under state charter school law, eligible for funding from both private and public local, state and federal monies.

Commissioner of Education - The chief executive officer of the Board of Regents and the State Education Department. appointed by the Board of Regents to enforce laws and policies relating to the state education system.

Common Core Learning Standards - A set of national standards that define the knowledge and skills students should have within their K-12 education careers in order to graduate high school, succeed in entry-level, credit- bearing academic college courses and do well in workforce training programs.

Contingency budget - The budget adopted by the board of education after a proposed budget or budget revote is defeated.

Cooperative Service application (Co-Ser) -A BOCES request to the commissioner of education for approval to operate a service.

Core curriculum - The body of knowledge that all students are expected to learn.

Data-driven decision making -Analyzing varied forms of data to identify educational strengths and/or weaknesses to plan for and implement improvements in student achievement as well as monitoring trends, and using this information to make decisions about the effectiveness of continuation or changes in district practices, curriculum, programs, procedures and policies.

Demographic data - Information describing the students and citizens of a school district; usually includes characteristics such as race, age, gender, income, educational level, birth rate, and profession.

Distance learning - A mode of delivering education and instruction via the internet without a student physically attending the class.

Education policy - Governing principles that serve as guidelines or rules for decision making and action in setting and achieving educational objectives.

Equalization rate - The percentage of full value at which taxable real property in a county, city, town or village is assessed as determined by the New York State Board of Real Property Services.

Executive session - A portion of the school board meeting

that is not open to the public.

Foundation aid - A state aid formula which pro- vides that the majority of school aid is distributed by a clear and predictable stream of funding.

Freedom of Information Law (FOIL) - A law that gives the public access to government records, as a way to foster increased under- standing of and participation in government. The law provides procedures for requests and a list of the kinds of records that are exempted.

Governmental Accounting Standards Board (GASB) - sets the accounting rules for all governmental entities, including school districts

Inclusion - Educating students with disabilities as appropriate in a regular classroom setting along with students without disabilities.

Individualized Education Program (IEP) - A written statement outlining the plan for providing an educational program for a disabled student based on the unique needs of that student.

Magnet school -A school that offers enriched curriculum in one or more subject areas; some- times used as a means of desegregation.

New York State Learning standards - The level of knowledge, skills and understanding that students should be able to demonstrate over time as a result of instruction or experience. There are two types of standards, according to the State Education Department: content standards (what children should know, understand and be able to do as a result of their schooling) and performance standards (acceptable levels of student achievement).

Open Meetings Law - A law that governs the conduct of board of education meetings. Part of New York's Sunshine Laws; see also Freedom of Information Law.

Performance-based assessment - Tests which measure students' abilities to perform tasks and solve problems rather than choosing answers from a number of possibilities.

Property Tax Cap - The tax cap limits a local government's (including school districts) over- all growth in the property tax levy to 2 percent or the rate of inflation, whichever is less.

Response to Intervention (RTI) - A method of academic intervention that is designed to provide effective assistance to children who are having difficulty learning through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty.

Student growth model -An accountability system that tracks student performance over time.

Tenure - Guaranteed job security, granted by state law to teachers after satisfactory probationary service, which cannot be rescinded except for cause.

Title I - A federal aid program under the Elementary and Secondary Education Act to provide schools with a high percentage of low income families with additional funds to improve academic achievement.

Triborough Amendment - An amendment to the Taylor Law, part of the Civil Service Law, that requires the terms of an expired collective bar- gaining agreement to remain in effect until a new one is negotiated.

Voucher -A way to allocate and distribute education money directly to parents to pay for their children's education in a public or private school.

Wicks Law - A section of the General Municipal Law that requires school districts to award separate contracts for plumbing, heating/air/ ventilation and electrical work

AASA - American Association of School Administrators

ADA -Americans with Disabilities Act; Average daily attendance

ADD/ADHD -Attention deficit disorder/ Attention deficit hyperactivity disorder

AED - Automated external defibrillators

AGE - Average grade enrollment

AIS - Academic Intervention Services

AP Program - Advanced Placement program

APPR - Annual professional performance review

BEDS - Basic educational data system

BOCES - Boards of Cooperative Educational Services

COOS - Career development and occupational studies

CIPA- Children's Internet Protection Act

CPSE - Committee on Preschool Special Education

CRT - Criterion-referenced test

CSD - Central School District

CSE - Committee on special education

CTE - Career and technical education

DASA - Dignity for All Students Act

DARE - Drug abuse resistance education

ECB - Educational Conference Board

ELA - English language arts

ELL - English language learners

ERS - Employees' Retirement System

ESEA - Elementary and Secondary Education Act

ESL - English as a Second Language

ESSA - Every Student Succeeds Act

FERPA - Family Educational Rights and Privacy Act

FTE - Full-time equivalent

GAO - General Accounting Office

GAAP - Generally accepted accounting principles

GASB - Governmental Accounting Standards Board

HSE - High School Equivalency Diploma

IDA - Industrial development agency

IDEA- Individuals with Disabilities Education Act

IEP - Individualized education program

LEP - Limited English proficiency

NAEP - National Assessment of Educational Progress

NCLB - No Child Left Behind Act

NSBA - National School Boards Association

NYCOM - New York State Conference of Mayors & Other Municipal Officials

NYCRR - New York Code of Rules and Regulations

NYSASBO - New York State Association of School Business Officials

NYSAA- New York State Alternate Assessment

NYSAP - New York State Assessment Program

NYSASA- New York State Association of School Attorneys

NYSAWA- New York State Association of Women in Administration

NYSCOSS - New York State Council of School Superintendents; The Council (preferred)

NYSED - New York State Education Department

NYSGFOA - New York State Government Finance Officers Association

NYSMSA- New York State Middle Schools Association

NYSSBA - New York State School Boards Association

NYSSMA - New York State School Music Association

NYSTCS - New York State Teacher Certification Examination Program

NYSUT - New York State United Teachers

PAC - Political action committee

PERB - Public Employment Relations Board

PILOT - Payment in lieu of taxes **PINS -** Persons in need of supervision **PLA-** Project labor agreement

Project SAVE - Safe Schools Against Violence in Education

RCT - Regents competency test

SAANYS - School Administrators Association of New York State

SARA - State Archives & Records Administration

SAT - Standardized assessment test

SASS - System of Accountability of Student Success

STAR - School tax relief program

STEM - Science, Technology, Engineering and Mathematics

STW - School-to-Work

UFSD - Union Free School District

UPK - Universal prekindergarten

YRE- Year-Round Education

SHARED VISION
SHARED COMMITMENT
SHARED SUCCESS
ULSTER BOCES
BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Michael Maphis
Purchasing Agent

175 Route 32 North • New Paltz, NY 12561
Telephone: 845-255-1400 • Facsimile: 845-255-1287
mmaphis@ulsterboces.org • www.ulsterboces.org

2025-2026 COOPERATIVE BIDDING PROGRAM

The Onteora School District agrees to participate with other school districts of the Board of Cooperative Educational Services, Ulster County in the joint bidding of:

	YES	***NO***
ART SUPPLIES April 1– March 31		X
MUSICAL INSTRUMENTS & ACCESSORIES June 1- May 31		X
BEVERAGE AND JUICES July 1 – June 30	X	
BREAD & BAKED PRODUCTS July 1 – June 30	X	
CAFETERIA PAPER PRODUCTS July 1-June 30	X	
CUSTODIAL SUPPLIES May 1 – April 30	X	
FINE PAPER – Copy Paper January 1 – December 31	X	
FEE FOR SERVICE (CAFETERIA) July 1 – June 30	X	
GENERAL INSTRUCTIONAL SUPPLIES Bulk supplies to be ordered in June, July, and August	X	
UC UNITED SCHOOL DISTRICT FOOD July 1-December 31, January 1-June 30	X	
ICE CREAM PRODUCTS July - June	X	

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	YES	***NO***
LP GAS October 1 – September 30	X	
MEDICAL & FIRST AID SUPPLIES July 1 – June 30		X
MILK & DAIRY July 1 – June 30	X	
OFFICE SUPPLIES CATALOG DISCOUNT November 1 – October 31	X	
PIZZA (CAFETERIA) July 1 – June 30	X	
SNACK PRODUCTS (CAFETERIA) July 1 – June 30	X	
WASTE, RUBBISH, GARBAGE REMOVAL 5 Years beginning September 1, 2020	X	

SUGGESTED BIDS

Personnel Agenda for BOE Meeting 05/20/2025

RESIGNATIONS: INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	REMARKS
McKenna, Karen	Music Teacher/Bennet/Woodstock	06/30/25	Retirement

ADMINISTRATIVE LEAVE OF ABSENCE

EMPLOYEE NUMBER	EFFECTIVE DATE FROM -TO	REASON
040125	05/21/25 – 06/03/25	Paid Administrative Leave

TEMPORARY APPOINTMENT: INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	RATE
Fallo, Elizabeth	Acting Principal/Middle School	05/08/25 – 05/27/25	On Step
Fallo, Elizabeth	Interim Principal/Middle School	05/28/25 – 06/30/25	On Step
Kleine, Kylie	Physical Education- Leave Replacement	05/21/25 – 06/03/25*	BA Step 1
Gustafson, Amy	Extended School Year – Special Educator	07/01/25 – 08/31/25	$45/hour
Petriski, Lauren	Extended School Year- Psychologist	07/01/25 – 08/31/25	$45/hour

Anticipated dates

TEMPORARY APPOINTMENT: NON -INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	RATE	REMARKS
Marsilio, Anne	Summer Custodial Worker	06/30/25 – 09/01/25	$20.00	
Pearlman, Stephanie	Summer Custodial Worker	06/30/25 – 09/01/25	$20.00	
Hansen, Karen	Summer Nursing	07/01/25 – 08/08/25	On Step	Up to 120 hours
Blakley, Sabrina	Summer Nursing	07/01/25 – 08/08/25	On Step	Up to 120 hours
Kight, Heather	Summer Nursing	07/01/25 – 08/08/25	On Step	Up to 40 hours
Tieri, Janice	Summer Nursing	07/01/25 – 08/08/25	On Step	Up to 40 hours

Zindulka, Zackariah*	Summer Tech. Helper	06/30/25 – 09/01/25	$20.00

pending pre-employment processing

SUBSTITUTE

NAME	POSITION	RATE
Kuhne, Lee Ann	Home Instructor	$50.00/hour
Kuhne, Lee Ann	Teacher (certified)	$150.00/day effective Sept 2025

ONTEORA
CENTRAL SCHOOL DISTRICT

4166 Route 28, Boiceville, NY 12412
ph. 845.657.8851 • fax 845.657.9687
www.onteora.k12.ny.us

VICTORIA MCLAREN
CENTRAL ADMINISTRATION
Superintendent of Schools
vmclaren@onteora.k12.ny.us

MEMORANDUM OF AGREEMENT

It is hereby agreed by and between the Onteora Central School District ("District") and the following bargaining units for the 2024-2025 school year:

The Onteora Non-Teaching Employees Association ("ONTEA") and the Onteora Teachers Association ("OTA") as follows:

1. Middle and High School teachers who chaperone the Belleayre Bash on the evening of June 26th and overnight into June 27th for a minimum of 3 hours and who have submitted all final grades as well as their end-of-year checklists will be granted an administrative absence on June 27th. No administrative substitute will be arranged for these absences.

2. All Middle High School ONTEA members who chaperone the Belleayre Bash on the evening of June 26th and overnight into June 27th for a minimum of 3 hours will also be granted an administrative absence on June 27th. If an administrative substitute is required for these staff members, the building Principal will arrange for the substitute.

3. All chaperones must be pre-approved by the High School Principal. Any chaperones who are assigned to the Middle School must also be approved by the Middle School Principal.

4. School Bus Drivers who transport students for the Belleayre Bash on the evening of June 26th and on the morning of June 27th, who would not be eligible to drive the home to school routes on June 27th, would be paid overtime for their work supporting the Belleayre Bash and would receive an administrative paid day for their normal assignment on June 27th.

5. This agreement shall become effective upon the approval of the Board of Education.
6. This agreement will not be considered precedent-setting.

ACCEPTED AND AGREED:

Raymond Clinton, ONTEA President

Scott Via, OTA President

Victoria McLaren, Superintendent

ONTEORA
CENTRAL SCHOOL DISTRICT
4166 Route 28, Boiceville, NY 12412

Monica LaClair, CPA
Assistant Superintendent for Business

845-657-8499
Fax 845-657-8742

MEMO

To: Victoria McLaren, Superintendent
From: Monica LaClair, Ass't Sup't for Business
Date: May 19, 2025
Re: Budget Transfer

On the May 20, 2025, agenda, the Board of Education will look to approve a budget transfer within Mr. Kyle Harjes' departmental codes, reallocating funds from Building Repair to Professional Services. This transfer is intended to support the district entering into a contract with CPL to conduct a feasibility study regarding the addition of a secondary well for the Onteora Central School District.

While the current well is operating effectively, Mr. Harjes has consistently recommended the consideration of a backup system to ensure water supply redundancy. This proactive measure would help prevent potential school closures due to water-related issues. The study will assess site conditions and identify the most suitable location for a secondary well, supporting long-term infrastructure stability.

If you have any questions, please feel free to reach to me. Thank you.

FINANCIAL MANAGEMENT REPORT

Monthly Report
April 2025

Submitted by

Debra D'Aprile
District Treasurer

Monica LaClair
Assistant Superintendent for Business

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  – Cafeteria Fund as of 4/30/2025 ml
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  – Capital Fund as of 4/30/2025 ml
- ✔ Revenue Status Report – General Fund as of 4/30/2025 ml
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- ✔ Journal Entry Schedule – April 2025 ml
- ✔ Bank Reconciliation – April 2025 ml
- ✔ Summary of Budget Transfers – April 2025 ml

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A1010.4	Contractual And Other		17,000.00	2,971.38	19,971.38	11,773.33	2,981.00	5,217.05
A1010.45	Materials And Supplies		650.00	6,489.72	7,139.72	4,915.08	0.00	2,224.64
1010	**BOARD OF EDUCATION**	*	**17,650.00**	**9,461.10**	**27,111.10**	**16,688.41**	**2,981.00**	**7,441.69**
A1040.16	Noninstructional Salaries		17,500.00	0.00	17,500.00	14,134.68	3,365.32	0.00
1040	**DISTRICT CLERK**	*	**17,500.00**	**0.00**	**17,500.00**	**14,134.68**	**3,365.32**	**0.00**
A1060.4	Contractual And Other		21,000.00	319.00	21,319.00	1,300.87	2,756.30	17,261.83
A1060.45	Materials And Supplies		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
1060	**DISTRICT MEETING**	*	**22,000.00**	**319.00**	**22,319.00**	**1,300.87**	**2,756.30**	**18,261.83**
10		**	**57,150.00**	**9,780.10**	**66,930.10**	**32,123.96**	**9,102.62**	**25,703.52**
A1240.15	Instructional Salaries		199,367.00	500.00	199,867.00	161,430.99	38,436.01	0.00
A1240.16	Noninstructional Salaries		42,113.00	-46.73	42,066.27	31,890.81	7,593.19	2,582.27
A1240.4	Contractual and Other		12,456.00	12,115.63	24,571.63	19,605.74	3,524.26	1,441.63
A1240.45	Materials and Supplies		2,900.00	0.00	2,900.00	1,020.00	0.00	1,880.00
1240	**CHIEF SCHOOL ADMINISTRATOR**	*	**256,836.00**	**12,568.90**	**269,404.90**	**213,947.54**	**49,553.46**	**5,903.90**
12		**	**256,836.00**	**12,568.90**	**269,404.90**	**213,947.54**	**49,553.46**	**5,903.90**
A1310.15	Instructional Salaries		177,716.00	0.00	177,716.00	143,539.83	34,176.17	0.00
A1310.16	Noninstructional Salaries		47,750.00	358.23	48,108.23	37,575.33	8,762.10	1,770.80
A1310.4	Contractual and Other		25,500.00	8,661.41	34,161.41	24,602.52	5,155.00	4,403.89
A1310.45	Materials and Supplies		7,750.00	-4,020.78	3,729.22	1,588.09	366.60	1,774.53
A1310.49	BOCES Services		70,000.00	12,177.00	82,177.00	63,858.25	18,318.75	0.00
1310	**BUSINESS ADMINISTRATION**	*	**328,716.00**	**17,175.86**	**345,891.86**	**271,164.02**	**66,778.62**	**7,949.22**
A1320.16	Noninstructional Salaries		6,500.00	0.00	6,500.00	4,855.16	1,144.84	500.00
A1320.4	Contractual and Other		33,500.00	-100.79	33,399.21	21,250.00	0.00	12,149.21
1320	**AUDITING**	*	**40,000.00**	**-100.79**	**39,899.21**	**26,105.16**	**1,144.84**	**12,649.21**
A1325.16	Noninstructional Salaries		92,000.00	6,452.92	98,452.92	79,390.22	19,062.70	0.00
A1325.4	Contractual and Other		475.00	0.00	475.00	0.00	0.00	475.00
1325	**TREASURER**	*	**92,475.00**	**6,452.92**	**98,927.92**	**79,390.22**	**19,062.70**	**475.00**
A1330.16	Noninstructional Salaries		18,250.00	-311.50	17,938.50	12,266.94	2,920.56	2,751.00
A1330.4	Contractual and Other		10,150.00	-3,136.39	7,013.61	25.00	0.00	6,988.61
A1330.45	Materials and Supplies		7,500.00	3,136.39	10,636.39	10,087.69	0.00	548.70
1330	**TAX COLLECTOR**	*	**35,900.00**	**-311.50**	**35,588.50**	**22,379.63**	**2,920.56**	**10,288.31**
A1345.16	Noninstructional Salaries		64,000.00	-6,952.92	57,047.08	39,316.96	16,615.45	1,114.67
A1345.49	BOCES Services		2,665.00	0.00	2,665.00	2,398.50	266.50	0.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
1345	**PURCHASING**	*	**66,665.00**	**-6,952.92**	**59,712.08**	**41,715.46**	**16,881.95**	**1,114.67**
13		**	**563,756.00**	**16,263.57**	**580,019.57**	**440,754.49**	**106,788.67**	**32,476.41**
A1420.4	Contractual and Other		150,000.00	0.00	150,000.00	55,531.50	94,468.50	0.00
1420	**LEGAL**	*	**150,000.00**	**0.00**	**150,000.00**	**55,531.50**	**94,468.50**	**0.00**
A1430.16	Noninstructional Salaries		137,000.00	0.00	137,000.00	108,662.67	25,506.49	2,830.84
A1430.4	Contractual and Other		8,000.00	0.00	8,000.00	3,554.00	3,000.00	1,446.00
A1430.49	BOCES Services		33,626.00	11,019.00	44,645.00	35,129.95	9,515.05	0.00
1430	**PERSONNEL**	*	**178,626.00**	**11,019.00**	**189,645.00**	**147,346.62**	**38,021.54**	**4,276.84**
A1460.4	Contractual and Other		3,000.00	0.00	3,000.00	1,250.00	0.00	1,750.00
A1460.49	BOCES Services		1,892.00	0.00	1,892.00	1,702.80	189.20	0.00
1460	**RECORDS MANAGEMENT OFFICER**	*	**4,892.00**	**0.00**	**4,892.00**	**2,952.80**	**189.20**	**1,750.00**
A1480.4	Contractual and Other		15,015.00	0.00	15,015.00	8,130.00	3,220.95	3,664.05
A1480.49	BOCES Services		110,828.00	0.00	110,828.00	99,745.20	11,082.80	0.00
1480	**PUBLIC INFORMATION & SERVICES**	*	**125,843.00**	**0.00**	**125,843.00**	**107,875.20**	**14,303.75**	**3,664.05**
14		**	**459,361.00**	**11,019.00**	**470,380.00**	**313,706.12**	**146,982.99**	**9,690.89**
A1620.16	Noninstructional Salaries		1,252,122.00	-50,500.00	1,201,622.00	938,681.30	200,189.41	62,751.29
A1620.2	Equipment		20,000.00	-10,262.01	9,737.99	9,737.00	0.00	0.99
A1620.4	Contractual and Other		824,250.00	27,281.13	851,531.13	534,938.13	258,239.73	58,353.27
A1620.45	Materials and Supplies		107,000.00	1,764.48	108,764.48	72,724.21	22,625.21	13,415.06
1620	**OPERATION OF PLANT**	*	**2,203,372.00**	**-31,716.40**	**2,171,655.60**	**1,556,080.64**	**481,054.35**	**134,520.61**
A1621.16	Noninstructional Salaries		400,735.00	0.00	400,735.00	268,168.99	62,692.00	69,874.01
A1621.2	Equipment		90,000.00	55,599.45	145,599.45	46,635.00	98,253.82	710.63
A1621.4	Contractual and Other		389,750.00	1,253,194.87	1,642,944.87	1,476,692.46	140,484.73	25,767.68
A1621.45	Materials and Supplies		164,000.00	40,980.87	204,980.87	158,709.47	38,119.37	8,152.03
A1621.49	BOCES Services		34,530.00	0.00	34,530.00	31,077.00	3,453.00	0.00
1621	**MAINTENANCE OF PLANT**	*	**1,079,015.00**	**1,349,775.19**	**2,428,790.19**	**1,981,282.92**	**343,002.92**	**104,504.35**
A1660.16	Noninstructional Salaries		63,342.00	0.00	63,342.00	47,122.32	11,219.68	5,000.00
A1660.4	Contractual and Other		100.00	0.00	100.00	0.00	0.00	100.00
A1660.45	Materials and Supplies		150,000.00	-5,079.21	144,920.79	115,194.91	14,617.49	15,108.39
1660	**CENTRAL STOREROOM**	*	**213,442.00**	**-5,079.21**	**208,362.79**	**162,317.23**	**25,837.17**	**20,208.39**
A1670.4	Contractual and Other		62,000.00	0.00	62,000.00	51,326.57	7,342.67	3,330.76
A1670.45	Materials and Supplies		1,000.00	0.00	1,000.00	299.00	0.00	701.00
1670	**CENTRAL PRINTING & MAILING**	*	**63,000.00**	**0.00**	**63,000.00**	**51,625.57**	**7,342.67**	**4,031.76**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
16		**	**3,558,829.00**	**1,312,979.58**	**4,871,808.58**	**3,751,306.36**	**857,237.11**	**263,265.11**
A1910.4	Unallocated Insurance		247,500.00	13,314.00	260,814.00	250,654.07	0.00	10,159.93
1910	**UNALLOCATED INSURANCE**	*	**247,500.00**	**13,314.00**	**260,814.00**	**250,654.07**	**0.00**	**10,159.93**
A1920.4	School Association Dues		20,000.00	-2,941.00	17,059.00	16,259.00	800.00	0.00
1920	**SCHOOL ASSOCIATION DUES**	*	**20,000.00**	**-2,941.00**	**17,059.00**	**16,259.00**	**800.00**	**0.00**
A1930.4	Judgment and Claims (NOTE: Include Tax Certiorari)		47,500.00	-44,008.67	3,491.33	0.00	0.00	3,491.33
1930	**JUDGMENTS & CLAIMS**	*	**47,500.00**	**-44,008.67**	**3,491.33**	**0.00**	**0.00**	**3,491.33**
A1964.4	Refund on Real Property Taxes (NOTE: Do NOT include Tax Certiorari)		15,000.00	26,859.00	41,859.00	41,859.00	0.00	0.00
1964	**REFUND ON REAL PROPERTY TAXES**	*	**15,000.00**	**26,859.00**	**41,859.00**	**41,859.00**	**0.00**	**0.00**
A1981.49	BOCES Administrative Costs		494,350.00	611,541.00	1,105,891.00	444,915.00	660,976.00	0.00
1981	**BOCES ADMINISTRATIVE COSTS**	*	**494,350.00**	**611,541.00**	**1,105,891.00**	**444,915.00**	**660,976.00**	**0.00**
19		**	**824,350.00**	**604,764.33**	**1,429,114.33**	**753,687.07**	**661,776.00**	**13,651.26**
1		***	**5,720,282.00**	**1,967,375.48**	**7,687,657.48**	**5,505,525.54**	**1,831,440.85**	**350,691.09**
A2010.15	Instructional Salaries		161,110.00	0.00	161,110.00	130,127.34	30,982.66	0.00
A2010.16	Noninstructional Salaries		103,787.00	0.00	103,787.00	83,427.65	19,677.98	681.37
A2010.2	Equipment		35,000.00	-5,000.00	30,000.00	29,850.00	0.00	150.00
A2010.4	Contractual and Other		77,700.00	70,376.00	148,076.00	103,468.92	32,164.44	12,442.64
A2010.45	Materials and Supplies		9,025.00	-2,848.56	6,176.44	-13,788.40	10,139.35	9,825.49
2010	**CURRICULUM DEVEL & SUPERVISION**	*	**386,622.00**	**62,527.44**	**449,149.44**	**333,085.51**	**92,964.43**	**23,099.50**
A2020.15	Instructional Salaries		801,905.00	0.00	801,905.00	637,744.93	153,129.65	11,030.42
A2020.16	Noninstructional Salaries		486,768.00	0.00	486,768.00	380,210.67	95,750.72	10,806.61
A2020.4	Contractual and Other		9,720.00	23,153.12	32,873.12	24,175.27	0.00	8,697.85
A2020.45	Materials and Supplies		15,910.00	0.00	15,910.00	3,498.13	4,098.00	8,313.87
2020	**SUPERVISION-REGULAR SCHOOL**	*	**1,314,303.00**	**23,153.12**	**1,337,456.12**	**1,045,629.00**	**252,978.37**	**38,848.75**
A2040.45	Materials and Supplies		19,200.00	0.00	19,200.00	551.47	3,748.44	14,900.09
2040	**SUPERVISION-SPECIAL SCHOOLS**	*	**19,200.00**	**0.00**	**19,200.00**	**551.47**	**3,748.44**	**14,900.09**
A2060.15	Instructional Salaries		264,823.00	0.00	264,823.00	162,240.56	50,671.61	51,910.83
A2060.16	Noninstructional Salaries		225,702.00	0.00	225,702.00	170,294.41	40,575.86	14,831.73
A2060.4	Contractual and Other		23,300.00	0.00	23,300.00	2,787.82	0.00	20,512.18
A2060.45	Materials and Supplies		70,000.00	9,340.18	79,340.18	79,235.61	0.00	104.57
2060	**RESEARCH, PLANNING & EVALUAT**	*	**583,825.00**	**9,340.18**	**593,165.18**	**414,558.40**	**91,247.47**	**87,359.31**
A2070.4	Contractual and Other		2,750.00	-750.00	2,000.00	0.00	0.00	2,000.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A2070.49	BOCES Services		139,000.00	0.00	139,000.00	111,536.20	27,463.80	0.00
2070	**INSERVICE TRAINING-INSTRUCTION**	*	**141,750.00**	**-750.00**	**141,000.00**	**111,536.20**	**27,463.80**	**2,000.00**
20		**	**2,445,700.00**	**94,270.74**	**2,539,970.74**	**1,905,360.58**	**468,402.51**	**166,207.65**
A2110.12a	Teacher Salaries, Full Day Kindergarten – 3		2,201,197.50	-354,774.26	1,846,423.24	1,236,556.20	579,972.27	29,894.77
A2110.12b	Teacher Salaries, 4 - 6		2,448,038.50	806,326.80	3,254,365.30	2,152,511.31	1,008,301.38	93,552.61
A2110.13	Teacher Salaries, 7 - 12		5,928,744.00	-443,939.01	5,484,804.99	3,612,242.09	1,781,501.66	91,061.24
A2110.14	Substitute Teacher Salaries		310,778.00	0.00	310,778.00	163,562.38	0.00	147,215.62
A2110.16	Noninstructional Salaries		284,715.00	-725.00	283,990.00	173,727.27	69,749.95	40,512.78
A2110.2	Equipment		10,000.00	822.56	10,822.56	0.00	0.00	10,822.56
A2110.4	Contractual and Other		368,745.00	-27,575.46	341,169.54	146,601.12	53,097.45	141,470.97
A2110.45	Materials and Supplies		216,888.00	276,139.15	493,027.15	402,584.94	22,294.68	68,147.53
A2110.48	Textbooks		188,437.00	-72,088.00	116,349.00	37,393.59	0.00	78,955.41
A2110.49a	BOCES Services - LEP		1,094,600.00	7,359.35	1,101,959.35	962,260.71	132,498.64	7,200.00
2110	**TEACHING-REGULAR SCHOOL**	*	**13,052,143.00**	**191,546.13**	**13,243,689.13**	**8,887,439.61**	**3,647,416.03**	**708,833.49**
21		**	**13,052,143.00**	**191,546.13**	**13,243,689.13**	**8,887,439.61**	**3,647,416.03**	**708,833.49**
A2250.15	Instructional Salaries		4,295,161.00	-11,147.71	4,284,013.29	2,646,801.57	1,211,787.66	425,424.06
A2250.16	Noninstructional Salaries		107,809.00	357.43	108,166.43	52,683.84	30,887.79	24,594.80
A2250.4	Contractual and Other		0.00	597.00	597.00	0.00	597.00	0.00
A2250.45	Materials and Supplies		37,000.00	74.40	37,074.40	25,144.73	2,838.45	9,091.22
A2250.471	Tuition Paid to Public Districts in NYS (excluding Special Act Districts)		240,000.00	0.00	240,000.00	-18,672.00	143,777.00	114,895.00
A2250.472	Tuition - All Other (Specify)		932,000.00	65,747.32	997,747.32	627,187.23	271,672.43	98,887.66
A2250.49	BOCES Services		1,905,135.00	-23,196.00	1,881,939.00	1,147,728.63	706,627.37	27,583.00
2250	**PROGRAMS-STUDENTS W/ DISABIL**	*	**7,517,105.00**	**32,432.44**	**7,549,537.44**	**4,480,874.00**	**2,368,187.70**	**700,475.74**
A2259.15	Instructional Salaries		396,369.00	-7,442.00	388,927.00	258,910.34	130,016.66	0.00
2259		*	**396,369.00**	**-7,442.00**	**388,927.00**	**258,910.34**	**130,016.66**	**0.00**
A2280.15	Instructional Salaries		177,759.00	0.00	177,759.00	111,316.76	64,091.24	2,351.00
A2280.4	Contractual and Other		16,150.00	0.00	16,150.00	3,917.71	1,300.00	10,932.29
A2280.45	Materials and Supplies		2,390.00	0.00	2,390.00	666.89	449.45	1,273.66
A2280.48	Textbooks		600.00	0.00	600.00	0.00	0.00	600.00
A2280.49	BOCES Services		765,525.00	0.00	765,525.00	688,972.50	76,552.50	0.00
2280	**OCCUPATIONAL EDUCATION**	*	**962,424.00**	**0.00**	**962,424.00**	**804,873.86**	**142,393.19**	**15,156.95**
22		**	**8,875,898.00**	**24,990.44**	**8,900,888.44**	**5,544,658.20**	**2,640,597.55**	**715,632.69**
A2330.16	Noninstructional Salaries		22,060.00	-22,060.00	0.00	0.00	0.00	0.00

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A2330.4	Contractual and Other		0.00	22,657.00	22,657.00	3,516.20	13,068.00	6,072.80
2330	**TEACHING-SPECIAL SCHOOLS**	*	**22,060.00**	**597.00**	**22,657.00**	**3,516.20**	**13,068.00**	**6,072.80**
23		**	**22,060.00**	**597.00**	**22,657.00**	**3,516.20**	**13,068.00**	**6,072.80**
A2610.15	Instructional Salaries		339,957.00	0.00	339,957.00	262,718.61	71,650.39	5,588.00
A2610.16	Noninstructional Salaries		57,990.00	0.00	57,990.00	18,722.30	0.00	39,267.70
A2610.2	Equipment		40,000.00	475.00	40,475.00	0.00	0.00	40,475.00
A2610.4	Contractual and Other		1,520.00	0.00	1,520.00	0.00	0.00	1,520.00
A2610.45	Materials and Supplies		17,700.00	432.81	18,132.81	4,660.61	4,773.20	8,699.00
A2610.46	School Library A/V Loan Program (Note: Do not include Smart Schools Bond Act (SSBA)		24,275.00	21.30	24,296.30	13,578.65	413.83	10,303.82
A2610.49	BOCES Services		43,742.00	0.00	43,742.00	29,364.30	14,377.70	0.00
2610	**SCHOOL LIBRARY & AUDIOVISUAL**	*	**525,184.00**	**929.11**	**526,113.11**	**329,044.47**	**91,215.12**	**105,853.52**
A2630.16	Noninstructional Salaries		255,989.00	2,600.00	258,589.00	208,860.33	49,728.67	0.00
A2630.45	Materials and Supplies		39,800.00	-2,000.00	37,800.00	29,727.75	3,145.26	4,926.99
A2630.46	State-Aided Computer Software		118,700.00	-22,340.15	96,359.85	95,983.54	0.00	376.31
A2630.4c	Contractual and Other (Not State Aided Lease or Repair)		6,000.00	40,509.03	46,509.03	39,452.50	4,265.00	2,791.53
2630	**COMPUTER ASSISTED INSTRUCTION**	*	**420,489.00**	**18,768.88**	**439,257.88**	**374,024.12**	**57,138.93**	**8,094.83**
26		**	**945,673.00**	**19,697.99**	**965,370.99**	**703,068.59**	**148,354.05**	**113,948.35**
A2810.15	Instructional Salaries		654,189.00	-1,675.35	652,513.65	408,534.58	227,763.84	16,215.23
A2810.16	Noninstructional Salaries		42,880.00	3,186.45	46,066.45	36,484.28	9,081.17	501.00
A2810.4	Contractual and Other		3,485.00	0.00	3,485.00	0.00	0.00	3,485.00
A2810.45	Materials and Supplies		3,645.00	0.00	3,645.00	161.12	1,250.35	2,233.53
2810	**GUIDANCE-REGULAR SCHOOL**	*	**704,199.00**	**1,511.10**	**705,710.10**	**445,179.98**	**238,095.36**	**22,434.76**
A2815.16	Noninstructional Salaries		421,122.00	-68,988.60	352,133.40	190,584.34	99,958.62	61,590.44
A2815.4	Contractual and Other		166,100.00	22,000.00	188,100.00	81,500.68	87,957.25	18,642.07
A2815.45	Materials and Supplies		9,625.00	0.00	9,625.00	340.08	0.00	9,284.92
2815	**HEALTH SERVICES-REGULAR SCHOOL**	*	**596,847.00**	**-46,988.60**	**549,858.40**	**272,425.10**	**187,915.87**	**89,517.43**
A2820.15	Instructional Salaries		463,257.00	3,101.50	466,358.50	296,307.84	170,054.66	-4.00
A2820.45	Materials and Supplies		8,000.00	0.00	8,000.00	2,506.38	5,493.62	0.00
2820	**PSYCHOLOGICAL SRVC-REG SCHOOL**	*	**471,257.00**	**3,101.50**	**474,358.50**	**298,814.22**	**175,548.28**	**-4.00**
A2825.15	Instructional Salaries		494,421.00	0.00	494,421.00	323,591.09	166,836.41	3,993.50
A2825.4	Contractual and Other		110,000.00	0.00	110,000.00	26,600.00	11,400.00	72,000.00
A2825.45	Materials and Supplies		2,750.00	0.00	2,750.00	38.40	0.00	2,711.60

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
2825	**SOCIAL WORK SRVC-REG SCHOOL**	*	**607,171.00**	**0.00**	**607,171.00**	**350,229.49**	**178,236.41**	**78,705.10**
A2830.15	Instructional Salaries		161,110.00	3,500.00	164,610.00	132,683.98	31,926.02	0.00
A2830.4	Contractual and Other		6,000.00	0.00	6,000.00	1,694.94	0.00	4,305.06
A2830.45	Materials and Supplies		2,000.00	0.00	2,000.00	2,000.00	0.00	0.00
2830	**PUPIL PERSONNEL SRVC-SPEC SCHL**	*	**169,110.00**	**3,500.00**	**172,610.00**	**136,378.92**	**31,926.02**	**4,305.06**
A2850.4	Contractual and Other		1,600.00	0.00	1,600.00	935.00	0.00	665.00
2850	**CO-CURRICULAR ACTIV-REG SCHL**	*	**1,600.00**	**0.00**	**1,600.00**	**935.00**	**0.00**	**665.00**
A2855.15	Instructional Salaries		423,217.00	0.00	423,217.00	346,318.37	39,782.13	37,116.50
A2855.16	Noninstructional Salaries		139,625.00	2,662.75	142,287.75	110,893.30	30,181.04	1,213.41
A2855.4	Contractual and Other		118,500.00	1,000.00	119,500.00	104,586.53	5,442.73	9,470.74
A2855.45	Materials and Supplies		54,790.00	6,448.77	61,238.77	56,025.73	3,009.48	2,203.56
A2855.49	BOCES Services		89,486.00	0.00	89,486.00	78,849.90	10,636.10	0.00
2855	**INTERSCHOL ATHLETICS-REG SCHL**	*	**825,618.00**	**10,111.52**	**835,729.52**	**696,673.83**	**89,051.48**	**50,004.21**
28		**	**3,375,802.00**	**-28,764.48**	**3,347,037.52**	**2,200,636.54**	**900,773.42**	**245,627.56**
2		***	**28,717,276.00**	**302,337.82**	**29,019,613.82**	**19,244,679.72**	**7,818,611.56**	**1,956,322.54**
A5510.16a	Noninstructional Salaries (Excl Trans Supv Office)		813,098.00	0.00	813,098.00	433,558.18	163,269.00	216,270.82
A5510.16b	Noninstructional Salaries (Trans Supervisor Office)		225,981.00	0.00	225,981.00	181,154.19	43,131.81	1,695.00
A5510.21	Purchase of Buses		255,000.00	0.00	255,000.00	161,678.21	89,569.98	3,751.81
A5510.4	Contractual and Other		97,400.00	14,469.00	111,869.00	77,149.47	22,237.36	12,482.17
A5510.45	Materials and Supplies		161,000.00	884.22	161,884.22	77,313.87	58,720.19	25,850.16
A5510.49a	BOCES Bus Driver Training Services		2,190.00	0.00	2,190.00	1,899.00	291.00	0.00
5510	**DISTRICT TRANSPORT-MEDICAID**	*	**1,554,669.00**	**15,353.22**	**1,570,022.22**	**932,752.92**	**377,219.34**	**260,049.96**
A5530.4	Contractual and Other		7,500.00	0.00	7,500.00	1,134.87	5,365.13	1,000.00
5530	**GARAGE BUILDING**	*	**7,500.00**	**0.00**	**7,500.00**	**1,134.87**	**5,365.13**	**1,000.00**
A5540.4	Contract Transportation		4,690,363.00	-14,469.00	4,675,894.00	2,697,116.66	1,930,626.26	48,151.08
5540	**CONTRACT TRANSPORT-MEDICAID**	*	**4,690,363.00**	**-14,469.00**	**4,675,894.00**	**2,697,116.66**	**1,930,626.26**	**48,151.08**
55		**	**6,252,532.00**	**884.22**	**6,253,416.22**	**3,631,004.45**	**2,313,210.73**	**309,201.04**
5		***	**6,252,532.00**	**884.22**	**6,253,416.22**	**3,631,004.45**	**2,313,210.73**	**309,201.04**
A8060.4	Contractual and Other		20,000.00	0.00	20,000.00	20,000.00	0.00	0.00
8060	**CIVIC ACTIVITIES**	*	**20,000.00**	**0.00**	**20,000.00**	**20,000.00**	**0.00**	**0.00**
80		**	**20,000.00**	**0.00**	**20,000.00**	**20,000.00**	**0.00**	**0.00**
8		***	**20,000.00**	**0.00**	**20,000.00**	**20,000.00**	**0.00**	**0.00**

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
A9010.8	State Retirement		992,800.00	0.00	992,800.00	763,920.00	0.00	228,880.00
9010	**STATE RETIREMENT**	*	**992,800.00**	**0.00**	**992,800.00**	**763,920.00**	**0.00**	**228,880.00**
A9020.8	Teachers' Retirement		2,303,000.00	0.00	2,303,000.00	0.00	2,089,177.00	213,823.00
9020	**TEACHERS' RETIREMENT**	*	**2,303,000.00**	**0.00**	**2,303,000.00**	**0.00**	**2,089,177.00**	**213,823.00**
A9030.8	Social Security		2,110,000.00	0.00	2,110,000.00	1,312,746.48	797,253.52	0.00
9030	**SOCIAL SECURITY**	*	**2,110,000.00**	**0.00**	**2,110,000.00**	**1,312,746.48**	**797,253.52**	**0.00**
A9040.8	Workers' Compensation		435,500.00	-39,114.00	396,386.00	373,624.27	0.00	22,761.73
9040	**WORKERS' COMPENSATION**	*	**435,500.00**	**-39,114.00**	**396,386.00**	**373,624.27**	**0.00**	**22,761.73**
A9050.8	Unemployment Insurance		0.00	0.00	0.00	7,984.47	0.00	-7,984.47
9050	**UNEMPLOYMENT INSURANCE**	*	**0.00**	**0.00**	**0.00**	**7,984.47**	**0.00**	**-7,984.47**
A9055.8	Disability Insurance		7,000.00	0.00	7,000.00	5,215.49	0.00	1,784.51
9055	**DISABILITY INSURANCE**	*	**7,000.00**	**0.00**	**7,000.00**	**5,215.49**	**0.00**	**1,784.51**
A9060.8	Hospital, Medical, and Dental Insurance		13,855,508.00	-642,341.40	13,213,166.60	9,654,828.78	1,968,813.48	1,589,524.34
9060	**HOSPITAL, MEDICAL & DENTAL INS**	*	**13,855,508.00**	**-642,341.40**	**13,213,166.60**	**9,654,828.78**	**1,968,813.48**	**1,589,524.34**
A9070.8	Union Welfare Benefits		538,000.00	0.00	538,000.00	478,252.50	0.00	59,747.50
9070	**UNION WELFARE BENEFITS**	*	**538,000.00**	**0.00**	**538,000.00**	**478,252.50**	**0.00**	**59,747.50**
A9089.8	Other Employee Benefits (Specify)		345,000.00	2,950.90	347,950.90	59,369.21	12,788.87	275,792.82
9089	**OTHER**	*	**345,000.00**	**2,950.90**	**347,950.90**	**59,369.21**	**12,788.87**	**275,792.82**
90		**	**20,586,808.00**	**-678,504.50**	**19,908,303.50**	**12,655,941.20**	**4,868,032.87**	**2,384,329.43**
A9785.6b	Installment Purchase Debt - Other (Specify)		52,254.00	0.00	52,254.00	46,454.95	2,867.66	2,931.39
A9785.7b	Installment Purchase Debt - Other (Specify)		11,348.00	0.00	11,348.00	10,149.55	1,198.45	0.00
9785		*	**63,602.00**	**0.00**	**63,602.00**	**56,604.50**	**4,066.11**	**2,931.39**
97		**	**63,602.00**	**0.00**	**63,602.00**	**56,604.50**	**4,066.11**	**2,931.39**
A9901.93	Transfer to School Food Service Fund		385,000.00	0.00	385,000.00	308,000.00	0.00	77,000.00
A9901.95	Transfer to Special Aid Fund		80,000.00	0.00	80,000.00	0.00	0.00	80,000.00
9901	**TRANSFER TO SPECIAL AID**	*	**465,000.00**	**0.00**	**465,000.00**	**308,000.00**	**0.00**	**157,000.00**
A9950.9	Transfer to Capital Funds for Other Than School		500,000.00	239,515.00	739,515.00	466,530.00	0.00	272,985.00
9950	**TRANSFER TO CAPITAL**	*	**500,000.00**	**239,515.00**	**739,515.00**	**466,530.00**	**0.00**	**272,985.00**
99		**	**965,000.00**	**239,515.00**	**1,204,515.00**	**774,530.00**	**0.00**	**429,985.00**
9		***	**21,615,410.00**	**-438,989.50**	**21,176,420.50**	**13,487,075.70**	**4,872,098.98**	**2,817,245.82**
	Fund ATotals:		**62,325,500.00**	**1,831,608.02**	**64,157,108.02**	**41,888,285.41**	**16,835,362.12**	**5,433,460.49**

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
	Grand Totals:	62,325,500.00	1,831,608.02	64,157,108.02	41,888,285.41	16,835,362.12	5,433,460.49

ONTEORA CSD

Appropriation Status Detail Report By ST3 Format From 7/1/2024 To 4/30/2025

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
C2860.16	Salaries		507,500.00	-4,640.62	502,859.38	386,189.08	106,061.39	10,608.91
C2860.2	Equipment		0.00	209,392.51	209,392.51	6,342.51	203,050.00	0.00
C2860.4	Other (Specify)_____		12,000.00	4,640.62	16,640.62	14,212.11	869.31	1,559.20
C2860.41	Net Cost Of Food Used		325,000.00	13,091.00	338,091.00	287,983.78	38,562.78	11,544.44
C2860.45	Materials And Supplies		17,500.00	195.91	17,695.91	10,165.85	2,314.15	5,215.91
2860		*	**862,000.00**	**222,679.42**	**1,084,679.42**	**704,893.33**	**350,857.63**	**28,928.46**
28		**	**862,000.00**	**222,679.42**	**1,084,679.42**	**704,893.33**	**350,857.63**	**28,928.46**
2		***	**862,000.00**	**222,679.42**	**1,084,679.42**	**704,893.33**	**350,857.63**	**28,928.46**
C9010.8	State Retirement		70,000.00	0.00	70,000.00	0.00	0.00	70,000.00
9010		*	**70,000.00**	**0.00**	**70,000.00**	**0.00**	**0.00**	**70,000.00**
C9030.8	Social Security		35,000.00	0.00	35,000.00	29,341.30	0.00	5,658.70
9030		*	**35,000.00**	**0.00**	**35,000.00**	**29,341.30**	**0.00**	**5,658.70**
C9060.8	Hospital, Medical And Dental Insurance		178,000.00	0.00	178,000.00	0.00	0.00	178,000.00
9060		*	**178,000.00**	**0.00**	**178,000.00**	**0.00**	**0.00**	**178,000.00**
90		**	**283,000.00**	**0.00**	**283,000.00**	**29,341.30**	**0.00**	**253,658.70**
9		***	**283,000.00**	**0.00**	**283,000.00**	**29,341.30**	**0.00**	**253,658.70**
	Fund CTotals:		**1,145,000.00**	**222,679.42**	**1,367,679.42**	**734,234.63**	**350,857.63**	**282,587.16**
Grand Totals:			**1,145,000.00**	**222,679.42**	**1,367,679.42**	**734,234.63**	**350,857.63**	**282,587.16**

ONTEORA CSD

Appropriation Status Detail Report By ST3 Format From 7/1/2024 To 4/30/2025

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
F1620.2	Equipment		13,495.00	0.00	13,495.00	0.00	13,495.00	0.00
1620		*	**13,495.00**	**0.00**	**13,495.00**	**0.00**	**13,495.00**	**0.00**
16		**	**13,495.00**	**0.00**	**13,495.00**	**0.00**	**13,495.00**	**0.00**
1		***	**13,495.00**	**0.00**	**13,495.00**	**0.00**	**13,495.00**	**0.00**
F2110.15	Instructional Salaries		545,801.84	0.00	545,801.84	429,843.52	123,395.78	-7,437.46
F2110.16	Noninstructional Salaries		19,364.00	0.00	19,364.00	19,945.31	0.00	-581.31
F2110.2	Equipment		159,512.00	0.00	159,512.00	614,366.00	0.00	-454,854.00
F2110.4	Contractual and Other		460,748.27	16,000.00	476,748.27	485,503.72	34,478.10	-43,233.55
F2110.45	Materials and Supplies		104,912.94	0.00	104,912.94	55,742.08	0.00	49,170.86
F2110.49	BOCES Services		185,764.00	0.00	185,764.00	141,084.18	14,369.82	30,310.00
2110		*	**1,476,103.05**	**16,000.00**	**1,492,103.05**	**1,746,484.81**	**172,243.70**	**-426,625.46**
21		**	**1,476,103.05**	**16,000.00**	**1,492,103.05**	**1,746,484.81**	**172,243.70**	**-426,625.46**
F2250.15	Instructional Salaries		231,313.00	0.00	231,313.00	170,657.43	150,045.55	-89,389.98
F2250.4	Contractual and Other		70,223.00	0.00	70,223.00	35,223.11	528.87	34,471.02
F2250.45	Materials and Supplies		12,611.00	24,320.00	36,931.00	6,387.59	23,232.60	7,310.81
2250		*	**314,147.00**	**24,320.00**	**338,467.00**	**212,268.13**	**173,807.02**	**-47,608.15**
F2253.4	Contractual and Other		5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
F2253.472	Tuition - all Other (Specify)		150,000.00	0.00	150,000.00	246,192.86	0.00	-96,192.86
F2253.49	BOCES Services		55,000.00	0.00	55,000.00	0.00	0.00	55,000.00
2253		*	**210,000.00**	**0.00**	**210,000.00**	**246,192.86**	**0.00**	**-36,192.86**
22		**	**524,147.00**	**24,320.00**	**548,467.00**	**458,460.99**	**173,807.02**	**-83,801.01**
F2510.4	Contractual and Other		425,932.00	0.00	425,932.00	281,150.00	144,782.00	0.00
2510		*	**425,932.00**	**0.00**	**425,932.00**	**281,150.00**	**144,782.00**	**0.00**
25		**	**425,932.00**	**0.00**	**425,932.00**	**281,150.00**	**144,782.00**	**0.00**
2		***	**2,426,182.05**	**40,320.00**	**2,466,502.05**	**2,486,095.80**	**490,832.72**	**-510,426.47**
F5540.4	Contract Transportation		20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
5540		*	**20,000.00**	**0.00**	**20,000.00**	**0.00**	**0.00**	**20,000.00**
55		**	**20,000.00**	**0.00**	**20,000.00**	**0.00**	**0.00**	**20,000.00**
5		***	**20,000.00**	**0.00**	**20,000.00**	**0.00**	**0.00**	**20,000.00**
F9901.9	Transfers to Other Funds		0.00	0.00	0.00	1,474,638.35	0.00	-1,474,638.35
9901		*	**0.00**	**0.00**	**0.00**	**1,474,638.35**	**0.00**	**-1,474,638.35**
99		**	**0.00**	**0.00**	**0.00**	**1,474,638.35**	**0.00**	**-1,474,638.35**
9		***	**0.00**	**0.00**	**0.00**	**1,474,638.35**	**0.00**	**-1,474,638.35**

Account	Description	Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
	Fund FTotals:	2,459,677.05	40,320.00	2,499,997.05	3,960,734.15	504,327.72	-1,965,064.82
	Grand Totals:	2,459,677.05	40,320.00	2,499,997.05	3,960,734.15	504,327.72	-1,965,064.82

ONTEORA CSD

Appropriation Status Detail Report By ST3 Format From 7/1/2024 To 4/30/2025

Account	Description		Budget	Adjustments	Adj. Budget	Expensed	Encumbered	Available
H1620.292	Buildings		200.00	0.00	200.00	0.00	0.00	200.00
H1620.293	General Construction		8,488,142.60	2,837,247.28	11,325,389.88	3,831,311.42	2,896,265.56	4,597,812.90
1620		*	**8,488,342.60**	**2,837,247.28**	**11,325,589.88**	**3,831,311.42**	**2,896,265.56**	**4,598,012.90**
16		**	**8,488,342.60**	**2,837,247.28**	**11,325,589.88**	**3,831,311.42**	**2,896,265.56**	**4,598,012.90**
1		***	**8,488,342.60**	**2,837,247.28**	**11,325,589.88**	**3,831,311.42**	**2,896,265.56**	**4,598,012.90**
H2110.200	Regular Sch-Furniture, Equipment, Textbo		128.82	200,000.00	200,128.82	19,160.92	174,443.77	6,524.13
H2110.201	Superintendent Of Constr Or Clerk Of Wor		954,438.00	-78,165.97	876,272.03	456,300.00	593,300.00	-173,327.97
H2110.240	Contractual And Other		642,643.99	297,525.29	940,169.28	223,429.88	242,898.92	473,840.48
2110		*	**1,597,210.81**	**419,359.32**	**2,016,570.13**	**698,890.80**	**1,010,642.69**	**307,036.64**
21		**	**1,597,210.81**	**419,359.32**	**2,016,570.13**	**698,890.80**	**1,010,642.69**	**307,036.64**
2		***	**1,597,210.81**	**419,359.32**	**2,016,570.13**	**698,890.80**	**1,010,642.69**	**307,036.64**
H5510.210	Buses		4,932.19	0.00	4,932.19	0.00	0.00	4,932.19
5510		*	**4,932.19**	**0.00**	**4,932.19**	**0.00**	**0.00**	**4,932.19**
55		**	**4,932.19**	**0.00**	**4,932.19**	**0.00**	**0.00**	**4,932.19**
5		***	**4,932.19**	**0.00**	**4,932.19**	**0.00**	**0.00**	**4,932.19**
H9901.9	Transfer To General Fund		-70,183.45	0.00	-70,183.45	0.00	0.00	-70,183.45
9901		*	**-70,183.45**	**0.00**	**-70,183.45**	**0.00**	**0.00**	**-70,183.45**
99		**	**-70,183.45**	**0.00**	**-70,183.45**	**0.00**	**0.00**	**-70,183.45**
9		***	**-70,183.45**	**0.00**	**-70,183.45**	**0.00**	**0.00**	**-70,183.45**
	Fund HTotals:		**10,020,302.15**	**3,256,606.60**	**13,276,908.75**	**4,530,202.22**	**3,906,908.25**	**4,839,798.28**
Grand Totals:			**10,020,302.15**	**3,256,606.60**	**13,276,908.75**	**4,530,202.22**	**3,906,908.25**	**4,839,798.28**

ONTEORA CSD

Revenue Status Report By Function From 7/1/2024 To 4/30/2025

Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
A 1001	REAL PROPERTY TAXES	48,434,118.00	-1,351,468.01	47,082,649.99	47,082,649.99	0.00
A 1081	PAYMENTS IN LIEU OF TAXES	20,292.00	0.00	20,292.00	22,440.62	-2,148.62
A 1085	SCHOOL TAX RELIEF REIMBURSEMENT	0.00	1,351,468.01	1,351,468.01	1,351,468.01	0.00
A 1090	INTEREST & PENALTIES REAL PROPERTY	50,000.00	0.00	50,000.00	81,363.11	-31,363.11
A 2230.0	DAY SCHOOL TUITION - DISTRICTS	50,000.00	0.00	50,000.00	180,779.64	-130,779.64
A 2389	MISCELLANEOUS REVENUES	0.00	0.00	0.00	6,696.78	-6,696.78
A 2401	INTEREST & EARNINGS	300,000.00	0.00	300,000.00	1,677,125.45	-1,377,125.45
A 2650	SALE OF EXCESS SCRAP & MATERIALS	0.00	0.00	0.00	1,401.20	-1,401.20
A 2665	SALE OF EQUIPMENT	0.00	0.00	0.00	10,892.00	-10,892.00
A 2701	REFUND PRIOR YEARS EXPENSE - BOCES	325,000.00	0.00	325,000.00	371,549.81	-46,549.81
A 2703	REFUND PRIOR YEARS EXPENSE - OTHER	0.00	0.00	0.00	1,956.70	-1,956.70
A 2705	GIFTS & DONATIONS	0.00	15,220.10	15,220.10	15,256.10	-36.00
A 2770.0	UNCLASSIFIED REVENUE - OTHER	75,000.00	0.00	75,000.00	155,423.59	-80,423.59
A 2770.1	UNCLASSIFIED REVENUE - E-RATE	15,000.00	0.00	15,000.00	21,954.08	-6,954.08
A 2770.3	UNCLASSIFIED REVENUE - AP Exams	0.00	0.00	0.00	21,626.00	-21,626.00
A 3101.A	BASIC FORMULA AID	9,427,119.00	0.00	9,427,119.00	6,358,275.38	3,068,843.62
A 3101.B	EXCESS COST AID	138,648.00	0.00	138,648.00	1,712,112.50	-1,573,464.50
A 3102	LOTTERY AID	0.00	0.00	0.00	309,709.00	-309,709.00
A 3103	BOCES AID	602,930.00	0.00	602,930.00	159,549.50	443,380.50
A 3260	TEXTBOOK AID	94,449.00	0.00	94,449.00	71,997.00	22,452.00
A 3262	COMPUTER SOFTWARE AID	0.00	0.00	0.00	16,209.00	-16,209.00
A 3263	LIBRARY LOAN PROGRAM AID	0.00	0.00	0.00	6,762.00	-6,762.00
A 3289	OTHER STATE AID	0.00	50,000.00	50,000.00	193,227.81	-143,227.81
	A Totals:	**59,532,556.00**	**65,220.10**	**59,597,776.10**	**59,830,425.27**	**-232,649.17**
	Grand Totals:	**59,532,556.00**	**65,220.10**	**59,597,776.10**	**59,830,425.27**	**-232,649.17**

ONTEORA CSD

Revenue Status Report By Function From 7/1/2024 To 4/30/2025

Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
C 1440	SALE - TYPE A LUNCH	1,000.00	0.00	1,000.00	445.77	554.23
C 1445	SALE - OTHER FOOD	75,000.00	0.00	75,000.00	128,568.59	-53,568.59
C 2401	INTEREST & EARNINGS	0.00	0.00	0.00	84.90	-84.90
C 2770	MISCELLANEOUS REVENUES	0.00	8,219.00	8,219.00	8,316.29	-97.29
C 3190	STATE AID - LUNCH PROGRAM	150,000.00	0.00	150,000.00	133,798.00	16,202.00
C 3191	STATE AID - BREAKFAST PROGRAM	50,000.00	0.00	50,000.00	37,168.00	12,832.00
C 4190	FEDERAL AID - LUNCH PROGRAM	350,000.00	4,872.00	354,872.00	254,019.00	100,853.00
C 4191	FEDERAL AID - BREAKFAST PROGRAM	100,000.00	0.00	100,000.00	75,402.00	24,598.00
C 4193	FEDERAL AID - SURPLUS FOOD	34,000.00	0.00	34,000.00	27,795.54	6,204.46
C 5031	INTERFUND TRANSFERS	385,000.00	209,392.51	594,392.51	517,392.51	77,000.00
	C Totals:	**1,145,000.00**	**222,483.51**	**1,367,483.51**	**1,182,990.60**	**184,492.91**
	Grand Totals:	**1,145,000.00**	**222,483.51**	**1,367,483.51**	**1,182,990.60**	**184,492.91**

ONTEORA CSD

Revenue Status Report By Function From 7/1/2024 To 4/30/2025

Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
F 0005.CAF.E	CN EQUIP GRANT	13,495.00	0.00	13,495.00	0.00	13,495.00
F 3289..25.EX.UPK	STATEWIDE PRE-K EXP 24/25	167,900.00	0.00	167,900.00	92,500.00	75,400.00
F 3289..25.SU.PK	STATEWIDE PRE-K 24/25	188,000.00	0.00	188,000.00	0.00	188,000.00
F 3289..25.UP.K	UNIVERSAL PRE-K 24/25	70,032.00	0.00	70,032.00	35,016.00	35,016.00
F 3289.0	SUMMER HANDICAPPED	0.00	0.00	0.00	62,661.16	-62,661.16
F 4126.0.2.5	TITLE I Part A 24-25	497,725.00	0.00	497,725.00	380,674.00	117,051.00
F 4129.0.2.5	TITLE IV 24-25	44,192.00	0.00	44,192.00	39,772.00	4,420.00
F 4256.1.2.5	SECTION 611 24-25	417,433.00	24,320.00	441,753.00	208,139.00	233,614.00
F 4256.2.2.5	SECTION 619 24/25	14,228.00	0.00	14,228.00	92,828.00	-78,600.00
F 4289. AR.P	ARP - ESSER2	0.00	0.00	0.00	2,705,565.90	-2,705,565.90
F 4289.1.2.5	TITLE IIA 24-25	50,929.00	16,000.00	66,929.00	39,053.00	27,876.00
	F Totals:	**1,463,934.00**	**40,320.00**	**1,504,254.00**	**3,656,209.06**	**-2,151,955.06**
	Grand Totals:	**1,463,934.00**	**40,320.00**	**1,504,254.00**	**3,656,209.06**	**-2,151,955.06**

ONTEORA CSD

Revenue Status Report By Function From 7/1/2024 To 4/30/2025

Account	Description	Budget	Adjustments	Revised Budget	Revenue Earned	Unearned Revenue
H 3297.B	SSBA SMART SCHOOLS BOND ACT	0.23	0.00	0.23	0.00	0.23
H 5031	INTERFUND TRANSFER	1,285,000.00	0.00	1,285,000.00	0.00	1,285,000.00
H 5031. EX.TD.OOR	INTERFUND TRANSFER	0.00	406,530.00	406,530.00	406,530.00	0.00
H 5031.ADA	INTERFUND TRANSFER	5,071,249.00	0.00	5,071,249.00	0.00	5,071,249.00
H 5031.BLB.X	INTERFUND TRANSFER	478,000.00	0.00	478,000.00	0.00	478,000.00
H 5031.BNH.VA.C	INTERFUND TRANSFER	15,994.00	0.00	15,994.00	0.00	15,994.00
H 5031.BNK.5	INTERFUND TRANSFER	168,920.00	0.00	168,920.00	0.00	168,920.00
H 5031.CHE.ML.AB	INTERFUND TRANSFER	272,000.00	0.00	272,000.00	0.00	272,000.00
H 5031.CLA.SS	INTERFUND TRANSFER	-1,285,000.00	0.00	-1,285,000.00	0.00	-1,285,000.00
H 5031.ELE.V	INTERFUND TRANSFER	60,000.00	0.00	60,000.00	60,000.00	0.00
H 5031.FLO.OR	INTERFUND TRANSFER	-636,219.00	0.00	-636,219.00	-636,219.00	0.00
H 5031.GEN	INTERFUND TRANSFER	820,740.43	0.00	820,740.43	820,740.43	0.00
H 5031.ROO.F	INTERFUND TRANSFER	1,088,751.00	0.00	1,088,751.00	0.00	1,088,751.00
H 5031.STE.PS	INTERFUND TRANSFER	1,079.13	0.00	1,079.13	0.00	1,079.13
H 5031.VEN.T	INTERFUND TRANSFER	2,438,540.40	0.00	2,438,540.40	2,232,847.74	205,692.66
	H Totals:	**9,779,055.19**	**406,530.00**	**10,185,585.19**	**2,883,899.17**	**7,301,686.02**
	Grand Totals:	**9,779,055.19**	**406,530.00**	**10,185,585.19**	**2,883,899.17**	**7,301,686.02**

ONTEORA CSD

Trial Balance Report From 7/1/2024 - 4/30/2025

NVISION

Account	Description	Debits	Credits	Balance	
A 200	CASH IN CHECKING	79,997,737.17	77,918,102.67	2,079,634.50	
A 200.1	CASH IN CLASS MMA	18,547,567.38	0.00	18,547,567.38	
A 200.10	PAYROLL CHECKING	162,766.08	161,070.32	1,695.76	
A 200.11	CASH IN Community Bank Money Market	24,829,828.82	23,410,000.00	1,419,828.82	
A 200.12	CASH IN Metropolitan Commercial Bank	7,375,853.55	0.00	7,375,853.55	
A 200.13	CASH IN Bank of Greene County - Investment Acct	29,314,320.97	22,050,000.00	7,264,320.97	
A 200.14	CASH IN Bank of Greene County - Tax Acct	28,069,766.85	28,069,596.62	170.23	
A 200.7	CASH IN NYLAF	12,809,762.78	6,000,000.00	6,809,762.78	
A 200.9	CASH IN Community Bank Tax Account	3,183,466.63	3,183,135.08	331.55	
A 380	ACCOUNTS RECEIVABLE	2,786.61	0.00	2,786.61	
A 391	DUE FROM OTHER FUNDS	606,830.57	0.00	606,830.57	
A 391C	DUE FROM CAFETERIA	934,067.54	1,194,800.00	260,732.46	CR
A 391CM	DUE FROM CM SCHOLARSHIP FUND	0.00	87,000.00	87,000.00	CR
A 391F	DUE FROM FEDERAL	1,711,830.29	4,407,639.00	2,695,808.71	CR
A 510	ESTIMATED REVENUE	59,597,776.10	0.00	59,597,776.10	
A 521	ENCUMBRANCES	77,768,891.44	60,933,529.32	16,835,362.12	
A 522	APPROPRIATION EXPENSE	42,366,341.66	478,056.25	41,888,285.41	
A 599	APPROPRIATED FUND BALANCE	4,559,331.92	0.00	4,559,331.92	
A 630	DUE TO OTHER FUNDS	60,000.00	61,356.30	1,356.30	CR
A 632	DUE TO TEACHERS' RETIREMENT	2,089,177.00	2,251,332.18	162,155.18	CR
A 637	DUE TO EMPLOYEES' RETIREMENT	0.00	213,079.00	213,079.00	CR
A 718	NYS EMPLOYEE RETIREMENT	121,769.51	122,290.98	521.47	CR
A 719	DISABILITY INSURANCE - FIRST UNUM	1,171.04	985.12	185.92	
A 720.1	HEALTH INSURANCE	0.00	341,727.19	341,727.19	CR
A 720.2	PREFERRED GROUP	80,364.00	76,860.00	3,504.00	
A 726	FICA & MEDICARE	2,684,035.59	2,684,084.03	48.44	CR
A 727	NYS TEACHER RETIREMENT	109,441.00	109,441.19	0.19	CR
A 815	RESERVE - UNEMPLOYMENT INSURANCE	0.00	757,501.53	757,501.53	CR
A 821	RESERVE - ENCUMBRANCES	60,933,529.32	77,768,891.44	16,835,362.12	CR
A 827	RESERVE - ERS	0.00	4,545,000.27	4,545,000.27	CR
A 828	RESERVE - TRS SUB-FUND	0.00	2,027,648.73	2,027,648.73	CR
A 867	RESERVE - EMPLOYEE BENEFIT ACCRUED	0.00	1,558,683.26	1,558,683.26	CR
A 878.3	RESERVE - CAPITAL 2023	542,767.48	6,982,890.97	6,440,123.49	CR
A 882	RESERVE - REPAIRS	818,457.28	847,559.82	29,102.54	CR
A 909	FUND BALANCE UNASSIGNED	0.00	4,256,458.76	4,256,458.76	CR
A 910	APPROPRIATED FUND BALANCE	0.00	2,793,385.26	2,793,385.26	CR
A 960	APPROPRIATIONS	0.00	64,157,108.02	64,157,108.02	CR
A 980	REVENUE	192,777.52	60,023,202.79	59,830,425.27	CR
	A Fund Totals:	**459,472,416.10**	**459,472,416.10**	**0.00**	
	Grand Totals:	**459,472,416.10**	**459,472,416.10**	**0.00**	

Account	Description		Debits	Credits	Balance	
C 200	CASH IN CHECKING		2,142,160.26	1,518,088.72	624,071.54	
C 200.1	CAFETERIA COMMUNITY BANK		109,305.85	70,000.00	39,305.85	
C 210	PETTY CASH		419.25	0.00	419.25	
C 445	MATERIAL & SUPPLY INVENTORY		2,739.59	0.00	2,739.59	
C 446	FOOD INVENTORY		13,726.33	0.00	13,726.33	
C 510	ESTIMATED REVENUE		1,367,483.51	0.00	1,367,483.51	
C 521	ENCUMBRANCES		1,401,711.17	1,050,853.54	350,857.63	
C 522	APPROPRIATION EXPENSE		735,397.73	1,163.10	734,234.63	
C 599	APPROPRIATED FUND BALANCE		195.91	0.00	195.91	
C 601	ACCRUED LIABILITY		75,837.66	72,807.74	3,029.92	
C 630	DUE TO OTHER FUNDS		0.00	280,598.26	280,598.26	CR
C 630A	DUE TO GENERAL FUND		1,194,800.00	934,067.54	260,732.46	
C 631	DUE TO OTHER GOVERNMENTS		1,945.76	3,701.97	1,756.21	CR
C 720	RESERVE - INVENTORY		0.00	16,465.92	16,465.92	CR
C 821	RESERVE - ENCUMBRANCES		1,050,853.54	1,401,711.17	350,857.63	CR
C 909	FUND BALANCE		0.00	196,448.58	196,448.58	CR
C 960	APPROPRIATIONS		0.00	1,367,679.42	1,367,679.42	CR
C 980	REVENUE		0.00	1,182,990.60	1,182,990.60	CR
		C Fund Totals:	**8,096,576.56**	**8,096,576.56**	**0.00**	
		Grand Totals:	**8,096,576.56**	**8,096,576.56**	**0.00**	

ONTEORA CSD

Trial Balance Report From 7/1/2024 - 4/30/2025

Account	Description		Debits	Credits	Balance	
F 200	CASH IN CHECKING		5,788,240.95	5,393,026.88	395,214.07	
F 391	DUE FROM OTHER FUNDS		1,356.30	0.00	1,356.30	
F 410	DUE FROM STATE GOVERNMENT		2,014,392.02	1,785,393.27	228,998.75	
F 510	ESTIMATED REVENUE		1,504,254.00	0.00	1,504,254.00	
F 521	ENCUMBRANCES		2,197,447.83	1,693,120.11	504,327.72	
F 522	APPROPRIATION EXPENSE		3,960,734.15	0.00	3,960,734.15	
F 599	APPROPRIATED FUND BALANCE		995,743.05	0.00	995,743.05	
F 630A	DUE TO GENERAL FUND		4,407,639.00	1,712,149.29	2,695,489.71	
F 630H	DUE TO CAPITAL FUND		0.00	3,625,583.92	3,625,583.92	CR
F 821	RESERVE - ENCUMBRANCES		1,693,120.11	2,197,447.83	504,327.72	CR
F 960	APPROPRIATIONS		0.00	2,499,997.05	2,499,997.05	CR
F 980	REVENUE		147,742.58	3,803,951.64	3,656,209.06	CR
		F Fund Totals:	**22,710,669.99**	**22,710,669.99**	**0.00**	
		Grand Totals:	**22,710,669.99**	**22,710,669.99**	**0.00**	

ONTEORA CSD

Trial Balance Report From 7/1/2024 - 4/30/2025

Account	Description		Debits	Credits	Balance	
H 200.2	CASH IN Bank of Greene County Capital Checking		4,007,277.74	3,803,319.35	203,958.39	
H 200.3	CASH IN Bank of Greene County Capital Investment		3,534,531.00	0.00	3,534,531.00	
H 391F	DUE FROM FEDERAL		3,625,584.02	0.00	3,625,584.02	
H 410	DUE FROM STATE GOVERNMENT		14,137.40	0.00	14,137.40	
H 510	ESTIMATED REVENUE		30,021,831.08	0.00	30,021,831.08	
H 521	ENCUMBRANCES		10,343,492.20	3,586,507.35	6,756,984.85	
H 522	APPROPRIATION EXPENSE		8,053,748.14	4,632.00	8,049,116.14	
H 599	APPROPRIATED FUND BALANCE		3,091,323.56	3,620,953.22	529,629.66	CR
H 601	ACCRUED LIABILITY		0.00	167,053.82	167,053.82	CR
H 630	DUE TO OTHER FUNDS		0.00	325,913.31	325,913.31	CR
H 821	RESERVE - ENCUMBRANCES		3,586,507.35	7,493,415.60	3,906,908.25	CR
H 909	FUND BALANCE		0.00	4,669,346.55	4,669,346.55	CR
H 960	APPROPRIATIONS		0.00	29,492,201.42	29,492,201.42	CR
H 980	REVENUE		0.00	13,115,089.87	13,115,089.87	CR
		H Fund Totals:	**66,278,432.49**	**66,278,432.49**	**0.00**	
		Grand Totals:	**66,278,432.49**	**66,278,432.49**	**0.00**	

Reference #	Date	Type	Description			Approval Status	Approver	Approved Date	
	Vendor ID	PO Number		Liquidated	Account	Detail Description		Debits	Credits
389	04/02/2025	OE-BD	BNK5 Pre-Referendum Point Road Studios LLC			Not Required			
					H 510			25,000.00	0.00
					H 960			0.00	25,000.00
					H 2110.240-10-BNK5			0.00	25,000.00
					H 5031.BNK.5			25,000.00	0.00
390	04/02/2025	BD	SECTION 611 FS10-Amendment #1 Carry Over Funds			Not Required			
					F 960			0.00	24,320.00
					F 510			24,320.00	0.00
					F 4256.1.2.5			24,320.00	0.00
					F 2250.450-25-611			0.00	24,320.00
391	04/03/2025	ST	Payroll 4/4/2025			Not Required			
					C 522			1,754.10	0.00
					A 521			0.00	73,124.45
					A 821			73,124.45	0.00
					A 522			73,124.45	0.00
	2129	242501		73,124.45	A 9030.800-10			73,124.45	0.00
					A 200			0.00	73,124.45
	2129				C 9030.800-20			1,754.10	0.00
					C 200			0.00	1,754.10
					A 200			74,878.55	0.00
					A 726			0.00	74,878.55
392	04/04/2025	ST	Community Bank Multi-Fund to Community Bank $ Market			Not Required			
					A 200.11			2,500,000.00	0.00
					A 200			0.00	2,500,000.00
393	04/07/2025	BD	BOE Resolution - Stewart's Foundation WD			Not Required			
					A 960			0.00	500.00
					A 510			500.00	0.00
					A 2705			500.00	0.00

Reference #	Date	Type	Description	Approval Status	Approver	Approved Date		
	Vendor ID	PO Number	Liquidated	Account	Detail Description		Debits	Credits
				A 2110.431-07			0.00	500.00
394	04/07/2025	BD	BOE Resolution Senior Award Donations	Not Required				
				CM 960			0.00	7,475.75
				CM 510			7,475.75	0.00
				CM 2705.15			125.00	0.00
				CM 2989.400-15	LaClair		0.00	125.00
				CM 2705.15			3,500.00	0.00
				CM 2989.400-15	Anonymous		0.00	3,500.00
				CM 2705.15			2,000.00	0.00
				CM 2989.400-15	Ron Pape		0.00	2,000.00
				CM 2705.15			500.00	0.00
				CM 2989.400-15	B Simon		0.00	500.00
				CM 2705.15			200.00	0.00
				CM 2989.400-15	Bonavist		0.00	200.00
				CM 2705.15			200.00	0.00
				CM 2989.400-15	Woodstock Community Closet		0.00	200.00
				CM 2705.15			31.25	0.00
				CM 2989.400-15	Downs		0.00	31.25
				CM 2705.15			32.00	0.00
				CM 2989.400-15	DiDonna		0.00	32.00
				CM 2705.15			31.25	0.00
				CM 2989.400-15	Schimmelpfennig		0.00	31.25
				CM 2705.15			31.25	0.00
				CM 2989.400-15	Edelman		0.00	31.25
				CM 2705.15			250.00	0.00
				CM 2989.400-15	Jean Douglas		0.00	250.00
				CM 2705.15			125.00	0.00
				CM 2989.400-15	McLaren		0.00	125.00
				CM 2705.15			125.00	0.00
				CM 2989.400-15	Laffin		0.00	125.00
				CM 2705.15			31.25	0.00
				CM 2989.400-15	Laffin		0.00	31.25

Reference #	Date	Type	Description			Approval Status	Approver	Approved Date		
	Vendor ID		PO Number	Liquidated	Account	Detail Description			Debits	Credits
					CM 2705.15				31.25	0.00
					CM 2989.400-15	McLaren			0.00	31.25
					CM 2705.15				31.25	0.00
					CM 2989.400-15	Harjes			0.00	31.25
					CM 2705.15				31.25	0.00
					CM 2989.400-15	LaClair			0.00	31.25
					CM 2705.15				200.00	0.00
					CM 2989.400-15	Historical Society of Woodstock			0.00	200.00
396	04/07/2025	ST	Cafeteria Transfer - April 2025			Not Required				
					C 980				0.00	38,500.00
					A 522				38,500.00	0.00
					A 200				0.00	38,500.00
	2597				A 9901.930-10				38,500.00	0.00
					C 200				38,500.00	0.00
					C 5031				0.00	38,500.00
406	04/09/2025	ST	Adjust SUPK Expenditure from A to F			Not Required				
					F 521				0.00	2,331.00
					F 821				2,331.00	0.00
					F 522				2,331.00	0.00
					A 521				2,331.00	0.00
					A 821				0.00	2,331.00
					A 522				0.00	2,331.00
					A 200				2,331.00	0.00
					F 200				0.00	2,331.00
	1645		240555	-2,331.00	A 2333.400-00-PREK				0.00	2,331.00
	1645		240555	2,331.00	F 2510.400-25-SUPK				2,331.00	0.00
407	04/30/2025	ST	Community Bank to Navitas Credit Corp.			Not Required				
					A 521				0.00	1,550.15
					A 821				1,550.15	0.00
					A 522				1,550.15	0.00

Reference #	Date	Type	Description			Approval Status	Approver	Approved Date	
	Vendor ID		PO Number	Liquidated	Account	Detail Description		Debits	Credits
					A 200			0.00	1,550.15
	15304		240572	605.60	A 9785.700-10			605.60	0.00
	15304		240572	944.55	A 9785.600-10			944.55	0.00
408	04/11/2025	ST	Community Bank to DEHIC			Not Required			
					A 521			0.00	1,013,571.54
					A 821			1,013,571.54	0.00
					A 522			1,013,571.54	0.00
					A 200			0.00	1,013,571.54
	1628		240005	397,370.11	A 9060.875-10	May 2025		397,370.11	0.00
	1628		240005	616,201.43	A 9060.800-10	May 2025		616,201.43	0.00
409	04/09/2025	ST	Community Bank $ Market to Community Bank Multifund			Not Required			
					A 200			1,500,000.00	0.00
					A 200.11			0.00	1,500,000.00
410	04/18/2025	ST	Payroll 4/18/2025			Not Required			
					A 521			0.00	74,706.06
					A 821			74,706.06	0.00
					A 522			74,706.06	0.00
					C 522			1,808.13	0.00
	2129		242501	74,706.06	A 9030.800-10			74,706.06	0.00
					A 200			0.00	74,706.06
	2129				C 9030.800-20			1,808.13	0.00
					C 200			0.00	1,808.13
					A 200			76,514.19	0.00
					A 726			0.00	76,514.19
411	04/15/2025	ST	Community Bank $ Market to Community Bank Multifund			Not Required			
					A 200			1,000,000.00	0.00
					A 200.11			0.00	1,000,000.00

Reference #	Date	Type	Description	Approval Status	Approver	Approved Date		
	Vendor ID	PO Number	Liquidated	Account	Detail Description		Debits	Credits
428	04/24/2025	ST	Adjust Title IA Homeless Transportation from A to F	Not Required				
				F 522			4,576.00	0.00
				A 522			0.00	4,576.00
				A 200			4,576.00	0.00
				F 200			0.00	4,576.00
	8836			A 5540.406-15			0.00	4,576.00
	8836			F 2110.400-00-25TITLEI			4,576.00	0.00
429	04/24/2025	ST	Adjust 24-25 Property Taxes	Not Required				
				A 980			0.00	167,756.60
				A 250			0.00	25,167.63
				A 602			192,924.23	0.00
				A 1001			0.00	182,197.18
				A 1090			14,440.58	0.00
430	04/24/2025	BD	TITLE IIA FS10-Amendment 001 Carry Over Funds	Not Required				
				F 960			0.00	16,000.00
				F 510			16,000.00	0.00
				F 4289.1.2.5			16,000.00	0.00
				F 2110.400-00-25TITLE2			0.00	16,000.00
437	04/25/2025	ST	Community Bank $ Market to Community Bank Multi -Fund	Not Required				
				A 200			1,000,000.00	0.00
				A 200.11			0.00	1,000,000.00
438	04/30/2025	ST	BOGC Investment Account to Community Bank Multi -Fund	Not Required				
				A 200			2,000,000.00	0.00
				A 200.13			0.00	2,000,000.00
442	04/30/2025	ST	Interest Earnings - April 2025	Not Required				
				C 980			0.00	13.44
				A 980			0.00	164,752.55

Reference #	Date	Type	Description		Approval Status	Approver	Approved Date		
	Vendor ID	PO Number		Liquidated	Account	Detail Description		Debits	Credits
					A 200.12			24,772.14	0.00
					A 200.11			9,725.81	0.00
					A 200			589.62	0.00
					A 200.1			62,031.02	0.00
					A 200.7			24,750.31	0.00
					A 200.9			0.12	0.00
					A 200.10			8.03	0.00
					A 200.13			30,838.77	0.00
					A 200.14			0.11	0.00
					A 2401			0.00	152,715.93
					H 200.3			11,850.70	0.00
					H 200.2			185.92	0.00
					H 630			0.00	12,036.62
					A 391			12,036.62	0.00
					A 2401			0.00	12,036.62
					C 200.1			13.44	0.00
					C 2401			0.00	13.44
443	04/30/2025	ST	Cafeteria VANCO - April 2025		Not Required				
					C 522			4.97	0.00
					C 200.1			7,784.79	0.00
					C 601			0.00	7,789.76
	2597				C 2860.470-20			4.97	0.00
444	04/30/2025	ST	Cafeteria Surplus - April 2025		Not Required				
					C 980			0.00	1,551.26
					C 522			1,551.26	0.00
	2597				C 2860.589-20-CM			1,551.26	0.00
					C 4193			0.00	1,551.26

Number of Journal Entries: 21

General Ledger Totals:	**11,028,698.98**	**11,028,698.98**
Subsidiary Ledger Totals:	**1,301,213.99**	**467,217.18**

Reference #	Date	Type	Description	Approval Status	Approver	Approved Date
	Vendor ID	PO Number	Liquidated	Account	Detail Description	Debits / Credits

Account Distribution Totals

Account	Description	Gen / Led Debits	Gen / Led Credits	Sub / Led Debits	Sub / Led Credits
A 1001	REAL PROPERTY TAXES	0.00	0.00	0.00	182,197.18
A 1090	INTEREST & PENALTIES REAL PROPERTY	0.00	0.00	14,440.58	0.00
A 200	CASH IN CHECKING	5,658,889.36	3,701,452.20	0.00	0.00
A 200.1	CASH IN CLASS MMA	62,031.02	0.00	0.00	0.00
A 200.10	PAYROLL CHECKING	8.03	0.00	0.00	0.00
A 200.11	CASH IN Community Bank Money Market	2,509,725.81	3,500,000.00	0.00	0.00
A 200.12	CASH IN Metropolitan Commercial Bank	24,772.14	0.00	0.00	0.00
A 200.13	CASH IN Bank of Greene County - Investment Acct	30,838.77	2,000,000.00	0.00	0.00
A 200.14	CASH IN Bank of Greene County - Tax Acct	0.11	0.00	0.00	0.00
A 200.7	CASH IN NYLAF	24,750.31	0.00	0.00	0.00
A 200.9	CASH IN Community Bank Tax Account	0.12	0.00	0.00	0.00
A 2110.431-07	SUPPLEMENTAL - WOODSTOCK	0.00	0.00	0.00	500.00
A 2333.400-00-PREK	PRE-SCHOOL PROF SERVICES	0.00	0.00	0.00	2,331.00
A 2401	INTEREST & EARNINGS	0.00	0.00	0.00	164,752.55
A 250	TAXES RECEIVABLE	0.00	25,167.63	0.00	0.00
A 2705	GIFTS & DONATIONS	0.00	0.00	500.00	0.00
A 391	DUE FROM OTHER FUNDS	12,036.62	0.00	0.00	0.00
A 510	ESTIMATED REVENUE	500.00	0.00	0.00	0.00
A 521	ENCUMBRANCES	2,331.00	1,162,952.20	0.00	0.00
A 522	APPROPRIATION EXPENSE	1,201,452.20	6,907.00	0.00	0.00
A 5540.406-15	CONTRACTUAL SERVICES - REGULAR	0.00	0.00	0.00	4,576.00
A 602	ACCRUED LIABILITY - Property Taxes	192,924.23	0.00	0.00	0.00
A 726	FICA & MEDICARE	0.00	151,392.74	0.00	0.00
A 821	RESERVE - ENCUMBRANCES	1,162,952.20	2,331.00	0.00	0.00

Reference #	Date	Type	Description	Approval Status	Approver	Approved Date
	Vendor ID	PO Number	Liquidated	Account	Detail Description	Debits / Credits

Account	Description	Gen / Led Debits	Gen / Led Credits	Sub / Led Debits	Sub / Led Credits
A 9030.800-10	FICA & MEDICARE	0.00	0.00	147,830.51	0.00
A 9060.800-10	HEALTH INSURANCE	0.00	0.00	616,201.43	0.00
A 9060.875-10	HEALTH INSURANCE - Retiree Health	0.00	0.00	397,370.11	0.00
A 960	APPROPRIATIONS	0.00	500.00	0.00	0.00
A 9785.600-10	Installment Purchase - Principal	0.00	0.00	944.55	0.00
A 9785.700-10	Installment Purchase -Interest	0.00	0.00	605.60	0.00
A 980	REVENUE	0.00	332,509.15	0.00	0.00
A 9901.930-10	TRANSFER - SCHOOL LUNCH FUND	0.00	0.00	38,500.00	0.00
	Fund A Totals:	**10,883,211.92**	**10,883,211.92**	**1,216,392.78**	**354,356.73**
C 200	CASH IN CHECKING	38,500.00	3,562.23	0.00	0.00
C 200.1	CAFETERIA COMMUNITY BANK	7,798.23	0.00	0.00	0.00
C 2401	INTEREST & EARNINGS	0.00	0.00	0.00	13.44
C 2860.470-20	MISCELLANEOUS EXPENSE	0.00	0.00	4.97	0.00
C 2860.589-20-CM	FOOD COMMODITY	0.00	0.00	1,551.26	0.00
C 4193	FEDERAL AID - SURPLUS FOOD	0.00	0.00	0.00	1,551.26
C 5031	INTERFUND TRANSFERS	0.00	0.00	0.00	38,500.00
C 522	APPROPRIATION EXPENSE	5,118.46	0.00	0.00	0.00
C 601	ACCRUED LIABILITY	0.00	7,789.76	0.00	0.00
C 9030.800-20	FICA & MEDICARE	0.00	0.00	3,562.23	0.00
C 980	REVENUE	0.00	40,064.70	0.00	0.00
	Fund C Totals:	**51,416.69**	**51,416.69**	**5,118.46**	**40,064.70**
CM 2705.15	GENERAL GIFTS & DONATIONS	0.00	0.00	7,475.75	0.00
CM 2989.400-15	GENERAL SCHOLARSHIP	0.00	0.00	0.00	7,475.75
CM 510	Estimated Revenue	7,475.75	0.00	0.00	0.00
CM 960	Appropriations	0.00	7,475.75	0.00	0.00
	Fund CM Totals:	**7,475.75**	**7,475.75**	**7,475.75**	**7,475.75**

Reference #	Date	Type	Description	Approval Status	Approver	Approved Date
	Vendor ID	PO Number	Liquidated	Account	Detail Description	Debits / Credits

Account	Description	Gen / Led Debits	Gen / Led Credits	Sub / Led Debits	Sub / Led Credits
F 200	CASH IN CHECKING	0.00	6,907.00	0.00	0.00
F 2110.400-00-25TITLE2	PURCHASED SERVICES 24-25	0.00	0.00	0.00	16,000.00
F 2110.400-00-25TITLEI	PURCHASED SERVICES 24-25	0.00	0.00	4,576.00	0.00
F 2250.450-25-611	SUPPLIES & MATERIALS	0.00	0.00	0.00	24,320.00
F 2510.400-25-SUPK	PURCHASED SERVICES 24/25	0.00	0.00	2,331.00	0.00
F 4256.1.2.5	SECTION 611 24-25	0.00	0.00	24,320.00	0.00
F 4289.1.2.5	TITLE IIA 24-25	0.00	0.00	16,000.00	0.00
F 510	ESTIMATED REVENUE	40,320.00	0.00	0.00	0.00
F 521	ENCUMBRANCES	0.00	2,331.00	0.00	0.00
F 522	APPROPRIATION EXPENSE	6,907.00	0.00	0.00	0.00
F 821	RESERVE - ENCUMBRANCES	2,331.00	0.00	0.00	0.00
F 960	APPROPRIATIONS	0.00	40,320.00	0.00	0.00
	Fund F Totals:	**49,558.00**	**49,558.00**	**47,227.00**	**40,320.00**
H 200.2	CASH IN Bank of Greene County Capital Checking	185.92	0.00	0.00	0.00
H 200.3	CASH IN Bank of Greene County Capital Investment	11,850.70	0.00	0.00	0.00
H 2110.240-10-BNK5	BENNETT K-5 PRE-REFERENDUM SERVICES - ADMINISTRATIVE EXPENSE	0.00	0.00	0.00	25,000.00
H 5031.BNK.5	INTERFUND TRANSFER	0.00	0.00	25,000.00	0.00
H 510	ESTIMATED REVENUE	25,000.00	0.00	0.00	0.00
H 630	DUE TO OTHER FUNDS	0.00	12,036.62	0.00	0.00
H 960	APPROPRIATIONS	0.00	25,000.00	0.00	0.00
	Fund H Totals:	**37,036.62**	**37,036.62**	**25,000.00**	**25,000.00**
	Grand Totals:	**11,028,698.98**	**11,028,698.98**	**1,301,213.99**	**467,217.18**

Onteora Central School District

The Superintendent of Schools hereby recommends the ACCEPTANCE of the Treasurer's Report for the period April 1, 2025 - April 30, 2025

	Community Bank Multi-Fund					Community Bank	Community Bank	TD Bank Savings	Bank of Greene County	Bank of Greene County
	General	School Lunch	Federal	Special Revenue	TOTAL	Custodial Fund	Payroll	Account Closed	Capital Fund Investment	Capital Fund Checking
				Scholarships		HS ExtraClassroom				
Available Cash Balance as Reported at the end of preceding month	399,400.01	525,449.55	91,659.05	14,749.33	1,031,257.94	63,120.41	1,687.73	$0.00	$3,522,680.30	$298,981.88
Add:										
Receipts: Collected During the Month:										
Real Property Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Penalties	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Star Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State & Federal Aid	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest & Earnings on Investments	589.62	0.00	0.00	0.00	589.62	25.15	8.03	0.00	11,850.70	0.00
Tuition & Charges for Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sales	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Payroll & Interfund Transfers(JE)	158,299.74	38,500.00	0.00	0.00	196,799.74	0.00	0.00	0.00	0.00	185.92
Miscellaneous Receipts	3,422,592.32	86,514.01	372,499.00	16,340.75	3,897,946.08	10,811.00	0.00	0.00	0.00	0.00
Bank Transfers	5,500,000.00	0.00	0.00	0.00	5,500,000.00	0.00	0.00	0.00	0.00	0.00
Total:	9,081,481.68	125,014.01	372,499.00	16,340.75	9,595,335.44	10,836.15	8.03	0.00	11,850.70	185.92
Less:										
Disbursements During the Month:										
By Check	3,699,794.99	22,829.79	62,036.98	0.00	0.00	5,454.57	0.00	0.00	0.00	95,209.41
By JE, Wire, Payroll or Interfund Transfer	3,701,452.20	3,562.23	6,907.00	0.00	3,711,921.43	48.00	0.00	0.00	0.00	0.00
Total:	7,401,247.19	26,392.02	68,943.98	0.00	3,711,921.43	5,502.57	0.00	0.00	0.00	95,209.41
Available Cash Balance At End of Month	**$2,079,634.50** ✓ A200	**$624,071.54** ✓ C200	**$395,214.07** ✓ F200	**$31,090.08** ✓ CM200	**$3,130,010.19** ✓ Multi-Fund Total	**$68,453.99** ✓ TC 200	**$1,695.76** ✓ A200.10	**$0.00** ✓ A200.2	**$3,534,531.00** ✓ H200.3	**$203,958.39** ✓ H200.2
Reconciliation with Bank Statements:										
Balance Per Bank Statements:					3,115,443.85 ✓	71,981.80 ✓	$33,734.41 ✓	$0.00	$3,534,531.00 ✓	$251,872.14 ✓
Less: Outstanding Checks:					(714,237.11) ✓	(3,527.81) ✓	(10,313.57) ✓	0.00	0.00	(47,913.67) ✓
Add: Deposits in Transit:					84.95	0.00	0.00	0.00	0.00	0.00
Less: Other Debits					(82.51) ✓	0.00	(21,725.08) ✓	0.00	0.00	(0.08) ✓
Add: Other Credits					728,801.01 ✓	0.00	0.00	0.00	0.00	0.00
Adjusted Bank Balance:					$3,130,010.19 ✓	$68,453.99 ✓	$1,695.76 ✓	$0.00 ✓	$3,534,531.00 ✓	$203,958.39 ✓
Unreconciled Difference:					0.00	0.00	0.00	0.00	0.00	0.00

Debra D'Aprile, District Treasurer

5/14/2025
Date

Received by the Board of Education and entered as part of the Board meeting held _____

_____
Clerk of the Board of Education

Onteora Central School District

The Superintendent of Schools hereby recommends the ACCEPTANCE of the Treasurer's Report for the period April 1, 2025 - April 30, 2025

	NY Class Savings	NYLAF MAX/FLEX	Metropolitan Commercial Bank	Community Bank Cafeteria	Catskill Hudson Capital	Community Bank Tax	Catskill Hudson Capital ICS Cash Sweep	Community Bank Money Market	Greene County Commercial Bank	Greene County Commercial Bank
	Investment	Investment	Investment	Checking	Checking	Checking	Investment	Investment	Investment	Tax Checking
Available Cash Balance as Reported at the end of preceding month	$18,033,124.36	$6,785,012.47	$7,351,081.41	$31,507.62	$0.00	$331.43	$0.00	$2,410,103.01	$9,233,482.20	$170.12
Add:										
Receipts: Collected During the Month:										
Real Property Taxes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Penalties	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Star Reimbursement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
State & Federal Aid	452,412.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest & Earnings on Investments	62,031.02	24,750.31	24,772.14	13.44	0.00	0.12	0.00	9,725.81	30,838.77	0.11
Tuition & Charges for Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Sales	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Payroll and Interfund Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Miscellaneous Receipts	0.00	0.00	0.00	7,784.79	0.00	0.00	0.00	0.00	0.00	0.00
Bank Transfers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,500,000.00	0.00	
Total:	514,443.02	24,750.31	24,772.14	7,798.23	0.00	0.12	0.00	2,509,725.81	30,838.77	0.11
Less:										
Disbursements During the Month:										
By Check	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
By JE, Wire, Payroll or Interfund Transfer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,500,000.00	2,000,000.00	0.00
Total:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,500,000.00	2,000,000.00	0.00
Available Cash Balance At End of Month	**$18,547,567.38**	**$6,809,762.78**	**$7,375,853.55**	**$39,305.85**	**$0.00**	**$331.55**	**$0.00**	**$1,419,828.82**	**$7,264,320.97**	**$170.23**
	A200.1	A200.7	A200.12	C200.1	H200.7	A200.9	H200.10	A200.11	A200.13	A200.14
Reconciliation with Bank Statements:										
Actual Balance Per Bank Statements:	**$18,547,567.38**	**$6,809,762.78**	**$7,375,853.55**	**$39,305.85**	**$0.00**	**$331.55**	**$0.00**	**$1,419,828.82**	**$7,264,320.97**	**$170.23**
Less:Outstanding Checks	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Add:Deposits in Transit	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Less: Other Debits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Add: Other Credits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Adjusted Bank Balance	**$18,547,567.38**	**$6,809,762.78**	**$7,375,853.55**	**$39,305.85**	**$0.00**	**$331.55**	**$0.00**	**$1,419,828.82**	**$7,264,320.97**	**$170.23**
Unreconciled Difference:	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Debra D'Aprile, District Treasurer

5/14/2025
Date

Received by the Board of Education and entered as part of the Board meeting held _____

_____
Clerk of the Board of Education

ONTEORA CSD

Budget Transfer Schedule Report For A - 10: BUDGET TRANSFER - APRIL 2025

Ref Number / Account	Date / Account Description	Budget Transfer Description / Detail Description	Approval Status	Transfer Out	Transfer In
2084	04/07/2025	Adjust BOCES for Cross Contracts	Not Required		
A 1310.490-10	BOCES SERVICES				12,177.00
A 1430.490-10	BOCES SERVICES				11,019.00
A 2250.490-09	BOCES SERVICES			12,177.00	
A 2250.490-09	BOCES SERVICES			11,019.00	
2085	04/07/2025	WD Musical Repair	Not Required		
A 2110.164-07	SALARIES - SUBSTITUTES WD			725.00	
A 2110.465-07-2200	EQUIPMENT REPAIR - WD MUSIC				725.00
2086	04/14/2025	BN Decodable Books to Support March Professional Development	Not Required		
A 2110.415-03	FIELD TRIPS - BENNETT			4,400.00	
A 2110.501-03	SUPPLIES - BENNETT				4,400.00
2087	04/22/2025	Neuropshchological Evaluation	Not Required		
A 2010.449-09	PROFESSIONAL SERVICES - PPS				4,000.00
A 2250.150-01	SALARIES - INSTRUCTIONAL HS			4,000.00	
2088	04/23/2025	Assessment Reductions	Not Required		
A 1930.414-10	JUDGEMENTS & CLAIMS			1,859.00	
A 1964.412-10	REFUND REAL PROPERTY TAXES				1,859.00
2089	04/29/2025	Membership Dues	Not Required		
A 1910.421-10	INSURANCE - LIABILITY			800.00	
A 1920.413-10	SCHOOL ASSOCIATION DUES				800.00

Budget Transfer Schedule Report For A - 10: BUDGET TRANSFER - APRIL 2025

Ref Number / Account	Date / Account Description	Budget Transfer Description / Detail Description	Approval Status	Transfer Out	Transfer In
			Grand Totals:	**34,980.00**	**34,980.00**

Number of Budget Transfers: 6

Net Amount: 0.00

Account Distribution Totals

Account	Description	Debits	Credits
A 1310.490-10	BOCES SERVICES	0.00	12,177.00
A 1430.490-10	BOCES SERVICES	0.00	11,019.00
A 1910.421-10	INSURANCE - LIABILITY	800.00	0.00
A 1920.413-10	SCHOOL ASSOCIATION DUES	0.00	800.00
A 1930.414-10	JUDGEMENTS & CLAIMS	1,859.00	0.00
A 1964.412-10	REFUND REAL PROPERTY TAXES	0.00	1,859.00
A 2010.449-09	PROFESSIONAL SERVICES - PPS	0.00	4,000.00
A 2110.164-07	SALARIES - SUBSTITUTES WD	725.00	0.00
A 2110.415-03	FIELD TRIPS - BENNETT	4,400.00	0.00
A 2110.465-07-2200	EQUIPMENT REPAIR - WD MUSIC	0.00	725.00
A 2110.501-03	SUPPLIES - BENNETT	0.00	4,400.00
A 2250.150-01	SALARIES - INSTRUCTIONAL HS	4,000.00	0.00
A 2250.490-09	BOCES SERVICES	23,196.00	0.00
	Fund A Totals:	**34,980.00**	**34,980.00**
	Grand Totals:	**34,980.00**	**34,980.00**

ONTEORA
CENTRAL SCHOOL DISTRICT
4166 Route 28, Boiceville, NY 12412

Budget Transfer Form

Amount	From Budget Code	To Budget Code	For Accounting Use Only: General Journal #	For Accounting Use Only: Date
$ 11,019.00	A2250.490-09	A1430.490-10	2054	4/7/25
$ 12,177.00	A2250.490-09	A1310.490-10	↓	↓

Explanation: Adjustment for cross contracts in BOCES billing.

Signature: [signature] **Title:** Treasurer 4/7/2025

FOR CENTRAL ADMINISTRATION USE ONLY

Recommend: Approval (X) Disapproval ( )

Remarks:

Signature of School Business Administrator: [signature] **Date:** 4/7/25

Approved (✓) **Disapproved** ( )

Signature of Superintendent: Victoria L Chase **Date:** 4/7/25

ONTEORA
CENTRAL SCHOOL DISTRICT
4166 Route 28, Boiceville, NY 12412

Budget Transfer Form

Amount	From Budget Code	To Budget Code	For Accounting Use Only: General Journal #	For Accounting Use Only: Date
$ 725.00	A2110.164.07	A2110.465.07-2200	2085	4/7/2025

Explanation: To cover cost of musical instrument repair

Signature: [signature] Treasurer 4/7/2025

FOR CENTRAL ADMINISTRATION USE ONLY

Recommend: Approval (X) Disapproval ( )

Remarks:

Signature of School Business Administrator: [signature] **Date:** 4/7/25

Approved (✓) **Disapproved** ( )

Signature of Superintendent: Victoria McKay **Date:** 4/[illegible]

ONTEORA CENTRAL SCHOOL DISTRICT
Boiceville, NY 12412

BUDGETARY TRANSFER REQUEST FORM

Amount	From Budget Code	To Budget Code	For Accounting Use Only: General Journal #	For Accounting Use Only: Date
$4,405	A2110.[illegible]415-02	A2110.501-07	2086	4/14/2025
				ded

Explanation: Decodables (BOOKS) after March PD

Signature [signature] Title: Principal 4/14/25

FOR CENTRAL ADMINISTRATION USE ONLY

Recommend: Approval (X) Disapproval ( )

Remarks:

Signature of School Business Administrator: Monica Zu Date: 4/22/25

Approved (✓) Disapproved ( )

Signature of Superintendent: Victoria McLar Date: 4/[illegible]

ONTEORA
CENTRAL SCHOOL DISTRICT
4166 Route 28, Boiceville, NY 12412

Budget Transfer Form

Amount	From Budget Code	To Budget Code	For Accounting Use Only: General Journal #	For Accounting Use Only: Date
$ 4,000.00	A2250.150-01	A2010.449-09	2457	4/22/25

Explanation: Additional funds needed for Neuropsychological Evaluation.

Signature: _____ **Title: Treasurer** **4/22/2025**

FOR CENTRAL ADMINISTRATION USE ONLY

Recommend: **Approval (X)** **Disapproval ( )**

Remarks:

Signature of School Business Administrator: Mary Jo U. **Date:** 4/22/25

Approved (✓) **Disapproved ( )**

Signature of Superintendent: Victoria McKar **Date:** 4/22/25

ONTEORA
CENTRAL SCHOOL DISTRICT
4166 Route 28, Boiceville, NY 12412

Budget Transfer Form

Amount	From Budget Code	To Budget Code	For Accounting Use Only: General Journal #	For Accounting Use Only: Date
$ 1,859.00	A1930.141-10	A1964.412-10	2088 (KC)	4/24/25

Explanation: Additional funds needed to cover small claims assessment reductions

Kimberly Cole — Signature

Deputy Treasurer — Title

4/23/2025 — Date

FOR CENTRAL ADMINISTRATION USE ONLY

Recommend: Approval (✓) Disapproval ( )

Remarks:

Signature of School Business Administrator: Maureen Zullo **Date:** 4/24/25

Approved (✓) Disapproved ( )

Signature of Superintendent: Victoria L. Kehoe **Date:** 4/24/25

ONTEORA CENTRAL SCHOOL DISTRICT
Boiceville, NY 12412

BUDGETARY TRANSFER REQUEST FORM

Amount	From Budget Code	To Budget Code	For Accounting Use Only: General Journal #	For Accounting Use Only: Date
$800.00	A1910.421-10	A1920~~410~~413-10	2089 (KG)	4/29/25

Explanation: Ulster County School Board Assocation Membership dues

Signature [signature] **Title** District Clerk **Date** 4/28/25

FOR CENTRAL ADMINISTRATION USE ONLY

Recommend: Approval (X) Disapproval ( )

Remarks:

Signature of School Business Administrator: [signature] **Date:** 4/28/25

Approved (✓) Disapproved ( )

Signature of Superintendent: [signature] **Date:** 4/28/25

Board Meeting
May 20, 2025

The Superintendent of Schools hereby recommends ACCEPTANCE of the WARRANTS, which have been subject to review and authorized for release by the Claims Auditor.

Warrant #	Date	Check #	Warrant Amount
57	4/11/2025	Accounts Payable 53961-54036 Void 48332, 48334, 51208, 51375, 51551, 51565, 51929, 52592, 53908	$547,617.28
19	4/11/2025	Capital 2229-2230	$41,795.74
16	4/11/2025	Cafeteria 53953-53960	$6,025.64
61	4/18/2025	Payroll EFT, 54037-54040	$1,087,210.37
20	4/25/2025	Capital 2231-2234	$53,413.67
17	4/25/2025	Cafeteria 54115-54129	$16,804.15
59	4/25/2025	Accounts Payable 54041-54114 Void 48475, 48993, 53285, 53780	$637,439.01
63	5/2/2025	Payroll EFT, 54130-54132	$1,033,190.97

ONTEORA CENTRAL SCHOOL DISTRICT

BOARD MEETING –May 20, 2025

.....*CONFIDENTIAL* .....

SCHEDULE U 5/25
AGENDA: 05/20/25

COMMITTEE ON SPECIAL EDUCATION/PRESCHOOL SPECIAL EDUCATION RECOMMENDATIONS AND AMENDMENTS

The Committee on Special Education/Preschool Special Education has presented CPSE/CSE recommendations which have been placed on file in the Office of Pupil Personnel Services. **If further review is necessary, please contact Amanda Allison, Assistant Superintendent.**

Board Trustee for **May** review of recommendations: CINDY BISHOP

ONTEORA CENTRAL SCHOOL DISTRICT

4166 Route 28, Boiceville, NY 12412
ph. 845.657.8499 • fax 845.657.8742
www.onteora.k12.ny.us

CENTRAL ADMINISTRATION
MONICA LACLAIR, CPA
Assistant Superintendent for Business
mlaclair@onteora.k12.ny.us

INDEPENDENT CONTRACTOR RETAINER

Name: Joseph DeCaro

Address: 135 Boyce Rd, Glenford NY 12433

Telephone Number: 845-337-5304

In accordance with Education Law of the State of New York, and the regulations of the Onteora Central School District, you are hereby retained as an Impartial Hearing Officer effective 7/01/2025 to 6/30/2026 at a rate of $550.00 per hearing with no fringe benefits or deductions. Onteora CSD or its designee reserves the right to monitor all contracts, including purchase orders, from commencement until completion and to certify satisfactory and timely performance/completion of the contract prior to the District's authorization of payment of the agreed contract amount to the contractor. You will be paid on invoices submitted by you, stating the dates and hours of the services you rendered and your total fee. If applicable, you will be required to attend any meetings in reference to the evaluation/report submitted and reports must be submitted for reimbursement. The terms and conditions of this contract are subject to formal approval by the Board of Education. Please sign below and return to the Program Supervisor's Office as soon as possible.

I hereby assert that I am duly qualified as provided by the Education Law, and that I hereby accept the retainer for services under the conditions set forth above.

Signature _____ Date 5/7/25

Joseph DeCaro
Print Name

[redacted]
Social Security Number or Federal Tax ID

FOR DISTRICT USE ONLY

Approved by: _____ Date 5/8/25
Program Supervisor

Superintendents Hearing
Program

A1240-449-10
Budget Code

Approved by: _____ _____
Superintendent of Schools Date

Management Advisory Group Business Operations, Inc.
Educational and Administrative Consultants
"Doing It Better for Less"

President & CEO
Aimee Skiff

Phone (518) 943-0708
Fax (518) 943-5632

Payroll Assistance Agreement
Onteora Central School District
March 31,2 025

Management Advisory Group Business Operations, Inc. (MAGBO), a corporation under the laws of New York, specializing in School District Business Office Operations, State Aid Reimbursement and Educational Consulting, proposes to provide the following services to the Onteora Central School District, 4166 State Route 28, Boiceville, NY, 12412.

1. **Scope of Services**
   The scope of services to be provided is inclusive of the following:

   A. MAGBO will provide remote payroll support to district staff as needed.

2. **Responsibility of the School District**:
   The school agrees to:

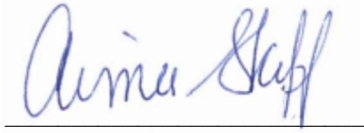
   A. Provide the necessary space as needed for delivery of service.
   B. Provide the necessary information and documents as needed for the delivery of service.

3. **Terms of Agreement**:

   A. MAGBO will be due $125 per hour for remote support, billed monthly;
   B. This agreement will be in effect from July 1, 2025, through June 30, 2026
   C. This agreement may be terminated at any time by either party with 30 days' notice.

4. Acceptance:

_____ _____
Onteora Central School District Date



_____ _____
Management Advisory Group Business Operations, Inc. Date

SAUGERTIES CENTRAL SCHOOL DISTRICT
CALL BOX A, 310 Washington Avenue Ext.
Saugerties, New York 12477
Telephone: (845) 247-6520
www.saugerties.k12.ny.us

April 2025

Elisa Moses
Central Administration
Onteora Central School District
4166 State Route 28
Boiceville, NY 12412

Dear Ms. Moses:

Enclosed are copies of the contract for Health and Welfare Services for resident students of your district who are attending a non-public school located in the Saugerties Central School District for the 2024-2025 school year.

Additionally, enclosed are an invoice, a copy of the fee calculation, a student list and information addressing non-public school health and welfare services billing.

Please return one signed copy of the contract along with your payment to the attention of the business office.

Thank you.

Sincerely,

Michael Staiger
School Business Manager

Enclosures

SAUGERTIES CENTRAL SCHOOL DISTRICT
CALL BOX A, 310 Washington Avenue Ext.
Saugerties, New York 12477
(845) 247-6500 Fax (845) 246-7126
www.saugerties.k12.ny.us

CONTRACT FOR HEALTH SERVICES

This agreement made in duplicate this 4th day of September, 2024 between the Onteora Central School District, County of Ulster, New York, party of the first part, and THE BOARD OF EDUCATION OF THE SAUGERTIES CENTRAL SCHOOL DISTRICT, SAUGERTIES, NEW YORK, COUNTY OF ULSTER, party of the second part.

WITNESSETH, that whereas party of the first part has been duly empowered by the provisions of Section 912 of the Education Law and Resolution of the Board of Education to enter into a contract for the purpose of providing health services for children residing in said school district and attending non-public schools in the Saugerties Central School District of Saugerties, New York, County of Ulster, to begin 9/4/24 and to end 6/27/25.

NOW, THEREFORE, the said party of the first part hereby agrees to pay the party of the second part the sum of **$98,574.32** for health services to be provided under Section 912 to **92** children residing in Onteora Central School District, County of Ulster, NY and attending non-public schools in the Saugerties Central School District, NY County of Ulster. See attached list of names.

And the party of the second part hereby agrees with the party of the first part as follows:

1. That the health services provided under Section 912 shall consist of the following:

   Physician Services
   Nurse Services
   School Psychological Services
   School Speech Pathologist Services

   Such services may include, but are not limited to all services performed by a physician, nurse, school psychologist or school speech pathologist, and may also include vision and hearing tests, the taking of medical histories and the administration of emergency care programs for ill or injured pupils.

2. The part of the second part will also furnish the following equipment to be used in providing such services if requested by the authorities in charge of the non-public school:

   Supplies and equipment for use by physician, school nurse, psychologist, and speech pathologist (i.e., scales, vision and hearing testing devices, health record forms, first-aid supplies and all other readily transportable equipment and supplies pertaining to delivery of service).

It is mutually agreed that this contract shall not become valid and binding upon ther party thereto until the same shall be approved by the (district) superintendent of hools.

In Witness Whereof, the parties have hereunto set their hands the day and year ove written.

ARTY OF THE FIRST PART:

perintendent of Schools or Trustee — **Date**
ew Paltz Central School District

resident of Board of Education — **Date**
ew Paltz Central School District

'ARTY OF THE SECOND PART:

aniel Erceg, Ed.D., Superintendent — **Date** 4/23/25
augerties Central School District

resident of Board of Education — **Date** 4/22/25
augerties Central School District

Saugerties Central School District

2024-2025 HEALTH & WELFARE SERVICES

School Physician & Other Contractual	$77,000.00
Speech Teachers	$449,093.00
Nurses	$408,766.00
Social Workers	$438,480.00
Social Worker being provided by WDS	$25,055.00
Psychologists	$481,121.00
Total:	$1,879,514.00
Fringe	$733,172.00
Total of:	$76,500.00
Materials and Supplies	
Equipment	
Incidentals	
Indirect Cost	$43,027.00
Total	$2,732,213.00
Saugerties Enrollment	2,294
Woodstock Day School Enrollment	159
Middleway School Enrollment	97
Total Enrollment	2,550
Cost per Pupil	**$1,071.46**

NEW YORK STATE
OLYMPIC REGIONAL
DEVELOPMENT AUTHORITY

License Agreement

This Agreement ("Agreement") is entered into as of the date of the last signature herein ("Effective Date") by and between the **New York State Olympic Regional Development Authority**, with an address at 37 Church Street, Lake Placid, New York 12946 (hereinafter "Olympic Authority"), and **Onteora Central School District**, a school district organized and existing under the laws of the State of New York and having an office and mailing address of 4166 State Route 28, Boiceville, New York 12412 ("Licensee") (collectively hereinafter the "Parties" and each a "Party"). By executing this Agreement, the Parties certify that the above title is its true legal title.

WHEREAS, pursuant to Title 28 of the Public Authorities Law, the Olympic Authority operates, manages, and maintains Belleayre Mountain, located in the Town of Highmount, State of New York (hereinafter the "Venue"); and

WHEREAS, Licensee desires to enter into this Agreement for the use of the Venue under the terms and conditions set forth herein;

NOW, THEREFORE, in consideration of the mutual promises, conditions, and agreements contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto, intending to be legally bound, agree as follows:

1. **Term:** The term of this Agreement shall commence on the Effective Date and shall conclude at the end of the Event on June 27, 2025 ("Term").

2. **Venue Use:** The Olympic Authority shall permit Licensee to occupy the Venue on **June 26, 2025 from 10:00 p.m. to 8:00 a.m. on June 27, 2025,** in accordance with the terms specified in this Agreement, including all attachments hereto (the "Event").
   a. **Fee:** The fees associated with the license of the Venue for the Event, and the inclusive times, activities and spaces, are as follows:

Room/Activity/Item	Fee
i. Discovery Lodge Graduation Celebration Main Floor, Mezzanine, and Kitchen/Marketplace **(if available)**	$560.00
ii. *Total Price:	$560.00

**Additional fees may apply for supplementary services provided by the Olympic Authority for the Event, including but not limited to, vendor requests, equipment, and staffing as mutually agreed to between the Parties and reflected in Licensee's itemized invoice. Licensee agrees to pay the Olympic Authority for any additional fees in accordance with Section 4 herein.*

iii. A copy of Licensee's tentative agenda with set-up requirements, if any, shall be forwarded to the Olympic Authority as soon as possible. Licensee's final agenda with all requirements is due four weeks before Licensee's arrival date. Changes made to

Licensee's agenda/set up requirements on the day of the Event will incur additional labor and/or administrative fees.

3. **Event Conduct:**
   - **a.** The Olympic Authority reserves the right to control and manage the Venue and to enforce all laws, rules and regulations regarding its management and operation. In so doing, the Olympic Authority warrants that it will not unnecessarily interfere with the Event that is authorized under the terms of this Agreement.
   - **b.** Licensee acknowledges and agrees that it is solely responsible for all costs directly related to the use of the Venue during the Term for the purpose of hosting and staging the Event as set forth herein and that the Olympic Authority is under no duty to provide and/or pay for any of Licensee's equipment, staffing or other costs.
   - **c.** Licensee shall be solely responsible for the safety and security of all its staff, students, volunteers, invitees, and guests during its use of the Venue and throughout the Term of this Agreement. Licensee shall ensure that adequate adult supervision is provided at all times, including the presence of appropriate numbers of chaperones and teachers, as applicable. Licensee shall also be responsible for coordinating directly with local police, fire, and ambulance services as necessary to ensure appropriate emergency preparedness and response measures for the Event. Licensee shall not commit, or permit to be committed, any waste, nuisance, or unlawful act at the Venue, and shall take all reasonable steps to ensure compliance with applicable laws and regulations by its participants, attendees, and affiliated personnel.
   - **d.** In the event of any emergency caused by Licensee or its staff, students, volunteers, invitees and/or guests that results in possible damage to the Venue and any equipment therein, or the potential threat to the safety of persons at the Venue, the Olympic Authority reserves the right to exclude all such persons from the Venue until such time as the emergency is resolved. In addition, if the Olympic Authority, upon consultation with Licensee, determines that access to the Venue by any staff, students, invitees, and guests of Licensee is contrary to the best interests of the Olympic Authority and to the safety of persons at the Venue, the Olympic Authority may terminate such access without liability of any kind whatsoever, and Licensee and all staff, students, volunteers, invitees and guests shall be removed from the Venue.
   - **e.** The Olympic Authority specifically disclaims any and all responsibility for the conduct of Licensee, its staff, students, invitees and guests in the use of the Venue, including any actions resulting from participation in the Event.
   - **f.** Licensee shall be responsible for the cost of repairs for any material damage to the Venue during the Term that results from use by Licensee or its staff, students, volunteers, invitees, and/or guests, other than ordinary wear and tear. "Ordinary wear and tear" is defined as reasonable wear and tear having regard to the intensity of the use to be made of the Venue under the terms of this Agreement, including without limitation load-in and load-out of the Venue's full capacity, as well as load-in and load-out of equipment, including but not limited to paint scrapes, minor door frame dents and chips, worn carpeting, tape marks, and residue and dirt and grime accumulation.
   - **g.** Licensee may serve food and beverage at the Venue, conditioned on its obtaining, securing, and maintaining, at all times, the applicable New York State Department of Health permit for the operation of a temporary food services establishment.
   - **h.** Licensee is and shall remain solely responsible for its sole and exclusive obligations and responsibilities with respect to the service of food at the Venue pursuant to this Section or elsewhere in this Agreement, including without limitation, any resulting liability therefrom.

Licensee is responsible for full compliance with New York State Sanitary Code Part 14, Subpart 14-2 in all service and/or sale of food and/or beverages at the Venue.

i. Licensee shall not use or otherwise occupy the Venue in any manner except as specified herein.

4. **Final Payment:** In compliance with the terms stipulated in this Agreement, the Olympic Authority shall issue an invoice to Licensee, inclusive of New York State Sales Tax, where applicable. Payment in full shall be remitted no later than the date of the Event specified in Section 2 hereinabove. After thirty (30) days from the date of the Event, outstanding amounts will be assessed a finance charge of 1.5% per month (18% per year) for any outstanding balance.

5. **Indemnification:** To the fullest extent permitted by law, Licensee shall defend, indemnify, hold harmless and release the Olympic Authority, the State of New York, the Department of Environmental Conservation, and their respective affiliates, members, partners, directors, officers, employees, consultants, contractors and/or agents, from and against any and all suits, claims, liabilities, fines, damages and/or any types of action whatsoever, including attorneys' fees, defense costs and legal costs, for bodily injury, sickness, disease or death sustained by any person, or to injury to or destruction of tangible property (including loss of use), arising out of or resulting from the performance of this Agreement or negligent or otherwise tortious acts, errors or omissions and/or willful misconduct of Licensee and their agents, consultants, subcontractors, guests, invitees, employees, servants, lessees and/or concessionaries and anyone directly or indirectly employed by any of them or anyone for whose acts may be liable, or by reason of liability imposed by operation of law. The obligation of Licensee to indemnify does not extend to those suits, claims, liabilities, fines, damages and types of action which arise out of the sole negligence of the Olympic Authority and its affiliates, members, partners, directors, officers, employees, consultants, contractors and/or agents.

The Olympic Authority will not be responsible for the property of Licensee or its staff, students, volunteers, invitees and/or guests. The Olympic Authority assumes no responsibility for the actions/omissions of Licensee at the Venue for the Event during the Term.

The provisions of this Section shall survive the expiration or termination of the Agreement.

6. **Insurance:** At least 24 hours prior to the commencement of the Event, Licensee agrees to provide evidence of the following minimum insurance requirements. The failure to adhere to this requirement shall be deemed a material breach of this Agreement.

a. *Comprehensive public liability insurance* in the amount of $1,000,000 per occurrence and $2,000,000 aggregate for personal injury and $1,000,000 per occurrence and $2,000,000 aggregate property damage.

b. *Sexual Abuse and Molestation Liability:*

Per Victim	$1,000,000
All Victims / Aggregate	$2,000,000

c. *Automobile Liability including Hired and Non-owned Liability:*

BI & PD Combined each Accident	$1,000,000

d. *Umbrella Liability:*

Each Occurrence	$2,000,000
General Aggregate	$2,000,000

e. *Worker's Compensation Insurance* as may be required by the New York State Worker's Compensation Law (if applicable).

f. New York State Olympic Regional Development Authority, State of New York, and New York State Department of Environmental Conservation shall be named as Additional Insured.

g. The certificate holder must be identified on all certificates of insurance as "New York State Olympic Regional Development Authority, 37 Church Street, Lake Placid, NY 12946," who shall be designated as the loss payee.

h. Licensee acknowledges and agrees that Licensee is responsible to ensure that all of Licensee's contractors, subcontractors, consultants, and/or vendors maintain in force during the Term of the Agreement the types and amounts of coverage outlined under this Section. Licensee agrees to indemnify the Olympic Authority from any liability, exposure or damages which occur as a result of a failure to comply with the terms and provisions of this Section. Licensee shall hold the Olympic Authority harmless from any claims, suits, proceedings or other actions brought by or against any of Licensee's contractors, subcontractors, consultants, and/or vendors for failure to comply with the terms and provisions of this Section. Licensee shall be solely responsible for Licensee's contractors, subcontractors, consultants, and/or vendors who fail to comply with the requirements imposed by this Section.

7. **Cancellation by Licensee:** Should Licensee desire to cancel this Agreement, Licensee shall give notice to the Olympic Authority in writing and upon the Olympic Authority's receipt of such notice, the following shall apply:
   a. If written notice of cancellation is received by the Olympic Authority less than twenty-four (24) prior to the date of the Event, Licensee shall pay the entire Fee specified in Section 2 (a) of this Agreement.

8. **Termination by Olympic Authority:** The Olympic Authority may terminate this Agreement if Licensee fails to perform any of their obligations herein set forth, or materially breach the terms of this Agreement. If the Olympic Authority elects to terminate this Agreement based upon Licensee's failure to perform any such obligation under this Agreement or based upon Licensee's material breach of this Agreement, the Olympic Authority shall provide written notice to Licensee of the termination, and this Agreement shall terminate upon Licensee's receipt of said written notice. Upon termination of this Agreement for whatever reason, Licensee agrees to promptly remove, at Licensee's expense, all property belonging to Licensee from the Olympic Authority premises within 24 hours of the termination date, and to forfeit all advance payment made to the Olympic Authority.

9. **Force Majeure:** Should either Party be prevented from or delayed in performing any act required of it hereunder and such prevention or delay is caused by disruption due to unforeseen or unavoidable circumstances including but not limited to: unforeseen or unavoidable construction activities, strikes, labor disputes, Acts of God including but not limited to adverse or hazardous weather events or conditions, war, terrorism, government restrictions including but not limited to those resulting from a government-declared pandemic or epidemic, judicial orders, fire or other casualty, civil commotion, or causes beyond its reasonable control, or if performance hereunder would foreseeably involve either party in or subject it to the effects of a labor dispute and the party therefore withholds or delays performance, making it illegal or impossible to provide or use the facilities, it shall have no liability. In such instances, Licensee's obligation shall be cancelled and the deposit, if any, shall be returned. Licensee shall have no other recourse against the Olympic Authority whatsoever except to obtain a refund for any monies pre-paid to the Olympic Authority in accordance with the terms specified herein

10. **Construction and Remodeling:** The Olympic Authority shall use commercially reasonable efforts to notify Licensee of any construction or remodeling scheduled to occur at the event location at least thirty (30) days prior to Licensee's Event date. The Olympic Authority does not represent or warrant that any such construction or remodeling will not interfere with Licensee's use of the Venue or related services. Licensee acknowledges and agrees that the Olympic Authority shall not be liable for any disruption, inconvenience, or interference with Licensee's use of the Venue or services arising out of or related to such construction or remodeling activities.

11. **Food and Beverage:** Excepting the Olympic Jumping Complex, the Olympic Authority has an exclusive contract with a Concessionaire for all food and beverage operations. Licensee must contact Concessionaire directly to arrange for all food and beverage services required for the Event.

12. **Third-Party Vendors:** Any third-party vendor hired by Licensee to perform specific functions that cannot be supplied by the Olympic Authority must be pre-approved in writing by the Olympic Authority.

13. **Modifications/Amendments:** Any change(s), amendments or modifications to this Agreement, unless mutually agreed to in writing and executed by the Olympic Authority, shall be null and void.

14. **Governing Law and Forum:** This Agreement shall be governed by and construed in accordance with the laws of the State of New York. Any action at law, or in equity, for the enforcement of this Agreement or any dispute arising in connection herewith shall be instituted only in a court of competent jurisdiction in the State of New York.

15. **No Arbitration/Mediation**: Disputes involving this Agreement, including the breach or alleged breach thereof, may not be submitted to binding arbitration or mediation (except where statutorily authorized) but must, instead, be heard in a court of competent jurisdiction of the State of New York.

16. **Assignment:** Neither Party shall sub-let, sub-contract, or otherwise assign their rights and/or responsibilities under the terms of this Agreement unless mutually agreed upon in writing by the Olympic Authority and Licensee. In addition, the Licensee shall not use or otherwise occupy the Venue in any manner except as specified herein.

17. **General Provisions:**
    a. **Local, State and Federal Laws:** Notwithstanding anything to the contrary, each Licensee agrees to observe and abide by all applicable laws, rules, regulations, ordinances and decrees, including, but not limited to those of the United States of America, the State of New York, including all of their respective departments, bureaus and administrative agencies. Licensee further warrants that it will violate no laws, rules, regulations, ordinances or decrees by entering into this Agreement.

    b. **Notice:** Any notice under this Agreement must be in writing and must be sent by certified mail, return receipt requested, to the address of the party to whom the notice is to be given, as designated by such party in writing. The Olympic Authority hereby designates its address as set forth in the first paragraph of this Agreement. Licensee hereby designates its address as set forth in the first paragraph of this Agreement. Any notice shall be deemed delivered on the date it is signed for, having been sent through the U.S. Mail, certified and postage paid.

    c. **Prohibiting State Contracts with Entities That Support Discrimination:** Pursuant to Executive Order No. 177, the Olympic Authority is prohibited from entering into contracts with entities that have institutional policies or practices that fail to address the harassment of individuals on the basis of their age, race, creed, color, national origin, sexual orientation, gender identity, military status, sex, marital status, disability or other protected basis. Licensee, by executing this Agreement, hereby confirms that it is aware of such Executive Order and related policies, and that it shall not enact any policies or practices, unless such policies or practices are designed to prevent such harassment or discrimination.

d. **Capacity:** Each Party represents and warrants that the execution, delivery and performance of this Agreement have been duly authorized, that each has the requisite capacity to enter into this Agreement, and that this Agreement constitutes a valid and binding obligation once executed.

e. **Severability:** In the event that one or more of the provisions of this Agreement shall for any reason be declared unenforceable by a court of competent jurisdiction under the applicable laws or regulations, such provision(s) shall have no effect on the validity of the remainder of this Agreement, which shall then be construed as if such unenforceable provision(s) was never contained in this Agreement.

f. **Entire Agreement:** This Agreement (including any Exhibits hereto) constitutes the entire agreement between the Parties and supersedes any prior agreements or understandings between the parties. It shall not be amended, varied, or modified unless in writing executed by each of the parties hereto.

IN WITNESS WHEREOF, the Parties hereto by their duly authorized representatives have executed and delivered this agreement in three original counterparts on the days and year set out below.

For: **Licensee**

By: _____
(Signature)

Name: _____
(Print)

Date: _____

For: **New York State Olympic Regional Development Authority**

By: _____
Ashley Walden, Vice President/CEO

Date: _____

Dr. Emily Sweeney-Kerwin, BCBA-D
Chief Executive Officer

Gina Tirri, BCBA
Chief Executive Officer

All Points
Licensed Behavior Analysts

160 N. Liberty Dr., Suite #10
Stony Point, NY 10980

60 Sharp St., Unit 2
Hingham, MA 02043

845-267-0920
www.allpointsaba.com

PROPOSAL FOR CONSULTATION SERVICES TO
Onteora Central School District 2025 - 2026

Based upon the request of Ms. Amanda Allison, Assistant Superintendent of Pupil Personnel Services of the Onteora Central School District, the following proposal for services by the All Points staff is offered:

1. Three (3) days of professional development training during July – August 2025 to set up a classroom using the principals of behavior analysis and verbal behavior approach. Topics may include but are not limited to:

    a. Overview of Applied Behavior Analysis in the Classroom Setting and its Application to Reduce Problem Behavior and Increase Communication
    b. Introduction to a Verbal Behavior approach to Instruction
    c. Understanding the Importance of the Mand – Teaching Students to Ask for their wants/ needs to be met
    d. Using Behavioral Skills Assessments to Design Individual Education Plans
    e. Implementing Evidence Based Classroom Management Procedures to Reduce Problem Behavior and Increase Skill Acquisition
    f. Introduction to Direct Instruction Curricula
    g. Setting up a Classroom to Incorporate the Principles of Applied Behavior Analysis
    h. Review of Data Collection, Summary and Graphic Display to Make Data Based Decisions

2. Forty days (40) days of on-going classroom consultation and during the 2025 – 2026 school year which will include at least the following:

    a. Consultation with teachers to determine instructional needs of individual students through appropriate assessment methods.
    b. Training in functional assessment and development of behavior reduction plans (Behavior Intervention Plan) for individual students.
    c. Focus upon the development of functional communication skills.
    d. Recommendations to support the development of sophisticated language skills for advanced students.
    e. Recommendations regarding implementation of evidenced-based instructional methods and materials in academic skill areas including reading, math, writing, language, etc.
    f. Development of data management systems and methods to use data to make instructional decisions.
    g. Management and instructional methods related to group activities will be a focus of the consultation.
    h. Scheduling of activities and organization to maximize the benefit of instruction.
    i. Consultation with parents when requested.
    j. Written documentation of recommendations and accomplishments sent to teacher, school Principal and Director of Special Services
    k. Documentation to include summary of topics for school administrator follow-up.
    l. Monthly team meetings held during visits to discuss progress and follow-up items.

3. Two (2) days of professional development during the 2025 – 2026 school. Topics to be determined in collaboration with District Administration and All Points staff and are tentatively planned for October 23, 2025 and December 10, 2025 on scheduled conference days.

BUDGET FOR OUTREACH PROPOSAL 2025 – 2026

Activity	Cost
1. Three (3) days of professional development training Over the summer at $2,000.00 / day	$6,000.00
2. Forty (40) days of in classroom consultation at $1,850.00/day	$74,000.00
3. Two days of professional development during conference days at $2,000.00/day	$4,0000.00
Total Cost	***$84,000.00***

Services from All Points will be provided to your organization contingent upon

- Receipt of this signed document by an authorized representative, a signed purchase order, or other fully executed contractual document
- Final payment for any services rendered by All Points to your organization during the prior school year received by no later than July 15th

Submitted by:

M. Hagerty 03/12/2025

Margaret Hagerty, M.Ed. BCBA — Date
Clinical Director

Accepted by:

_____ _____
Authorized Representative of the Onteora Central School District — Date

_____ _____
Print name of responsible party — Phone Number

_____
Billing address

LearnWell

AGREEMENT

AGREEMENT made effective as of the 1st day of July 2025 by and between Onteora Central School District (the "District"), having its administrative offices at 4166 Route 28, Boiceville, NY 12412 and EI US, LLC dba LearnWell (the "Company"), formerly Education, Inc., having its office at 2 Main Street, Suite 2A, Plymouth, MA 02360.

In consideration of the mutual covenants and conditions contained in this Agreement, the District and the Company hereby agree as follows:

1. **Retention**: The District hereby agree to retain the Company and the Company agrees to provide the District with its services consisting of any of the following upon the terms and conditions herein set forth: The District hereby agree to retain the Company and the Company agrees to provide the District with Academic Tutoring Services during the 2025-2026 school year at facilities where LearnWell is the education provider. Virtual 1:1 tutoring services fall under a separate contract that can be provided upon request.
2. **Term**: This Agreement will be for services provided July 1, 2025 – June 30, 2026 inclusive, unless terminated early as provided in this Agreement. It is understood that the District are under no obligation to renew this Agreement upon its expiration.
3. **Compensation**: See Exhibit A attached:
4. **Independent Contractor**: The Company is retained by the District only for the purposes and to the extent set forth in this Agreement, and its relation to the District shall, during the period of its retention and services hereunder, be solely that of an independent contractor. The compensation being paid pursuant to this Agreement shall not be subject to withholding taxes or other employment taxes required with respect to compensation paid by the District to an employee. The Company shall observe all requirements imposed by any laws upon corporations. The District, if required by Federal or State requirements, will submit a Form 1099, at year-end to the Federal government and to Company if having a gross income exceeding $600, which thereupon will be reported for income tax purposes. Neither the Company nor any of its employees, agents, or assigns will be eligible for any employee benefits whatsoever relative to this Agreement including, but not limited to, social security, New York Worker's Compensation, unemployment insurance, New York State Retirement System benefits, health or dental insurance, or malpractice insurance, or the like. With regard to employees of the Company the Company alone shall be responsible for their work, personal conduct, direction, compensation, and for payment of all employment and other taxes in relation thereto.
5. **Indemnification**: The Company hereby indemnifies the District with respect to all claims, charges, costs and expenses arising out of the negligence of the Company, its agents, or employees, or with respect to the Company's breach of its obligations. The Company shall defend (with counsel selected by the District and reasonably approved by the Company), indemnify, and hold harmless the District, and its agents, members, representatives and employees from any and all claims, costs, expenses (including, but not limited to, attorney fees) related, directly or indirectly, to this indemnity.
6. **Expenses**: The Company will pay all expenses incurred by it in connection with the performance of his duties hereunder, including but not limited to automobile and/or travel expenses.
7. **Required Records:** The Company shall provide services and maintain records, logs and reports in accordance with all applicable laws, regulations and requirements of the New York Education Department, New York State Department of Labor and District policies and procedures in force during the term of this Agreement. All student records, logs. etc., will be the property of the Company and will be considered mandated records. Company shall provide the District with a copy of any reports, testing, evaluations, or observations that are prepared in connection with the services provided by the Company under this Agreement.
8. **Confidentiality**: The Company shall maintain the confidentiality of student records in accordance with HIPAA or any other applicable federal laws and regulations.

9. **Review of Company Records**: In compliance with HIPAA, the District shall have the right to examine any or all records or accounts maintained by the Company in connection with this Agreement.

10. **Insurance**: The Company shall provide the District with a certificate of liability insurance naming the District as an additional insured with coverage of not less than One Million Dollars ($1,000,000) per occurrence and Three Million Dollars ($3,000,000) in the aggregate upon execution of this Agreement. The Company shall notify the District in writing ten (10) days prior to any lapse in liability coverage. The absence of liability coverage during the term of this Agreement may result in immediate termination of this Agreement.

11. **Employer's Authority**: The Company represents and warrants that it will observe and comply with the policies, rules and regulations of the Company (and shall cause its employees to do the same), including, but not limited to, the Company Code of Conduct, performance of its duties, and to carry out and perform orders, directions and policies advised from the District.

12. **Termination**: This Agreement shall be terminated upon the occurrence of any of the following events:

(a) Immediately upon the breach by the Company of any of the policies, rules and regulations of the District relating to the health or safety of students or District employees.

(b) Automatically upon the filing of a Petition in Bankruptcy by the Company

(c) Upon thirty days (30) notice by either the District or the Company to the other, together with the reason for said early termination. Termination under this provision will only be permissible upon a showing that the reason cited is not arbitrary or capricious.

Upon termination of this Agreement, the Company shall be entitled to receive only the compensation accrued and unpaid as of the date of termination and shall not be entitled to any additional compensation.

13. **Notices:** Any notices required or permitted to be given under the terms of this Agreement shall be sufficient in writing and if personally delivered or sent by registered or certified mail to the parties at the following addresses:

To the Company:	To the District:
LearnWell 2 Main Street, Suite 2A Plymouth, MA 02360	Onteora Central School District 4166 Route 28 Boiceville, NY 12412

14. **Entire Agreement**: This instrument contains the entire agreement of the parties with respect to the subject matter thereof and supersedes any and all other agreements, understandings and representations by and between the parties.

15. **Modification**: This Agreement may not be changed orally, but only by an agreement in writing signed by the party or parties against whom an enforcement of any waiver, change, modification, extension or discharge is sought. Any waiver of any term, condition or provision of this Agreement will not constitute a waiver of any other term, condition or provision, nor will a waiver of any breach of any term, condition or provision constitute a waiver of any subsequent or succeeding breach.

16. **Third-Party Beneficiaries**: There are no third-party beneficiaries of or in this Agreement or any of the terms or provisions hereof or any of the rights, privileges, duties, liabilities or obligations created hereby.

17. **Negotiated Agreement**: This is a negotiated Agreement, and this Agreement shall not be construed against any party by reason of this Agreement being prepared by such party's attorney. Each party warrants that it has full power to execute, deliver and perform this Agreement and has taken all actions required by law, its organizational documents or otherwise to authorize the execution and delivery of this Agreement.

IN WITNESS WHEREOF, the parties hereto have set their respective hands and seals as of the date and year first above written.

By: _____

Authorized Representative
Onteora Central School District

By: 

Authorized Representative
EI US, LLC

LearnWell

Exhibit A

Compensation: The District agrees to compensate the Company at the rate of $75.20 per hour for up to 15 hours per week. Upon the District verifying the student's enrollment via a verbal conversation or email communication with an EI US, LLC employee, billing will commence from the student's date of admission or designated start date. Each hour of instruction delivered in any setting requires administrative and preparation time, and LearnWell bills an additional 33% for those services (i.e., each three (3) hours of teaching generates one (1) hour of admin/prep time cost). Such compensation shall be paid within thirty (30) days of receipt and approval by the District of invoices (in form and substance satisfactory to the District) from the Company with respect to performance of such services.

Authority: Each of the signatories represents that he/she is authorized to execute this Agreement and to bind the District on whose behalf he/she has signed to its terms. The Company further represents that its representative has the authority to sign and bind the Company to its terms.

Exhibit: This Exhibit A is enforceable as against the Company and District only by virtue of its incorporation by reference in the Agreement between the Company and the District and is subject to all of the terms contained in such Agreement, including the termination provisions therein. This Exhibit A does not itself create any legally binding obligations on the Company or the District independent of the Agreement in which it is incorporated by reference.

Non-Instructional/Business Operations

SUBJECT: TRANSPORTATION PROGRAM

It is the intent of the Board of Education to comply with the letter and spirit of the New York State Education Law; with the regulations of the Department of Motor Vehicles and of the Department of Transportation and with the Commissioner of Education's regulations and decisions pertinent to student transportation, and these shall govern any questions not covered by specific declaration of policy herein.

The purposes of the transportation program are to transport students to and from school, to transport them for district extracurricular activities, such as clubs, academic help and school athletics. to transport them on field trips, and to transport those requiring special services.

The Board of Education recognizes and assumes the responsibility for all aspects of the transportation of children wherein the health and safety of students are involved, for the Board of Education has a legal obligation to safeguard the welfare of bus-riding children.

Education Law Sections 3602(7) and 3635 et seq.

Adopted: 6/29/09 Reviewed 11/30/17

SUBJECT: SCHEDULING AND ROUTING

Bus routes are authorized by the Board of Education and any requests for a change must be submitted to the Superintendent or their designee.

The responsibility for administering the transportation program rests with the Superintendent and administrative designee. The administration of the program will comply with all applicable laws, regulations, and policies established by federal, state and local authorities.

Mileage Limitations

Transportation services shall be provided to meet the needs of the students of the District within specified limits and areas established by the Board of Education.

The District will provide transportation only for those students in grades 7 through 12 living a distance greater than one (1) mile from the school they attend or greater than one (1) mile from the nearest school bus stop on a main or feeder run, and one-half mile for ~~elementary students~~ students in grades K through 6. A Child Safety Zone has been established surrounding the Middle/High School and Bennett and transportation is provided within this Child Safety Zone.

Education Law Sections 3621 and 3635

Adopted: 12/19/17

Non-Instructional/Business Operations

SUBJECT: LATE BUS RUNS

In order to encourage student participation in district extracurricular activities, the Board of Education authorizes daily late bus runs at the middle-senior high school. Double late bus runs may be provided at the discretion of the Superintendent of Schools, when there are at least fifteen (15) students or more for the 4:20 p.m. late run, and when there are at least fifteen (15) students or more for the 5:15 p.m. late run and when the cost for such runs may be absorbed in the transportation budget.

Late bus schedules will be developed by the Director of Transportation and announced to the student body by the school administration. Any change in the bus schedule will be announced over the public address system as early as possible. There will be no late runs on the following days: when school is cancelled because of inclement weather, when school is on half-day session, or when a 15-minute Early Evacuation is scheduled.

Adopted: 12/19/17

SUBJECT: TRANSPORTATION OF STUDENTS

Requests For Transportation to and From Nonpublic Schools

The parent or guardian of a parochial or private school child residing in the School District who desires that the child be transported to a parochial or private school outside of the School District during the next school year should submit a written request to the Board of Education no later than April 1 of the preceding year, or within thirty (30) days of moving into the District. No late request of a parent or guardian shall be denied where a reasonable explanation is provided for the delay. Students must live within a 15 mile radius of chosen private school. If student does not, they must meet the bus at an existing bus stop within the 15 mile radius.

Transportation of Students With Disabilities

Students with disabilities in the District shall be transported up to fifty (50) miles (one way) from their home to the appropriate special service or program, unless the Commissioner certifies that no appropriate nonresidential special service or program is available within fifty (50) miles. The Commissioner may then establish transportation arrangements.

Transportation of Non-Resident Students

The District shall not extend its bus routes outside of the District to pick up non-resident students.

Transportation to School Sponsored Events

Where the District has provided transportation to students enrolled in the District to a school sponsored field trip, district extracurricular activity or any other similar event, it shall provide transportation back to either the point of departure or to the appropriate school in the District unless the parent or legal guardian of the student has provided the District with written notice. Written notice must be consistent with District policy, authorizing an alternative form of return transportation for such student unless intervening circumstances make such transportation impractical. In cases where transportation of a student back to the point of departure or to the appropriate school is impractical, a representative of the School District shall remain with the student until the student's parent or legal guardian has been informed of the circumstances and the student has been delivered to their parent or legal guardian.

Education Law Sections 1604, 1709, 1804, 1903, 1950, 2503, 2554, 2590-e, 3635, 4401(4), 4404, and 4405

Adopted: 12/19/17

Non-Instructional/Business Operations

ALCOHOL AND DRUG TESTING OF DRIVERS

The Board of Education recognizes the dangers inherent in alcohol and controlled substance use by employees, especially those in safety-sensitive positions. To ensure the safety of its students, the Board requires alcohol and controlled substance testing of certain district employees, mainly "drivers," operators of "other school buses," and any other employee who is subject to such testing, in accordance with and as set forth in the applicable federal and state requirements as well as relevant collective bargaining agreements.

Definitions

1. "Driver" includes any person who operates a commercial motor vehicle. This includes, but is not limited to: Full time, regularly employed drivers; casual, intermittent or occasional drivers; leased drivers and independent owner-operator contractors.

2. "Other school buses" include those covered by applicable federal regulations (see list below) and any other motor vehicle either owned by the district or by a private company, operated to transport students, children of students, teachers, and other supervisory persons to or from school or school activities.

Testing Responsibilities

The district shall directly, by contract, or through a consortium, implement and conduct a program to provide alcohol and controlled substance testing of employees who are drivers, or who operate a commercial motor vehicle, perform in a safety-sensitive position, and are required to hold a commercial driver's license. Employees holding such positions include:

1. drivers of vehicles designed to transport 16 or more passengers, including the driver;
2. drivers of commercial motor vehicles whose manufacturer's rating is 26,001 lbs. or more; or
3. any other employee who may drive or service a listed vehicle (e.g. a mechanic who performs test drives, repairs, inspects, or loads or unloads a vehicle listed in 1 or 2 above).

Controlled substance and alcohol tests will be conducted at or prior to the time of employment and randomly throughout the school year in accordance with any relevant collective bargaining agreements. In addition, testing will be conducted when a supervisor has a reasonable suspicion that an employee has engaged in prohibited alcohol or controlled substance use; after certain accidents; prior to return to duty when the employee has been found to violate district policy and federal regulations; and after the employee's return to duty.

Driving Prohibition

In accordance with federal and state law, a driver may not drive if he or she:

1. possesses, consumes or is reasonably believed to possess or have consumed alcohol or a controlled substance, while on duty;

(Continued)

ALCOHOL AND DRUG TESTING OF DRIVERS (cont'd)

2. uses or is under the influence of alcohol or a controlled substance that is not lawfully prescribed within six hours or less before duty;
3. has an alcohol concentration of 0.02 or higher, or tests positive for a controlled substance; or
4. refuses to take a required alcohol or controlled substance test.

Also, no driver shall use alcohol after being involved in an accident in which there was a fatality or in which the driver was cited for a moving violation and a vehicle was towed from the scene or an injury was treated away from the scene until he/she has been tested or 8 hours have passed, whichever occurs first.

Enforcement of Driving Prohibitions

The school district will not require or permit employees to be on duty or operate a listed vehicle or other school bus, if it appears that they have consumed a drug/controlled substance (except those lawfully prescribed) or alcohol within the preceding eight hours. This shall be based on the person's general appearance, conduct, or other substantiating evidence.

Response to Positive Testing Results

Any employee who is tested and found to have an alcohol concentration of at least 0.02, but less than 0.04, shall be removed from the position until his or her next regularly scheduled duty period, but not less than 24 hours following administration of the test. Any employee found to have violated this requirement may be disciplined in accordance with the provisions of the applicable collective bargaining agreement, district policy, and/or law. Operators of "other school buses" subject to random testing pursuant to New York Law will be subject to the same consequences based upon an alcohol concentration of at least 0.02 but less than 0.04 as drivers listed above.

If a driver has an alcohol concentration of 0.04 or greater, or has engaged in prohibited alcohol or controlled substance use, he or she will be removed from driving duties, and referred to a substance abuse professional. The employee may be required to complete a treatment program and/or be disciplined pursuant to district policy and/or collective bargaining agreement. No driver who has abused controlled substances and/or alcohol may return to duty unless he/she has successfully passed a required return to duty test. Thereafter, the driver will be subject to follow-up testing. Operators of "other school buses" subject to random testing pursuant to New York Law will be subject to the same consequences based upon an alcohol concentration of 0.04 or greater or a positive drug test as drivers listed above.

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ALCOHOL AND DRUG TESTING OF DRIVERS (cont'd)

Re-Testing

Should the district receive a dilute test result in which the creatinine concentration is greater than 5mg/dL in the case of any pre-employment, return-to-duty, follow-up, reasonable suspicion, or random test, it is the policy of the district that the individual shall be re-tested and that re-test will become the test of record.

If, however, the district wishes to retest, then you must specify the circumstances under which you wish to retest (i.e., pre-employment, follow-up testing, etc.). Please note that the regulations require that you treat all individuals the same for this purpose and that you must inform individuals in advance of your decision on these matters. The BOCES Health and Safety Services group has recommended that districts retest in three areas: pre-employment, return-to-duty and follow-up testing. The sample paragraph above has been drafted to require retesting for all individuals in all five areas. Please modify to reflect your district's intended practice.

Districts should also note that there is a charge for the re-tests and decide who will bear the additional expense.

Policy Distribution

The Superintendent of Schools shall ensure that a copy of this policy, the district's policy on misuse of alcohol and use of controlled substances, information on alcohol and drug abuse and treatment resources and any other information prescribed by federal regulations is provided to all drivers and operators of "other school buses" prior to the initiation of the testing program and to each driver or operator of "other school buses" subsequently hired or transferred to a position subject to testing.

Cross-ref:
9320, Drug-Free Workplace
9610, Staff Substance Abuse

Ref:
Omnibus Transportation Employee Testing Act of 1991, 49 U.S.C. §§31136; 31306
49 U.S.C. §521(b)
49 CFR Part 391 (Qualifications/Disqualifications)
49 CFR Part 382 (Drug and Alcohol Testing Requirements)
49 CFR Part 40 (Testing Procedures)
49 CFR §395.2 (On-duty time defined)
Vehicle and Traffic Law §§509-g; 509-l; 1192; 1193
Will v. Frontier CSD Bd. of Educ., 97 N.Y.2d 690 (2002)

Adoption date: 3/8/22

Non-Instructional/Business Operations

SUBJECT: USE OF BUSES BY COMMUNITY GROUPS

Upon formal application to, and approval by, the Board of Education buses may be rented to a municipal corporation, to any senior citizen center recognized and funded by the Office for the Aging, to any not-for-profit organization serving those with disabilities, to any not-for-profit organization which provides recreational youth services or neighborhood recreation centers. Such rentals can be made only when vehicles are not needed for student transport and must be made for a consideration acceptable to the Board.

Education Law Section 1501-b

Adopted: 12/19/17

Non-Instructional/Business Operations

SUBJECT: SCHOOL BUS SAFETY PROGRAM

The safe transportation of students to and from school is the primary concern in the administration of the school bus program. All state laws and regulations pertaining to the safe use of school buses shall be observed by drivers, students and school personnel.

To assure the safety and security of students boarding or exiting school buses on school property, it shall be unlawful for a driver of a vehicle to pass a stopped school bus when the red bus signal is in operation.

The Director of Transportation, in cooperation with the Principals, has the responsibility of developing and publishing safety rules to be followed by drivers and passengers, including rules of student conduct. In order to ensure maximum safety to those riding school buses, it is necessary that students and drivers cooperate in this effort.

All buses and other vehicles owned and operated by the School District will have frequent safety inspections, and will be serviced regularly. The Director of Transportation will maintain a comprehensive record of all maintenance performed on each vehicle.

Every bus driver is required to report promptly any school bus accident involving death, injury, or property damage. All accidents, regardless of damage involved, must be reported at once to the Director of Transportation. Every bus driver is required to report promptly any suspicious activity at or near a bus stop to the Director of Transportation.

Education Law Section 3623
8 New York Code of Rules and Regulations (NYCRR) Section 156.3
Vehicle and Traffic Law Section 1174, subdivisions a and b

NOTE: Refer also to Policy #5761 -- Drug and Alcohol Testing for School Bus Drivers and Other Safety-Sensitive Employees

Adopted: 12/19/17

Non-Instructional/Business Operations

SUBJECT: VIDEO CAMERAS ON SCHOOL BUSES

The Board authorizes the use of video cameras on District-operated school buses for the purpose of encouraging appropriate behavior and providing a safe environment for the transportation of students. The reason for recording the transportation environment is to provide school officials, drivers, and parents/guardians/custodians with documentation when dealing with inappropriate student behavior. Disciplinary action will be in accordance with the District's Code of Conduct.

The District recognizes that any videotapes related to or maintained for a particular student are student records and subject to the protections of the State and Federal student records laws. As student records, any videotapes related to a particular student are confidential and disclosure or review is limited to those persons authorized by law to inspect student records. The student's parents/guardians/custodians must give written approval for these individuals to view segments of a specific videotape when such viewing is not intended to document disciplinary problems or vandalism. A log will be kept of the date and names of all individuals viewing the videotape.

All video recordings shall be maintained for a period of 15 days from the date of its creation.

Refer to policy 5686

Adopted: 12/19/17

SUBJECT: QUALIFICATIONS OF BUS DRIVERS

A person shall be qualified to operate a bus only if such person:

a) Is at least twenty-one (21) years of age;

b) Has been issued a currently valid driver's license or permit which is valid for the operation of a bus in New York State;

c) Has passed the annual bus driver physical examination administered pursuant to Regulations of the Commissioner of Education and the Commissioner of Motor Vehicles. In no case shall the interval between physical examinations exceed a thirteen-month period;

d) Is not disqualified to drive a motor vehicle under Sections 509-c and 509-cc and any other provisions of Article 19-A of the Vehicle and Traffic Law;

e) Has on file at least three (3) statements from three (3) different persons who are not related to the driver/applicant pertaining to the moral character and to the reliability of such driver/applicant;

f) Has completed, or is scheduled to complete, State Education Department safety programs as required by law;

g) Is in compliance with federal law and regulations, as well as District policy and/or regulations, as it pertains to meeting the standards governing alcohol and controlled substance testing of bus drivers if and when applicable.

h) Has taken and passed a physical performance test at least once every two (2) years and/or following an absence from service of sixty (60) or more consecutive days from his/her scheduled work duties;

i) Is in compliance with all other laws and regulations for operating a school bus, including licensing and training requirements.

Special Requirements For New Bus Drivers

Before employing a new bus driver, the Superintendent or his/her designee shall:

a) Require such person to pass a physical examination within four (4) weeks prior to the beginning of service;

(Continued)

SUBJECT: QUALIFICATIONS OF BUS DRIVERS (Cont'd.)

b) Obtain a driving record from the appropriate agency in every state in which the person resided, worked, and/or held a driver's license or learner's permit during the preceding three (3) years;

c) Investigate the person's employment record during the preceding three (3) years;

d) Require such person to submit to the mandated fingerprinting procedures;

e) Request the Department of Motor Vehicles to initiate a criminal history check;

f) Require that newly hired bus drivers take and pass the physical performance test, as mandated by Commissioner's Regulations, before they transport students.

Sections 509-c, 509-cc, and Article 19-A of the
Vehicle and Traffic Law
Education Law Section 3624
15 New York Code of Rules and Regulations
(NYCRR) Part 6
8 New York Code of Rules and Regulations
(NYCRR) Section 156.3
Omnibus Transportation Employee Testing Act of 1991
(P.L. 102-143)
49 United States Code (USC) Section 521(b)
49 Code of Federal Regulations (CFR)
Parts 40, 382, 391, 392, and 395

NOTE: Refer also to Policy #5761 – Drug and Alcohol Testing For School Bus Drivers and Other Safety-Sensitive Employees

Adopted: 6/29/09 Reviewed 11/30/17