

**Shelter Island School Board of Education**  
**Monday, November 12, 2024**  
**Executive Session at 5:00 pm**  
**Regular Meeting at 6:00 pm**  
**Conference Room**

**Kathleen M. Lynch, President \* Katherine Rossi-Snook, Vice President**  
**Margaret Colligan Dawn Hedberg Tracy McCarthy Karina Montalvo Robert Strauss**

**1. Call to Order**

**2. Executive Session** –*It is expected that the Board of Education will enter Executive Session prior to this scheduled public meeting to discuss the employment of a particular individual in the District.*

**3. Pledge of Allegiance**

**4. Shelter Island School Mission Statement – Engage, Explore, Empower**

The following statement will be read:

We want our students to cherish our small Island community while applying and expanding their learning about, understanding of, and engagement with the wider world. To do this they must be: ethical and moral individuals; respectful and responsible communicators; creative and analytical thinkers; knowledgeable and literate readers, writers, mathematicians and scientists; participants in and audiences for art, drama, music, athletics, and other artistic, cultural, and social activities; skilled and successful workers and consumers; and committed and active citizens.

**5. Visitor Questions (Specific to the agenda)**

**6. Consent Agenda – The Board President may seek a motion to approve and/or accept the following agenda items:**

- 6.1 Approval of Minutes
  - a. Regular Meeting of October 15, 2024
  - b. Library Budget Vote of October 26, 2024

**7. Correspondence - None**

**8. Student Liaison Report**

**9. Presentations**

- 9.1 Presentation Not Requiring Board Approval
  - a. October 2024 Employee of the Month – Mr. Peter Miedema
  - b. Field House/Pool Committee re: Proposed Field House/Pool
  - c. Christopher Angotta of Nawrocki Smith re: Audit Report Year End June 30, 2024
  - d. Grades 7 – 8 re: Disney Trip Report
- 9.2 Presentation Requiring Board Approval
  - a. Jacqueline Sperling and Members of the Class of 2026  
The Board President may request a motion to approve the following action: 9.2
    - 9.2 Prom 2025  
The Board President requests a motion to approve Prom 2025 to be held on Saturday, May 10, 2025, from 6:00 pm – 10:00 pm, at 1901 Grill located at Goat Hill Golf Course.

**10. Personnel** - The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Personnel Actions: 10.1 – 10.8

- 10.1 Home Instruction
  - a. Approve Jennifer Gulluscio for Elementary Home Instruction for ten (10) hours per day, effective retroactively to October 23, 2024 through November 22, 2024, at a rate of \$75.10 per hour; not to exceed 40 hours.
- 10.2 Step Movement
  - a. Approval to move Erin Baskin on the salary scale, from Step 3 MA to Step 3 MA+15, effective retroactively to September 1, 2024
- 10.3 Amend Motion
  - a. Amend the motion of August 26, 2024 from:

Home Instruction

- a. Approve Michelle Corbett for Global History Home Instruction per day, effective June 27, 2024 through January 30, 2025, at a rate of \$73.99 per hour (23/24) or at a rate of \$75.10 per hour (24/25), not to exceed 40 hours.
- b. Approve Janine Mahoney for Biology Home Instruction per day, effective June 27, 2024 through January 30, 2025, at a rate of \$73.99 per hour (23/24) or at a rate of \$75.10 per hour (24/25), not to exceed 40 hours.

to:

Home Instruction

- a. Approve Michelle Corbett for Global History Home Instruction per day, effective June 27, 2024 through January 30, 2025, at a rate of \$73.99 per hour (23/24) or at a rate of \$75.10 per hour (24/25), **not to exceed 20 hours.**
- b. Approve Janine Mahoney for Biology Home Instruction per day, effective June 27, 2024 through January 30, 2025, at a rate of \$73.99 per hour (23/24) or at a rate of \$75.10 per hour (24/25), **not to exceed 60 hours.**

10.4 Extra Teaching Periods

- a. Approve Jacqueline Sperling, Special Education Teacher, to teach six (6) extra periods on a bi-weekly basis from November 12, 2024 through January 17, 2025, at a rate of \$1,143.00

10.5 Education Law Section 913

- a. IT IS HEREBY RESOLVED, pursuant to Education Law Section 913, that an employee, whose identity is known to the Board of Education, is hereby directed to report for an examination in order to determine the capacity of such person to perform his/her duties. The said examination will be conducted by Dr. Randall Solomon at his office on a day or days that Dr. Solomon may require.

10.6 Additional Substitute Teacher for the 2024-2025 School Year at \$125 per day

- a. Stephanie Sareyani; pending clearance for employment by the New York State Department of Education (fingerprint initiative)

10.7 Leave Replacements

- a. Appoint Kelsey Northcote as a Special Education Teacher Leave Replacement, effective retroactively to November 7, 2024 through November 15, 2024, at a salary of \$69,972, prorated to \$2,099.16, Step 1 MA of the 2024-2025 teacher salary scale.
- b. Appoint Kelsey Northcote as an Elementary Teacher Leave Replacement, effective November 18, 2024 through December 20, 2024, at a salary of \$69,972, prorated to \$7,696.92, Step 1 MA of the 2024-2025 teacher salary scale.
- c. Appoint Stephanie Sareyani as a Visual Arts Teacher Leave Replacement, to commence on or about December 9, 2024 through April 4, 2025, at a salary of \$69,972, prorated to \$27,663.42, Step 1 MA of the 2024-2025 teacher salary scale; pending clearance for employment by the New York State Department of Education (fingerprint initiative).

10.8 Additional Coaches for the 2024-2025 School Year

- a. Appoint Jason T. Green, Varsity Girls Winter Track Coach for the 2024-2025 school year, at \$4,154.50
- b. Appoint Bryan Knipping, Junior High Spring Track Coach for the 2024-2025 school year, at \$2,842.84

**11. Program** - The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Program Actions: 11.1 – 11.6

11.1 CSE/CPSE/504 Recommendations for the 2024-2025 School Year

- a. Committee on Special Education
- b. Committee on Preschool Special Education
- c. 504 Committee

11.2 Rural/Single Building District Independent Evaluator Hardship Waiver

- a. WHEREAS, the Shelter Island Union Free School District has an approved Annual Professional Performance Review ("APPR") Plan in place, effective for the 2024-2025 school year;

WHEREAS, the District seeks to submit a Rural/Single Building District Independent Evaluator Hardship Waiver application to the State Education Department since compliance with the independent evaluator requirement would create an undue burden on the District;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Education hereby approves the submission of the Rural/Single Building District Independent Evaluator Hardship Waiver application to the State Education Department;

BE IT FURTHER RESOLVED, that the Board hereby authorizes the Superintendent of to execute such application on behalf of the District.

- 11.3 Second Reading & Possible Adoption of Policies
  - a. Policy #1336 – Duties of the Extraclassroom Activity Fund Central Treasurer and Accountants/External Auditors
  - b. Policy #5520 – Extraclassroom Activity Fund
  - c. Policy #5660 – Meal Charging and Prohibition Against Meal Shaming
  - d. Policy #7221 – Participation in Graduation Ceremonies and Activities
  - e. Policy #7470 – Student Government
- 11.4 First Reading of Policies
  - a. Policy #5411 – Procurement of Goods and Services
  - b. Policy #5681 – School Safety Plans
  - c. Policy #5683 – Evacuation, Lockdown, and Emergency Dismissal Drills
  - d. Policy #5840 – Artificial Intelligence (AI)
  - e. Policy #7220 – Graduation Requirements
- 11.5 Policies to be Deleted
  - a. Policy #1512 – Agenda Format (matter of procedure)
  - b. Policy #1710 – Quorum (addressed in another policy)
  - c. Policy #2120 – Use of Parliamentary Procedure (addressed in another policy)
  - d. Policy #2310 – Membership in Associations (matter of procedure)
  - e. Policy #3220 – Public Expression at Meetings (addressed in another policy)
  - f. Policy #3250 – Parent Teacher Student Association (matter of procedure)
  - g. Policy #3430 – Statewide Uniform Violent Incident Reporting System (matter of procedure)
  - h. Policy #4410 – Professional Development Opportunities (addressed in another policy)
  - i. Policy #5150 – Contingency Budget (addressed in another policy)
  - j. Policy #5330 – Budget Transfers (addressed in another policy)
  - k. Policy #6440 – Negotiations (matter of procedure)
  - l. Policy #6460 – Jury Duty (addressed in another policy)
  - m. Policy #6510 – Health Insurance (matter of procedure)
  - n. Policy #6520 – Workers Compensation (matter of procedure)
  - o. Policy #6560 – Employee Assistance Program (matter of procedure)
- 11.6 2025-2026 Budget Calendar
  - a. Approve the 2025-2026 Budget Calendar

**12. Finance** – The Board President requests a motion to approve and/or accept the recommendations of the Superintendent on the following Finance Actions: 12.1 – 12.4

- 12.1 Financial Reports
  - a. Treasurer’s Report – September 2024
  - b. Extra Class Report – September 2024
  - c. Appropriations Status Report
  - d. Revenue Status Report
  - e. Claims Audit Report – September 2024
- 12.2 Budget Transfers & Journal Entries
  - a. Accept and approve the Budget Transfers and Journal Entry Reports for the period of October 8, 2024 through November 5, 2024, that in accordance with Board Policy, the Superintendent has approved, as well as the transfers that need specific Board approval.
- 12.3 Corrective Action Plan
  - a. Accept the Superintendent’s Audit Corrective Action Plan from the audit management letter for the period ending June 30, 2024, as required by regulations of the State Education Department Commissioner.
- 12.4 Amend Motion
  - a. Amend the motion of October 15, 2024 from:
    - WHEREAS, the Board of Education of the Shelter Island Union Free School District is desirous of funding certain reserves allowable by law using fund balance in order to save money and plan for expenses in future fiscal years; therefore,
    - BE IT RESOLVED, that the Board of Education of the Shelter Island Union Free School District hereby funds the existing Repair Reserve established pursuant to General Municipal Law Section 6-P by excess fund balance from the 2023-2024 fiscal year in an amount of \$229,673.00.
  - to:
    - WHEREAS, the Board of Education of the Shelter Island Union Free School District is desirous of funding certain reserves allowable by law using fund balance in order to save money and plan for expenses in future fiscal years; therefore,

BE IT RESOLVED, that the Board of Education of the Shelter Island Union Free School District hereby funds the existing Repair Reserve established pursuant to General Municipal Law Section 6-P by excess fund balance from the 2023-2024 fiscal year in an amount of **\$219,199.00**.

**13. Business** – The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Business Action: 13.1 – 13.2

13.1 Contracts

- a. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Liberty Lawn and Landscape, LLC of Shelter Island, NY, for snow removal services, in the amount of \$8,500. The term of said agreement shall be December 1, 2024 through April 30, 2025; and authorize the Board President to execute said agreement.
- b. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Elegant Limousine of Medford, NY, for transportation to the Broadway Field Trip on March 6, 2025, in the amount of \$2,380; and authorize the Board President to execute said agreement.
- c. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and New York Therapy Placement Services, Inc., of Port Jefferson Station, NY, for student services. The term of said agreement shall be July 1, 2024 through June 30, 2025; and authorize the Board President to execute said agreement.
- d. Approve the agreement between the Board of Education of the Shelter Island Union Free School District and Starlet PR, LLC, of New York, NY, for media relations and marketing services. The term of said agreement shall be November 15, 2024 through June 15, 2025; and authorize the Board President to execute said agreement.

13.2 Donation & Budget Transfer

- a. Authorize the Shelter Island School District to accept a donation of \$2,000 from the Shelter Island Presbyterian Church for College Visits; and authorize an increase to the budget line of Field Trip Fees, A.2110.419.00.0000 in the same amount.

**14. Facility** – The Board President requests a motion to approve or accept the recommendations of the Superintendent on the following Facility Action: 14.1

14.1 Excess and Donation of Chairs

- a. Excess three hundred (300) white folding chairs that are no longer needed and approve the donation of said chairs from the Shelter Island Union Free School District to the Shelter Island Historical Society.

**15. Items for Consideration - None**

**16. Old Business – None**

**17. Director of Athletics, Physical Education, Health, Wellness & Personnel**

**18. Assistant Superintendent Report**

**19. Superintendent Report**

**20. Board Member Reports**

**21. Visitor Comments**

**22. Adjournment**

**SUBJECT: DUTIES OF THE EXTRACLASSROOM ACTIVITY FUND CENTRAL  
TREASURER AND FACULTY AUDITOR**Extraclassroom Activity (ECA) Central Treasurer

The ECA Central Treasurer is appointed by the Board and has custody of all ECA funds. The ECA Central Treasurer's duties include, but are not limited to:

- a) Disbursing ECA funds by means of prenumbered check forms upon receipt of a payment order signed by the student activity treasurer and faculty advisor of the ECA, provided that there are sufficient funds in the account;
- b) Signing all checks disbursing ECA funds;
- c) Providing completed checks disbursing ECA funds to the student activity treasurer of the ECA;
- d) Signing a receipt for all ECA funds placed into his or her custody and depositing those funds promptly into a bank designated by the Board;
- e) Maintaining a record of the receipts and disbursements of each individual ECA account and of all the ECA accounts combined;
- f) Verifying bank statements and preparing a reconciliation of cash balances and ECA accounts to be forwarded to the Faculty Auditor monthly;
- g) Submitting to the Board a financial report relating to the receipts and expenditures for all ECA accounts on a monthly basis; and
- h) Reporting to the Board or its designee regularly and independently of the Faculty Auditor.

Accountant and External Auditor

The Faculty Auditor is appointed by the Board. The Accountant and External Auditor's duties include, but are not limited to:

- a) Examining the statements of accounts from the ECA Central Treasurer monthly;
- b) Auditing the ledgers kept by the student activity treasurer(s) at least twice a year on a rotating basis, and reconciling these ledgers with the ECA Central Treasurer's records;
- c) Examining transactions and paperwork to determine if correct procedures are being used, including supporting documentation requirements and receipt issuance;

(Continued)

**SUBJECT: DUTIES OF THE EXTRACLASSROOM ACTIVITY FUND CENTRAL  
TREASURER AND FACULTY AUDITOR (Cont'd.)**

- d) Certifying the accuracy of entries posted and available balances listed;
- e) Investigating any instances when the ECA Central Treasurer's report and the student activity treasurer's ledgers do not agree;
- f) Assembling, at the end of the school year, the monthly reports and preparing a composite report listing the financial condition of each ECA account for the full school year; and
- g) Reporting to the Board or its designee regularly and independently of the ECA Central Treasurer.

8 NYCRR Part 172

NYSED Finance Pamphlet, The Safeguarding, Accounting, and Auditing of Extraclassroom Activity Funds,  
Revised 2019

Adoption Date

**SUBJECT: EXTRACLASSROOM ACTIVITY FUND**

Any organization within the District whose activities are conducted by students, and whose financial support is raised other than by taxation or through charges of the Board, is an extraclassroom activity (ECA). The moneys raised by these organizations are referred to as ECA funds. ECA fund management provides students with the opportunity to learn proper business practices and how to operate a successful business. The Board and designated District staff will protect and provide oversight of ECA funds. All ECAs will be approved by the Board.

The Board will appoint an ECA Central Treasurer, a Faculty Auditor, and a chief faculty counselor (appointed for each building in the District, typically the building principal). Each ECA will have a faculty advisor appointed by the chief faculty counselor. Additionally, each ECA will have a student activity treasurer elected by the members of the ECA.

All ECA funds will be handled in accordance with the financial procedures set forth in The Safeguarding, Accounting, and Auditing of Extraclassroom Activity Funds, Revised 2019, published by the New York State Education Department. All moneys received from the conduct, operation, or maintenance of any ECA will be deposited with the ECA Central Treasurer. Two separate and independent sets of records of receipts and expenditures will be maintained, one by the ECA Central Treasurer and one by the ECA's student activity treasurer. On a monthly basis, the ECA Central Treasurer will submit to the Board a financial report relating to the receipts and expenditures for all ECA accounts. The authority to expend moneys will be distinct and separate from the custody of these moneys. The District will invest ECA funds in accordance with its investment policy.

ECAs are prohibited from using the District's New York State sales tax exemption. The ECA Central Treasurer is responsible for filing the periodic sales tax returns for ECA funds.

All commitments and contracts will be the sole responsibility of the ECA incurring the transaction, regardless of a change in faculty advisors, membership, or officers.

In conjunction with the annual audit of District records, the Independent Auditor will audit all ECA funds. This audit will include a statement of receipts, disbursements, and balances for each ECA, together with a reconciliation of cash.

When an ECA becomes inactive or is discontinued, the ECA Central Treasurer is directed to expend the leftover ECA funds to the accounts of the general grades 9-12 student organizations. To reactivate, inactive or discontinued ECAs must follow the start-up procedures for new ECAs.

**SUBJECT: EXTRACLASSROOM ACTIVITY FUND (Cont'd.)**

- NOTE: Refer also to Policies #1330 -- Appointments and Designations by the Board  
#1334 -- Duties of the External (Independent) Auditor  
#1336 -- Duties of the Extraclassroom Activity Fund Central  
Treasurer and Faculty Auditor  
#3280 -- Use of School Facilities, Materials, and Equipment  
#5220 -- District Investments  
#5530 -- Petty Cash Funds and Cash in School Buildings  
#5620 -- Fixed Asset Inventories, Accounting, and Tracking  
#7410 -- Extracurricular Activities  
#7450 -- Fundraising by Students

Adoption Date



# POLICY

2019

5660  
1 of 3

Non-Instructional/Business  
Operations

## **SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING**

It is the District's goal to provide students with access to nutritious no- or low-cost meals each school day and to ensure that a student whose parent/guardian has unpaid meal charges is not shamed or treated differently than a student whose parent/guardian does not have unpaid meal charges.

Unpaid meal charges place a large financial burden on the District. The purpose of this policy is to ensure compliance with federal requirements for the USDA Child Nutrition Program and to provide oversight and accountability for the collection of outstanding student meal balances to ensure that the student is not stigmatized, distressed, or embarrassed.

The intent of this policy is to establish procedures to address unpaid meal charges throughout the District in a way that does not stigmatize, distress, or embarrass students. The provisions of this policy pertain to regular priced reimbursable school breakfast, lunch and snack meals only. Charging of items outside of the reimbursable meals (a la carte items, adult meals, etc.) is expressly prohibited.

### **Access to Meals**

- a) Free meal benefit eligible students will be allowed to receive a free breakfast and lunch meal of their choice each day. A la carte items or other similar items must be paid/prepaid.
- b) Reduced meal benefit eligible students will be allowed to receive a breakfast of their choice for \$0.25 and lunch of their choice for \$0.25 each day. A la carte items or other similar items must be paid/prepaid.
- c) Full pay students will pay for meals at the District's published paid meal rate each day. The charge meals offered to students will be reimbursable meals available to all students, unless the student's parent or guardian has specifically provided written permission to the District to withhold a meal. A la carte items or other similar items must be paid/prepaid.

### **Ongoing Staff Training**

- a) Staff will be trained annually and throughout the year as needed on the procedures for managing meal charges using the State Education Department (SED) Webinar or the District's training program.
- b) Staff training will include ongoing eligibility certification for free or reduced-price meals.

### **Parent Notification**

Parents/guardians will be notified that a student's meal account balance is exhausted. Charges are allowed up until \$10.00.

(Continued)

**SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING  
(Cont'd.)**

**Parent Outreach**

- a) Staff will communicate with parents/guardians with five or more unpaid meal charges to determine eligibility for free or reduced-price meals.
- b) Staff will make two documented attempts to reach out to parents/guardians to complete a meal application in addition to the application and instructions provided in the school enrollment packet.
- c) Staff will contact the parent/guardian to offer assistance with completion of meal application to determine if there are other issues within the household causing the student to have insufficient funds, offering any other assistance that is appropriate.

**Minimizing Student Distress**

- a) Staff will not publicly identify or stigmatize any student in line for a meal or discuss any outstanding meal debt in the presence of any other students.
- b) Students with unpaid meal charges will not be required to wear a wristband or handstamp, or to do chores or other work to pay for meals.
- c) Staff will not throw away a meal after it has been served because of the student's inability to pay for the meal or because of previous unpaid meal charges.
- d) Staff will not take any action directed at a student to collect unpaid meal charges.
- e) Staff will deal directly with parents/guardians regarding unpaid meal charges.

**Ongoing Eligibility Certification**

- a) Staff will conduct direct certification through the New York Student Identification System (NYSSIS) or using SED Roster Upload to maximize free eligibility. NYSED provides updated direct certification data monthly.
- b) Staff will provide parents/guardians with free and reduced-price application and instructions at the beginning of each school year in the school enrollment packet.
- c) If the District uses an electronic meal application, it will provide an explanation of the process in the school enrollment packet and instructions on how to request a paper application at no cost.
- d) The District will provide at least two additional free and reduced-price applications throughout the school year to families identified as owing meal charges.

(Continued)

# POLICY

2019

5660

3 of 3

Non-Instructional/Business  
Operations

**SUBJECT: MEAL CHARGING AND PROHIBITION AGAINST MEAL SHAMING  
(Cont'd.)**

- e) The District will use its administrative prerogative to complete an application on a student's behalf judiciously, and only after using exhaustive efforts to obtain a completed application from the student's parent/guardian. The District will complete the application using only available information on family size and income that falls within approvable guidelines.
- f) The District will coordinate with the foster, homeless, migrant, and runaway coordinators to certify eligible students. School liaisons required for homeless, foster, and migrant students will coordinate with the nutrition department to make sure these students receive free school meals, in accordance with federal law.

### **Prepaid Accounts**

Students/Parents/Guardians may pay for meals in advance via [www.shelterisland.familportal.cloud](http://www.shelterisland.familportal.cloud) or with a check payable to Shelter Island School. Further details are available on the District's webpage at [www.shelterisland.k12.ny.us](http://www.shelterisland.k12.ny.us). Funds should be maintained in accounts to minimize the possibility that a student may be without meal money on any given day. Any remaining funds for a particular student will be carried over to the next school year.

To obtain a refund for a withdrawn or graduating student, an e-mailed request for a refund of any money remaining in the student's account must be submitted to [support@shelterisland.k12.ny.us](mailto:support@shelterisland.k12.ny.us). Students who are graduating at the end of the year will be given the option to transfer any remaining money to a sibling's account through a written request.

Unclaimed funds must be requested within one school year. Unclaimed funds will then become the property of the District Food Service Program.

42 USC § 1758  
7 CFR §§ 210.12 and 245.5  
Education Law § 908  
8 NYCRR § 114.5

Adoption Date: 12/13/10

## Students

**SUBJECT: PARTICIPATION IN GRADUATION CEREMONIES AND ACTIVITIES**

The graduation or commencement ceremony is a time to celebrate the honors and achievements of the graduating class. The administration will establish the date for graduation ceremonies and the place and program details, including attire. Academic and other awards and scholarships may be presented along with diplomas. Speakers may be selected from amongst the graduating class or others.

Participation in the graduation ceremony and related activities will be predicated on satisfactory completion of all graduation requirements, or as otherwise described in this policy. Exceptions may be made under extraordinary circumstances with the permission of the Superintendent of Schools. Students who have earned either a Career Development and Occupational studies Commencement Credential (CDOS) or Skills and Achievement Commencement Credential (SACC) without meeting the requirements for a high school diploma by the time of their ninth-grade cohort reaches graduation may, but are not required to, participate in that graduation ceremony and related activities.

However, students may be denied participation in the graduation ceremony and related activities as a consequence of violations of the Code of Conduct. The Building Principal may set other rules and conditions for participation in the graduation ceremony and related activities. All such rules will be provided to students and parents/guardians in advance. Students who have met the requirements for a diploma but are barred from participating in the graduation ceremony will be given their diploma separately.

Students with disabilities who participate in graduation ceremonies without receiving a diploma are entitled to continue their educational programs until their 22<sup>nd</sup> birthday, or until receipt of a Regents or local high school diploma, whichever comes first.

The Board directs the Superintendent to develop regulations to implement this policy. The District will provide annual written notice to all students and their parents/guardians of the requirements of this policy and associated regulations.

Education Law § 3204(4-b)  
8 NYCRR § 100.2(oo)

Adoption Date:

Students

**SUBJECT: STUDENT GOVERNMENT**

Student government organizations enhance civic engagement and leadership preparedness. Civic-ready students use civic knowledge, skills, and mindsets to make decisions and take actions for themselves, their communities, and the public good as members of a culturally diverse, democratic society.

Recognizing the benefits of student government organizations, the District has established a student government for the high school in the District.

The student government will serve as a liaison between the student body and school administration, representing student perspectives in District policies and programs. It will meet regularly to discuss and address student interests and concerns, and to plan activities that promote civic engagement and school spirit.

The District will establish guidelines and procedures for the operation of the student government.

Education Law Section 817

NOTE: Refer also to Policy #7410 -- Extracurricular Activities

*\*Customize to District*  
Adoption Date

**SUBJECT: PROCUREMENT OF GOODS AND SERVICES****Purchasing Authority**

The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board. The Purchasing Agent is authorized to enter into cooperative bidding and cooperative purchasing arrangements to meet the various needs of the District. No contracts for goods and services will be made by individuals or organizations in the school that involve expenditures without first securing approval for the contract from the Purchasing Agent.

Except as authorized by law, no Board member or employee of the District will have an interest in any contract entered into by the District.

**Purchasing Process**

The Board recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services will be procured in a manner so as to:

- a) Assure the prudent and economical use of public moneys in the best interests of the taxpayer;
- b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- c) Guard against favoritism, improvidence, extravagance, fraud, and corruption.

These procedures will contain, at a minimum, provisions which:

- a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and if it is not, documenting the basis for such determination;
- b) With certain exceptions, provide that alternative proposals or quotations for goods and services will be secured by use of written request for proposals, written quotations, verbal quotations, or any other method of procurement which furthers the purposes of General Municipal Law Section 104-b;
- c) Set forth when each method of procurement will be utilized;
- d) Require adequate documentation of actions taken with each method of procurement;
- e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons;

(Continued)

**SUBJECT: PROCUREMENT OF GOODS AND SERVICES (Cont'd.)**

- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District; and
- g) Identify the individual or individuals responsible for purchasing and their respective titles. This information will be updated biennially.

Any unintentional failure to fully comply with these provisions will not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The District will develop administrative regulations to establish procedures for the procurement of goods and services.

Professional Services

Professional services are generally those services that require specialized skills, training, professional judgment, expertise, and creativity. Examples include attorneys, architects, and engineers. The procurement of professional services falls within an exception to competitive bidding. In order to procure professional services, the District will use the request for proposals (RFP) process as set forth in General Municipal Law in order to protect the District's interests and to avoid the appearance of favoritism or impropriety. Although not necessarily bound to select the lowest bidder in response to its RFP, the District will adequately document its selection process to demonstrate its economical and prudent use of public monies and to ensure fair competition.

Education Law §§ 1604, 1709, 1950, 2503, 2554, and 3602  
General Municipal Law Articles 5-A and 18  
General Municipal Law § 119-o

NOTE: Refer also to Policies #5410 -- Purchasing: Competitive Bidding and Offering  
#5412 -- Alternative Formats for Instructional Materials

Adoption Date: 12/13/10  
Revised Date:

**SUBJECT: SCHOOL SAFETY PLANS**

The District considers the safety of its students and ~~staff~~-personnel to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-wide school safety plan and the building-level emergency response plan(s) will be designed to prevent or minimize the effects of violent incidents, declared state disaster emergency involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies. These plans will be reviewed and updated by the appropriate team on at least an annual basis and adopted by the Board by September 1 of each school year.

The Board will make the District-wide school safety plan available for public comment at least 30 days prior to its adoption. The District-wide school safety plan may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The District-wide school safety plan and any amendments must be submitted to the Commissioner, in a manner prescribed by the Commissioner, within 30 days of adoption, but no later than October 1 of each school year.

Building-level emergency response plan(s) and any amendments must be submitted to the appropriate local law enforcement agency and the state police within 30 days of adoption, but no later than October 1 of each school year. Building-level emergency response plan(s) will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

The District will provide written information to all students and personnel about emergency procedures by October 1 of each school year.

**District-Wide School Safety Plan**

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management, and the provision of remote instruction during an emergency school closure, at the District level, and has the contents as prescribed in Education Law and Commissioner's regulations.

The District-wide school safety plan will be developed by the District-wide school safety team appointed by the Board. The District-wide school safety team will include, but not be limited to, representatives of the Board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. The District-wide school safety team will consider, as part of their review of the comprehensive District-wide school safety plan, the installation of a panic alarm system.

(Continued)



**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

The District-wide school safety plan will include, but not be limited to:

- a) Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which includes suicide;
- b) Policies and procedures for responding to acts of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including consideration of zero-tolerance policies for school violence;
- c) Appropriate prevention and intervention strategies, ~~such as~~ which may include:
  1. Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
  2. Nonviolent conflict resolution training programs;
  3. Peer mediation programs and youth courts; ~~and~~
  4. Extended day and other school safety programs; ~~and~~
  5. If the District has a multi-disciplinary behavioral assessment team, behavioral assessment team, or a county or regional threat assessment team, the establishment and/or participation of District personnel in a multi-disciplinary behavioral assessment team to assess whether certain exhibited behaviors or actions need intervention or other support, including a school or District-level behavioral assessment team or, if available, a county or regional threat assessment team. When these teams are utilized, the District will:
    - (a) Describe the school, District, or county team and its purpose in the District-wide school safety plan; and
    - (b) Include information regarding the purpose and procedures of these teams in the District's annual personnel training on safety and emergency procedures.
- d) Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- e) A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;

(Continued)

**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

- f) Procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Executive Law Article 2-B, State and Local Natural and Man-Made Disaster Preparedness;
- g) The identification of District resources which may be available for use during an emergency;
- h) A description of procedures to coordinate the use of District resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the ~~staff~~ personnel members assigned to provide assistance during emergencies;
- i) Policies and procedures for contacting parents, guardians, or persons in parental relation to District students in the event of a violent incident or an early dismissal or emergency school closure;
- j) Policies and procedures for contacting parents, guardians, or persons in parental relation to an individual District student in the event of an implied or direct threat of violence by the student against themselves, which includes suicide;
- k) Policies and procedures relating to school building security, including, where appropriate: the use of school safety officers, school security officers, and/or school resource officers; and security devices or procedures;
- l) Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to, the identification of family, community, and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, parents ~~and-or~~ other persons in parental relation to students of the District or Board, students, and other persons deemed appropriate to receive the information;
- m) Policies and procedures for annual multi-hazard school safety training for ~~staff~~ personnel and students, provided that the District must certify to the Commissioner that all ~~staff~~ personnel have undergone annual training by September 15 on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year will receive training within 30 days of hire or as part of the District's existing new hire training program, whichever is sooner;

(Continued)

**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

- n) Procedures for the review and conduct of drills, ~~and other exercises to test components of the emergency response plan, including the use of~~ tabletop exercises, and information about emergency procedures and drills, including information about procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. At its discretion, the District may participate in full-scale exercises in coordination with local and county emergency responders and preparedness officials. These procedures must ensure that:
1. Drills conducted during the school day with students present will be conducted in a trauma-informed, developmentally, and age-appropriate manner and will not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency;
  2. When drills are conducted, students and personnel will be informed that the activities are a drill. Students and personnel will not be informed in advance of evacuation drills;
  3. When utilized as a training resource, tabletop exercises may include a discussion-based activity for personnel in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation;
  4. If the District opts to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency, the District will not conduct these exercises on a regular school day or when school activities such as athletics are occurring on District grounds. These exercises will not include students unless written consent from parents or persons in parental relation has been obtained;
- o) The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings;
- p) Strategies for improving communication among students, ~~and~~ between students and ~~staff personnel~~, and ~~between administration and parents or persons in parental relation~~ regarding reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;
- q) A description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;

(Continued)

**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

- r) A system for informing all educational agencies within the District of a disaster or emergency school closure;
- s) The designation of the Superintendent or designee, as the District Chief Emergency Officer whose duties will include, but not be limited to:
  - 1. Coordinating the communication between school ~~staff~~ personnel, law enforcement, and other first responders;
  - 2. Leading the efforts of the District-wide school safety team in the completion and yearly update of the District-wide school safety plan and the coordination of the District-wide school safety plan with the building-level emergency response plan(s);
  - 3. Ensuring ~~staff~~ personnel understanding of the District-wide school safety plan;
  - 4. Ensuring the completion and yearly update of building-level emergency response plans for each school building;
  - 5. Assisting in the selection of security-related technology and development of procedures for the use of the technology;
  - 6. Coordinating appropriate safety, security, and emergency training for District and school ~~staff~~ personnel, including required training in the [District-wide school safety plan and building-level emergency response plan\(s\)](#);
  - 7. Ensuring the conduct of required evacuation and lock-down drills [in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency](#) in all District buildings as required by law; and
  - 8. Ensuring the completion and yearly update of building-level emergency response plan(s) by the dates designated by the Commissioner;
- t) Protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions in Labor Law Section 27-c; ~~and~~
- u) An emergency remote instruction plan; ~~and~~
- v) [Appropriate accommodations for students with life-threatening health conditions.](#)

(Continued)

**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)****Building-Level Emergency Response Plan(s)**

Building-level emergency response plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

Building-level emergency response plan(s) will be developed by the building-level emergency response **planning** team. The building-level emergency response **planning** team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level emergency response **planning** team will include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

Classroom door vision panels will not be covered except as outlined in the building-level emergency response plan.

Education Law Section 2801-a  
Labor Law Section 27-c  
8 NYCRR Section 155.17

Adoption Date

**SUBJECT: ~~FIRE-EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS~~**

### **~~Fire and Emergency Drills~~-Evacuation, Lockdown, and Emergency Dismissal Drills** Overview

The purpose of drills is to practice personnel and student actions during an emergency. Except for evacuation drills, at the time that drills are conducted, students and personnel will be informed it is a drill. All drills must:

- a) Be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency;
- b) Occur after annual training in emergency procedures has been provided to students and personnel; and
- c) Be completed on different dates, days of the week, and during different times of the school day.

The administration of each school building will instruct and train students on appropriate emergency responses, through ~~fire and emergency~~ drills, in the event of a sudden emergency.

~~Fire and emergency drills will be held at least 12 times in each school year; eight of these will be completed by December 31. Eight of all drills will be evacuation drills, four will be through use of the fire escapes on buildings where fire escapes are provided or identified secondary exits. The other four drills will be lock-down drills. Drills will be conducted at different times of the school day. Students will also be instructed in the procedures to be followed in the event that a fire occurs during the regular school lunch period or assembly, however, this additional instruction may be waived if a drill is held during the regular lunch period or assembly.~~

#### ~~Summer School~~

~~—At least two additional drills will be held during summer school in buildings where summer school is held, and one of these drills will be held during the first week of summer school.~~

#### ~~After-School Programs, Events, or Performances~~

~~The building principal or designee will require those in charge of after-school programs, events, or performances attended by any individuals unfamiliar with that school building, to announce at the beginning of these programs the procedures to be followed in the event of an emergency.~~

(Continued)

**SUBJECT: ~~FIRE-EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)**

### Definitions

For purposes of this section, the following definitions apply:

- a) Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- b) Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- c) Trauma-informed drills mean avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in personnel or students because of previous exposure(s) to trauma.

### Drill Requirements

The District will practice emergency response procedures under its District-wide school plan and building-level emergency response plan(s), where possible in cooperation with local law enforcement, emergency preparedness plan officials, and other first responders as follows:

- a) Evacuation Drills

The District will conduct at least eight evacuation drills with students each school year. Six of the eight drills will be conducted between September 1 and December 31 of the school year. Four of the eight drills will be through the use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways, and exit doors.

Evacuation drills will be conducted at different times of the school day. Students will be instructed in the procedure to be followed if a fire occurs during a lunch period or assembly, provided, however, that this additional instruction may be waived where a drill is held during a regular school lunch period or assembly.

At least two additional drills will be held during summer school in buildings where summer school is conducted. One of the two drills will be held during the first week of summer school.

(Continued)

**SUBJECT: ~~FIRE-EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL~~  
~~DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)**

In the case of after-school programs, events, or performances which are conducted within a school building and which include persons who do not regularly attend classes in the school building, the principal or other person in charge of the building will require the teacher or person in charge of such after-school program, event, or performance to notify persons in attendance at the beginning of the program, event, or performance, of the procedures to be followed in the event of an emergency so that they may be able to respond in a timely, orderly manner.

**b) Lockdown Drills**

The District will conduct at least four lockdown drills with students each school year. Two of the four drills will be conducted between September 1 and December 31 of the school year.

Lockdown drills will be conducted at different times of the school day. Students will be instructed in the procedure to be followed if an emergency occurs during a lunch period or assembly, provided, however, that this additional instruction may be waived where a drill is held during a regular school lunch period or assembly.

**c) Emergency Dismissal Drills**

The District will conduct at least one emergency dismissal drill to test emergency response procedures that require early dismissal at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Emergency dismissal drills will test the usefulness of the communications and transportation system during emergencies.

**Notification**

The District will notify parents or persons in parental relation at least one day, but no more than one week, before any drill. For emergency dismissal drills, the District will notify parents or persons in parental relation at least one week prior.

(Continued)



**SUBJECT: ~~FIRE-EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)**

## **Bomb Threats**

### School Bomb Threats

A bomb threat, even if later determined to be a hoax, is a criminal act. No bomb threat should be treated as a hoax when it is first received. Upon receiving any bomb threat, the school has an obligation and responsibility to ensure the safety and protection of the students and other occupants of the school. This obligation takes precedence over a search for a suspect object. Prudent action is dependent upon known information about the bomb threat-location, if any; time of detonation; etc. Specific procedures as to appropriate responses as a result of a bomb threat can be located in the building-level emergency response plan, as required by relevant law and regulation.

### Police Notification and Investigation

Appropriate law enforcement agencies must be notified by the building administrator or designee of any bomb threat as soon as possible after receiving the threat. Law enforcement officials will contact, as the situation requires, fire and/or county emergency coordinators according to the county emergency plan.

### Implementation

~~—The Superintendent or designee will develop written procedures to implement the terms of this policy. Additionally, these procedures will be incorporated in the District-wide school safety plan and the building-level emergency response plan, with provisions to provide written information to all staff and students regarding emergency procedures by October 1 of each school year, an annual drill to test the emergency response procedures under each of its building-level emergency response plans; and the annual review of the District-wide and building-level emergency response plans, along with updates as necessary, by September 1, as mandated by law or regulation.~~

## **Bus Emergency Drills**

The administration will conduct a minimum of three emergency drills to be held on each school bus during the school year. The first drill will be conducted during the first seven days of school, the second drill between November 1 and December 31, and the third drill between March 1 and April 30. No drills will be conducted when buses are on routes.

Students who ordinarily walk to school will also be included in the drills. Students attending public and nonpublic schools who do not participate in regularly scheduled drills will also be provided drills on school buses, or as an alternative, will be provided classroom instruction covering the content of these drills.

(Continued)

**SUBJECT: ~~FIRE-EVACUATION, LOCKDOWN, AND EMERGENCY DISMISSAL DRILLS, BOMB THREATS, AND BUS EMERGENCY DRILLS~~ (Cont'd.)**

Each drill will include practice and instruction in the location, use, and operation of the emergency exits, fire extinguishers, first-aid equipment, and windows as a means of escape in the event of fire or accident. Similarly, students will be instructed on all topics mandated by relevant sections of the Education Law and Commissioner's regulations, including, but not limited to, the following:

- a) Safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking;
- b) Advancing at least 15 feet in front of the bus before crossing the highway after disembarking;
- c) Specific hazards encountered during snow, ice, rain, and other inclement weather, including, but not necessarily limited to, poor driver visibility, reduced vehicular control, and reduced hearing; and
- d) Orderly conduct as bus passengers.

The administration of the drills will be in accordance with the New York State Education Department's Bus Safety Drill Guide and Compliance Form.

**Instruction on Use of Seat Belts**

When students are transported on school buses, the District will ensure that all students who are transported on any school bus owned, leased, or contracted for by the District will receive instruction on the use of seat safety belts. This instruction will be provided at least three times each year to both public and nonpublic school students who are so transported and will include, but not be limited to:

- a) Proper fastening and release of seat safety belts;
- b) Acceptable adjustment and placement of seat safety belts on students;
- c) Times at which the seat safety belts should be fastened and released; and
- d) Acceptable placement of the seat safety belts when not in use.

Education Law Sections 807, 2801-a, 3623, and 3635-a  
Penal Law Article 240  
8 NYCRR Sections 100.2(egg), 155.17, and 156.3

NOTE: Refer also to Policy #5681 -- School Safety Plans

Adoption Date

**SUBJECT: ARTIFICIAL INTELLIGENCE (AI)****Overview**

The emergence of artificial intelligence (AI) technologies, especially generative AI (GenAI), pose unique challenges and opportunities for learning environments. As these technologies integrate deeper into everyday life, the District must proactively address the implications of AI usage to ensure it enhances educational outcomes without compromising academic integrity or equity. This policy outlines the District's commitment to responsible AI integration in educational practices, balancing innovation with the core values of the District's educational mission. Further, it sets forth guidelines designed to evolve as new technologies and methodologies emerge, ensuring the District remains at the forefront of academic excellence and technological responsibility.

**Scope and Application**

This policy applies to all District students, personnel, volunteers, and contractors. It integrates with, and complements, existing policies on data privacy, acceptable use, and student conduct. This policy aims to provide clear guidelines on the use of AI within the District's schools, ensuring that its application supports the District's educational goals and adheres to its privacy and security standards.

**Definitions**

- a) Generative AI (GenAI) represents a dynamic subset of AI technologies that can create new, human-like content from extensive data training sets. This content spans across text, images, audio, and more, often mimicking human creativity and adaptability.
- b) Traditional AI refers to systems that operate on fixed algorithms and predefined rules without altering their behavior based on new data after their initial deployment.

**Risks and Limitations**

The use of GenAI comes with some risks and limitations which include, but are not limited to:

- a) Hallucinations/Confabulations

GenAI can generate plausible, but false or inaccurate, information, a phenomenon known as a hallucination/confabulation.

(Continued)

**SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)**

## b) Biases

GenAI tools learn from data created by people, which means any biases, prejudices, and stereotypes in that data can be reflected in the outputs produced by GenAI. For example, GenAI has been found to generate images and text that reinforce existing gender and racial biases. It is essential to recognize that these biases exist and to critically assess the outputs of GenAI tools to prevent the perpetuation of stereotypes and unfair treatment.

The impact of GenAI biases is particularly significant in the context of Diversity, Equity, and Inclusion (DEI) initiatives. DEI initiatives aim to create environments where all individuals have equal opportunities and are treated with respect and fairness. Biased AI outputs can undermine these goals by perpetuating inequality and exclusion, which can be detrimental to the educational mission of the District.

GenAI can also suffer from response bias, where the AI generates answers tailored to what it predicts the user wants to hear based on its training data or specific tuning.

## c) Copyright

GenAI may pose copyright issues as it may have used copyrighted material within its training data without explicit permission from the copyright holders. As a result, there are unsettled legal questions about the ownership and copyright status of GenAI's outputs, which can closely mimic or incorporate elements of existing copyrighted works.

Data Privacy and Security

Information entered into GenAI may be accessible to others due to data sharing or breaches. All users should exercise caution when utilizing GenAI. Under no circumstances should any sensitive, copyrighted, confidential, or proprietary information be entered into GenAI or any other AI platform, consistent with relevant state and federal laws and District policy. This includes, but is not limited to, data protected by:

- a) Family Educational Rights and Privacy Act (FERPA);
- b) Education Law Section 2-d (Unauthorized Release of Personally Identifiable Information);
- c) Labor Law Section 203-d (Employee Personal Identifying Information);
- d) State Technology Law Section 208 (Notification of Security Breach of Private Information).

Further, if the information would not be disclosed in response to a Freedom of Information Law (FOIL) request, it should not be entered into GenAI.

(Continued)

**SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)****Student Use**

The District prohibits students from using GenAI to complete academic assignments. Student use of GenAI that conflicts with this policy and/or the District's Code of Conduct may result in an investigation and/or disciplinary action.

**District Personnel Use**

District personnel may utilize GenAI in accordance with this policy. However, regardless of the tools used to enhance their work, personnel are ultimately responsible for the accuracy and integrity of all work they produce. AI is intended to support, not replace, an employee's responsibility for their own work.

**Training, Awareness, and Support**

The District will provide training, awareness, and support to teachers in navigating the evolving use of GenAI in the classroom. This may include professional learning opportunities, workshops, and resources to enhance teachers' proficiency and confidence in using GenAI to enrich student learning. The goal is to equip teachers with the knowledge to critically assess GenAI technologies and guide students in understanding the complexities associated with these tools. Additionally, the District may extend training, awareness, and support regarding GenAI to other District personnel who may benefit from understanding and utilizing GenAI in their roles.

**SUBJECT: ARTIFICIAL INTELLIGENCE (AI) (Cont'd.)****Compliance with Other Documents**

When using GenAI, all personnel and students must comply with all applicable laws, regulations, and District documents. This includes Education Law Section 2-d, which requires the District to ensure that whenever it enters into a contract or other written agreement with a third-party contractor under which the third-party contractor will receive student data or teacher or principal data from the District, the contract or written agreement will include provisions requiring that confidentiality of shared student data or teacher or principal data be maintained in accordance with law, regulation, and District policy.

Applicable District documents may include the District's policies on data security and acceptable use, as well as the District's *Code of Conduct*.

NOTE: Refer also to Policies #3310 -- Public Access to Records  
#3320 -- Confidentiality of Computerized Information  
#5672 -- Information Security Breach and Notification  
#5673 -- Employee Personnel Identifying Information  
#5674 -- Data Networks and Security Access  
#5676 -- Privacy and Security for Student Data and Teacher and  
Principal Data  
#6410 -- Staff Acceptable Use Policy  
#7240 -- Student Records: Access and Challenge  
#7315 -- Student Acceptable Use Policy (AUP)  
#7316 -- Student Use of Personal Technology  
#8271 -- Internet Safety/Internet Content Filtering  
#8350 -- Use of Copyrighted Materials  
District *Code of Conduct*

Adoption Date

Students

**SUBJECT: GRADUATION REQUIREMENTS ~~OPTIONS/EARLY GRADUATION/~~  
ACCELERATED PROGRAMS**

To graduate from the District, a student must meet or exceed the requirements set forth in Part 100 of the Commissioner's regulations. The Board may establish graduation requirements that exceed the minimum standards set by the Board of Regents. The District will award the appropriate diploma, credential, or both to students.

For example, Shelter Island School will also require all 12<sup>th</sup> graders to complete an Oral Comprehensive Exam as a requirement for graduation. While usually completed as part of English 12 or College English, it must also be completed by BOCES students and by any student transferring in credit for a 12<sup>th</sup> grade English program. Specific requirements for this Oral Comprehensive Exam will be given by senior English teacher(s).

Details on general education and diploma requirements can be found at <https://www.nysed.gov/curriculum-instruction/general-education-and-diploma-requirements>.

**~~Pathways to Graduation~~**

~~Students must pass the required number of Regents examinations or approved alternative exams and meet any further graduation requirements; these requirements may include passing an approved pathways assessment, other assessment, or an additional exam that measure an equivalent level of knowledge and skill. Students who fail certain Regents examinations may appeal the result in accordance with Commissioner's regulations.~~

**Early Graduation**

A student may be eligible for early graduation (fewer than eight semesters) if the student completes all requirements for graduation, excluding physical education. The District will consult with appropriate personnel, the student, and persons in parental relation, and consider factors such as the student's grades, performance in school, future plans, and benefits to **early** graduation **early** in making its decision.

**~~Accelerated Programs~~****~~Eighth Grade Acceleration for Diploma Credits~~**

~~Eighth grade students may take appropriate high school courses. The Superintendent or designee will determine whether an eighth grade student is eligible to take high school courses using criteria that examines each student's readiness. By the end of seventh grade, accelerated students must receive instruction designed to facilitate their attainment of the state intermediate learning standards in each subject area in which they are accelerated.~~

**~~Advanced Placement (AP)~~**

~~Advanced Placement examinations afford students the opportunity to earn credit or advanced standing in many colleges and universities. The College Board administers a variety of AP examinations in May of each year. The District will determine a student's readiness for enrollment in any AP class.~~

(Continued)

Students

**SUBJECT: GRADUATION REQUIREMENTS ~~OPTIONS/EARLY GRADUATION/~~  
ACCELERATED PROGRAMS (Cont'd.)****~~Dual Credit for College Courses~~**

~~Students who have demonstrated intellectual and social maturity may choose to matriculate at any one of the colleges that have a cooperative agreement with the District. Students who wish to enroll in college-level coursework must meet all academic, grade level, and coursework requirements. These opportunities may include early admission to college, collegiate-level work offered in the high school, or other means of providing advanced work. The administration will review and approve any college courses before they are taken during the school day. The Board will not pay tuition and other related costs for those high school students enrolled in college courses.~~

**~~Online Coursework~~**

~~The District may offer students the ability to complete general education and diploma requirements for a specific subject through online instruction or blended coursework that combines online and classroom-based instruction.~~

~~To receive credit for online coursework, students must successfully complete an online or blended course and demonstrate mastery of the learning outcomes for the subject by passing the Regents exam or other assessment in the subject area.~~

8 NYCRR Sections ~~100.1(i)~~, 100.2(~~f~~), 100.4(d), 100.5, 100.6, 100.7, 100.8, 100.9, and 200.5

NOTE: Refer also to Policies #7221 -- Participation in Graduation Ceremonies and Activities  
#7222 -- Diploma or Credential Options for Students with Disabilities

Adoption Date



# DRAFT 2025-2026 Budget Calendar DRAFT

(To Be Approved at the November 12, 2024 Board of Education Meeting)

January 13, 2025	→ Budget Presentation: Administration, Facilities & Capital (at Regular Board Meeting, 6 pm)
February 10, 2025	→ Budget Presentation: Educational (at Regular Board Meeting, 6 pm)
February 25, 2025	→ Budget Workshop, 6 pm
March 10, 2025	→ Budget Overview (at Regular Board Meeting, 6 pm)
February 28, 2025	→ Calculation Information for Tax Levy Limit (The date has to be set on or before March 1)
March 21, 2025	→ Petitions for Proposition/Question for Ballot must be filed by 5:00 pm, in the District Clerk's Office → Petitions for Board of Education candidate available from District Clerk in the District Clerk's Office/Front Desk in School Lobby/School Website
April 3, 2025	→ First Publication of Legal Notice
April 7, 2025	→ Liability Insurance Certificate Mailed to Suffolk County Board of Elections
April 7, 2025	→ Board adopts Budget/Property Tax Report Card, 6 pm — with Regular Board Meeting immediately following
April 8, 2025	→ Property Tax Report Card—Submitted to SED
April 17, 2025	→ Second Publication of Legal Notice
April 21, 2025	→ Petitions for Board of Education candidate must be filed with District Clerk by 5:00 pm in the District Clerk's Office
April 23, 2025	→ ES BOCES Administrative Budget Vote and Board Election
May 1, 2025	→ Third Publication of Legal Notice
May 6, 2025	→ Budget available to the residents in the School Business Office → Mail School Budget Newsletter
May 8, 2025	→ Voter Registration, 2:00 pm—6:00 pm, School Lobby
May 12, 2025	→ Public Budget Hearing, 6:00 pm — with Regular Board Meeting immediately following
May 14, 2025	→ Mail School Budget Notice
May 15, 2025	→ Fourth Publication of Legal Notice
May 20, 2025	→ Budget Vote—Annual Meeting, 12:00 pm—9:00 pm, School Gym