Board Meeting - Jun 16 2026 Minutes

Tuesday, June 16, 2026 at 6:00 PM

MS/HS Auditorium

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 any school building

1.03 Pledge of Allegiance

1.04 Roll Call:

Present: Rory Smith, Jenny Jared, Emily Mitchell-Marell, Caroline Jerome, Clark Goodrich, Rick Knutsen, Cindy Bishop

2. Welcome

2.01 Middle School Principal, Don Solimene will welcome the Board (duration 20 min) 11

The June 16 BOE Welcome.pdf

3. Award Tenure

3.01 The Board of Education will Award Tenure (duration 20 min)

The following named INSTRUCTIONAL PERSONNEL, having served a period of probationary status consistent with the Education Law of the State of New York and provisions of the Commissioner's Regulations, and having received continuing satisfactory evaluations of performance, are hereby recommended by the Superintendent of Schools for APPROVAL for TENURE STATUS.

With a probationary period of 8/15/2022 to 8/14/2026, certified Elementary Teacher, **Laura Kirn** hereby receives tenure on 8/15/2026

With a probationary period of 8/15/2023 to 8/14/2026, certified Music Teacher, **Marilyn Dizon** hereby receives tenure on 8/15/2026

With a probationary period of 09/01/2022 to 8/31/2026, certified Teaching Assistant, **Karen Cole** hereby receives tenure on 09/01/2026

With a probationary period of 09/01/2022 to 8/31/2026, certified Teaching Assistant,

Nicole Hastie hereby receives tenure on 09/01/2026

With a probationary period of 09/01/2022 to 8/31/2026, certified Teaching Assistant, **Gillian Jule** hereby receives tenure on 09/01/2026

With a probationary period of 09/01/2022 to 8/31/2026, certified Elementary Teacher, **Natalie Urciuoli** hereby receives tenure on 09/01/2026

With a probationary period of 09/01/2022 to 10/09/2026, certified Music Teacher, **Josephine Catalano** hereby receives tenure on 10/10/26

With a probationary period of 08/15/2022 to 10/28/2026, certified Special Education Teacher, **Elizabeth George** hereby receives tenure on 10/29/2026

With a probationary period of 11/07/2022 to 11/06/2026, certified Special Education Teacher, **Katrina Quigley** hereby receives tenure on 11/07/2026

Moved by: Emily Mitchell-Marell; seconded by: Clark Goodrich

Motion Carries

4. Celebrate Retirees and Student Representative

4.01 The Board of Education will recognize the retirees

Effective August 31, 2025

- Nancy Walters, Monitor

Effective October 4, 2025

- Steven Knoche, TOSA Social Studies

Effective October 24, 2025

- Nicole Sommer, Director of Transportation

Effective December 1, 2025

- Loretta Davis, Food Service Worker

Effective June 30, 2026

- Gabriel Buono, Principal
- James Grady, Social Studies Teacher
- Amy Gustafson, AIS Teacher
- Karen Inge, Teaching Assistant
- Joan Mayone-Allison, Elementary Teacher
- Connie Rogers, School Bus Attendant
- Leah Smith, Typist
- Brian Wunderlich, Psychologist

Effective July 4, 2026

- Janet Briggs, Teaching Assistant

4.02 The Board of Education will thank Student Representative, Jenny Albright for her service

5. Recognition of Spring Athletic Student Achievements 26

Spring Athletic Achievements.pdf

5.01 Break for Celebration (duration 20 min)

6. Student Representative Report

6.01 The Student Representative on the Board, Jenny Albright, will give a report

Ms. Albright reported that students are wrapping up the school year and remain very busy with end-of-year activities. She noted that final exams are underway, Student Government meetings have continued, and students have been completing community service hours. The Senior Summit was held last week, and preparations are underway for the upcoming Belleayre Bash.

Jenny shared that the spring sports season has been very successful, with teams performing well and generating strong school spirit. She reported that the High School's last day of classes was June 16, while the Middle School's last day is scheduled for June 26.

Overall, Jenny stated that the school year is ending on a positive note and that things are going very well throughout the district. She also noted that this was her final report to the Board as Student Representative and expressed appreciation for the opportunity to serve in the role.

7. Public Hearing

7.01 The Board President will open the Hearing for the Code of Conduct 34

Code of Conduct 2026-2027- draft.pdf

7.02 The Board President will close the hearing on the Code of Conduct

8. Presentations

8.01 Assistant Superintendent for Curriculum and Instruction, Stephanie Laffin and Innovation Specialist, Wess Trabelsi from Ulster BOCES will present the AI Survey Findings and Policy Recommendation 62

AI Survey Findings and Rec.pdf

OCSD_AI_survey_findings.pdf

9. Proposed Executive Session

9.01 Enter Executive Session

Motion to enter into executive session to discuss a potential litigation (15 mins)

Moved by: Jenny Jared; seconded by: Caroline Jerome

9.02 Exit Executive Session

Motion to exit executive session and return to public session

Moved by: Eric Knutsen; seconded by: Rory Smith

Motion Carries

10. Acceptance of Minutes

10.01 Acceptance of Minutes 91

Board Meeting - Jun 02 2026 - Minutes - Html

The Board of Education hereby accepts the minutes of the June 2, 2026 meeting

Moved by: Caroline Jerome; seconded by: Jenny Jared

Carried

11. Superintendent District News

11.01 The Superintendent will report District News

New Administrative Hire

We are recommending a new Assistant Director of PPS on this agenda. We will be welcoming Anthony DiRusso to our administrative team in July, when Ariel McGrath moves into her new position as Principal of Bennett Elementary.

YMCA Before and After Care

We had a meeting with the CEO of the YMCA and the Child Care Director last week, and they have agreed to explore creating a program in both of our elementary buildings. They believe the earliest that we can anticipate the program being available will be January, but they have already begun the process of applying for licensure with the Office of Children and Family Services. We will not have an agreement with them, as they are a community organization that will be utilizing our space. They will complete a Building Use Application similar to any other organization that would like to utilize our space. The next steps will be for them to have a site visit with the principals and identify the areas that they might utilize. They shared that the most time-consuming portion of the process for them is hiring and training staff. We are excited to support them in this process.

Events

Since the last meeting, we had the Community Mentor presentations, the scholastic achievement breakfast, at which Jenny Albright was recognized along with our Valedictorian and Salutatorian, both elementary music performances, the National Honor Society Induction, the senior scholarship awards, and the athletic awards. I would like to express my gratitude to everyone in this school community who has donated to the scholarship awards. Every year I am astounded by the support that our students receive as they head into the next phase of their journey.

Historical Pictures

I was visited this week by Chet Gordon. He was in the first group of students to attend the Onteora Central School District when this was a K-12 building. His father was on the Board for twenty years and worked closely with Reginald Bennett. He brought some fun stories and some pictures from that time to share with us. I very much appreciated and enjoyed spending a little time with him.

11.02 Capital Project Update 99

Our design team received some feedback from the librarians on the initial library design. They took that feedback and provided three additional layout options for

the expanded library. After reviewing the three options, the librarians have provided the design team with their preferences. What I really appreciate is the design team's enthusiasm for making these spaces truly what our faculty and staff want. Even with the most recent design, they have offered an additional design modification to be considered.

We are meeting with the design team tomorrow to have an initial discussion of potential finishes for the new spaces. More to come on this topic.

Design - Phased Construction Milestone Schedule.pdf

12. Board District News

12.01 The Board will report District News

Trustee Jared and Trustee Knutsen shared that they attended a recent student music event and celebrated the accomplishments and talents of Onteora's music students.

Trustee Bishop reported that she attended the Scholastic Achievement Ceremony with Superintendent McLaren and Principal Edelman. She noted that an Onteora student was recognized as the valedictorian of their BOCES program and will be continuing their education in college.

13. Discussion and Possible Action

13.01 Continued Discussion of the Student Support Resolution

WHEREAS, every school-age child, regardless of immigration status, has the right to access a free public education, grades kindergarten through 12 in accordance with Article XI of the New York State Constitution, and the Onteora Central School District (hereinafter “the District”) supports that right; and

WHEREAS, the District has a legal responsibility to ensure that all school-age children who reside within its boundaries, regardless of immigration status, and others as required by law, have the opportunity to attend school in the District; and

WHEREAS, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance; and

WHEREAS, educational personnel are often the primary sources of support, resources, and information to assist students and student learning, which includes their social and emotional health; and

WHEREAS, the Board of Education recognizes that when our students are subjected to a persistent fear of threats, whether real or perceived, whether to themselves or their classmates, it is damaging to their social and emotional well-being, disrupts their learning environment, and compromises their ability to fully access a free public K-12 education; and

WHEREAS, Section 3201-b of the New York Education Law prohibits all school employees from permitting access to any non-public area of a school, preschool or childcare facility to immigration authorities without a judicial warrant authorizing a

search or the arrest of an individual present at the time the judicial warrant is presented; and

WHEREAS, the District is committed to complying with existing state and federal law;

THEREFORE, BE IT RESOLVED that consistent with New York State Education Department (SED) regulations and guidance, the District, when registering students, will not ask questions or request information that may reveal the student's immigration status; and

BE IT FURTHER RESOLVED that any District staff or faculty member that receives a request from the U.S. Immigration and Customs Enforcement Office (ICE) or any other federal immigration authority regarding a student or students will take no action, and will immediately forward such request to the Building Principal who will then consult with the Superintendent, who will forward to the District's attorneys for legal advice; and

BE IT FURTHER RESOLVED that the District will not allow law enforcement to interview, interrogate, or remove a student from school property except as consistent with applicable law and Board policy; and

BE IT FURTHER RESOLVED that the District will comply with the federal Family Educational Rights and Privacy Act (FERPA) with regard to the release of student information to any immigration authorities and will consult with the District's attorneys with regard to compliance with FERPA; and

BE IT FURTHER RESOLVED that the District will ensure that all staff are fully informed and kept up-to-date regarding the above referenced procedures (Superintendent's memo attached); and

BE IT FURTHER RESOLVED that the District is committed to addressing incidents of immigration-related harassment, bullying, and discrimination pursuant to the Dignity for All Students Act (DASA); and

BE IT FURTHER RESOLVED that the District will, upon request to the Superintendent of Schools, make available to all staff, students, and families information regarding their legal and constitutional rights, as well as information regarding the development of family preparedness and emergency care plans; and

BE IT FURTHER RESOLVED that the District will continue to provide access to comprehensive trauma-informed support to any and all of our students facing distress.

Immigration Related Guidance.pdf

Section 3201-b of the NY Education Law.pdf

The Onteora Board of Education hereby approves the Student Support Resolution as written

Moved by: Jenny Jared; seconded by: Caroline Jerome

Motion Carries

14. Acknowledge Public Be Heard Comments

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

- Abigail Elliott
- Samantha Navaro
- Jude Kurjan-Frank
- Russell Kurjan-Frank
- Ruby Gahagan
- Connor Gierloff
- Adam Grady
- Hazel Haynes

15. Public and Student Comment

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

- Jude Kurjan-Frank

16. Consent Agenda

16.01 Approve Consent Agenda

The Board hereby approves item numbers 16.02 - 16.06

Moved by: Jenny Jared; seconded by: Rory Smith

Carried

16.02 Personnel Agenda

The Board of Education hereby approves the personnel agenda as attached

Carried

6-16-26 personnel agenda.pdf

16.03 Approve Reserve Plan

BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District authorizes and directs the funding, if available, of District reserves as presented in the June 2026 Reserve Plan as of June 30, 2026

RESERVE PLAN-Onteora 2025-26.pdf

16.04 Donations

The Superintendent recommends approval for the attached donations, each contributing to various initiatives within our district, and increasing their respective budgetary revenue & appropriations. The total amount for approval is $45,100.00.

Donation Spreadsheet for 25-26 BOE Approval 6.16.2026 $45,100.00.pdf

16.05 Warrants

The Board of Education has reviewed and hereby accepts Warrant Schedule 13

Carried

16.06 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, #6/26 Confidential, as reviewed by Trustee Bishop

17. Contracts and Independent Contractor Retainers

17.01 Approve all Contracts and Independent Contractor Retainers

The Board hereby approves item numbers 17.02 - 17.06

Moved by: Rory Smith; seconded by: Caroline Jerome

Carried

17.02 Center for Spectrum Services

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 Center for Spectrum Services effective July, 1, 2026 to June 30, 2027 and authorizes the Superintendent to sign such an agreement.

Onteora 2026-27 - Center for Spectrum Services.pdf

17.03 Approve Superintendent Contract

RESOLVED, that the Board of Education of the Onteora Central School District approves a contract for Victoria McLaren, as Superintendent of Schools, for a five year term commencing June 17, 2026 through June 16, 2031 in accordance with the terms and conditions of a contract negotiated between the parties, a fully-executed copy of which will be filed with the District Clerk; and further authorizes the President to sign the contract.

McLaren - Supt contract 2026 - 2031.pdf

17.04 Approve Assistant Superintendent for Business Contract

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 Monica Kim LaClair , Assistant Superintendent for Business for the period of July 1, 2026 through June 30, 2031 and authorizes the Superintendent to sign such an agreement.

Assistant Superintendent for Business-LaClair 2026 2031.pdf

17.05 Approve Assistant Superintendent for Curriculum and Instruction Contract

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 Stephanie Laffin, Assistant Superintendent for Curriculum & Instruction for the period of July 1, 2026 through June 30, 2031 and authorizes the Superintendent to sign such an agreement.

Assistant Superintendent for C&I- Laffin 2026 2031.pdf

17.06 Approve Contract for Interim Director of Physical Education, Health, and Athletics

The Board of Education hereby approves the contract for Jonnah O'Donnell effective July 1, 2026 through June 30, 2027

Interim Director of PE, Hlth and Ath- J. Donnell.pdf

18. Policies

18.01 First Reading of Policy 6160 Professional Growth/Staff Development 147

policy 6160 professional growth-staff development draft.pdf

19. Committee Reports

19.01 Updates from Board Committees

No committee updates were reported, as committees have not met since the last Board meeting.

20. Unfinished Business

20.01 The Board will discuss Unfinished Business

Trustee Mitchell-Marell requested consideration of adding a dedicated "Prospective Families" or "Why Onteora?" tab to the District website. The proposed page would serve as a centralized resource for families considering enrollment in the District and could include information such as:

- Teacher/staff-to-student ratios
- Average class sizes
- Information about the District's free breakfast and lunch program
- Athletic opportunities and sports offerings
- Extracurricular activities and clubs
- Advanced Placement (AP), college-level, and specialty course offerings
- Educational technology resources and policies
- Recent student and District achievements, awards, and recognitions
- Links to relevant District policies (e.g., homework, attendance, student support services)
- Positive news articles and features highlighting students, staff, and schools
- Frequently Asked Questions (FAQ)
- Information on how prospective families can arrange school tours or obtain additional enrollment information

The Board discussed the potential value of providing a centralized location for information commonly sought by families considering enrollment in the District.

Educational Technology Discussion 149

- Why You Should Be a Techno-Skeptic - by Jon Haidt
- The EdTech Revolution Has Failed - by Jared Cooney Horvath
- LAUSD Resolution Screens.pdf

21. New Business

21.01 The Board will discuss New Business

No new business was discussed

22. Request for Information

22.01 Board Members will Request Information of the Superintendent

Board members did not request any information

23. Adjournment

23.01 Adjourn the Meeting. Next meeting is July 7, 2026 at 6:00 pm at the Middle/High School. Have a great summer!

The meeting is adjourned at 9:42 pm .

Moved by: Clark Goodrich; seconded by: Emily Mitchell-Marell

Carried

_____

District Clerk



Onteora Middle School

June 16, 2026

Support. Enrichment. Opportunity.

2026-2027 Schedule Initiatives

We are Onteora Eagles! Born to Soar, Driven to Rise!

Why Revisit the Schedule?

As we continue to strengthen student supports, we looked closely at how our schedule can better support both students and teachers.

The goals were to:

- Increase opportunities for teacher collaboration
- Strengthen our MTSS process
- Respond more quickly to student needs
- Expand enrichment opportunities
- Build flexibility into the school day

Daily Common Planning Time

The 2026-2027 schedule provides dedicated daily Common Planning Time (CPT) for core academic teams.

This time allows teachers to:

- Review student progress
- Analyze data
- Discuss student needs
- Coordinate supports
- Plan enrichment opportunities
- Monitor student growth

Why Common Planning Time Matters

Daily CPT supports:

Student Success

- Timely support
- Shared understanding of student needs
- Consistent expectations

Teacher Collaboration

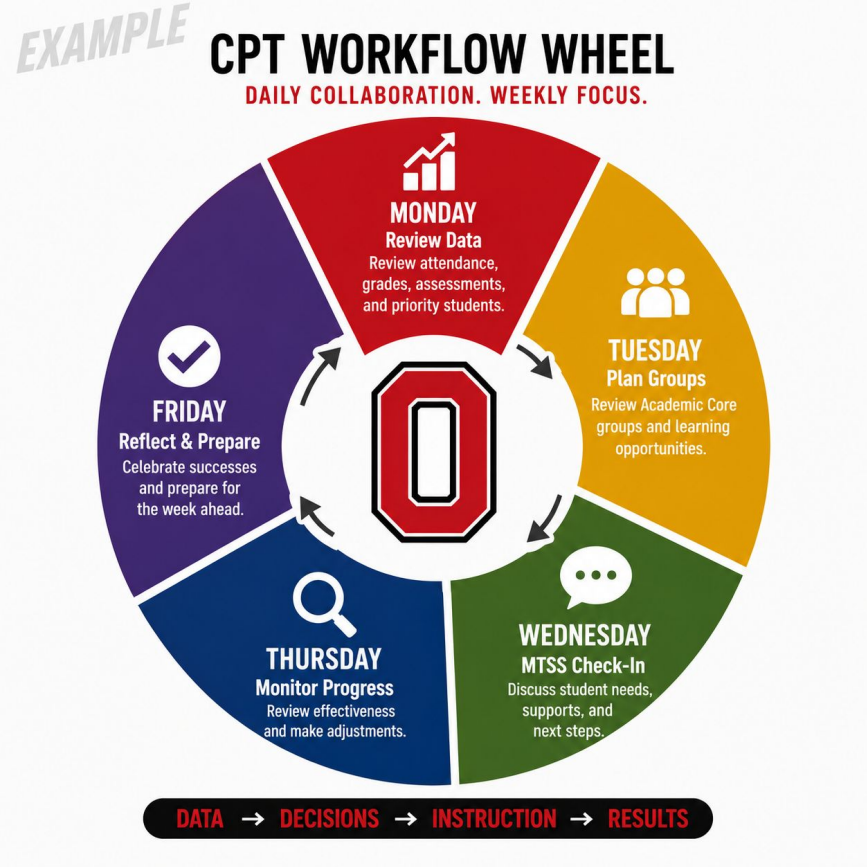
- Common planning
- Shared problem-solving
- Improved communication

MTSS Implementation

- Ongoing progress monitoring
- Data-informed decisions
- Responsive support systems

Weekly Common Planning Time Workflow

EXAMPLE



Common Planning Time Built Into the Schedule

Grade 6 - Period 7
Quarterly Rotations include:

- Art
- General Music
- Home & Careers Exploratory
- Health

Core Academic teams engage in daily Common Planning Time.

Grade 7 & 8 - Period 8

- Band
- Chorus
- Orchestra

Core Academic teams engage in daily Common Planning Time.

CPT leads to Academic Core

- Daily Common Planning Time creates the structure.
- Academic Core creates the opportunity.
- Together they allow us to respond to student needs through targeted support, skill development, enrichment, and student-centered learning experiences.

What is Academic Core?

Academic Core is a dedicated instructional block designed to provide:

Targeted Support: Focused instruction and intervention when needed.

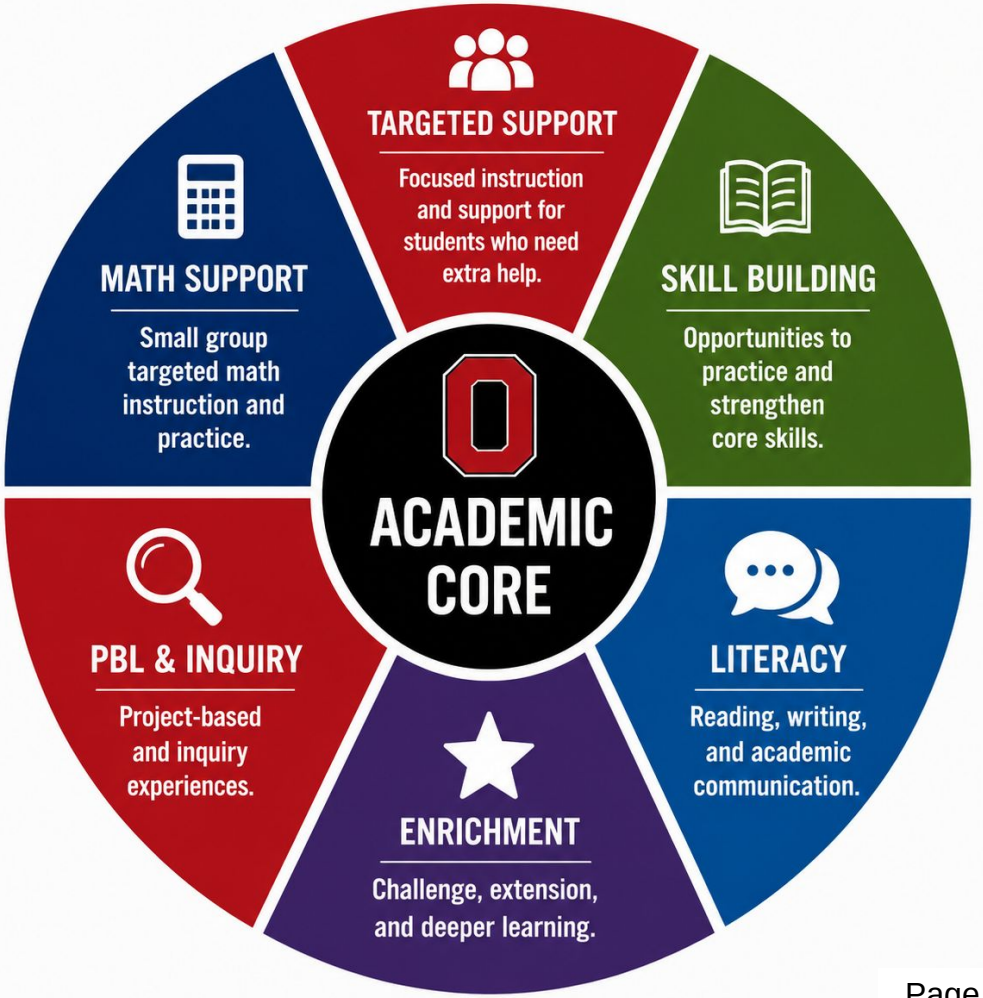
Skill Building: Additional opportunities to strengthen core skills.

Enrichment: Extension activities, deeper learning, and exploration.

Student Choice: Project-based learning, inquiry, and passion projects.

ACADEMIC CORE WHEEL

A BLOCK DESIGNED FOR STUDENT SUCCESS



Academic Core in the Schedule

Grade 6 - Period 8

Academic Core alternates with:

- Band
- Chorus
- Orchestra

This design protects access to music and elective opportunities while creating dedicated support time.

Grade 7&8 - Period 9

Academic Core alternates with:

- Grade 8 Health
- Accelerated Art
- Grade 7 Art / PE

The process remains flexible and responsive throughout the year.

How Academic Core Groups Are Formed

Student placements are informed by multiple measures:

- MAP Assessments
- NYS Assessments
- Classroom Performance
- Teacher Input
- Attendance Patterns
- Student Needs

The process remains flexible and responsive throughout the year.

Academic Core Supports Every Learner

Enrichment & Extension: Challenge, exploration, and deeper learning opportunities.

Skill Building & Practice: Additional opportunities to strengthen academic skills.

Targeted Support: Focused instruction to address specific needs and support growth.

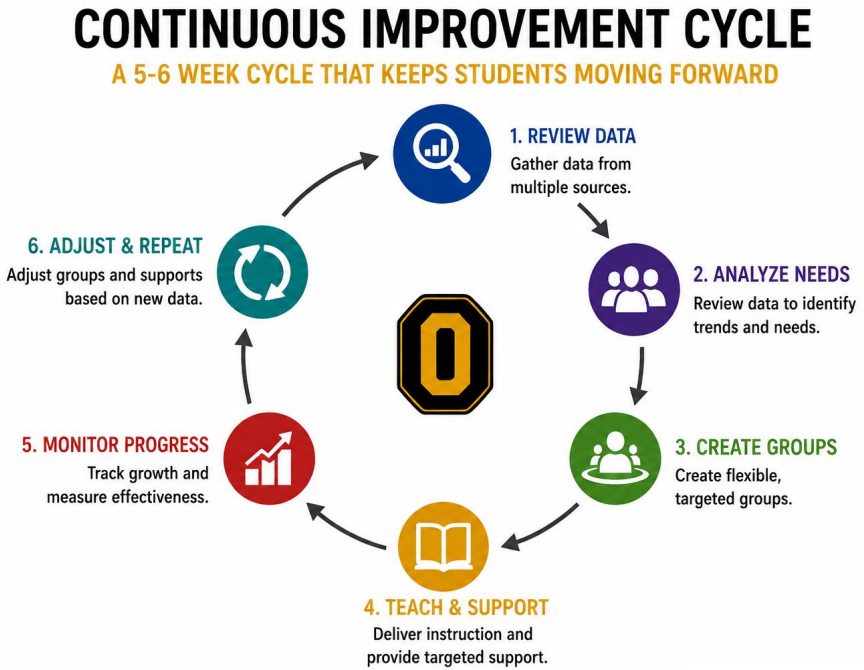
Students move between opportunities based on progress and need.

Continuous Improvement Cycle

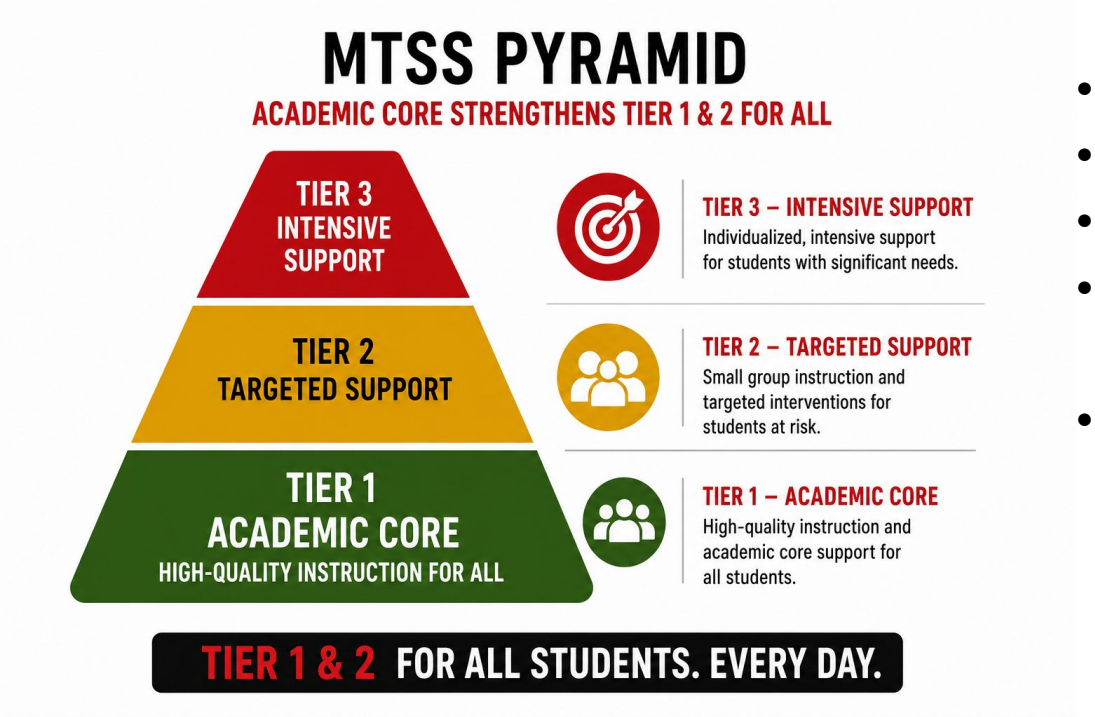
Academic Core operates through a continuous cycle of:

1. Review Data
2. Analyze Needs
3. Create Groups
4. Teach & Support
5. Monitor Progress
6. Adjust & Repeat

Approximately every 5-6 weeks



Academic Core & MTSS



- Flexible support
- Enrichment opportunities
- Ongoing progress monitoring
- Data-informed decision making
- Increased responsiveness to student needs

Expected Outcomes

Students

- Increased engagement
- Stronger academic growth
- More opportunities for enrichment
- Timely support when needed

Teachers

- Increased collaboration
- Shared ownership of student success
- Stronger instructional alignment

School

- Enhanced MTSS implementation
- Better use of student data
- More responsive instructional practices

Onteora

Spring Athletic Accomplishments

Varsity Girls Golf



Coach: Brandon Harkin

Section IX State Qualifier

Alexandra Young- 3rd Place

NYSPHSAA Championships

Alexandra Young- T-22 +16

Varsity Boys Tennis

MHAL Tennis Qualifiers

Leo Heywood

Jeremy Huber

Adam Jordaan-Grady

Evan Pizer

Coach: Steve Murphy



Varsity Boys Track

Section IX State Qualifiers

Ja'meer Maize- High Jump

Bill Fox-Pole Vault

Jeremy Huber- Shot Put and Discuss

Leroi Louis- PR of 4:53 in the 1600

Coach: Jason Calinda

Assistant Coaches:

William Wall

Giovanna Wall

Tom King

Halle King



Varsity Girls Track

Record 5-0 Division Champions

Steinhoff Cup Small School invite Back-to-Back Champion

MHAL Championship-3rd Place

Section 9 Championship-3rd Place

Individual Event Champions-1st Team MHAL

Sadie Konjas-Shot Put & Discus

Hanna Metawee-Discus

Emma Metawee- Steeplechase

ALL MHAL Medalist

Quinn Denter- 2nd Place Silver Medalist High Jump

Heather Scism- 3rd Place team Bronze Medalist Pole Vault

Jade Stanley-2nd Place Silver Medalist Pentathlon

Section IX Championships

Sadie Konjas-1st Place-Shot Put

Hanna Metawee-1st Place-Pentathlon

Alexa Hull-Silver Medalist 400 Hurdles

NYS Championships Qualifiers

Sadie Konjas-Shot Put & Discus

Hanna Metawee- Pentathlon

NY State Championship

Sadie Konjas- Section IX Sportsmanship Award recipient

-Missed the Podium by 1 place for Shot Put

Hanna Metawee- Personal Best on 100 Hurdle

-Personal Best in Long Jump

Coach: Patrick Burkhardt

Assistant Coaches :

William Wall

Giovanna Wall

Tom King

Halle King

Varsity Softball (Merger Rondout)

Isabelle Warren- Offensive MVP

Led Team in Pitching

Julia Young- Defensive MVP

Led Team in Hitting

Rondout Record

13-5

Section IX Qualifiers

Coach: Victoria Decker



Code of Conduct 2026-2027

Approved: **Insert date**

I. INTRODUCTION

The Onteora Board of Education hopes that our students will become passionate learners who are empowered to achieve their dreams and act as good citizens of the world and of their community at large.

To achieve this goal, the Board strives to provide safe schools for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, and to ensure that all members of the school community assume personal responsibility and behave with a sense of mutual respect. The Board recognizes that to maintain such an environment, we must all live within certain boundaries and that inappropriate action by one person can infringe upon the rights of another. When conflicts arise, we are committed to abiding by the guiding principles of Positive Behavior Intervention and Supports (PBIS) with nonviolent resolutions that encourage personal growth, responsibility, and recovery and that treat each individual with respect and dignity.

This Code of Conduct, consistent with Board Policies 3410 Code of Conduct On School Property and 7310 School Conduct and Discipline, describes the behavior that the Board expects from all members of the school community, identifies consequences if those standards are not met, and establishes procedures to ensure that discipline, when necessary, is prompt, fair, progressive and effective.

Attachment A defines the terms used in this Code.

II. STUDENT RIGHTS AND RESPONSIBILITIES

Students have a right to:	**Students have the responsibility to:**
A free, appropriate public education that will prepare them for active citizenship in a democracy.	Attend classes per Policy 7110 Comprehensive Student Attendance Policy, observe school rules and work for satisfactory achievement.
A safe and secure environment that promotes academic and social/emotional learning.	Refrain from violence. Notify an adult of the presence of drugs, alcohol, weapons, harassment, and other violent acts or threats of violence.
Speak and be heard.	Listen to others.
Take part in any school activity on an equal basis.	Participate and support others in school events.
Be treated with courtesy and respect.	Be courteous and respectful.
Freedom from bullying, harassment, and other abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.	Speak up about and refrain from bullying, harassment, and other abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
Academic and emotional support.	Ask for help when it is needed and offer help to peers when needed.
Express themselves through their choices in clothing and appearance.	Adhere to the school Dress Code.
Communicate thoughts and beliefs that do not interfere with the rights of others or school operations.	Show consideration for people whose beliefs differ from their own.
Assemble peacefully.	Get permission from appropriate school personnel before assembling.
Learn strategies that develop cooperation, tolerance, and conflict resolution.	Use cooperative solutions.
Be informed of school policies and rules.	Abide by the Code of Conduct.

III. EXPECTED BEHAVIOR

All members of the school community should respect the rights and welfare of others, act ethically, and care for school facilities and equipment. The Board expects respectful behavior and civil conduct on all school property, including buses, and at all school functions, whether on or off school property.

The Board will not tolerate:

- threats of violence in school, per Policy 5681 School Safety Plans and Teams.
- possession or use of weapons or illegal materials.
- possession, distribution, use, or being under the influence of alcohol or illegal substances (including synthetic drugs).
- behaviors that infringe on the physical, social, mental, or emotional well-being of others, or that disrupt the safety and support of the educational environment.
- bullying, harassment, or discrimination on the basis of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, or for any other reason.
- academic misconduct (e.g., plagiarism, cheating, copying, altering records, forging documents such as passes, notes, etc., assisting another student in any of these actions).
- damage to school property, including buses, or the property of others, per Policy 7311 Loss or Destruction of District Property or Resources.
- the physical or electronic dissemination, posting, or sharing of materials that are obscene, advocate illegal action or appear libelous to students or faculty.
- the posting of materials without the consent of the building administrator.
- entering or remaining on school property without authorization.
- violation of any federal, State, or local law, or Board policy.

Attachment B describes specific expectations for staff, parents/guardians, and visitors. **Attachment C** describes specific expectations for students.

IV. DIGNITY FOR ALL STUDENTS ACT

The Board of Education recognizes that a learning environment that is safe and supportive can increase student attendance and improve academic achievement. A student's ability to learn and achieve high academic standards, and a school's ability to educate students, is compromised by incidents of discrimination or harassment, including but not limited to bullying, taunting, hazing, and intimidation. The District will strive to create an environment free of discrimination and harassment and will foster civility in the schools to prevent and prohibit conduct that is inconsistent with the District's educational mission.

Consistent with Policy 3420 Anti-Harassment in the School District, the District condemns and prohibits all forms of discrimination and harassment of students based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex by school employees or students on school property or at school-sponsored events and activities that take place on or off of school property. In addition, any act of discrimination or harassment outside of school-sponsored events that can reasonably be expected to materially and substantially disrupt the educational process may be subject to discipline.

The Dignity Act Coordinators are as follows:

Bennett School: Ariel McGrath, 845-657-2354 Ext. 4111, amcgrath@onteora.k12.ny.us
Woodstock School: Scott Richards, 845-679-2316 Ext. 5111, srichards@onteora.k12.ny.us
Middle School: Don Solimene 845-657- 2373 Ext 2210, dsolimene@onteora.k12.ny.us
High School: Sarah Turck 845-657-2373 Ext. 2110, sturck@onteora.k12.ny.us

V. DRESS CODE

All students and staff should show healthy and respectful attention to their personal cleanliness and clothing. Adults should model and reinforce acceptable dress for students. **Attachment E** lists the specific Dress Code rules, consistent with Policy 7312 Student Dress Code.

VI. REPORTING CODE VIOLATIONS

Each individual in the school community has the responsibility to report Code violations that they witness. Violations involving weapons, alcohol, bullying, harassment and intimidation, or illegal substances (including synthetic drugs such as synthetic cannabinoids) must be reported immediately. Students should report violations to the building principal or a guidance counselor, social worker, teacher, or any adult they trust. Adults should report violations in accordance with District policies 5573 "Whistle Blower" Protection Policy and 6410 Maintaining Discipline and Conduct. When Code violations break not only school policy but also the law, the school principal or designee may consult with the Superintendent of Schools to determine if law enforcement notification/involvement is warranted. Building/District administrators reserve the right to notify law enforcement agencies at their discretion.

VII. DISCIPLINE

The Board believes that the best discipline is that which is self-imposed. Adults should model self-discipline and help students accept responsibility for their actions.

Disciplinary action should be used only when necessary and in accordance with applicable contracts, laws, regulations, and policies. Such actions should not just punish but also encourage personal growth and individual responsibility. Staff members authorized to impose discipline should act in a prompt, fair, progressive, and problem-solving manner. School personnel administering student discipline should consider:

- The student's age, learning style, and prior disciplinary record.
- The nature and circumstances of the offense.
- The effectiveness of any prior discipline.
- Information from parents/guardians, teachers, or others, as appropriate.
- Other extenuating circumstances.

Consequences. For students, these can range from an oral warning to permanent school suspension. Disciplinary action against staff will conform to law and applicable contracts. Visitors will be asked to leave the building. **Attachment D** more fully describes the possible consequences.

Procedures. All disciplinary action should adhere to District contracts, regulations, and policies. Students accused of misconduct should be told by authorized personnel of the nature of the accusation. If necessary, authorized school staff should investigate the facts surrounding the alleged misconduct. Students will have an opportunity to tell their version of the events. Students subject to penalties other than an oral or written warning or a written notification to their parents/guardians are entitled to additional rights before the consequence is imposed. **Attachment F** more fully describes disciplinary procedures.

Minimum suspensions. A student who brings a weapon to school will be suspended for at least one calendar year, unless the Superintendent modifies the penalty based upon the student's age, grade, prior disciplinary record, the belief that other forms of discipline may be more effective, other relevant information from parent(s), teacher(s), or others, or other extenuating circumstances. A student who commits any other violent act or who repeatedly and substantially disrupts the educational process could be suspended for at least five days unless the Superintendent modifies the consequence. **Attachment G** more fully describes minimum suspensions.

Alternative instruction for disciplined students. The District will provide alternative instruction within a reasonable amount of time to students removed from classes by teachers or suspended from school.

Referrals. Students may be referred for counseling, in-house District programs (e.g., Prime for Life, Peer Mediation, etc.), a Person in Need of Supervision petition through Family Court, or juvenile delinquency proceedings. **Attachment H** describes when students may be referred to such counseling or proceedings.

Disciplining students with disabilities. Students with known or suspected disabilities who are determined to have committed an act of misconduct will be referred to the District's Committee on Special Education (CSE). A student will not be punished if the CSE determines that the conduct stems from the student's disability. But when the CSE determines that discipline is warranted, the resulting disciplinary action will conform to the federal and State laws and regulations that govern the discipline of students with disabilities. Such students will not receive harsher punishments than students who are not disabled. **Attachment I** describes the specific policies for disciplining students with disabilities.

Use of physical force by staff. Corporal, or physical, punishment by District employees is strictly forbidden. However, reasonable physical force may be used to:

- Protect yourself or others from physical injury.
- Restrain or remove a disruptive or violent student who refuses to refrain from disruptive or violent acts. If a therapeutic restraint is necessary, only trained staff members may perform the restraint. Each school building will maintain and disseminate to all staff a current list of staff members trained in TCI

The District Superintendent or designee will file reports on incidents of the use of physical force with the Commissioner of Education in accordance with Commissioner's Regulations. The building principal or designee is responsible for enforcing these rules, as described in **Attachment J**.

VIII. STUDENT SEARCHES AND INTERROGATIONS

Searches. Police, as well as the Superintendent and District/building administrators, may search students and their possessions if there is reasonable suspicion.

By bringing a personal electronic device (including, but not limited to, cellular phones, smartphones, tablets, and laptops) to school, the student consents to a search of the device when school officials have reasonable suspicion that such a search will reveal a violation of the District Code of Conduct. The scope of the search will be limited to the violation that the student is accused of. Content or images that violate state or federal laws will be referred to law enforcement. The school district will cooperate with law enforcement officials as appropriate.

School computers, desks, lockers, and storage spaces are school property and may be opened and inspected by school officials without prior notice or student consent. Video surveillance footage may be accessed as part of a search process, consistent with Policies 5686 Use of Surveillance Cameras in the School District and 5751 Video Cameras on School Buses.

Questioning. School officials may question students about possible violations of school rules. The student's parents/guardians may be contacted, depending upon the circumstances.

The police may enter the schools if a crime has been committed on school property, they have an arrest or search warrant, or if they have been invited by school officials. Prior to questioning students, police must read them their "Miranda rights," and school administrators or police must diligently try to notify the student's parents/guardians and give them the opportunity to be present.

Child Protective Services (CPS) may interview students on school property without notification to the parents/guardians regarding allegations of suspected child abuse, maltreatment, or neglect (including educational neglect).

Attachment K more fully describes the rules governing student searches and questioning.

IX. SCHOOL VISITORS

The Board encourages parents/guardians and other community members to visit our schools. All visitors must first sign in and obtain authorization to be on school premises during the instructional day. The building principal or their designees are responsible for all persons in the building and on the grounds. **Attachment L** more fully describes Policy 3210 Visitors to the School governing school visitors.

X. PUBLIC CONDUCT ON SCHOOL PROPERTY

The District is committed to providing an orderly, respectful, and safe environment that is conducive to learning. All persons on school property or attending a school function, whether on or off school property, consistent with Policy 3410 Code of Conduct on School Property, shall conduct themselves in a respectful and orderly manner.

No person, either alone or with others, while on school property or attending a school function, shall:

- Intentionally injure or threaten to injure any person.
- Intentionally damage or destroy school property or the property of others, or remove or use such property without authorization.
- Disrupt the orderly conduct of classes, school programs, and activities.
- Distribute or wear materials that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- Intimidate, harass, or discriminate against any person on the basis of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, age, gender, sexual orientation, disability, or any other discriminatory reason.
- Harass, including creating a hostile environment by conduct or by threats, intimidation, bullying, cyberbullying, or other abuse, as defined in **Attachment A**.
- Intimidate, including engaging in actions, statements, or threats that put an individual in fear of bodily harm.
- Enter any school property without authorization or remain in any school premises after it is closed.
- Obstruct the free movement of any person.
- Violate traffic laws, parking regulations, or other vehicle restrictions.
- Possess, consume, sell, distribute, or exchange alcoholic beverages, tobacco, or controlled substances (including synthetic drugs such as synthetic cannabinoids, e-cigarettes, oils, edibles, and tinctures made from controlled substances or used for vaping, jeweling, or dabbing), or be under the influence of any of the above.
- Possess or use weapons (unless specifically authorized by the District).
- Loiter, gamble, litter, spit, or urinate in public.
- Refuse to comply with reasonable directives of school officials while they are performing their duty.
- Willfully incite others to commit any acts prohibited by the Code of Conduct.
- Violate any federal or state law, local ordinance, or Board policy.

XI. DISSEMINATION AND REVIEW OF CODE

The School District will educate the community about this Code of Conduct as set forth in **Attachment M**.
Copies of the complete Code are available on the District website.

ATTACHMENT A: DEFINITIONS

For the purposes of this Code, the following definitions apply:

- **Bullying:** A form of harassment (see below).
- **Cheating:** Using the ideas, works, creations, or words of another in completing examinations, projects, or reports (and includes plagiarism, below).
- **Controlled Substance:** A drug or other substance (including synthetic drugs such as synthetic cannabinoids) identified in certain provisions of the federal Controlled Substances Act specified in federal and state law and in regulations applicable to Policy 7320 Alcohol, Drugs, and Other Substances.
- **Cyberbullying:** Harassment/bullying through any form of electronic communication.
- **DASA:** Dignity for All Students Act. A New York State law that seeks to provide the state's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, school buses, and/or at school functions.
- **Disability**: (a) a physical, mental, or medical impairment resulting from anatomical, physiological, genetic, or neurological conditions, which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques; (b) a record of such an impairment; or (c) a condition regarded by others as such an impairment.
- **Discrimination:** Discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- **Disruptive Person**: Anyone who substantially disrupts the educational process or substantially interferes with the teacher's classroom authority.
- **Emotional Harm**: Within the context of harassment or bullying, "emotional harm" means harm to a student's emotional well-being through the creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.
- **Employee:** Any person receiving compensation from the School District or employee of a contracted service provider or worker placed with the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to the District, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact (Education Law §§11[4] and 1125[3]).
- **Excused Absence**: Il Whenever your child is absent, State law requires that a written explanation be sent to the Main Office on the day that they return to school, consistent with Policy 7110 Comprehensive Student Attendance Policy.
- **Gender:** Actual or perceived sex, including a person's gender identity or expression.
    - **Gender Expression:** The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice, or mannerisms.
    - **Gender Identity:** One's self-concept of being male or female, as distinguished from actual biological sex or sex assigned at birth.
- **Harassment:** The creation of a hostile environment by conduct or by threats, intimidation, or abuse, including cyberbullying, that either: (a) has or would have an effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional, and/or physical well-being, including conduct, threats, intimidation, or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or (b) reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for their physical safety.
- **Hazing:** A form of harassment that occurs while initiating a student into a school organization or activity, which involves committing an act against the student or coercing the student into committing an act against someone else that risks emotional, physical, or psychological harm to the student or another person. The fact that the victim may consent to the act does not excuse the behavior or lessen the offense.
- **Illegal Substances:** These include but are not limited to amphetamines, cocaine, heroin, inhalants, LSD, look-alike drugs, synthetic drugs, marijuana, PCP, steroids, alcohol, and any substances commonly referred to as "designer drugs."
- **Parent:** Parent, guardian, or person in parental relation to a student.

- **Plagiarism:** The use or close imitation of the language and ideas of another author and representation of them as one's own original work. This includes copying from electronic sources, the Internet, the world-wide web, and unauthorized use of artificial intelligence (AI), even with minor alterations.
- **School Property:** The area within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school, or in or on a school bus, as defined in Vehicle and Traffic Law § 142.
- **School Function:** Any school-sponsored extracurricular event or activity whether on or off school property.
- **Sexual Orientation:** Actual or perceived heterosexuality, homosexuality, or bisexuality.
- **Student:** Any child between the ages of 3 and 21 years of age enrolled in the Onteora Central School District educational programs.
- **Unexcused absence:** For a list of excused reasons for school absences, see "Excused Absences" (above). By law, school days missed due to family vacations must be recorded as unexcused absences.
- **Violent Person:** Any person, while on school property or at a school function, who:
    - Commits an act of violence upon a school employee, another student, or any other person or attempts to do so.
    - Possesses or threatens to use a weapon, or displays what appears to be a weapon.
    - Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
    - Knowingly and intentionally damages or destroys School District property.
- **Weapon:** A firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act or anything else that can cause physical injury or death when used to cause physical injury or death. Weapons include the following:
    a) a firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paintball gun;
    b) a switch
    c) blade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife
    d) a billy club, baton, blackjack, bludgeon, chukka stick, or metal knuckle;
    e) a sandbag or sand club;
    f) slingshot or slungshot;

g) a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nunchucks, or shuriken;
    h) an explosive, including, but not limited to, a firecracker or other fireworks;
    i) a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray;
    j) an imitation gun;
    k) a loaded or blank cartridge or other ammunition; and
    l) any other deadly or dangerous instrument.
- **Visitor:** Any community member or other individual who comes to our schools, including but not limited to school buildings, school grounds, and school events, either on or off-site.

ATTACHMENT B:
BOARD EXPECTATIONS FOR STAFF, PARENTS/GUARDIANS, AND VISITORS

Parents/guardians are expected to:

- Recognize that the education of their children is a joint responsibility of parents/guardians and the school community.
- Send their children to school ready to participate and learn.
- Ensure their children attend school regularly and on time and that absences are excused.
- Ensure their children are dressed and groomed in a manner consistent with Policy 7312 Student Dress Code.
- Help their children understand that in a democratic society, appropriate rules are required to maintain a safe, orderly environment.
- Know the District Code of Conduct and school rules and help their children understand them.
- Convey to their children a supportive attitude toward education and the school community.
- Build good relationships with teachers, other parents/guardians, and their children's friends.
- Help their children deal effectively with peer pressure.
- Inform school officials of changes in the home situation that may affect student conduct or performance.
- Provide a place for study and ensure homework assignments are completed.
- Provide accurate and updated emergency information.

All school personnel, per Policy 6410 Maintaining Discipline and Conduct, are expected to:

- Promote a climate of mutual respect and dignity for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, which will strengthen each student's positive self-image.
- Teach common courtesies by precept and example.
- Treat students in an ethical, responsible, and nondiscriminatory manner.
- Help students to reach their maximum potential.
- Demonstrate desirable standards of behavior through personal example.
- Report violations of the Code of Conduct to the building principal or acting building principal.
- Immediately report and refer violent students to the principal or Superintendent of Schools.
- Address issues of harassment (including bullying) or any situation that threatens the emotional or physical health or safety of any student, employee, or other person lawfully on school property or at a school function.
- Address personal biases that may prevent equal treatment of all students and staff.
- Maintain confidentiality in accordance with federal and state law.

Teachers are also expected to:

- Be prepared to teach.
- Demonstrate interest in teaching and concern for student achievement.
- Know school policies and rules, and enforce them in a fair and consistent manner.
- Communicate to students and parents/guardians:
    - Course objectives and requirements.
    - Marking/grading procedures.
    - Assignment deadlines.
    - Expectations for students.
    - Classroom discipline plan.
- Communicate regularly with students, parents/guardians, and other teachers concerning growth and achievement.
- Read, understand, and comply with a student's IEP, §504 Plan, and behavior improvement plan.
- Comply with state law and regulations regarding corporal punishment and mandated reporting of suspected child abuse in the domestic setting and in the educational setting.

Dignity Act (or Bullying Prevention) Coordinators are also expected to:

- Promote a safe, orderly, and stimulating school environment supporting active teaching and learning for all students, regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
- Identify curricular resources that support the infusion of civility into classroom instruction and classroom management, and provide guidance to staff as to how to access and implement those resources.
- Coordinate training in support of the District's Policy 7380 Dignity For All Students.
- Be responsible for monitoring and reporting on the effectiveness of the District's Policy 7380 Dignity For All Students.

Building administrators are also expected to:

- Promote a safe, orderly, and stimulating school environment, supporting active teaching and learning for all students.
- Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress of grievances.
- Ensure that students and staff receive training in the Code of Conduct and anti-harassment policies.
- Support the development of student participation in appropriate extracurricular activities.
- Be responsible for communicating expectations and for enforcing the Code of Conduct, ensuring that all cases are resolved promptly and fairly.
- Evaluate all instructional programs on a regular basis.
- Evaluate student attendance at least annually and make recommendations to the Board and Superintendent to increase attendance.
- Empower and create success for disenfranchised and disengaged students.

The Superintendent and District administrators are also expected to:

- Promote a safe, orderly, and stimulating school environment supporting active teaching and learning for all students.
- Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
- Inform the Board about educational trends relating to student discipline.
- Work to create instructional programs that maximize student learning and performance by engaging students and staff in meaningful academic exercises.
- Work with District administrators in enforcing the Code of Conduct, and the Dignity for All Students Act, and ensuring that all cases are investigated properly and resolved promptly and fairly.

Members of the Board of Education are also expected to:

- Collaborate with students, teachers, administrators, parent organizations, school safety personnel, and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of individuals to create an invigorating learning community.
- Adopt and review at least annually the District Code of Conduct to evaluate the Code's effectiveness and the fairness and consistency of its implementation.
- Lead by example by conducting Board meetings in a professional, respectful, courteous manner.

ATTACHMENT C: PROHIBITED CONDUCT

(Numbers indicate the possible consequences, as defined in Attachment D)

A. Disorderly or disruptive conduct, such as but not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language or gestures that are abusive, lewd, obscene, or profane.
4. Obstructing vehicular or pedestrian traffic.
5. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
6. Unless authorized by a District administrator for use as academic technology, students are prohibited from using cell phones, responding to pagers, or using MP3 players or other personal entertainment devices. Misusing computer or electronic devices (including the unauthorized use of computers, software, or an internet or intranet account), accessing inappropriate websites, or any other violation of the District's acceptable use policy is prohibited. In addition, communication devices must be silenced and cannot be used at any time during an emergency situation to ensure the safety of all individuals in the school building, unless the user has been authorized to do so. Reference Policy 7314 Student Acceptable Use of District Technology and Policy 7370 Students and Personal Electronic Devices.
7. Failing to comply with the reasonable directions of teachers, school administrators or other school employees.
8. Trading or selling cards, or other personal property/possessions
9. Engaging in any willful act that disrupts the normal operation of the school community.

B. Insubordinate conduct, such as but not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators, or other school employees.
2. Showing disrespect to District employees.
3. Arriving late, leaving early, or missing school without permission.
4. Skipping detention.

C. Violent conduct, such as but not limited to:

1. Committing or attempting to commit an act of violence (such as hitting, biting, kicking, punching, spitting, or scratching) upon a student, any school employee, or any other person lawfully on school property.
2. Possessing a weapon, unless express written permission is given by the Superintendent or the Superintendent's designee.
3. Possessing or displaying what appears to be a weapon.
4. Threatening to use a weapon.
5. Intentionally damaging or destroying school district property or the property of others.
6. Conduct that intimidates or that promotes or conspires to cause or causes physical or emotional injury to others

D. Conduct that endangers the moral well-being, health, safety, or welfare of others, such as but not limited to:

1. Lying to school personnel.
2. Loitering, littering, spitting, or urinating in public.
3. Stealing.
4. Defamation, including violating the privacy of an individual or group of individuals, or making false statements or misrepresentations that harm the reputation of an individual or group by demeaning them.
5. Discrimination, or the negative or offensive treatment of an individual or group based on actual or perceived color, creed, disability status, gender, sex, sexual orientation, weight, race, national origin, ethnic group, religion, religious practice, or other discriminatory classification or using any of the above as a basis for treating another in a negative or offensive manner.
6. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions, or statements directed at an identifiable individual or group, which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
7. Sexual harassment, which includes unwelcome sexual advances, requests for sexual favors, taking, sending, or retaining (unless for the purpose of reporting/evidence) sexually explicit videos, pictures, or auditory recordings and other verbal or physical conduct or communication of a sexual nature, consistent with Policies 3422 Sexual Harassment of Employees and 3421 Sexual Harassment of Students.
8. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school-sponsored activity, organization, club, or team.

9. Bullying, which consists of inappropriate persistent physical, verbal, and/or nonverbal behavior, including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs.
10. Cyberbullying, including, but not limited to, the use of instant messaging, email, websites, social networking sites, text messaging, or the use of any electronic or digital communication when such use infringes upon the general health, safety, and welfare of District students and employees.
11. Using, wearing, depicting, possessing, or displaying a swastika, or the Confederate flag or its likeness, except when they are used as part of the curriculum and approved by a teacher or administrator.
12. Selling, distributing, using, or possessing obscene material.
13. Using any form of tobacco and or possession of any related paraphernalia.
14. Possessing, consuming, selling, distributing, or exchanging look-a-like drugs, synthetic drugs, drug paraphernalia, vaping devices or cartridges, alcoholic beverages, or illegal substances, or being under the influence of any of the above. Possessing, consuming, selling, distributing, exchanging, or sharing prescription and nonprescription drugs.
15. Gambling or extortion.
16. Exposure of the body's private parts.
17. Making a false alarm about a fire, bomb threat, or other emergency, or inappropriately calling 911, or discharging a fire extinguisher or an automatic external defibrillator. In addition, communication devices must be silenced and cannot be used at any time during an emergency situation to ensure the safety of all individuals in the school building, unless the user is authorized to do so.
18. Reckless or unauthorized operation of a motor vehicle on and around school property.
19. Engaging in or displaying unacceptable physical or sexual contact.

E. Misconduct on school buses, consistent with Policy 7340 Bus Rules and Regulations, such as but not limited to:

1. Any activity or conduct that distracts the bus driver.
2. Any activity or conduct not allowed in school or at school functions.

F. Academic misconduct, such as but not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.
6. Failure to return documents or school property in a timely fashion

G. **Off-campus misconduct:** A student may be subject to discipline for conduct constituting a crime that is committed off school premises or at non-school sponsored activities to the extent that the Superintendent of Schools or Board of Education reasonably believes that the continued attendance in school of the student would adversely affect the educational process (e.g., disrupts the operation of the school) or constitutes an endangerment to the health, safety, welfare, or moral well being of the student and/or others in our schools.

A student may be subject to discipline for off-campus misconduct that does not involve criminality that a school official reasonably believes has a nexus to the educational process (i.e., student-student, student-personnel, and interactions that could have a detrimental or disruptive effect upon school programs or activities).

Examples of off-campus misconduct that endangers students or staff on school grounds or that substantially disrupts the educational process, such as but not limited to:

1. Cyberbullying, or using the telephone, email, or another form of electronic, digital, or other communication to harass or threaten students or school staff on school property or to substantially interfere with school procedures.
2. Harassment, bullying, or hazing.

Repeated infractions may lead to more severe consequences, including (for chronic, repeated, serious infractions) permanent suspension.

The Administration reserves the right to implement disciplinary action for incidents not specifically identified above.

ATTACHMENT D: CONSEQUENCES

Students

Students who violate the District's Code of Conduct are subject to the following consequences, either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

1. Oral warning: any member of the District staff.
2. Written referral: Any member of the District staff.
3. Written notification to parent, guardian: principals or their designee, assistant principals, and Director of Physical Education, Health, and Athletics.
4. Detention: teachers, principals or their designee, assistant principals, and the Superintendent.
5. Suspension from transportation: the Director of Transportation, principals or their designee, assistant principals, Director of Physical Education, Health, and Athletics. and the Superintendent, consistent with Policy 7340 Bus Rules and Regulations.
6. Suspension from athletic participation: coaches, principals or their designee, assistant principals, Director of Physical Education, Health, and Athletics., and the Superintendent.
7. Suspension from social or extracurricular activities: club advisors, principals or their designee, assistant principals, Director of Physical Education, Health, and Athletics. and the Superintendent.
8. Suspension of other privileges: principals or their designee, assistant principals, Director of Physical Education, Health, and Athletics. and the Superintendent.
9. In-school suspension: principals or their designee, assistant principals, and the Superintendent.
10. Removal from the classroom: teachers, principals or their designee, assistant principals, Director of Physical Education, Health, and Athletics. and the Superintendent, consistent with Policy 7315 Teacher Removal of Disruptive Students from the Classroom.
11. Short-term (five days or less) suspension from school: principal.
12. Long-term (more than five days) suspension from school: the Superintendent or designated hearing officer, after a hearing.
13. Placement in an interim alternative educational setting for a period of up to 45 school days, in the case of a student with a disability whose knowing possession or use of illegal drugs, or sale or solicitation of the sale of a controlled substance or inflicting a serious bodily injury to another person at school or a school function is determined not to be related to their disability: the Superintendent or designated hearing officer, after a hearing.
14. Permanent suspension from school: Superintendent with the approval of the Board of Education, after a hearing.
15. All incidents of academic misconduct could result in a grade of zero and other academic consequences.

Staff

Staff members who violate this Code will be subject to discipline consistent with Board Policy 6110 School District Officer and Employee Code of Ethics and applicable collectively negotiated agreements.

Visitors

Parents, guardians, and visitors who violate this Code will be asked to leave the premises.

The District shall initiate disciplinary action against any student, staff member, or visitor, as appropriate, in accordance with the "Consequences" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

Repeated infractions may lead to more severe consequences, including (for chronic, repeated, serious infractions) permanent suspension.

ATTACHMENT E: DRESS CODE

All members of the school community should dress in appropriate clothing. Dress and grooming should be safe and appropriate and should not disrupt or interfere with the educational process at school or at school functions, on or off school property. Each building principal or their designee will inform students and parents/guardians of the Dress Code, consistent with Policy 7312 Student Dress Code, at the beginning of the school year.

Specifically, the following clothing items are unacceptable:

- Clothing, jewelry, bags, backpacks, or accessories that endanger health or safety.
- Footwear that is deemed hazardous by the administration, as well as bare or stocking feet.
- Items that are vulgar, obscene, or libelous or denigrate others on acc~~ou~~nt of color, creed, disability, sex, gender, national origin, ethnic group, sexual orientation, race, religion, religious practice, weight or other physical characteristics, or socio-economic background.
- Items that promote or endorse the use of alcohol, tobacco, or illegal drugs or encourage other illegal or violent activities (e.g., gang affiliations, promotion of weapons, etc.).

All members of the school community must be dressed in appropriate clothing and protective equipment as required for physical education classes, participation in athletics, science laboratories, technology classes, and home and careers skills classes. The Dress Code will be equitably applied to all students regardless of gender.

Students who violate the Dress Code will be asked to cover or remove the offending item and, if necessary or practical, replace it with an acceptable one. Parents/guardians may be asked to bring replacement clothing to school. Any student who refuses to comply may be subject to discipline, up to and including in-school suspension for the day. Students who repeatedly violate the Dress Code may be subject to further discipline, up to and including out-of-school suspension. Parents/guardians will be notified of repeated Dress Code violations.

ATTACHMENT F: PROCEDURES

The amount of due process a student is entitled to receive before a consequence is imposed depends on the consequence being imposed. In all cases, regardless of the consequence imposed, the school personnel authorized to impose the consequence must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary consequence in connection with the imposition of the consequence.

Students who are to be given penalties other than an oral warning, written warning, or written notification to their parents/guardians are entitled to additional rights before the consequence is imposed. These additional rights are explained below.

1. **Detention**
   Teachers, principals, and the Superintendent may use after-school detention or lunch or recess detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

2. **Suspension from Transportation**
   If a student does not conduct themself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention via their supervisors. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or the Superintendent or their designees, consistent with Policy 7340 Bus Rules and Regulations. In such cases, the student's parent/guardian will become responsible for seeing that their child gets to and from school safely. Should the suspension from transportation amount to a suspension from school, the District will make appropriate arrangements to provide for the student's education.

   A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the consequences involved.

3. **Suspension from athletic participation, extracurricular activities, and other privileges**
   A student subjected to a suspension from athletic participation, extracurricular activities, or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the consequences involved.

4. **In-School Suspension**
   The Board recognizes the school must balance the need of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the Board authorizes building principals and the Superintendent to place students who would otherwise be suspended from school as the result of a code of conduct violation in "in-school suspension."

   A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent/guardian will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the consequences involved.

5. **Suspension from School**
   Suspension from school is a severe consequence, which may be imposed only upon students who are insubordinate, disorderly, violent, or disruptive, or whose conduct otherwise endangers the safety, moral well-being, health, or welfare of others.

   The following circumstances subject the student to immediate suspension as well as all classroom, co-curricular, and extracurricular activities:
   a. Coming to school in a drunken or drugged condition. (Possible police involvement).
   b. Use or possession of alcoholic beverages or other drugs on school property. (Police involvement).
   c. Coming on school property after drinking alcoholic beverages. (Possible police involvement)

d. Assault of a teacher or any school personnel or causing bodily harm to them. (Possible police involvement).
e. Crossing Route 28 without permission or leaving school grounds without permission from an administrator.
f. Reporting a false alarm, arson, calling in a bomb threat. (Police involvement).
g. Possession of a weapon on school property. (Gun-Free Schools Act: Any student who has brought a "firearm" to school, shall be suspended for a period of not less than one calendar year subject to a determination of the Superintendent on a case-by-case basis). (Police involvement).

The Board retains its authority to suspend students but places primary responsibility for the suspension of students with the Superintendent and the building principals, consistent with Policy 7313 Suspension of Students.

Any staff member may recommend to the Superintendent or the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member recommending the suspension.

The Superintendent or principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary.

a. Short-term (5 days or less) suspension from school

When the Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents/guardians in writing that the student may be suspended from school. The written notice must be provided by personal delivery, mail delivery, or some other means that is reasonably calculated to assure receipt of the notice of the decision to suspend at the last known address for the parents/guardians. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents/guardians.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents/guardians of the right to request an immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parents/guardians.

The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable.

b. Long-term (more than 5 days) suspension from school

When the Superintendent or building principal determines that a suspension for more than five days may be warranted, they shall give reasonable notice to the student and the student's parents/guardians of their right to a fair hearing. At the hearing, the student shall have the right to be represented by counsel, the right to question witnesses against them, and the right to present witnesses and other evidence on their behalf.

The Superintendent shall personally hear and determine the proceeding or may, using their discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceedings before them. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof. An appeal of the decision of the Superintendent may be

made to the Board which will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the district clerk within 10 business days of the date of the Superintendent's decision unless the parents/guardians can show that extraordinary circumstances precluded them from doing so. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

c. Permanent suspension

Permanent suspension is reserved for extraordinary circumstances such as cases where a student's conduct poses a life-threatening danger to the safety and well-being of other students, school personnel, or any other person lawfully on school property or attending a school function.

ATTACHMENT G: MINIMUM PERIODS OF SUSPENSION

1. **Students who bring a weapon to school:** Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be suspended for at least one calendar year unless the Superintendent modifies the suspension. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. In deciding whether to modify the suspension, the Superintendent may consider the following:

a. The student's age.
b. The student's school grade.
c. The student's prior disciplinary record.
d. The Superintendent's belief that other forms of discipline may be more effective.
e. Input from parents/guardians, teachers, or others.
f. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

2. Students who commit violent acts other than bringing a weapon to school: Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, will be suspended from school for up to five days unless the Superintendent modifies the suspension. In addition, the student may be subject to a suspension for more than five days after a §3214 hearing is conducted. If the proposed suspension is for just five days, the student and the student's parents/guardians will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension is for more than five days, the student and the student's parents/guardians will be given the same notice and opportunity for a hearing given to all students subject to long-term suspension. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly and substantially disruptive of the educational process or repeatedly substantially interfere with the teacher's authority over the classroom: Any student, other than a student with a disability, who repeatedly and substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom, may be suspended from school for up to five days unless the Superintendent modifies the suspension. For purposes of this Code of Conduct, "repeatedly and substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this Code on four or more occasions during a semester. If the proposed suspension is for just five days, the student's parent/guardian will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed suspension is for longer than five days, the student and the student's parent/guardian will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. In deciding whether to modify the suspension, the Superintendent may consider the same factors considered in modifying a one- year suspension for possessing a weapon.

ATTACHMENT H: REFERRALS

1. **Counseling:** The social worker, guidance counselor, nurse, school psychologist, and/or principal/assistant principal shall handle referrals of students to appropriate human service agencies such as counseling and social services.

2. **PINS Petitions:** The District may file a PINS (Person In Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that they require supervision and treatment by:

a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
b. Engaging in an ongoing or continual course of conduct that makes the student ungovernable, or habitually disobedient and beyond the lawful control of the school.

3. **Juvenile Delinquents and Juvenile Offenders:** The Superintendent is required to refer the following students to the County Attorney for a juvenile delinquency proceeding before the Family Court:

a. Any student under the age of 16 who is found to have brought a weapon to school, or
b. Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20(42)

The Superintendent is required to refer students aged 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

ATTACHMENT I: DISCIPLINE OF STUDENTS WITH DISABILITIES

It may sometimes be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. Students with disabilities are entitled to certain procedural protections beyond those available to students without disabilities whenever school authorities intend to impose discipline upon them. The school is committed to ensuring that the procedures for suspending, removing, or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations and Policy 7313 Suspension of Students.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state laws and regulations.

A. Authorized Suspensions or Removals of Students with Disabilities.

1) For purposes of this section of the Code of Conduct, the following definitions apply.
    a. A "suspension" means a suspension from school pursuant to Education Law §3214.
    b. A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by an impartial hearing officer because the student poses a risk of harm to themself or others or placement in an IAES for behavior involving serious bodily injury, weapons, illegal drugs, or controlled substances.
    c. An "IAES" means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to receive educational services so as to enable the student to continue to participate in the general curriculum, although in another setting, and to progress towards meeting the goals set out in such IEP and receive, as appropriate, a functional behavioral assessment and intervention services and modifications that are designed to address the behavior violation so that it does not recur.
2) School personnel may, following the procedures set forth in Education Law Section 3214, order the suspension or removal of a student with a disability from their current educational placement as follows:
    a. The School Board, the District BOCES Superintendent, the Superintendent of Schools, or a building principal may order the placement of a student with a disability into an IAES, another setting, or may order suspension for a period not to exceed five consecutive school days and not to exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
    b. The Superintendent may order the placement of a student with a disability into an IAES, another setting, or may order suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed as per subparagraph (a) above for the same behavior if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time a non-disabled student would be subject to suspension for the same behavior.
    c. The Superintendent may order additional suspensions of not more than 10 consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a pattern that is equivalent to a change of placement when considering the proximity of time and duration of such suspension.
    d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 ***school*** days, even when it is a manifestation of the student's disability, if the student possesses or carries a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function or has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.
3) "Weapon" means the same as "dangerous weapon" under 18U.S.C. §930 (g)(w), which includes "a weapon, device, instrument, materials or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury." (NOTE: Question for Legal Counsel.)
4) "Controlled substance" means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy. Reference Policy 7320 Alcohol, Drugs and Other Substances.

5) "Illegal drugs" means a controlled substance except for those legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.
6) "Serious bodily injury" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted or obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
7) Subject to specified conditions required by both federal and state law and regulations, an impartial hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 school days at a time, if the IHO determines that the District has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

B. Change of Placement Rule

A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

a) for more than 10 consecutive school days; or
b) for a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of such factors as the similarity of the student's behavior in previous incidents, the length of each suspension or removal, the total amount of time the student is removed, and the proximity of the suspensions or removals to one another.

School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal. However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the manifestation team has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving weapons, illegal drugs, or controlled substances, or behavior resulting in serious bodily injury.

C. Special Rules Regarding the Suspension or Removal of Students With Disabilities

1) The District's Committee on Special Education shall
    a. Conduct functional behavioral assessments, as appropriate**,** to determine why a student engages in behaviors that impede learning and how the student's behavior relates to the environment, and develop or review behavioral intervention plans whenever the District is first suspending or removing a student with a disability for more than 10 school days in a school year or imposing a suspension or removal that constitutes a disciplinary change in placement, including a change in placement to an IAES for misconduct involving weapons, illegal drugs, controlled substances or serious bodily injury. If, subsequently, a student with a disability who has a behavioral intervention plan and who has been suspended or removed from their educational placement for more than 10 school days in a school year is subjected to a suspension or removal that constitutes a disciplinary change in placement, the members of the manifestation team shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more members of the CSE believe that modifications are needed, the School District shall convene a meeting of the manifestation team to modify such plan and its implementation, to the extent the committee determines necessary.
2) A manifestation team shall conduct a determination review of the relationship between the student's disability and the behavior subject to disciplinary action whenever a decision is made to place a student in an IAES either for misconduct involving weapons, illegal drugs, controlled substances, or serious bodily injury or a decision is made by an IHO to place a student in an IAES in a dangerous situation or a decision is made to impose a suspension that constitutes a disciplinary change in placement.
    a. A manifestation team shall include a representative of the District knowledgeable about the student and the interpretation of information about child behavior, the parent/guardian, and relevant members of the CSE, as determined by the parent/guardian and the District.
    b. The manifestation team shall review all relevant information in the student's file, including the student's IEP, any teacher observation, and any relevant information provided by the parents/guardians to determine if the conduct in question:
        i. was caused by or had a direct and substantial relationship to the student's disability; or

ii. was the direct result of the District's failure to implement the IEP.

3) The parent/guardian of a student who is facing disciplinary action, but who has not been determined to be eligible for services under IDEA and Article 89 at the time of the misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the School District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge, the student will be considered a student presumed to have a disability for discipline purposes.
    a. The Superintendent, building principal, or other school official imposing a suspension or removal shall be responsible for determining whether the student is a student presumed to have a disability.
    b. A District shall be deemed to have knowledge that such student had a disability if prior to the time the behavior occurred:
        i. The parent/guardian of such student has expressed concern in writing to supervisory administrative personnel or to a teacher of the student that the student is in need of special education; however, the expression may be oral if the parent/guardian does not know how to write or has a disability that prevents a written statement; or
        ii. The parent/guardian of the student has requested an evaluation of the student in accordance with Part 200 of the Commissioner's Regulations; or
4) A teacher of the student or other personnel of the District has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's Director of Special Education or to other supervisory personnel of the District.

A student will not be considered a student presumed to have a disability for disciplinary purposes if, upon receipt of information supporting a claim that the District had knowledge the student was a student with a disability,

a. It was determined that the student is not a student with a disability;
b. The parent/guardian of the student did not allow an evaluation of the student; or
c. The parent/guardian of the student has refused Special Education services.

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors.

However, if a request for an individual evaluation is made while such non-disabled student is subjected to disciplinary removal, an expedited evaluation shall be conducted and completed in the manner prescribed by applicable federal and state laws and regulations. Until the expedited evaluation is completed, the non-disabled student who is not a student presumed to have a disability for discipline purposes shall remain in the educational placement determined by the District, which can include suspension.

5) The District shall provide parents/guardians with notice of disciplinary removal no later than the date on which a decision is made to change the placement of a student with a disability to an IAES because of misconduct involving weapons, illegal drugs, controlled substances, or serious bodily injury; or because maintaining the student in their current educational setting poses a risk of harm to the student or others; or because a decision is made to impose a suspension or removal that constitutes a disciplinary change in placement. The procedural safeguards notice prescribed by the Commissioner shall accompany the notice of disciplinary removal.

6) The parents/guardians of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents/guardians of non-disabled students under the Education Law.

7) Superintendent hearings on disciplinary charges against students with disabilities subject to a suspension for more than five school days shall be bifurcated into a guilt/no guilt phase, and if guilt is found and a manifestation determination in accordance with § 201.4 of the Commissioner's Regulations results in a "No" manifestation determination, then a consequence phase in accordance with the procedures set forth in the Commissioner's Regulations incorporated into this Code. The Superintendent shall make a threshold

determination of whether a suspension or removal in excess of 10 consecutive school days shall be considered. If such shall be determined affirmatively, the hearing shall be adjourned until a manifestation determination is made.

8) The removal of a student with disabilities other than a suspension or placement in an IAES shall be conducted in accordance with the due process procedures applicable to such removals of non-disabled students, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement unless the manifestation team has determined that the behavior is not a manifestation of the student's disability or the behavior involves weapons, illegal drugs, controlled substances, or serious bodily injury.

9) During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided with a Free Appropriate Public Education (FAPE) as required by federal and state law and the Commissioner's regulations incorporated into this Code.

D. Expedited Due Process Hearing

An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulations incorporated into this Code, if:

1) The District requests such a hearing to obtain an order of an impartial hearing officer placing a student with a disability in an IAES where school personnel maintain that it is dangerous for the student to be in their current educational placement, or during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in their current educational placement during such proceedings.
2) The parent/guardian requests such a hearing from a determination that the student's behavior was not a manifestation of the student's disability, or relating to any decision regarding placement pursuant to a disciplinary suspension or removal, including but not limited to any decision to place the student in an IAES.
3) During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs, controlled substances, or serious bodily injury, or on grounds of dangerousness, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents/guardians and the District agree otherwise.
4) If school personnel propose changing the student's placement after the expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change in placement, the student shall remain in the placement prior to removal to the IAES, except where the student is again placed in an IAES.
5) An expedited due process hearing shall be completed within 20 school days of receipt of the request for a hearing. Although the impartial hearing officer may grant specific extensions of such time period, they must mail a written decision to the District and the parents/guardians within 10 school days after the last hearing date without exceptions or extensions.

E. Referral to law enforcement and judicial authorities

In accordance with the provisions of IDEA and its implementing regulations:

1) The District may report a crime committed by a child with a disability to appropriate authorities, and such action will not constitute a change in the student's placement.
2) The Superintendent may transmit copies of the Special Education and disciplinary records of a student with disabilities for consideration to the appropriate authorities to whom a crime is reported only to the extent that transmission is permitted by FERPA.

F. Declassified Students

In accordance with the law, the manifestation team must conduct a manifestation determination in the case of a declassified student who has been subject to discipline that would constitute a disciplinary change in placement.

G. Section 504/Title II ADA Disability

Before discipline may be meted out for a student with a disability or suspected disability founded solely under §504 of the Rehabilitation Act of 1973 (hereinafter "§504") or Title II of the Americans with Disabilities Act

(hereinafter the “ADA”), the §504 multi-disciplinary committee (hereinafter the “§504 committee”) must make a determination of whether the conduct underlying the charge(s) was a manifestation of the disability.

1) If a nexus is found between the disability and the conduct underlying the charges, the §3214 proceeding must be discontinued and the matter placed under the jurisdiction of the §504 Committee for any further consideration. The record of discipline imposed to date shall be expunged. The §504 Committee must register a referral and bring about an evaluation of a student with a suspected disability or, if the student is already eligible under §504, it must consider possible program modification and disposition on a non-disciplinary basis.
2) If no nexus is found, yet a disability is indicated or has been identified, discipline may be imposed upon remand to the §3214 Hearing Officer. Students whose sole disabilities are founded under §504 and for whom no nexus is found shall be disciplined in the same manner as their non-disabled peers.
3) Students with a recognized 504/ADA disability who are currently using or in possession of alcohol or drugs may be disciplined regardless of their disability status in the same manner and to the same extent as their non-disabled peers, provided that the students are currently engaged in the illegal use of drugs or alcohol.

Any consequence imposed may not be based on past behavior for which a nexus determination was not made.

ATTACHMENT J: ENFORCEMENT AND PUBLIC CONDUCT ON SCHOOL PROPERTY

The building principal or their designee shall be responsible for enforcing the conduct required by this Code.

When the building principal or their designee sees an individual engaged in prohibited conduct, which in their judgment does not pose any immediate threat of injury to persons or property, the principal or their designee shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The principal or their designee shall also warn the individual of the consequences for failing to stop. If the person refuses to stop engaging in the prohibited conduct, or if the person's conduct poses an immediate threat of injury to persons or property, the principal or their designee shall have the individual removed immediately from school property or the school function. If necessary, local law enforcement authorities will be contacted to assist in removing the person.

The District shall initiate disciplinary action against any student, staff member, or visitor, as appropriate, in accordance with the "Consequences" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the Code.

ATTACHMENT K: SEARCHES AND QUESTIONING

A. **Student searches:** Involuntary personal searches of students and their possessions may be conducted by District/building administrators when there is reasonable suspicion for a search by school personnel.

Such searches must conform to state and federal laws and must be based on reasonable suspicion. The reasonableness of the search will depend upon the:

- Student's age, gender, and school history and record.
- Prevalence and seriousness of the alleged infraction.
- Urgency of an immediate search.
- Reliability of the information used to justify the search and the likelihood that the search will produce useful information.

School desks, lockers, storage spaces, and computers belong to the School District, not the student, and thus may be opened and inspected by school officials without student permission. Video surveillance footage may be accessed as part of a search process, consistent with Policies 5686 Use of Surveillance Cameras in the School District and 5751 Video Cameras on School Buses.

B. **Questioning of Students by School Officials:** School officials have the right to conduct investigations and question students regarding any violations of school rules and/or illegal activity. The student's parent/guardian may be contacted, depending upon the nature and reasoning for the questioning and the necessity for further action that may result. District/building administrators are not required to give students "Miranda warnings" prior to questioning them.

The questioning of students by school officials does not preclude subsequent questioning by police authorities as otherwise permitted by law.

C. **Questioning of Students by Police:** It is the policy of the District to cooperate with law enforcement agencies. While police do not have general power to interview children in school, or to use school facilities in connection with police department work, the police may enter the schools of the District if a crime has been committed on school property, they have a warrant for arrest or search, or if they have been invited or authorized by District/building administrators.

When the police have properly entered the school and wish to interview students in the school, the students must be afforded the same rights they have outside the school. Students must be informed of their legal rights, may remain silent if they so desire, may request the presence of an attorney, and must be protected from coercion and illegal restraint. When a student is under the age of 16 and police are present for an interview or investigation, school officials must make every reasonable effort to notify the student's parent/guardian(s), unless the police indicate that such interview concerns a student's parent/guardian(s) or other household member and it is pursuant to a report regarding suspected child abuse, maltreatment, or neglect.

D. **Child Protective Services Investigations:** Child Protective Services (CPS) may interview students on school property without notification to the parents/guardians regarding allegations of suspected child abuse, maltreatment, or neglect (including educational neglect). In addition, certified school personnel are mandated reporters, and are legally required to follow all appropriate regulations. Child Protective Services may in some cases desire to conduct interviews of students on school property. Such interviews generally pertain to allegations of suspected child abuse, maltreatment, or neglect. A school official shall be present during the interview unless it is decided that the presence of the school official is not essential to protect the interests of the pupil and that the Department of Social Services worker's job can best be accomplished by conducting the interview without the school official present.

ATTACHMENT L: VISITORS TO THE SCHOOLS

Parents/guardians and other District citizens are encouraged to visit the District's schools for school-sponsored events or meetings with Administrators and/or staff members. Since school safety is of the utmost importance, and schools are a places of work and learning, certain limits must be set for such visits. The building principal or their designees are responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools, consistent with Policy 3210 Visitors to the School:

1. Anyone who is not a staff member assigned to the school or a student of the school will be considered a visitor. The District reserves the right to refuse admission to any visitor at any time if the visitor or any current condition dictates that it is unsafe. Visitors during the school day must have an appointment prior to their arrival at the school building.
2. Any employee not assigned to the building must either wear their school-issued identification from the current school year or a badge as printed from the visitor management system (Raptor) while in the building they are visiting.
3. All visitors to the school must enter through the designated single point of entry and report to the office of the Principal or the designated location for visitor check-in upon arrival at the school. There they will be required to present photo identification, allow staff to check them in through our visitor management system (Raptor), and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor may be asked to leave an item as collateral such as car keys that will be returned to them when the identification badge is returned. The visitor must return the identification badge to the Principal's office or designated check-in location before leaving the building.
4. Visitors attending school functions that are open to the public after regular school hours, such as parent-teacher organization meetings or public gatherings, are not generally required to register, but if the situation warrants it, pre-registration may be required.
5. Any visitor participating in a school or classroom activity while school is in session must have pre-approval from the classroom teacher(s) and building Principal to minimize the disruption to the educational environment. If a visitor is on the National Registry of Sex Offenders, appropriate steps will be taken to verify the visitor's identity and provide authorization to enter the premises.
6. Teachers are expected not to take class time to discuss individual matters with visitors unless the visitor has made an appointment to discuss a specific topic.
7. Any unauthorized person on school property will be reported to the Principal or their designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
8. All visitors are expected to abide by the rules for public conduct on school property contained in the code of conduct.

ATTACHMENT M: DISSEMINATION AND REVIEW OF CODE

The District will ensure that the community is aware of this Code of Conduct by:

- Mailing a summary of the Code of Conduct written in plain language to all parents/guardians of District students before the beginning of the school year and making this summary available later upon request
- Making full copies of the District Code of Conduct available to all parents/guardians, students, and community members on the District website, in the District office, and in the main offices of each school.
- Providing copies of an age-appropriate summary of the Code of Conduct to all students at the beginning of each school year.
- Providing a copy of the Code, and subsequent amendments to the Code, to all current teachers, and other staff members, and to newly hired employees when first hired, as soon as practical after adoption.
- Providing an in-service education program for District staff members.
- Reviewing the Code of Conduct every year and updating it as necessary.
- Holding a public hearing before adopting any Code revisions.
- Filing any amendments to the Code with the Commissioner of Education in accordance with the Commissioner's rules and regulations.

A building's regulations, procedures, Code of Conduct, or Policy 7312 Student Dress Code must be consistent with, and must not be contradictory to, the District Code of Conduct/ Policy 7312 Student Dress Code. Distribution of regulations and procedures relating to the individual building Code of Conduct/Policy 7312 Student Dress Code is the responsibility of the building principal.

Review of Code

An in-service education program for all District staff members to ensure the effective implementation of the Code of Conduct will be provided. The Superintendent may solicit the recommendations of District staff members, particularly teachers and administrators, regarding in-service programs pertaining to the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the Code's provisions have been and whether the Code has been applied fairly and consistently.

An advisory committee may be appointed to assist in reviewing the Code and the District's response to Code of Conduct violations. The committee will be made up of representatives of students, teachers, administrators, parent organizations, school safety personnel, and other school personnel.

At a regularly scheduled Board meeting, the Board or the Code of Conduct Committee will present any Code revisions for review. The Board will reapprove any such updated code only after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties

AI Survey Findings and Policy Recommendations

June 16, 2026
BOE Presentation

Stephanie Laffin, Assistant Superintendent, Curriculum & Instruction
Wess Trabelsi, Innovation Specialist, Ulster BOCES

AI Circle Team Members:

Bernadette Amodeo, Library Media Specialist, BN
Jason Calinda, Social Studies Teacher, HS
Lance Edelman, Principal, HS
Stephanie Laffin, Assistant Superintendent, C&I
Denise Maltese, English Teacher, HS
John Reimer, Director of Technology
Scott Richards, Principal, WD
Candice Sossler, School Counselor, BN & WD
Kaila Stark, English Teacher, MS
Amy Weisz, Library Media Specialist, MS/HS
Wess Trabelsi, Innovation Specialist, Ulster BOCES

Our Process (October - June):

- Participated in five sessions of professional learning on AI's role in meaningful teaching and learning at Ulster BOCES through in-person workshops and virtual collaboration with other Hudson Valley districts

- Collaborated internally on policy considerations, piloted SchoolAI, created AI surveys, analyzed survey data, created policy recommendations, and planned for next steps

Staff, Parent, and Student (6-12) surveys

- Building principals shared the survey link with staff by email
- MS & HS students were given time in Social Studies to complete the survey during class, including additional opportunities following absences and extended access to the survey
- Building principals sent out ParentSquare notifications with links to the survey

See additional PDF attachment for full survey findings

Our Recommendations for BOE consideration:

- Adopt the NYSSBA policy with minor changes, as it allows for technological evolution while establishing appropriate safeguards for students and alignment with our educational mission
- Refine staff title specificity to align with district structure
- Revise the approval process to align with operational expectations

We will share explicit suggestions with the Policy Committee at their next meeting.

Next Steps for the AI Circle Team and K-12 Instructional Staff:

- Create staff and student guidelines that fit within BOE policy to provide clear expectations for usage (in progress)
- Refine and create curricula for AI Literacy
- Deepen our professional learning
- Continue collaboration with other districts through Ulster BOCES

Questions?

AI in Onteora Schools

Community Survey Findings

Prepared for the District AI Policy Committee

Three surveys · 628 respondents · aligned against NYSSBA Sample Policy 8636

May 2026

How the analysis was done

Survey scope, methodology, and how to verify any number on these slides

66

STAFF respondents

413

STUDENT respondents

149

PARENT respondents

What we counted, and how

- Yes/no and pick-from-a-list questions were tallied directly.
- Free-text responses (what people wrote in their own words) were the harder work. Each response was classified using explicit category lists — for example, 'concerns about AI accuracy' or 'wants clear teacher-use rules.'
- Classification rules are explicit and visible. They use keyword patterns and exact-match logic — not an AI deciding for itself. Every rule appears in the supporting workbooks (files 03–10 in the project folder).
- Any number on any slide can be traced back to the actual response that produced it.

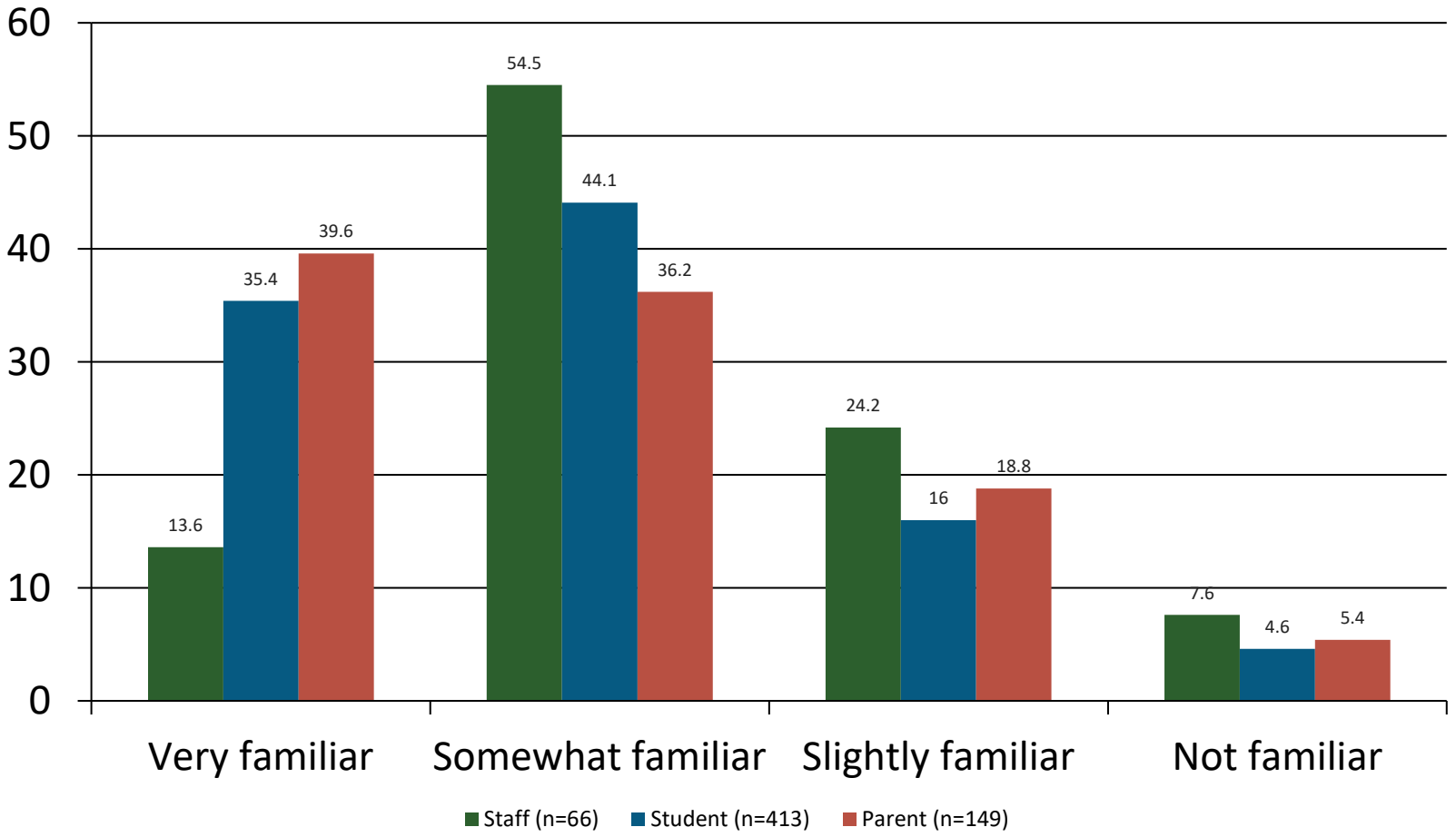
Human supervision at every step

- Category lists for the open-ended questions were reviewed before any counts were produced.
- The rule for identifying 'strongly opposed' respondents was approved before being applied.
- Decisions about how 'Other' write-ins should be folded into checkbox categories were reviewed for each question.
- Each slide was audited individually. Errors were caught and corrected — for example, separating SchoolAI from MagicSchool (different products), distinguishing student feedback from misconceptions about teaching, and reframing the district-action slide to distinguish 'what people asked for' from 'what the community endorses.'

Findings are aligned against NYSSBA Sample Policy 8636. Each topic is labeled as SUPPORTING, EXTENDING, or DIVERGING from the template (slide 20). Action items are synthesized on slide 21.

Familiarity with AI tools

Cross-group: Staff Q3 · Student Q2 · Parent Q2



What the data shows

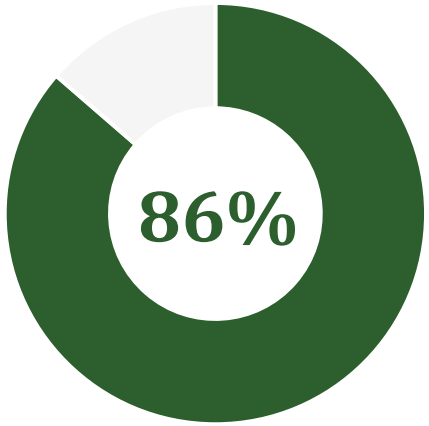
- Students report the highest familiarity: 79% 'Very' or 'Somewhat'.
- Parents are the least exposed: 36 (24%) report 'Slightly' or 'Not familiar'.
- Staff sit between students and parents on familiarity.
- Policy framing must accommodate three audiences with materially different baseline knowledge.

Values shown as percentage of group. NYSSBA Sample Policy 8636 acknowledges these gaps via P-A1 (students vary in access and skill).

AI exposure: personal use and awareness

Staff Q4 (used professionally) · Student Q3 (used for school) · Parent Q3 (aware of use, including 'Somewhat')

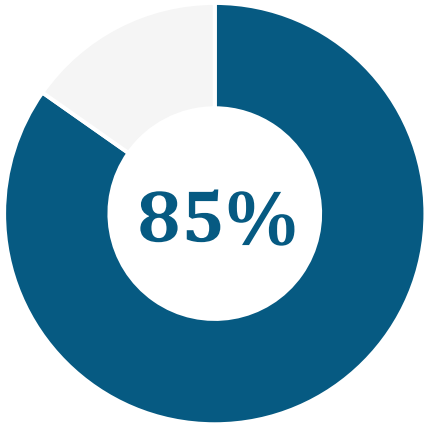
STAFF



57 of 66

have used AI professionally

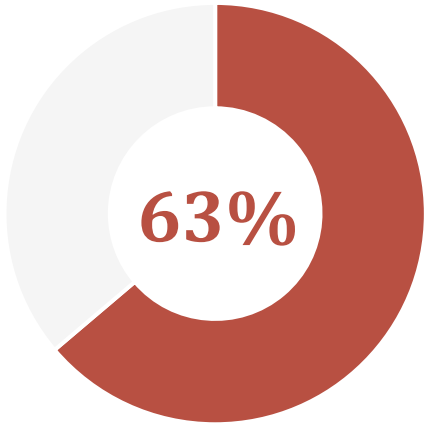
STUDENT



350 of 413

have used AI for school

PARENT



95 of 149

were aware ('Yes' or 'Somewhat') AI is being used

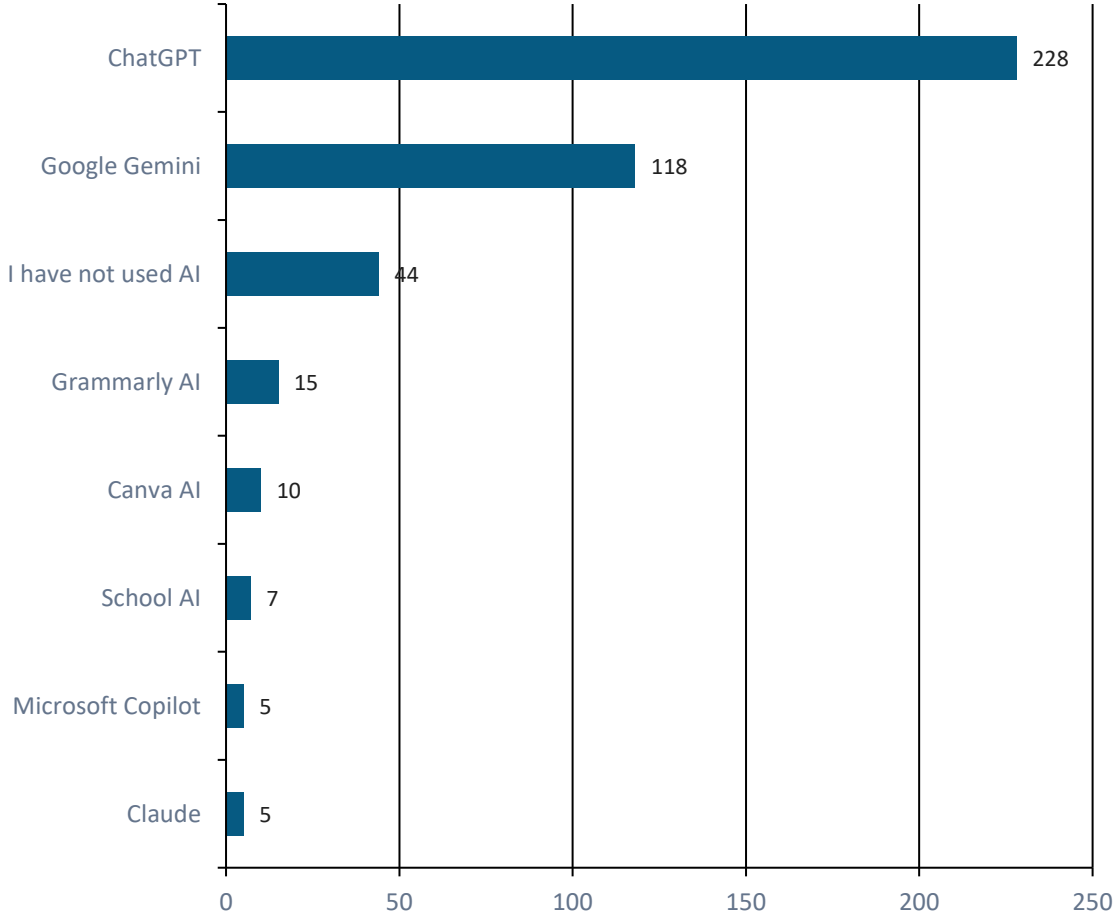
Key insight

All three counts use the same rule: any positive or partial-positive response counts as 'Yes' (staff: occasionally/once-or-twice/frequently; parent: Yes or Somewhat). By spring 2026 a clear majority of staff have professional AI exposure, a clear majority of students have used AI for school, and most parents knew it was happening.

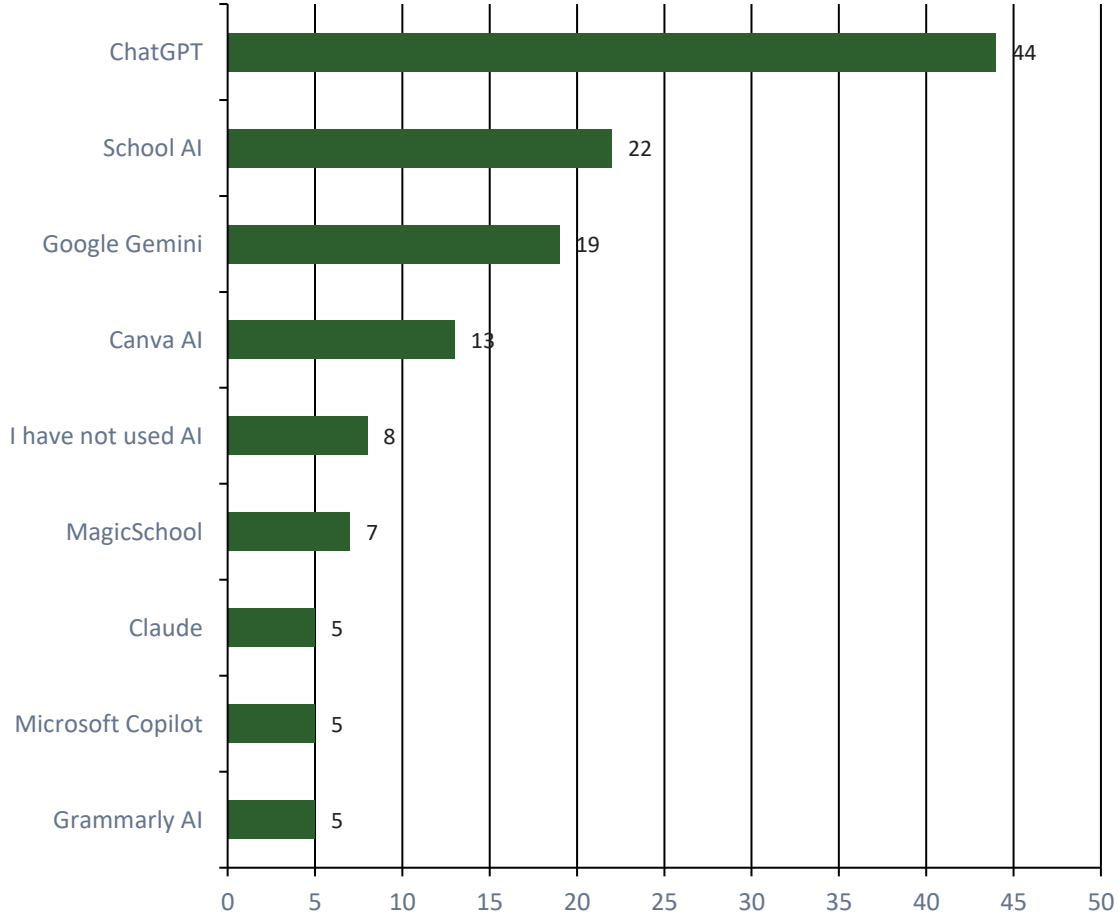
Which AI tools are being used

Staff Q5 · Student Q4 — corrected counts: MagicSchool kept distinct from SchoolAI; compound entries counted per-tool (parents not asked)

Students — top tools (count of mentions)



Staff — top tools (count of mentions)

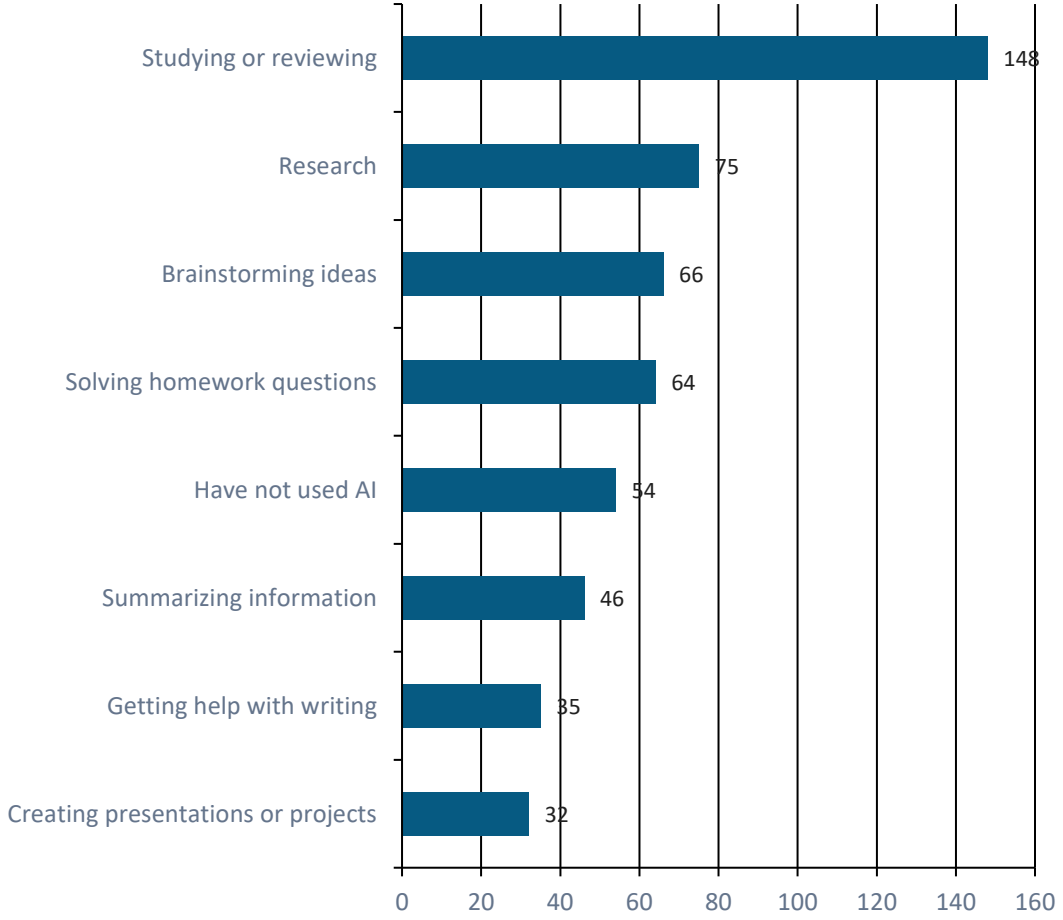


School AI was the explicitly authorized pilot platform — kept distinct from MagicSchool. Compound 'Other' entries (e.g., 'ChatGPT and Google Gemini') now count toward each tool mentioned, not just the first.

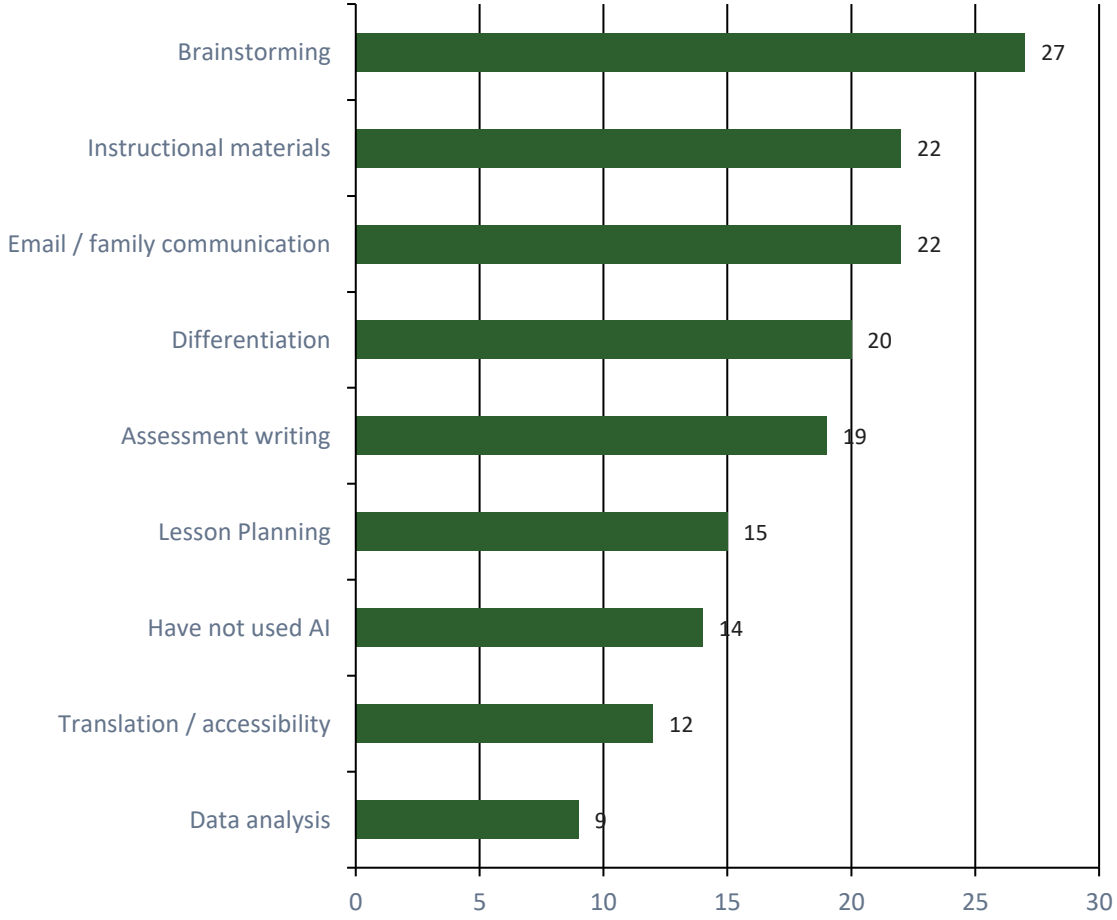
How AI is being used in practice

Staff Q6 · Student Q4 — corrected: student 'Other' write-ins now distributed to predetermined categories (multi-category per respondent)

Students — uses of AI for school



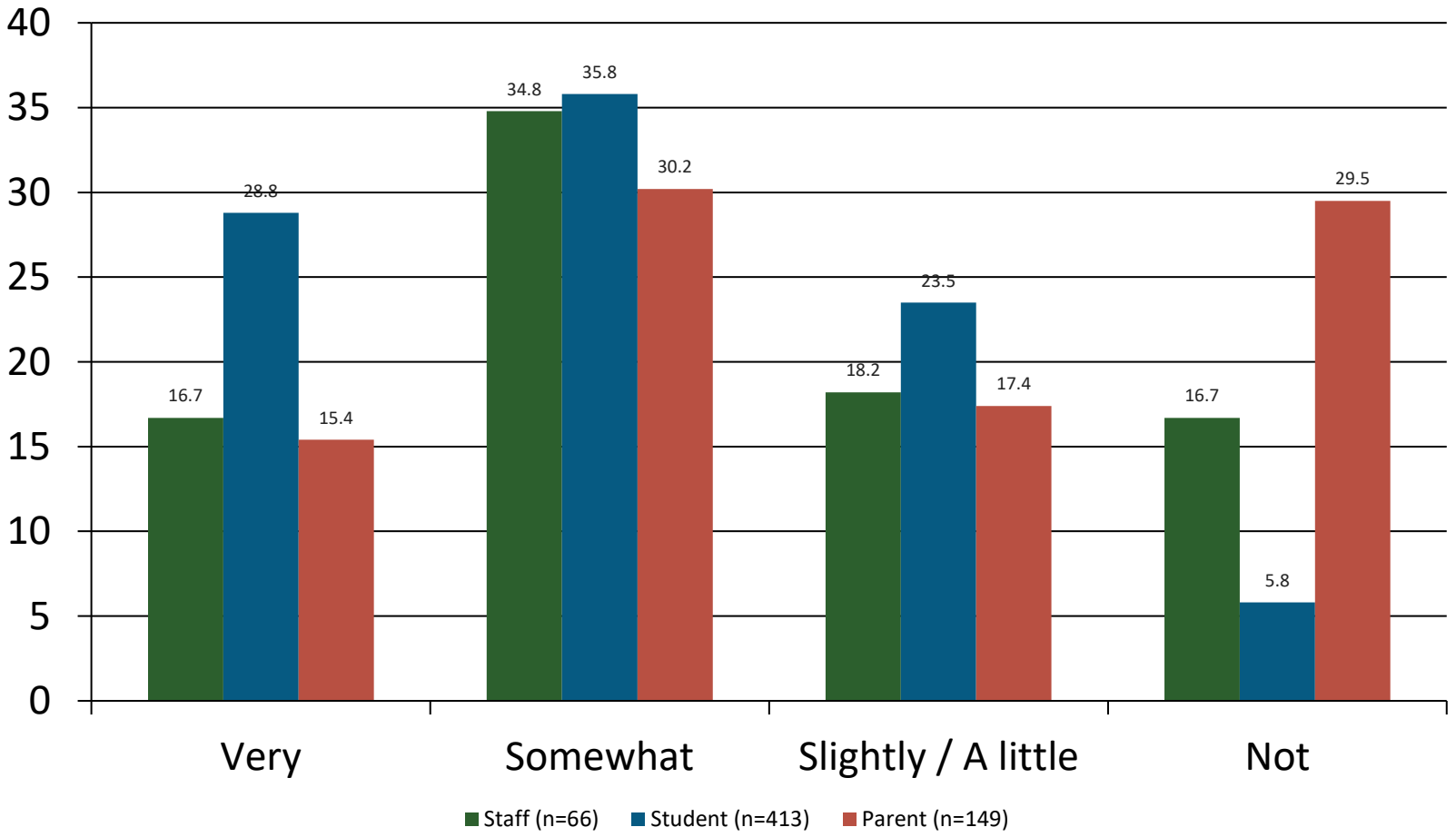
Staff — uses of AI in work



Student 'Other' write-ins now scanned with explicit keyword rules and credited to every predetermined category they reference. Each student counted at most once per category.

Is AI helpful for learning?

Staff Q7 (multi-select) · Student Q6 · Parent Q4



Asymmetries to note

- Students are the most positive: 65% see AI as 'Very' or 'Somewhat' helpful.
- Parents are markedly more cautious: 30% rate AI 'Not helpful' (vs 6% of students).
- Staff are most evenly distributed — clear professional disagreement.
- This 30% parent 'Not helpful' tally is the single largest opposition signal in the data.

Asymmetry matters for committee politics: students (least skeptical) are the population the policy regulates; parents (most skeptical) are the population the policy must reassure.

Perceived helpfulness

Concerns about AI in schools

Staff Q13 · Student Q17 · Parent Q6+Q7 — unified concerns taxonomy across 19 categories, three buckets

EDUCATIONAL

404 instances · 62.6% of claims

- Cheating / academic dishonesty — 154
- Unreliable / wrong outputs — 149
- Teacher use as lazy — 41
- Hypocrisy / double standard — 41

IDEOLOGICAL

62 instances · 9.6% of claims

- Environmental impact — 24
- Privacy / data — 12
- Copyright / IP — 12
- Regulatory / precautionary — 11

EXISTENTIAL

179 instances · 27.8% of claims

- Cognitive harm / skill atrophy — 104
- Erodes creativity / voice — 46
- Erodes relational element — 15
- Mental health impact — 14

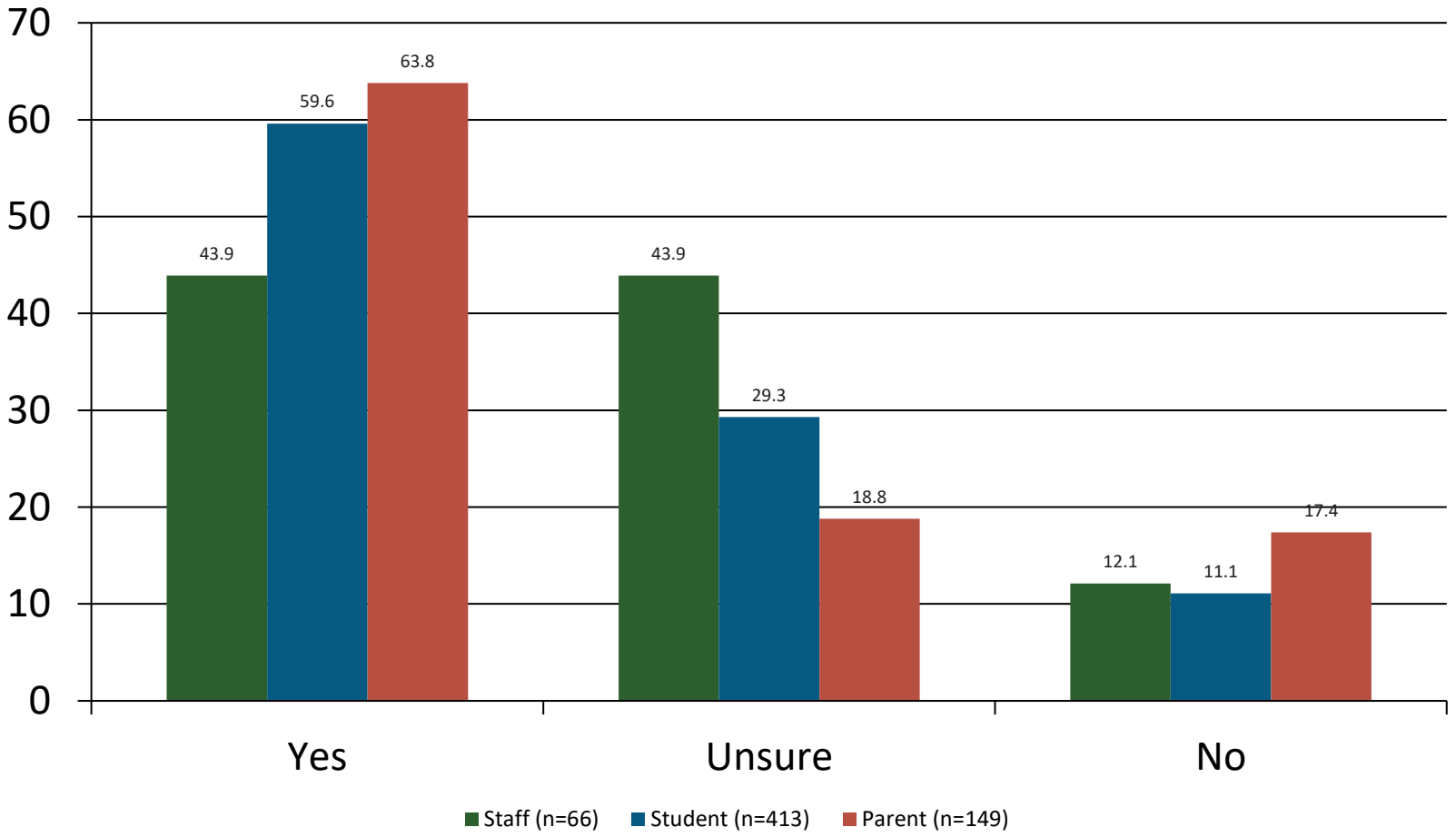
How to read these buckets

- EDUCATIONAL claims are largely about misuse and reliability — NYSSBA P-G2, P-G3, P-G4, P-A3 already address most of them via policy design.
- IDEOLOGICAL claims are diverse and politically charged. Privacy and copyright are within NYSSBA scope; environmental and corporate-pressure concerns extend beyond it.
- EXISTENTIAL claims — cognitive atrophy, mental health, creativity, human relationship — are the values claims the committee will find hardest to address by policy alone.

Detail in dedicated bucket slides (#17 Educational · #18 Ideological · #19 Existential). Audit trail with every verbatim quote available in workbook 04.

Should students be taught AI literacy?

Staff Q16 · Student Q13 · Parent Q10 — direct cross-group comparison



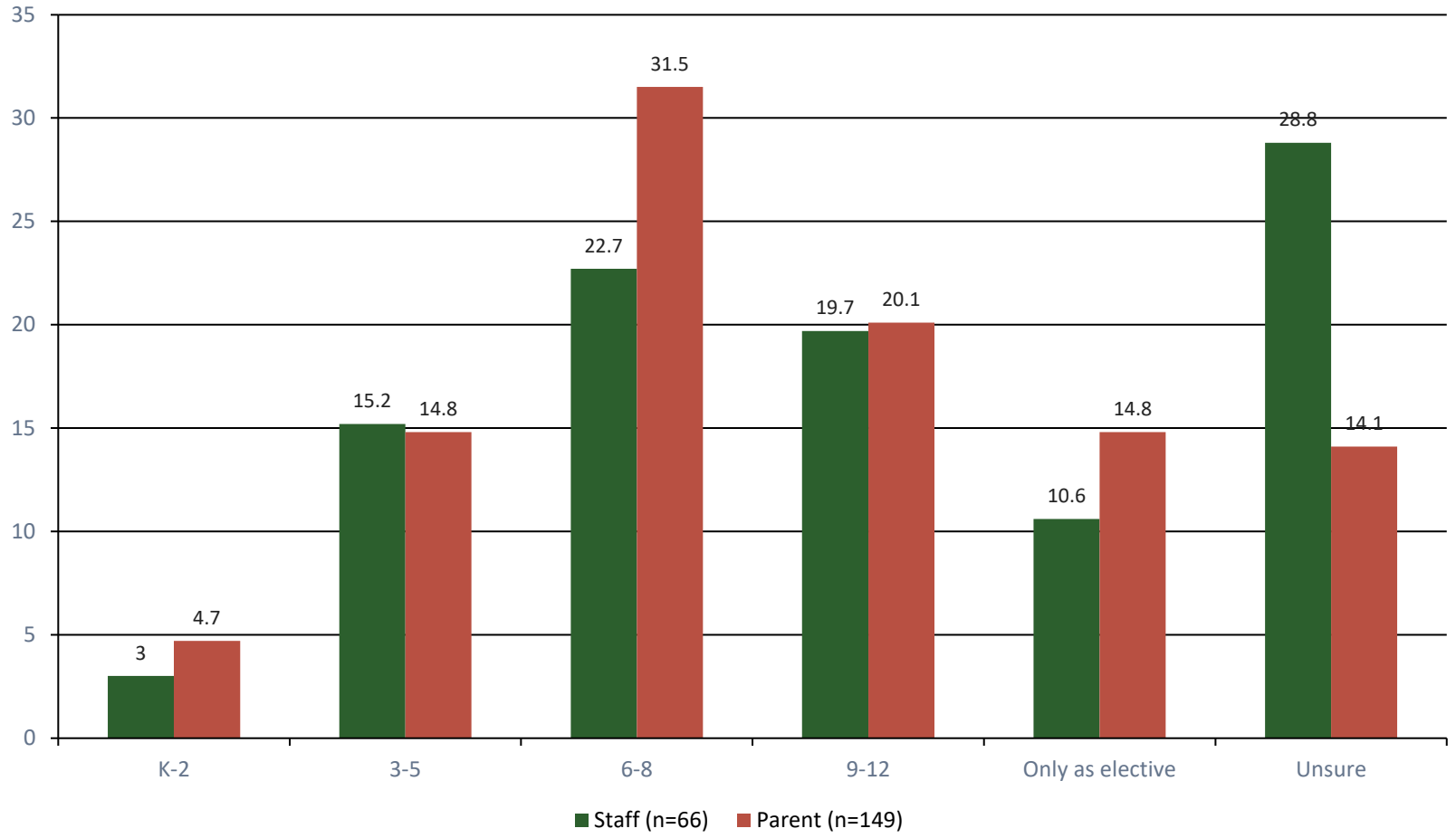
Reading the result

- Parents and students both endorse: 64% of parents and 60% of students say Yes.
- Staff support is lower at 44% Yes — uncertainty is the main reason (44% Unsure).
- Across all three groups, support outnumbers opposition.
- Result is aligned with NYSSBA P-G1 which supports including AI in curriculum.

P-G1 (supports including responsible/effective use of GenAI in curriculum) — SUPPORTED by majority across all three groups.

At what grade should AI literacy begin?

Staff Q17 · Parent Q11 (students not asked)



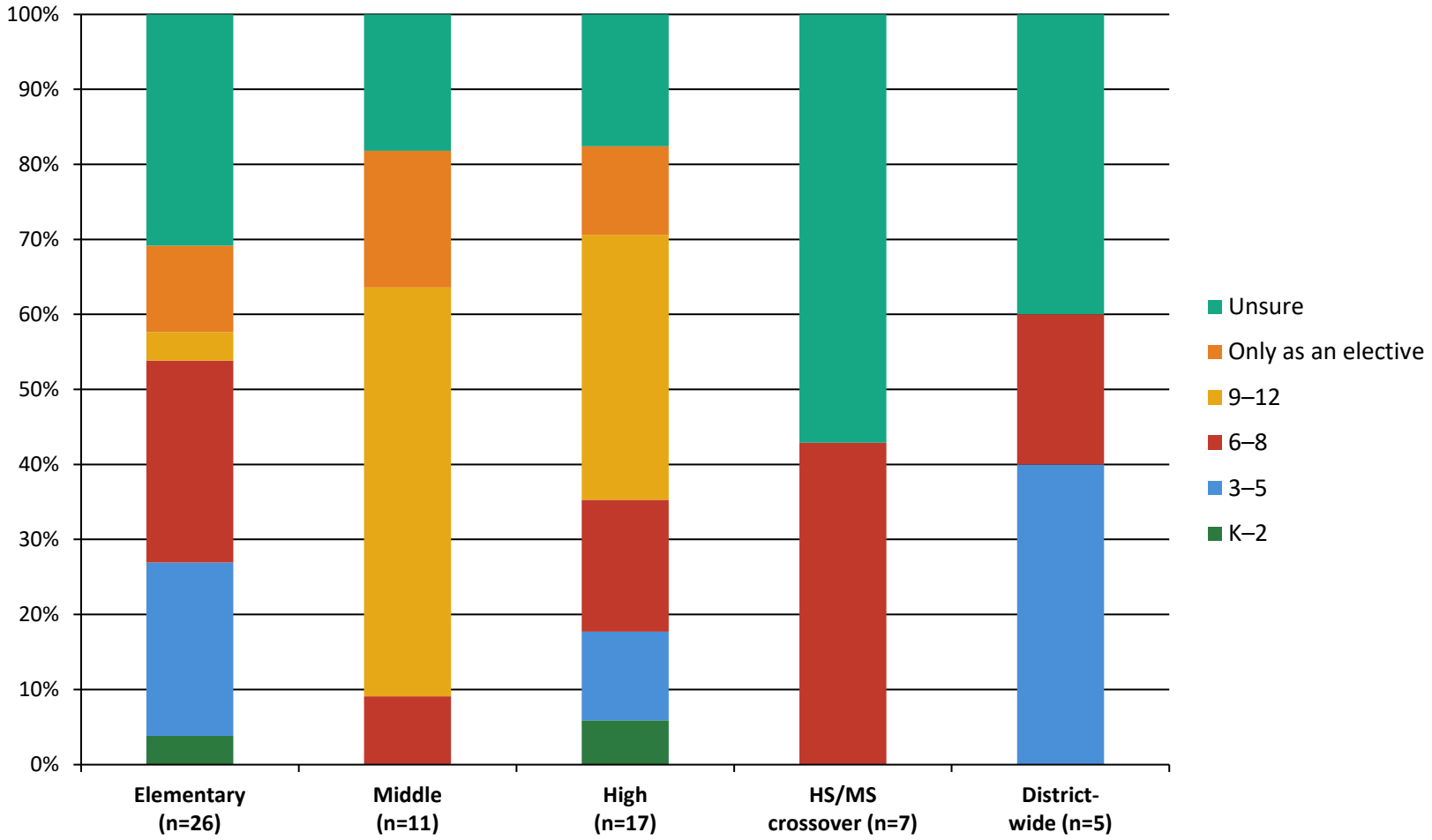
Where the groups agree

- Both groups concentrate at middle school (6-8): staff 23%, parents 32%.
- Parents now cluster more tightly at 6-8 than staff, who spread further into 9-12 and 'Unsure'.
- About a quarter of staff (22.7%) and a seventh of parents (14.8%) say 'Only as an elective' — overlaps with the strongly-opposed cohort.
- NYSSBA P-G1 endorses curriculum but is silent on starting grade — an EXTENDS opportunity for the committee.

EXTENDS P-G1 — NYSSBA endorses curriculum integration but is silent on starting grade. Committee can pick a recommendation here.

AI literacy starting grade — by teaching level

Staff Q17 (grade AI literacy should begin) × Q3 (student level you work with) · n=66



Do MS & HS agree?

Yes — both peak at the secondary level. The single most-chosen answer for Middle (54.5%) and High (35.3%) teachers is 9–12.

Middle-school staff actually lean later than high-school staff: none chose K–5, and 73% chose 9–12 or elective-only.

Elementary staff are split — their largest single answer is 'Unsure' (31%), though half name an early start (3–5 or 6–8) — still far earlier than secondary teachers.

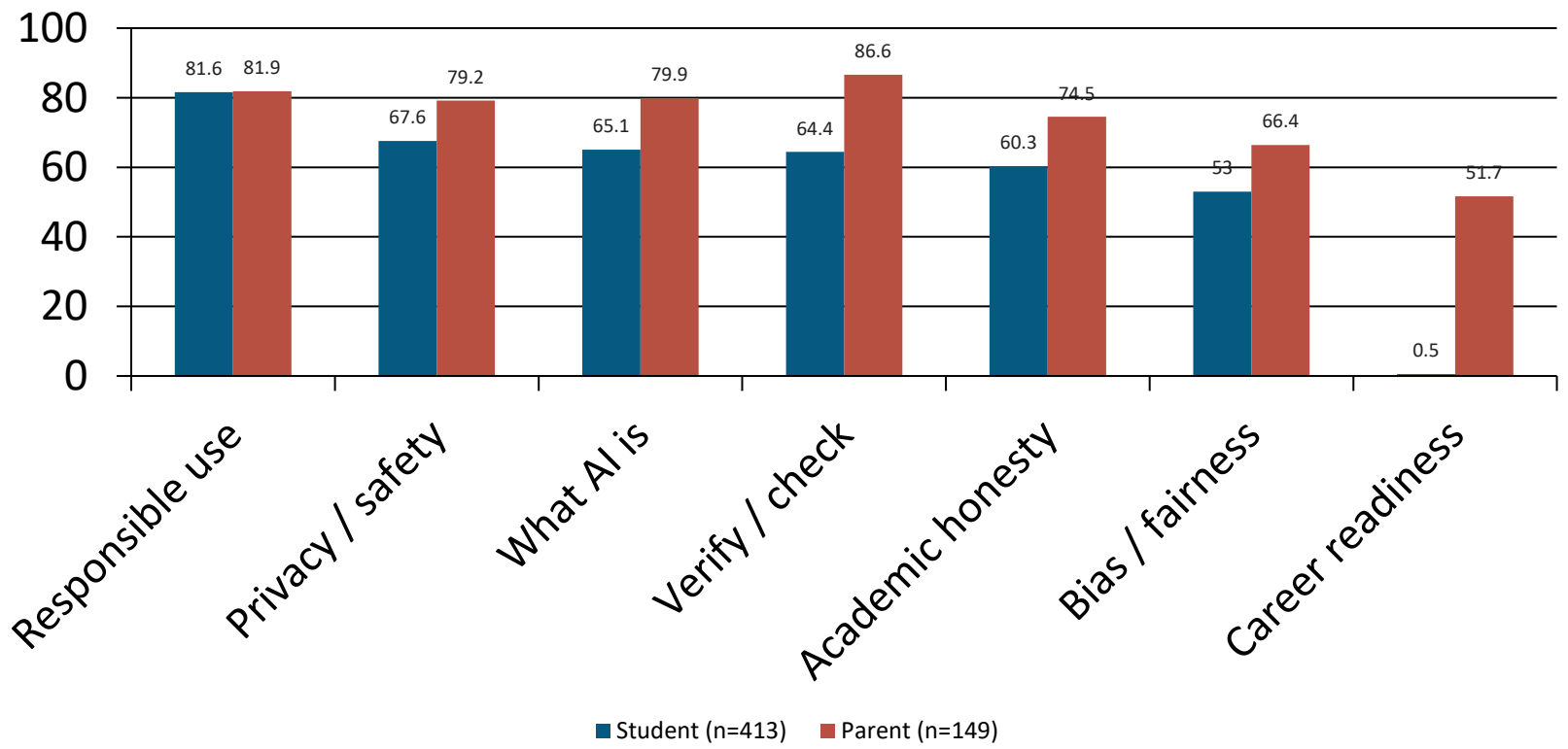
Caveat: Middle (11), crossover (7) and District-wide (5) are small cells — read as directional.

Bottom line: agreement across MS/HS on a secondary start; the real split is elementary vs. secondary staff.

Teaching level (group sizes in labels)

What students should learn about AI

Student Q14 · Parent Q12 — corrected: 'Other' write-ins folded into matching predetermined categories + new themes surfaced



New themes from Other write-ins

Environmental impact

Student n=4 · Parent n=3

AI dangers / limitations

Student n=6 · Parent n=3

Reduce reliance / work without AI

Student n=1 · Parent n=2

Explicit refusal (no AI literacy needed)

Student n=8 · Parent n=1

Where students and parents converge — and where new themes surface

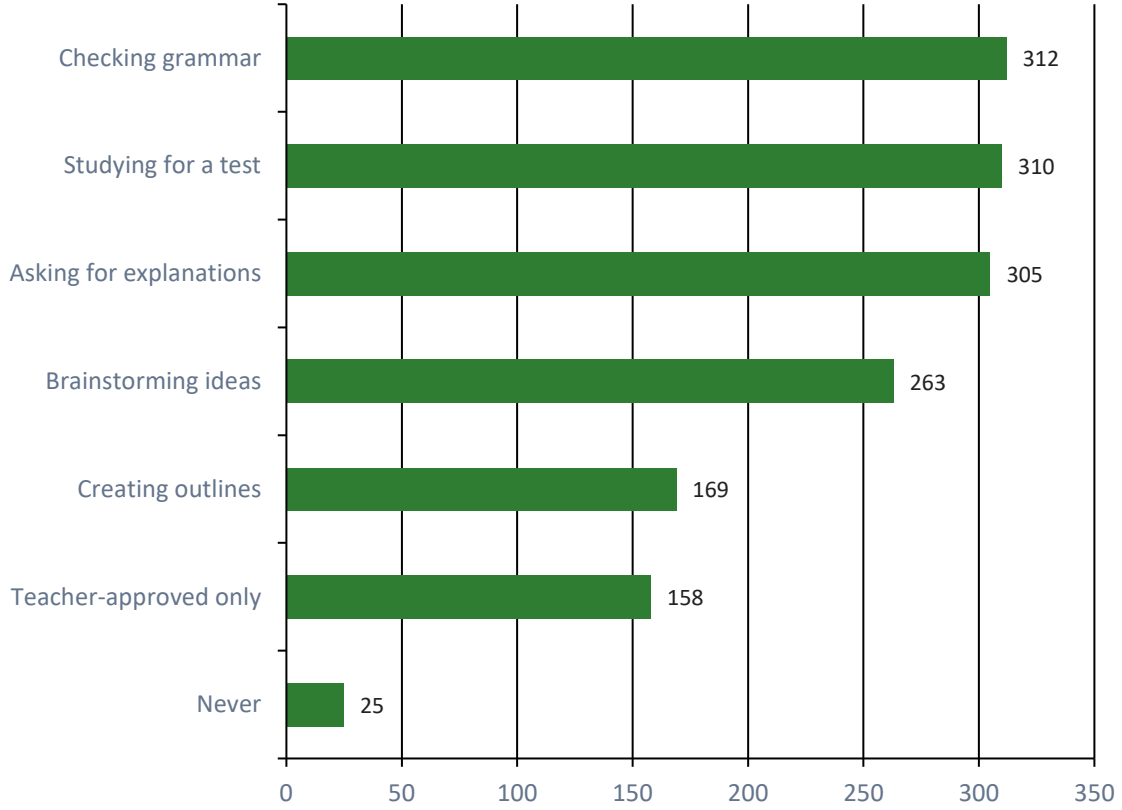
All six common categories clear majority support in both groups after Other write-ins are folded in (responsible use leads at 82% student / 82% parent). Verify-accuracy gets a substantial boost from skepticism/critical-thinking write-ins. Career readiness — only predetermined for parents — also shows up as student write-ins (2 students). New themes the question didn't anticipate: environmental impact, AI dangers/limitations, and reducing reliance.

All predetermined categories align with P-G1. Environmental impact, AI dangers/limitations, and reducing reliance EXTEND beyond NYSSBA if adopted.

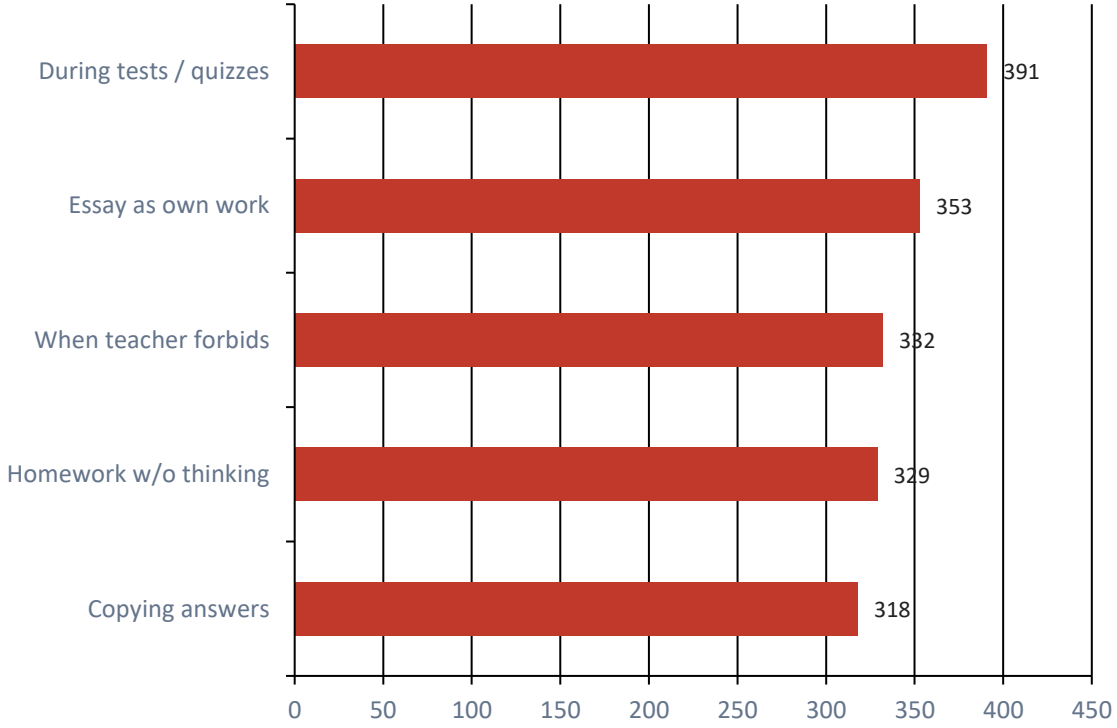
When AI use is OK and when it isn't — student view

Student Q10 (OK) · Student Q11 (NOT OK) — student survey only; teacher-side appropriate-use covered on slide 13

WHEN AI USE IS OK (student count)



WHEN AI USE IS NOT OK (student count)



Students articulate a clear, specific use-policy

- Among 413 students, only 25 said 'Never appropriate' — the rest endorse specific uses with specific boundaries.
- Five distinct NOT-OK categories each clear 75% of student response — an unusually high-consensus picture.
- Six predetermined OK uses each draw 158–312 endorsements; 'teacher-approved assignments only' (158) signals appetite for explicit teacher gating

Student views on teacher AI use — read with care

Student Q15 (open) + Q16 — separating substantive concerns from misconceptions about what teaching is

Most students aren't categorically opposed

177 students (43%) signal some acceptance · 64 (15%) raise substantive concerns · 107 (26%) frame teacher AI use through misconceptions about teaching · 32 (8%) give a blanket 'no'. Buckets overlap — a student can hold a substantive concern AND a misconception.

ACCEPTING — 177 students

What the accepting students say:

- Conditional acceptance — 102 (25%): OK if reviewed, used for specific purposes, or in moderation.
- Unqualified acceptance — 51 (12%): fine / helpful / 'I don't mind.'
- Indifferent — 66 (16%): no preference / 'don't care.'

SUBSTANTIVE — 64 students

Concerns worth committee attention:

- Don't grade student work with AI — 22 (5%): clearest single substantive ask.
- Want a human evaluating their work — 8 (2%): personal feedback, not a robot's opinion.
- Accuracy concerns for unsupervised AI use — 21 (5%): when teachers pass AI output through unchecked.
- Want transparency / disclosure — 25 (6%): tell students when AI is used.

MISCONCEPTIONS — 107 students

Objections rooted in a flawed model of teaching:

- Hypocrisy / 'same rules' — 60 (15%): treats teacher tool-use as analogous to student academic-integrity.
- Teacher as content delivery — 26 (6%): 'they have a PhD, use your brain'; teacher as walking textbook.
- Lazy framing — 27 (7%): any AI use = teacher not doing the job.
- Zero-sum / either-or — 7 (2%): 'if AI does it, the teacher isn't.'

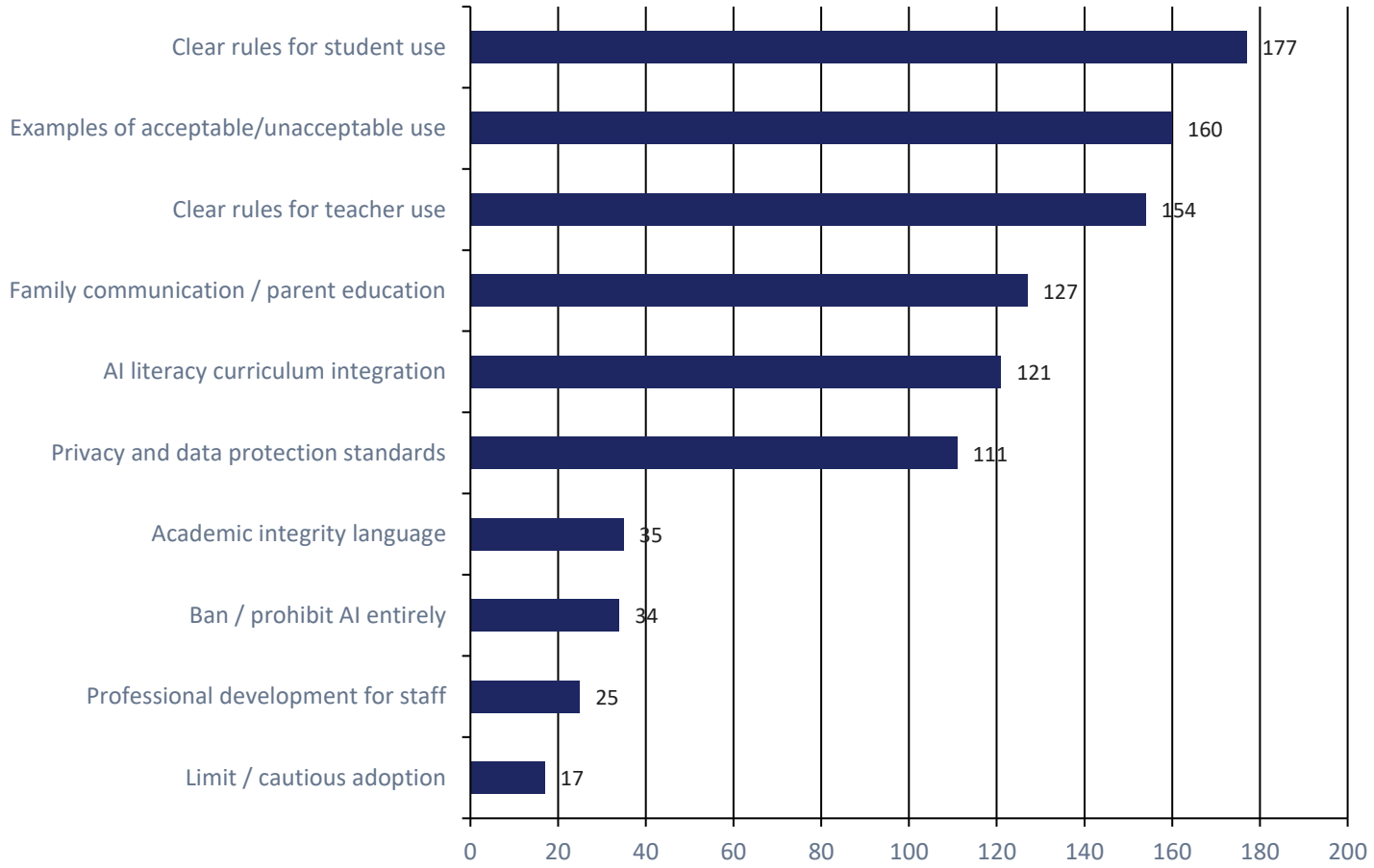
Blanket 'no' (categorical opposition): 32 students (8%) — small but distinct, overlaps with strongly-opposed cohort.

117 responses too brief / ambiguous to code.

Substantive concerns map to candidate OCSD-local provisions (no AI grading, transparency, human-in-the-loop). Misconceptions noted as FYI, not policy mandate.

Specific district-action requests articulated by respondents

What people explicitly asked for — NOT the full community position (that's on slide 21)



How this chart was compiled

Source questions

- Staff Q15 (multi-select: 'What types of guidance would be most useful?')
- Staff Q18 (open: policy suggestions)
- Student Q18 (open: 'one rule schools should have')
- Parent Q13 (multi-select: 'What kind of district guidance?')
- Parent Q14 (open: 'most important thing district should do')

Coding rules

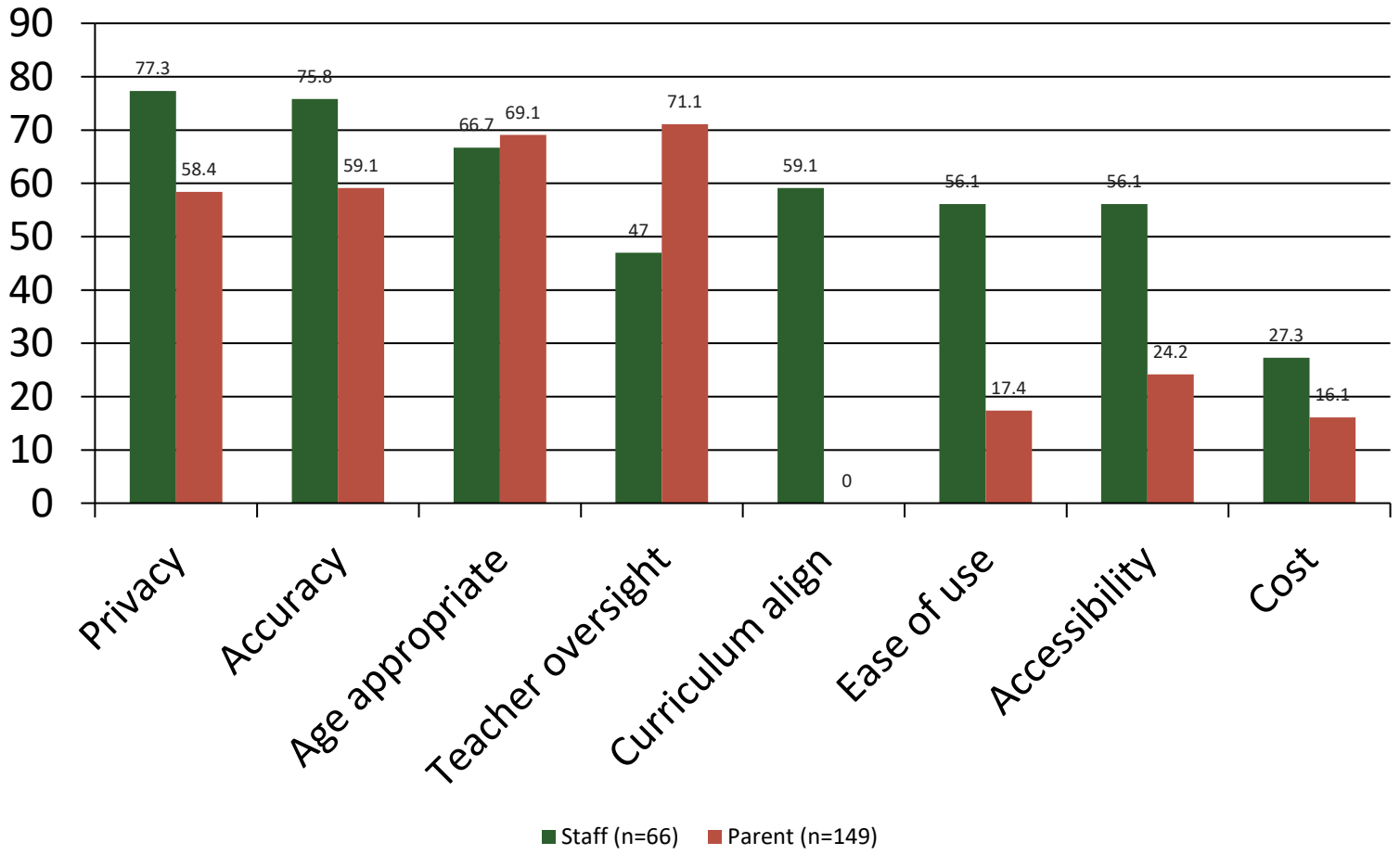
- Multi-select check counts as articulating that request once.
- Open-ended responses scanned with explicit keyword patterns and unified codebook (Pass 2, workbook 06).
- Each respondent counted at most once per category.
- Categories reflect explicit asks — not inferred support.

Why these numbers look smaller than expected

This chart counts only respondents who articulated each request in their own words or by checking a list item. The broader community position on action items — e.g., 370 of 628 respondents endorse teaching AI literacy via direct yes/no questions — is consolidated on slide 21 (synthesis). Parent counts now include the 30 new responses (multi-select Q13 + open-text Q14; open-text via documented codebook — see wb10).

Platform safety / approval criteria

Staff Q12 · Parent Q9 — what should determine whether a tool is approved for school use



Where they converge

- Privacy and accuracy are the top concerns for both groups.
- Parents weight teacher oversight more heavily than staff do.
- Staff add curriculum alignment as a criterion parents weren't asked about.
- Other write-ins (small counts): environmental cost, sources cited transparently, vendor reputation.
- All top criteria map to NYSSBA provisions (P-C1, P-A3, P-C3, P-E2).

Top criteria SUPPORT existing NYSSBA provisions. Environmental cost and source-citation would EXTEND.

The strongly opposed cohort

Multi-signal classification — closed-ended responses + explicit ban-language detection in open-ended responses

47 strongly opposed and 149 skeptical — 31% of all respondents have meaningful concerns

STAFF (n=66)	STUDENT (n=413)	PARENT (n=149)
STRONGLY OPPOSED	**STRONGLY OPPOSED**	**STRONGLY OPPOSED**
5 7.6% of staff	**10** 2.4% of student	**32** 21.5% of parent
SKEPTICAL / CAUTIOUS	**SKEPTICAL / CAUTIOUS**	**SKEPTICAL / CAUTIOUS**
13 19.7% of staff	**111** 26.9% of student	**25** 16.8% of parent

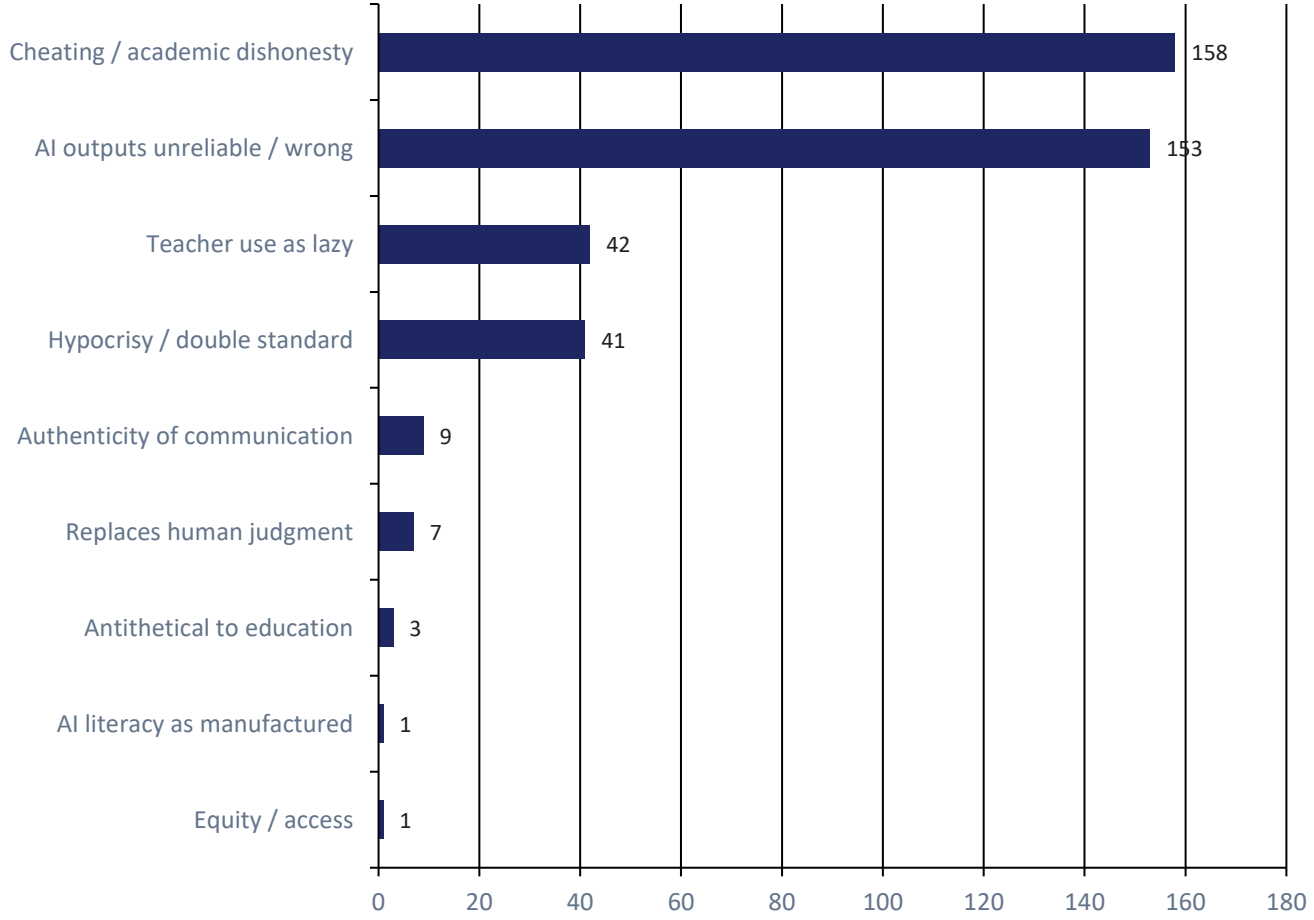
The cross-group asymmetry — and why it matters

- Parent opposition is proportionally the largest (21.5% strong + 16.8% skeptical = 38% have meaningful concerns).
- Students are the LEAST opposed group — only 2.4% strongly opposed. The population the policy most affects is also the most open to it.
- Staff is small numerically but articulates the most philosophical / professional arguments.

Classification rule: 3+ signals for students (max 6), 2+ for parents/staff (max 4/3). Parent figures updated for the 30 new MS responses — audit workbooks 03 and 10.

Opposition — EDUCATIONAL bucket

Arguments rooted in the school mandate: 9 claim categories, 415 instances (60.6% of all opposition claims; incl. 30 new parents — see wb10)



Representative voices

[STAFF] "AI removes the relational element of education... we want our parents to know that when they receive an email, they are really getting an email from a teacher."

[STAFF] "There should be fair, clear and consistent consequences for students who consistently 'cheat' using AI."

[STUDENT] "I think it's hypocritical that we are told to never use AI, but teachers have free reign."

[STUDENT] "AI lessons turn out to be horribly made slop... it makes the learning process horribly mundane."

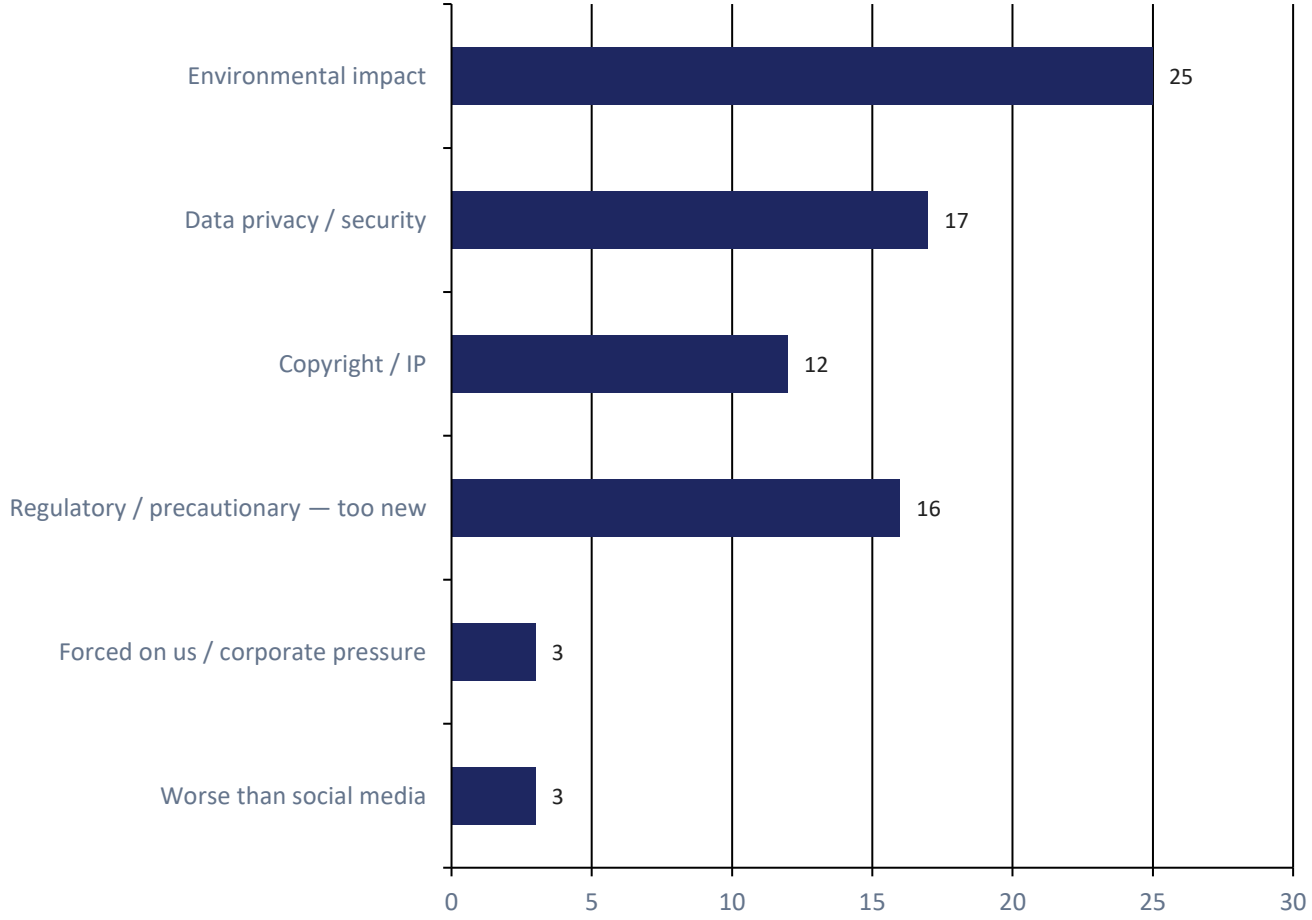
Policy response posture

- Most addressable via policy design.
- NYSSBA P-G2, P-G3, P-G4, P-A3, P-E2 already cover the bulk.
- Hypocrisy/double-standard suggests an OCSD-local transparency provision.

BUCKET MAP: educational claims align with — and largely are addressed by — NYSSBA P-G2, P-G3, P-G4, P-A3, P-E2.

Opposition — IDEOLOGICAL bucket

Values/political claims about AI's role in society: 6 claim categories, 76 instances (11.1% of all opposition claims; incl. 30 new parents — see wb10)



Representative voices

[STUDENT] "It's so bad for the environment, it reduces overall skills and it's blatantly incorrect."

[PARENT] "There's not enough research yet — we're all guinea pigs. Please don't jump to embrace it."

[STAFF] "The world is forcing it on us, and... it will have a negative impact on education."

[PARENT] "AI should not be used until it is regulated using legislation."

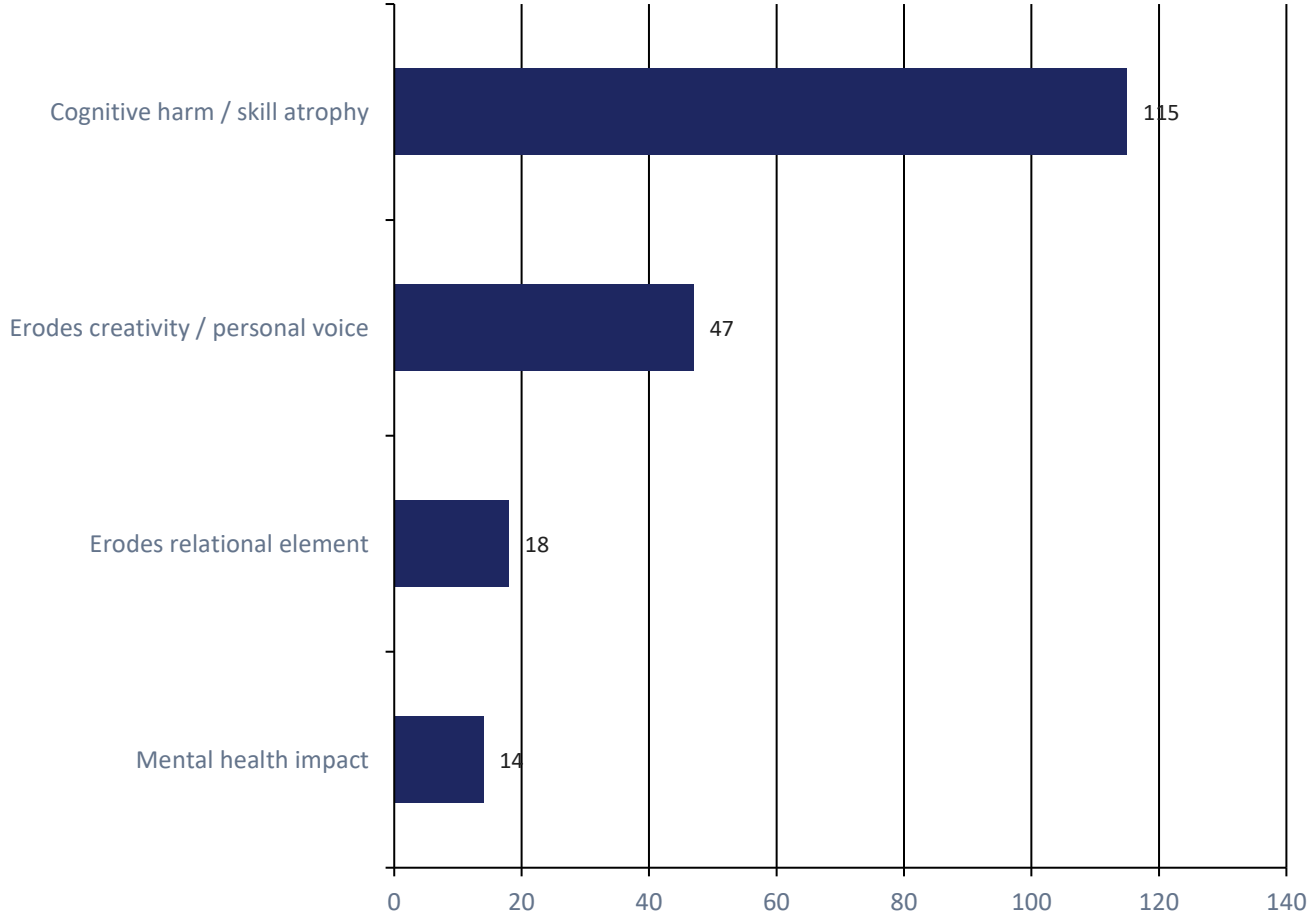
Policy response posture

- Requires district-level positions.
- Privacy & copyright covered by NYSSBA P-C1, P-E3.
- Environmental, regulatory, corporate-pressure EXTEND beyond NYSSBA.

BUCKET MAP: privacy and copyright SUPPORT existing NYSSBA. Environmental cost, regulatory readiness, and procurement guidance EXTEND beyond.

Opposition — EXISTENTIAL bucket

Claims about AI harming human development or human-ness: 4 claim categories, 194 instances (28.3% of all opposition claims; incl. 30 new parents — see wb10)



Representative voices

[PARENT] "AI is being proven in recent studies to decrease critical thinking skills and intelligence. For the first time in generations, our children will be less intelligent."

[STAFF] "Education is about developing fine skills over time through relationship with an instructor or mentor. AI removes the relational element."

[STUDENT] "AI tends to make assignments soulless and samey... it destroys the incredible aspects of learning face-to-face."

[PARENT] "The mental health impacts are significantly detrimental. I do not feel comfortable."

Policy response posture

- Hardest bucket to address by policy alone.
- These are values claims, informed by research, not settled by it.
- Strongest argument for taking the NYSSBA 'restrict student use' option seriously.

BUCKET MAP: aligns with NYSSBA P-A1 (right to abstain), P-A3 (acknowledges errors), P-C4 (respect for those who decline). The opposed cohort asks the committee to take the more restrictive option NYSSBA explicitly permits.

Where the community stands vs NYSSBA Sample Policy 8636

Summary view — SUPPORTS · EXTENDS · DIVERGES

SUPPORTS NYSSBA

- P-G1 curriculum integration — majority across all groups
- P-G2 student responsibility & citation — top 'learn' category (431)
- P-G4 clear teacher expectations — 130-151 calls
- P-A3 outputs may be wrong — 149 instances
- P-C1 / P-E3 privacy — top safety criterion
- P-C3 age-appropriate — both staff and parent
- P-E1 / P-E2 staff use with review — supported

EXTENDS BEYOND

- Teacher AI-use transparency requirement (#1 EXTENDS candidate)
- AI literacy starting grade — middle school consensus, NYSSBA silent
- Environmental impact in curriculum and platform criteria
- Symmetric rules for teachers and students — fairness demand from students
- Approved-tools list / district whitelist
- Family education / parent communication resources — 104 calls
- PD program with practical training — staff request

DIVERGES

- 39 strongly opposed + 144 skeptical call for restricted or banned student AI use
- Strongly-opposed parents (20.2%) cite empirical claims about cognitive harm and mental health not addressed by NYSSBA
- Staff opposition argues AI use is antithetical to education's purpose — categorical, not procedural
- These cohorts will not be satisfied by policy guardrails alone

Committee recommendation framework

Adopt NYSSBA 8636 as base; add OCSD-specific provisions on transparency, environmental criteria, family education, and PD; address the strongly-opposed cohort by acknowledging — not rebutting — existential claims and naming the restrictive option as a deliberate committee choice.

Action items the community is asking the district to do

Synthesis: closed-ended endorsements + open-ended specifics, ranked by evidence strength

1 Teach AI literacy in school

Staff Q16 + Student Q13 + Parent Q10: 370 Yes of 628 respondents endorse. Curriculum: responsible use, privacy, what AI is, verify accuracy, academic honesty, bias.

2 Set clear, symmetric rules for student AND teacher AI use

177 explicit requests for student rules · 154 for teacher rules. Students articulate specific OK/NOT-OK contexts (391 not-during-tests, 353 not-as-own-essay).

3 Provide concrete acceptable/unacceptable-use examples

160 explicit requests. Pairs with student-articulated use-policy (slide 12) and committee can publish illustrative scenarios.

4 Establish platform safety/approval criteria

Privacy is the top criterion: Staff 51/66 (77%), Parent 87/149 (58%). Accuracy second. Followed by age-appropriate and teacher oversight.

5 Restrict / curate AI tool access

Parent Q8: 113 of 149 (76%) say district SHOULD limit student access. Staff Q11: 30 of 66 (45%) want approved list.

6 Add OCSD-local teacher-transparency provision (EXTENDS NYSSBA)

25 students explicitly request transparency. Student Q16 shows many soften opposition when transparency mentioned. NYSSBA P-E2 is silent on disclosure.

7 Provide regular family communication about AI use

Parent Q13 multi: 105/149 (70%) endorse 'Family communication about AI tools'. Staff Q15: 21/66 endorse 'Parent communication resources'. About district-to-family notifications/transparency, not parent education.

8 Implement no-AI-grading provision

22 students substantively request AI not be used to grade their work. 11 staff via Q10 open confirm. Substantive concern, policy-actionable.

9 Professional development & implementation support for staff

Staff Q15 multi: 23 request PD. Open-ended responses ask for practical training, lesson examples, ethics framework.

10 Acknowledge environmental and existential concerns explicitly (EXTENDS NYSSBA)

25 environmental mentions across groups. 194 existential-bucket opposition claims (new-30 parent claims via reconstructed regex — indicative, see wb10) (cognitive harm, mental health). Not policy mandates, but the committee should name these in its

Each item draws on the closed-ended data (broad endorsements) PLUS the open-ended specifics where respondents articulated the request directly. Slide 20 shows how these map to NYSSBA Sample Policy 8636.

Board Meeting - Jun 02 2026 Minutes

Tuesday, June 2, 2026 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 any school building

1.03 Pledge of Allegiance

1.04 Roll Call
Present: Rory Smith, Jenny Jared, Emily Mitchell-Marell, Caroline Jerome, Clark Goodrich, Rick Knutsen, Cindy Bishop

2. Welcome

2.01 High School Principal, Lance Edelman will Welcome the Board (duration 15 mins)
06-02-26-HS Update-BOE.pdf

3. Student Representative Report

3.01 The Student Representative on the Board, Jenny Albright, will give a report
Ms. Albright reported that a lot is happening throughout the district. The Trivia Bowl took place this evening. Early Regents Exams and Regents Exams are underway, and the Senior Summit was held today. Ms. Albright continued to discuss upcoming events, noting that prom was a fun event for students. She also shared that the golf team will be heading to states tomorrow. Elementary schools also have their moving up ceremonies coming up.

Ms. Albright thanked the Board for discussing the Student Support Resolution. She asked for the school to be declared a safe zone and expressed that she would like to see all staff trained on “Know Your Rights” information. She also requested emergency care support for students.

Trustee Bishop clarified that the Board will continue discussing the Student Support Resolution in order to improve it. Trustee Bishop also clarified that the Onteora Central School District is considered a safe zone.

Trustee Jared mentioned that it would be important for students to advocate for greater protections at the state level, such as contacting or emailing state representatives.

Draft

4. Proposed Executive Session

4.01 Enter Executive Session

Motion to enter into executive session to discuss the Superintendent and Assistant Superintendents' contracts, as well as the District Clerk stipend (30 min)
Moved by: Jenny Jared; seconded by: Eric Knutsen

Motion Carries

4.02 Exit Executive Session

Motion to exit executive session and return to public session
Moved by: Jenny Jared; seconded by: Clark Goodrich

Motion Carries

5. Acceptance of Minutes

5.01 Acceptance of Minutes

Budget Vote and Special Board Meeting - May 19 2026 - Minutes - Html

The Board of Education hereby accepts the minutes of the May 19, 2026 meeting
Moved by: Jenny Jared; seconded by: Rory Smith

Carried

6. Superintendent District News

6.01 The Superintendent will report District News

Budget Gratitude

Thank you to the community for supporting the Budget and Capital Reserve Proposition. We are grateful that this community continues to support our students and allows us to continue to provide the services and programs that are so necessary. I hope that everyone who is able will join us for graduation to see the culmination of the incredible support that these young adults have received.

I also want to congratulate the returning and newly elected Trustees: Caroline Jerome, who has graciously decided to continue her Board service, and Aubrey O'Neal and Faedra Dagirmanjian, who have stepped up and joined this amazing board. I look forward to continuing on this path with them as part of this team.

We will miss Emily Mitchel-Marell and Clark Goodrich, but we have one more meeting with them, so no need to say goodbye yet!

Scholar Athlete Recognition

Last week, I had the honor of attending the Mid-Hudson Athletic League Scholar Athlete Breakfast. At this event, each district in the MHAL recognized two scholar-athletes. Onteora recognized Sadie Konjas and Connor Gierloff. Congratulations to Sadie and Connor on this recognition of your athletic and academic achievements, as well as your leadership abilities.

Board Excellence Recognition Program

Once again, our Board Trustees are being recognized for their dedication to their Board work through the Board Excellence Recognition Program as implemented by the NYS School Boards Association. This program is designed to acknowledge school board members who

Draft

strive to continually expand their governance knowledge and skills. It is comprised of four achievement levels that are reached by accumulating points for participating in NYSSBA training, workshops, events, and activities. This year, we are recognizing Clark Goodrich, Jenny Jared, Caroline Jerome, and Rory Smith. We are incredibly fortunate to have Board members who not only dedicate their time to activities and meetings within the District, but who also sacrifice their personal time to attend NYSSBA events to expand their knowledge and bring additional resources back to the District. Thank you all.

AI Policy Update

Ms. Laffin has some information to share regarding the status of the AI Circle and the Proposed AI Policy work that has been done:

The AI Circle Team convened on Thursday and has identified minor recommended revisions to the NYSSBA AI policy. We will present an analysis of staff, student, and parent survey results at the next meeting, with recommended edits to follow. Additionally, the team has begun developing guidelines for staff and students on the appropriate use of AI for school-related work.

6.02 Capital Project Update

We discussed the future playground of Bennett during our Facilities Committee meeting last week. The reps from Parkitechs, the play equipment company that we built all of our playgrounds with, came and reviewed all of our play structures to determine which of them might be relocated to the central playground. We will be creating boards with options for students to consider and share their opinions on what structures should be included in the layout and different layout options. We will bring this to the students in September for their consideration and input.

2026-5-20_Design - Phased Construction Milestone Schedule.pdf

7. Board District News

7.01 The Board will report District News

Trustee Jared reported that the Middle School and High School concerts were amazing. Trustee Jared also attended the “Hidden in Plain Sight” presentation hosted by the Middle School Principal. Invitations were extended to elementary parents as well. Trustee Jared stated that the presentation was extremely important and that she learned a great deal from attending.

Trustee Jared also highlighted the accomplishments of the music department, noting that Onteora students in the Middle School Jazz Band will be opening the Maverick Concert at 12:30 p.m., and that Onteora students will also be closing out the concert.

Emily Mitchell-Marell reported that the 5th grade classes have three field trips planned in June. Students participating in the pen pal program with Tannersville students recently had the opportunity to meet each other in person. A field day at Davis Park will bring together all 5th grade students from Bennett and Woodstock schools prior to the start of 6th grade. Additionally, all 5th grade students will visit the Middle School in June.

Trustee Knutsen shared that the Trivia Bowl was a great time and enjoyed witnessing the fun during the War of the Classes event. Trustee Knutsen also participated in an event on the track involving students running throughout the area. Trustee Knutsen commended the

Booster Club for doing a fantastic job organizing events and helping them run smoothly.

8. Acknowledge Public Be Heard Comments

8.01 The Board will acknowledge the public be heard comments from the May 5, 2026 meeting

- Tansy Michaud
- Pohan spoke for Matteo Farwella whop was unable to be present for the meeting
- Jude Kurjan-Frank
- Jason Glaser
- Meredith Kunhardt
- AJ Jacobs
- Charlotte Royer

9. Public and Student Comment

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

- Abigail Elliot
- Samantha Navaro
- Jude Kurjan-Frank
- Russell Kurjan- Frank
- Ruby Gahagan
- Connor Gierloff
- Adam Grady
- Hazel Haynes

10. **Break**

10.01 The Board will take a 5 minute break if needed

11. Discussion and Possible Action

11.01 Approve Statement of the Chair (final vote results)

The Onteora Board of Education hereby approves the Statement of the Chair for the 2026 Annual Budget Vote and School Board Election
Moved by: Caroline Jerome; seconded by: Rory Smith

Motion Carries

Statement of the Chair 2026 Annual Budget Vote and School Board Election May 19, 2026.pdf

11.02 2026 - 2028 Professional Learning Plan

The Board of Education hereby approves the updated Professional Learning Plan for 2026-2028
Moved by: Caroline Jerome; seconded by: Jenny Jared

_Updated Professional Learning Plan 2026-2028.pdf

12. Consent Agenda

12.01 Approve Consent Agenda

The Board hereby approves item numbers 12.02 - 12.06
Moved by: Clark Goodrich; seconded by: Rory Smith

Motion Carries

12.02 Personnel Agenda

Draft

The Board of Education hereby approves the personnel agenda as attached

Carried

6-2-26 personnel agenda.pdf

12.03 Approve Overnight Trip - Girls Golf

The Board of Education hereby approves one student to attend the NYSPHSAA Girls Golf Championships at the Wild Wood County Club, 1201 Rush West Rush Rd, Rush, NY on Saturday, June 6 - June 8, 2026 with an overnight stay on June 5, 6, and 7, 2026 with all related fees, room and board.

12.04 Approve Overnight Trip - Track and Field

The Board of Education hereby approves up to ten students to attend the NYSPHSAA Track and Field Championships at the Webster Schroeder High School, 875 Ridge Road, Webster, NY on Saturday, June 12 - June 13, 2026 with an overnight stay on June 12 and 13, 2026 with all related fees, room and board.

12.05 Surplus Items

BE IT HEREBY RESOLVED on recommendation by the Superintendent of Schools that the Board of Education of the Onteora Central School District declare the attached lists of books as surplus and authorizes the sale or disposal of the listed books

WeedingLogReportJobMay.pdf

12.06 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, #06/26, Confidential, as reviewed by Trustee Cindy Bishop

13. Contracts and Independent Contractor Retainers

13.01 Approve all Contracts and Independent Contractor Retainers

The Board hereby approves item numbers 13.02 - 13.04
Moved by: Emily Mitchell-Marell; seconded by: Clark Goodrich

Carried

13.02 Approve Ambulance Contract

The Board of Education hereby approves the contract with Olive First Aid Unit for Athletics as attached

Olive First Aid Unit, Inc - Ambulance Contract.pdf

13.03 Institute for Family Health - Medical Director Services

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 the Institute for Family Health retained as Medical Director Services, effective July 1, 2026 through June 30, 2027 at an annual rate of $55,929.00 and authorizes the Superintendent to sign such an agreement.

2026-2027 Onteora Central School District medical agreement_final.pdf

Draft

13.04 Approve 2026-2027 increase along with the Terms and Conditions for the Confidential Staff and the District Treasurer

The Board of Education hereby approves an increase of 3% or $3,000 for 37.5 hour employees, prorated for 40 hours, along with the Terms and Conditions for the Confidential Staff.

The Board of Education hereby approves an increase of 3% or $3,000 for 37.5 hour employees, prorated for 40 hours, along with the Terms and Conditions for the District Treasurer.

Confidential Staff Terms and Conditions of Employment 26-27.pdf

District Treasurer Contract 2026-27.pdf

14. Policies

14.01 Second Reading and Adoption of Policy 8230 School Counseling Program

8230 School Counseling Program

The Onteora Board of Education hereby adopts policy 8230 as written
Moved by: Jenny Jared; seconded by: Rory Smith

Motion Carries

14.02 Second Reading and Adoption of Policy 5572 Disclosure of Wrongful Conduct (Whistleblower Policy)
combines polices 5572 and 5573 (attached)

Policy 5572 Allegations of Fraud.pdf

5573 Whistle Blower.pdf

5572 DISCLOSURE OF WRONGFUL CONDUCT (Whistleblower Policy)

The Onteora Board of Education hereby adopts policy 5572 as written
Moved by: Clark Goodrich; seconded by: Caroline Jerome

Motion Carries

15. Committee Reports

15.01 Updates from Board Committees

Trustee Mitchell-Marell provided an update from the Facilities Committee. Plans were laid out and reviewed, with a great deal of work scheduled to take place over the summer and into the fall.

Trustee Goodrich reported on the Safety Committee meeting. Building inspections were reviewed, along with updates on the capital project. The committee also reviewed CPR videos and discussed age-appropriate CPR training for students in grades K-12. Trustee Goodrich shared that the odor issue has been resolved.

Trustee Jared stated that she appreciated hearing from professionals during the Safety Committee meeting. She asked the district's security representative from Altaris about concerns regarding government officials entering school buildings. Altaris, which works in over 700 school buildings, shared that this has not yet been an issue.

Trustee Bishop reported that the Communications Committee met yesterday and discussed Board Briefs for June and July. The committee also reviewed the long-term communications plan and discussed focusing again on areas that had previously been set aside due to the

capital project. The second portion of the meeting focused on proposed changes to the Student Support Resolution and the potential adoption of portions of the URR Resolution.

Trustee Jerome added that the Communications Committee also discussed updates related to the capital project.

Trustee Knutsen added that if community members are unable to find information, they are encouraged to reach out to the district so the Board can continue improving communication through additional avenues.

16. Unfinished Business

16.01 The Board will discuss Unfinished Business

Trustee Mitchell-Marell shared that she would like the next Board Book Club topic to focus on educational technology. Trustee Jared and Trustee Mitchell-Marell have been discussing the topic together and shared the Los Angeles Screen Time Policy, along with articles they felt were most important for Board members to review prior to the next Board meeting discussion.

Trustee Goodrich encouraged the students in attendance to email the Board and share their thoughts and feelings regarding artificial intelligence (AI).

16.02 Continued Discussion of the Student Support Resolution

The Board continued its discussion of the Student Support Resolution and reviewed both the current resolution and the proposed changes. The revisions, along with several questions for clarification, will be sent to the district's attorney. The Board plans to bring the resolution back at the next meeting for approval.

The student representative asked whether the Board could ensure student safety on school buses and what would happen if government officials were to follow students home or detain them at home. The Board President stated that this question would be presented to the district's attorney for clarification. It was noted that school buses are considered school property, and therefore the district can ensure safety while students are on the bus.

Trustee Jared reiterated that if any government official attempted to enter a school building, staff should not permit entry and should immediately contact the Superintendent's Office. Trustee Jared added that unauthorized entry into the building would be considered a break-in and local law enforcement would be contacted.

It was also clarified that the district-wide safety plans are available on the district website. However, building-level safety plans are strictly confidential and are only shared with the Safety Committee, local law enforcement, and the New York State Education Department.

Continued Discussion – "A New Direction for Students in an AI World" Report

A-New-Direction-for-Students-in-an-AI-World-FULL-REPORT.pdf

17. New Business

17.01 The Board will discuss New Business

Trustee Jared discussed the importance of after-school activities and opportunities that encourage students to engage in play and social interaction.

Trustee Knutsen acknowledged the parent emails regarding before- and after-school care for students. Trustee Knutsen explained that current challenges include staffing needs and ensuring there is enough community demand for such programs. Trustee Knutsen also mentioned that providing these services may become easier once the district is centralized

and students are located on one campus. It was further noted that the school district is not a licensed daycare provider, so any before- or after-school care program would need to be operated by an outside organization.

18. Request for Information

18.01 Board Members will Request Information of the Superintendent

Trustee Jared requested information regarding providing after-school activities for students following centralization. She asked when it would be appropriate to begin discussions with administration about expanding opportunities for students and expressed the importance of addressing the matter sooner rather than later, including discussing benchmarks and beginning conversations with teachers and staff.

Trustee Bishop responded that expanding after-school activities is an administrative priority and noted that Bennett would have after-school activities available, along with transportation for students to get home.

19. Adjournment

19.01 Adjourn the Meeting. Next meeting is June 16, 2026 at 6:00 pm at the Middle/High School.

The meeting is adjourned at 8:45 pm .
Moved by: Jenny Jared; seconded by: Caroline Jerome

Carried

_____
District Clerk

Draft

Onteora Central School

Centralization Project - Draft Milestone Schedule – 3/19/2026

Phase	Timeline	Budget
Phase 1 – Design Schedule		
Kick Off	January 2026	**Phase 1 – Project Budget $27,649,632.00**
Design Development Submission	April 2026	
SED Submission	September 2026	
SED Review Time	(2 Months)	
Project Bid Period	December 2026	
Project Award Period	February 2027	
Construction Period (2 Summers)	February 2027 - September 2028	
Closeout	December 2028	
Phase 2 – Design Schedule		
Design Development Submission	December 2026	**Phase 2 – Project Budget $14,037,625.00**
SED Submission	April 2027	
SED Review Time	(2 Months)	
Project Bid Period	September 2027	
Project Award Period	October 2027	
Construction Period (2 Summers)	October 2027 - September 2029	
Closeout	December 2029	

SCHOOLHOUSE CONSTRUCTION SERVICES LLC

Onteora Central School

Centralization Project - Draft Milestone Schedule – 3/19/2026

Prop. #	Item #	Description of Work	Start	Substantial Completion	Budget
Stand Alone Work					
2	1	Resurface Track	3-4 Months	3-4 Months	$200,000

Prop. #	Item #	Description of Work	Start	Substantial Completion	Budget
Phase 1 Scope of Work					
2	2	Grass Sports Fields Improvements	3-4 Months	3-4 Months	$1,045,188
1	3[5]	Drop Off Loop Modifications (Happen w/ 4)	3-4 Months	3-4 Months	$3,804,250
1	4[5]	Reconfigure Outdoor Play Space and Parking (Happen w/3)	3-4 Months	3-4 Months	$1,096,125
1	5[6]	Remediate Drainage at BES for Addition Work (Complete before 11)	4-5 Months	4-5 Months	$312,194
1	6	BES Fuel Tank Relocation (Happen w/ 7)	3-4 Months	3-4 Months	$1,317,250
1	7	BES Electrical Service Relocation (Happen w/ 6)	3-4 Months	3-4 Months	$1,317,250
1	8	NY Route 28 Storm Water Culvert	3-4 Months	3-4 Months	$614,875
1	11[6]	BES - Classroom Addition-8 Classroom, Office and Art, AC	12-16 Months	12-16 Months	$16,516,000
1	12[6]	New Boiler and Addition (Complete before 11)	6-8 Months	6-8 Months	$1,626,500
Phase 1 Total = $27,649,632.00					

Onteora Central School

Centralization Project - Draft Milestone Schedule – 3/19/2026

Prop. #	Item #	Description of Work	Start	Substantial Completion	Budget
Phase 2 Scope of Work					
2	9[3]	Nurse's Suite Renovations (AC)	5-6 Months	5-6 Months	$226,755
2	10	Science Classroom Renovations (AC) • Rooms 204,206, 211 • Replace Corridor Acid Waste Lines	5-6 Months	5-6 Months	$3,254,438 $411,556
1	13	Replace Below Slab Sanitary in Front Hallway (Happens w/ 16)	3-4 Month	3-4 Month	$282,813
2	14[2]	Replace Exterior Windows and MEP (Happens with 17) (AC)	2 Summers	2 Summers	$5,281,188
2	15[3]	Renovate Music Rooms (Similar time thought as nurse note 3) (AC)	6-8 Months	6-8 Months	$2,897,875
2	16	Renovate Toilet Rooms in Front Hallway (Happens w/ 13)	3-4 Months	3-4 Months	$772,875
2	17	Replace Ceilings and Lights in Front Hallway (Happens w/ 13)	2 Summers	2 Summers	$910,125
Phase 2 Total = $14,037,625.00					

Personnel Agenda for BOE Meeting 06/16/2026

Be it hereby resolved that the Board appoints:
DiRusso, Anthony certified School District Leader to a 4-year probationary period in the tenure area of Assistant Director of Pupil Personnel Services (replace resignation) at a salary of $130,000.00 commencing on 07/01/2026 and ending on 06/30/2030.

APPOINTMENT: NON-INSTRUCTIONAL
PROBATIONARY APPOINTMENT

NAME	POSTION/SCHOOL	EFFECTIVE DATE FROM -TO	REMARKS
Gavette, Dustin**	Building Maintenance Worker II	07/06/26 – 01/05/27	Step 3

pending pre-employment processing

ADMINISTRATIVE LEAVE OF ABSENCE

EMPLOYEE NUMBER	EFFECTIVE DATE FROM -TO	REASON
040125	06/17/26 – 07/07/26	Extended leave and reassigned pursuant to Superintendent

LEAVE OF ABSENCE: INSTRUCTIONAL

EMPLOYEE NUMBER	EFFECTIVE DATE FROM -TO	REASON
4194	09/02/26 – 11/30/26*	FMLA

anticipated dates

RESIGNATIONS: INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	REMARKS
Detweiler, Maureen	Substitute Teacher	06/30/26	Personal
Inge, Karen	Teaching Assistant/Middle School	06/30/26	Retirement

SUBSTITUTE

NAME	POSITION	RATE
Rogers, Connie	School Bus Attendant	$16.00/hour

TEMPORARY APPOINTMENT: INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	RATE
Carr, Deanna	Social Studies Teacher/Middle School	09/03/26 – 11/30/26*	MA Step 1
Ryan, Nicole	Extended School Year- Special Education Teacher	07/01/26 – 08/31/26	$45/hour

anticipated dates

TEMPORARY APPOINTMENT: NON- INSTRUCTIONAL

NAME	POSITION/SCHOOL	EFFECTIVE DATE	RATE
Decker, Connor	Summer Custodial Worker	06/27/26 – 09/06/26	$20.00/hr
Perry, Janelle	Summer Typist/High School	06/29/26 – 09/02/26	On step- up to 15 days

EXTRA DUTY STIPENDS

NAME	POSITION	AMOUNT
Edelman, Lance	CIO for Student Management System Secondary/Tech	$7,725.00
Baloy, Dave**	Football- Varsity- Assistant Coach	$4,600.00
Faulkner, Todd**	Football- Varsity- Assistant Coach	$4,600.00
Warnes, Carsten**	Soccer-JV- Assistant Coach (boys)	$4,100.00

pending pre-employment processing

Onteora Central School District

Fund Balance and Reserve Plan

June 2026

Overview

The establishment and funding of reserves is an important consideration in the maintenance of a sound financial plan for a school district. While strict adherence to state law is required to ensure reserves are both legal and appropriate, adequately funded reserves are vital to the long-term health and stability of the school district. This concept is recognized by the NYS Comptroller:

> Saving for future projects, acquisitions, and other allowable purposes is an important planning consideration for local governments and school districts. Reserve funds provide a mechanism for legally saving money to finance all or part of future infrastructure, equipment, and other requirements. Reserve funds can also provide a degree of financial stability by reducing reliance on indebtedness to finance capital projects and acquisitions. In uncertain economic times, reserve funds can also provide officials with a welcomed budgetary option that can help mitigate the need to cut services or to raise taxes. In good times, money not needed for current purposes can often be set aside in reserves for future use.
> (Office of the New York State Comptroller – Local Government Management Guide – Reserve Funds, Pg. 1)

The Onteora Central School District believes that the judicious use of reserves greatly reduces long-term borrowing costs and smooths large fluctuations in the tax rate. It believes it is in the best interest of both students and taxpayers to prudently establish and use reserves to weather the financial storms and uncertainties that will occur.

Two purposes for establishing reserves include:

1) Saving money for a large, one-time future expenditure.
   For example: A capital reserve for the replacement of a roof.
2) Reserves which are intended to protect the district against a large, currently unknown risk.
   For example, a taxpayer challenging a past assessment.

Legally established reserves can provide many benefits to the school district and to its taxpayers. However, these reserves can also cause confusion when their purpose is not clearly understood by the community. The purpose of this document is to detail the reserves Onteora has in place and to detail the district's plan for use and maintenance of these reserves. Excess funds to add to reserves is likely for the year ending June 30, 2025. We are requesting the board allow the district to add to the Reserves as listed in the following pages.

Interest rate spread to the reserves is based on average interest rates received by the district during the school year. The District receives varying interest rates on its accounts depending on the financial institution. For the 24-25 school year the District will credit the reserves with an interest rate of 1%. Reserves balances below do not include accrued interest and any accrued interest is not built-in to the maximum allowable balances.

EMPLOYEE BENEFIT ACCRUED LIABILITY (A867)

Authority: The governing board of a school district, by resolution, may establish a reserve for the purpose of funding the monetary value of accrued but unused sick leave, personal leave, vacation time and any other forms of payment of accrued but unliquidated time earned by employees. Establishing the reserve does not require voter approval. Expenditures may only be made for allowed cash payments earned by employees due upon termination of employment (GML, sec 6-p).

Balance June 30, 2025	$1,558,683
Balance March 31, 2026	$1,648,813

Ideal Balance: Total amount of outstanding obligation.

Discussion: This reserve is for contractual entitlements that are to be paid directly to the employee upon termination. It does not include post-retirement health benefits under GASB45. There is currently no funding mechanism for the obligations that school districts face with paying for retiree health insurance obligations.

Districts are allowed, however, to hold in reserve those post-retirement benefits that are based on compensated absences, such as sick leave. The contracts for the various bargaining units spell out the payments available to employees upon retirement. The liability for these days can be held in the reserve. The district recommends funding the EBLR for all employees currently eligible to retire, in addition to those who meet the years of service threshold and age 50. This liability is calculated after the end of the fiscal year based on the available time for existing staff.

Recommendation: If money is available at the end of the year, request an additional amount up to the maximum allowable to be added to this reserve. If the reserve is overfunded, request that additional monies be transferred out.

UNEMPLOYMENT INSURANCE RESERVE (A815)

Authority: This reserve is used to pay the cost of reimbursement to the State Unemployment Insurance Fund for payments made to claimants. The reserve may be established by Board action and funded by budgetary appropriations or other funds as may be legally appropriated (GML, sec.6-m).

Balance June 30, 2025	$ 748,565
Balance March 31, 2026	$ 741,518

Ideal Balance: 3% of Payroll is ideal balance. Payroll for the 25-26 school year is budgeted to increase to $25,585,736.

Discussion: District practice has been to fund claims out of the General Fund when possible. Maintaining a reserve, however, allows the district to weather any unusual increases in unemployment claims which we may see given the current economic climate in the state.

Recommendation: To keep this reserve at the current level.

RETIREMENT CONTRIBUTION RESERVE (A827)

Authority: The governing board of a school district, by resolution, may establish a reserve for the purpose of financing retirement contributions made to the NY State and Local Employees' Retirement System (ERS). Establishing or expending the reserve does not require voter approval. Expenditures may only be made pursuant to a board resolution and must be used to finance retirement contributions. (GML sec. 6-r)

Balance June 30, 2025	$3,842,325
Balance March 31, 2026	$3,842,325

Ideal Balance: ERS contribution rates have continued to stabilize and tier 6 has reduced the district's liability. As such, the recommendation is to keep this reserve at its current level.

Recommendation: To keep this reserve at the current level.

RETIREMENT CONTRIBUTION RESERVE TRS SUB-FUND (A828)

Authority: The monies in this Reserve Sub-Fund may only be appropriated to finance retirement contributions to the New York State Teachers' Retirement System, and/or to offset all or a portion of the amount deducted from the monies apportioned to the District from the State for the support of schools pursuant to Section 521 of the Education Law.

Balance June 30, 2025	$2,037,787
Balance March 31, 2026	$2,037,787

Ideal Balance: The amount of monies contributed annually to the sub-fund cannot exceed 2% of the salaries of TRS members paid during the immediately preceding fiscal year. The balance of the sub-fund cannot exceed 10% of the salaries of all TRS members paid during the immediately preceding fiscal year. The TRS sub fund is in its 8th year, and as such, the fund has reached its 10% maximum as allowed.

Recommendation: To keep this reserve at the current level.

CAPITAL RESERVE FUND -2023 (A878.3)

Authority: The Capital Reserve Fund can be used to pay the cost of any object or purpose for which bonds may be issued. The creation of a capital reserve fund requires authorization by a majority of the voters establishing the purpose of the reserve, the ultimate amount, and its probable term. Expenditures from this reserve must also be authorized by the voters. On May 16, 2024, the voters of Onteora authorized the district to set up a Capital Reserve at a maximum amount of $10,000,000 for a probable term of 10 years.

Balance June 30, 2025	$6,982,891
Balance March 31, 2026	$9,355,468

Ideal Balance: This Capital Reserve will be used to fund the Capital Project that was approved by the voters in December 2025.

Recommendation: This reserve has been fully funded and used to it's voter approved maximum and will not be funded.

CAPITAL RESERVE FUND -2026 (A878.4)

Authority: The Capital Reserve Fund can be used to pay the cost of any object or purpose for which bonds may be issued. The creation of a capital reserve fund requires authorization by a majority of the voters establishing the purpose of the reserve, the ultimate amount, and its probable term. Expenditures from this reserve must also be authorized by the voters. On May 19, 2026, the voters of Onteora authorized the district to set up a Capital Reserve at a maximum amount of $10,000,000 for a probable term of 10 years.

Balance June 30, 2025	$ 0
Balance March 31, 2026	$ 0

Ideal Balance: This Capital Reserve will be used to help pay for those areas of the facilities that are pointed out as needing repair based on the 2026 Building Condition Survey that were not included as part of the December 2025 voter approved Capital Project.

Recommendation: Fund this reserve with any remaining monies up to the maximum of $10,000,000.

REPAIR RESERVE (A882)

Authority: A Repair Reserve is used for repairs to capital improvements or equipment not recurring annually or at short intervals. The reserve may be established by Board action and funded by budgetary appropriations or other funds as may be legally appropriated (GML, sec.6-d).

Balance June 30, 2025	$	33,370
Balance March 31, 2026	$	33,340

Discussion: The district will continue to review the need to use these funds as use of the Repair Reserve does not allow the District to capture Building Aid as a Capital Project does.

Recommendation: To keep this reserve at the current level.

ASSIGNED APPROPRIATED FUND BALANCE (A910)

Purpose: Planned reduction in fund balance to reduce the property tax levy necessary to support the current budget.

Budgeted 21-22	$2,775,000
Budgeted 22-23	$3,270,000
Budgeted 23-24	$3,270,000
Budgeted 24-25	$2,793,385
Budgeted 25-26	$2,518,408
Budgeted 26-27	$3,962,985

Ideal Balance: The designation of fund balance represents a “one shot” revenue that cannot be anticipated to be available in the ensuing year’s budget. Overuse can cause the depletion of the available fund balance.

UNASSIGNED FUND BALANCE (A909)

Purpose: To give the district flexibility in case of unanticipated expenditures, such as increased Special Education Costs due to a new student moving into the district. It also helps with cash flow during the months of July through September before tax receipts are available.

Balance June 30, 2022	$2,399,665
Balance June 30, 2023	$2,448,346
Balance June 30, 2024	$2,493,385
Balance June 30, 2025	$6,218,468
Balance June 30, 2026	$2,659,620

Ideal Balance: By law, the undesignated fund balance is limited to 4% of the ensuing years' budget. This is generally considered an ideal balance.

Recommendation: The additional fund balance from 2025, over the 4%, is to be used for the December 2025 voter approved project. After the voters approved the project, the appropriated fund balance was reduced to $2,543,546. If money is available at the end of the current year, request holding Unassigned Fund Balance up to the maximum allowable (4% of the 2026-2027 budget); or $2,659,620

If available, the following recommendations are provided to the Board for approval at the June 16, 2026 Board of Education Meeting:

- ***Adjust Employee Benefit Accrued Liability based on entitlements at end of the year***
- ***Fund the Unassigned Fund Balance up to the maximum allowed with an additional $116,074***
- ***Fund the 2026 Capital reserve with any remaining monies***

Donations Received for Board of Education Approval, June 16, 2026				
Donor:	**Amount:**	**Purpose:**	**Revenue:**	**Appropriation:**
Linda & Ralph Bonavist	$100.00	Ralph Legnini Award	CM2705.15	CM2989.400-15
Kingston Equipment Rental, Inc.	$500.00	Wyatt Baker Memorial Award	CM2705.15	CM2989.400-15
Friends of Tennis	$1,000.00	Friends of Tennis Award	CM2705.15	CM2989.400-15
Spotted Dog Ventures LLC	$500.00	Emerson Hospitality Award	CM2705.15	CM2989.400-15
Olive Fire Department	$150.00	Aron Thomas Award	CM2705.15	CM2989.400-15
Greener Pastures LLC	$2,000.00	Dorothy R. Gray Memorial Award	CM2705.38	CM2989.400-38
David Boucher	$1,000.00	General Scholarship Support	CM2705.15	CM2989.400-15
James Fitzgerald	$3,000.00	Various Awards	CM2705.15	CM2989.400-15
Chesterfield & Valerie Stewart	$200.00	Spanish Award	CM2705.15	CM2989.400-15
Ryne Perry	$500.00	Joan Berger Award	CM2705.15	CM2989.400-15
Richard Mugge & Rebecca Joslin	$100.00	Spanish Award	CM2705.15	CM2989.400-15
John Sorich & Sally Rothchild	$1,000.00	Nina Rothchild Award	CM2705.15	CM2989.400-15
Kelly & Christine Downs	$50.00	Endurance Award	CM2705.15	CM2989.400-15
Caroline J. Wharton & Enda Kelleher	$300.00	Endurance Award	CM2705.15	CM2989.400-15
Sean Hoolihan & Amy Weisz	$2,830.35	Endurance Award	CM2705.15	CM2989.400-15
Sean Hoolihan & Amy Weisz	$219.65	Endurance Award	CM2705.15	CM2989.400-15
Jessica Morra	$1,050.00	Various Awards	CM2705.15	CM2989.400-15
Facilities USA	$12,500.00	Various Awards	CM2705.15	CM2989.400-15
Jeannine Burkhardt	$800.00	Various Awards	CM2705.15	CM2989.400-15
John Reimer	$50.00	ONTSA Award	CM2705.15	CM2989.400-15
Kelly & Christine Downs	$50.00	ONTSA Award	CM2705.15	CM2989.400-15
Kyle & Natalie Harjes	$50.00	ONTSA Award	CM2705.15	CM2989.400-15
ONTSA Member	$50.00	ONTSA Award	CM2705.15	CM2989.400-15
Raymond Clinton	$50.00	ONTSA Award	CM2705.15	CM2989.400-15
Physical Education Department	$200.00	PE Award	CM2705.15	CM2989.400-15
Yearbook Club ECA	$500.00	Yearbook Senior Award	CM2705.15	CM2989.400-15
Bishop Scholarship Foundation	$16,000.00	4 x $4k Various Awards	CM2705.15	CM2989.400-15
DECA	$100.00	Senior Award	CM2705.15	CM2989.400-15
Art Club	$150.00	3 x $50 Senior Awards	CM2705.15	CM2989.400-15
Amanda & Donnie VanBuren	$100.00	2 x $50 Cindy VanBuren Awards	CM2705.15	CM2989.400-15
Total	$45,100.00			

SCHOOL DISTRICT AGREEMENT

This Agreement by and between Center for Spectrum Services, 70 Kukuk Lane, Kingston, NY 12401 (hereinafter "Agency") and the Board of Education for the Onteora Central School District, PO Box 300, Boiceville, NY 12412 (hereinafter "Board") is made this _____ day of _____, 20____.

WHEREAS the Board is legally responsible to provide appropriate educational services for students with disabilities;

WHEREAS the Board is authorized to contract with private educational organizations, such as the Agency, to provide educational services for children with disabilities;

WHEREAS the Agency is an approved private school in accordance with the NYS Education Law;

WHEREAS the Agency operates programs which provide educational services to children with disabilities;

WHEREAS the Board and the Agency wish to enter into an agreement to authorize the Agency to provide education services to children from the Board's School District;

NOW THEREFORE, in consideration of mutual covenants contained in the Agreement, and intending to be legally bound, the parties agree as follows:

1. **Contract Term.**

The term of this Agreement shall be for the period beginning July 1, 2026 and ending June 30, 2027 ("the Term"). This agreement shall pertain to all students from the Board's School District enrolled with the Agency at any time during the term of this Agreement.

2. **Agency Responsibilities.**

a. The Agency agrees to provide instruction, in accordance with pertinent New York laws and regulations and the student's Individual Education Plan ("IEP"), for children with disabilities approved by the Commissioner of Education to attend the Agency.

b. The Agency shall comply with all applicable laws concerning student records and confidentiality, including the Family Educational Rights and Privacy Act 20 U.S.C. § 1232.

c. The Agency shall obtain appropriate legal consents or other required documents to permit it to provide to the Board full and complete reports concerning the education and progress of the students covered by this Agreement. The Agency shall provide such reports to the Board at the same time as such reports are made to the students and their parents or legal guardians. The Agency shall provide such additional reports as may be required by the State regarding the progress of the students covered by this Agreement.

d. At all times during the term of this Agreement, the Agency shall maintain its status as an approved school pursuant to Education Law Section 853. The parties agree that if the Agency fails to maintain this status, it shall not be entitled to compensation for any portion of the school year in which such approval is not maintained.

3. **Board's Responsibilities.**

a. In consideration of the Agency's provision of educational services, the Board shall compensate the Agency as set forth below in Section 4.

b. The Board shall file any and all required documents and provide all information necessary for placement of a child that is a resident in its School District with the Agency in a timely manner including, but not limited to, all System to Track and Account for Children (STAC) forms. New York State preapproval certifications (DCERT) shall be done by the Board before 7/1 of the fiscal year the student is placed at the Agency, or no later than the student's admission date. All summer 2026 STAC forms shall be filed with the STAC Unit by 7/1/2026. All STAC forms for the Sept 2026- June 2027 school year must also be filed with the STAC Unit by 7/1/2026, or upon admission. If a preapproval certification (DCERT) is not submitted by the New York State Education Department's required date of no later than six (6) days after a student's admission to a program the Board will be responsible to pay the Agency the New York State set rates for tuition and/or summer maintenance from the admission date until the date certification is approved.

4. **Compensation.**

a. In consideration for the Agency's provision of educational services to students from the Board's School District as set forth above, the Board shall compensate the Agency for tuition in accordance with the following provisions:

(1.) For students:

(a.) For the regular school year (September 1 through June 30), the Board hereby agrees to compensate the Agency for each student from the School District for tuition at the rate approved by the Commissioner of Education and the Director of the New York State Division of the Budget.

b. All compensation shall be paid on or before sixty (60) days after the Board's receipt of an invoice. The Agency shall invoice such services on a monthly basis and include a monthly attendance report if requested. When there is a delay in the State's issuance of the education rate or the per diem rate for education aide costs, the Agency agrees to bill, and the Board agrees to pay, an amount based upon the most recent rates set by the State. When the actual rates are issued, the Board agrees to pay the difference in the rates. The Agency shall send a retroactive invoice to the Board for payment.

c. The amount due for each child shall be prorated for the specific days of enrollment if a child does not enroll for the entire school year, which would include those children who are admitted after September 1 and discharged prior to June 30. After June 30, upon the submission of final enrollment date, as pertinent, the Agency shall reimburse the Board for any overpayment of tuition fees or the Board shall authorize payment of any balance of tuition payments owed.

d. For the purposes of this Agreement, the definition and calculation of enrollment and attendance shall be determined in accordance with the Department of Education regulations.

e. The parties acknowledge that the tuition rates in New York may change and that retroactive increases or reimbursement may be necessary to assure appropriate payment of services.

5. **Audits.**

a. During the term of this Agreement the Agency agrees to furnish to the State all reports required to make determinations as to its eligibility to provide educational services to disabled children under State laws and regulations.

b. During the term of this Agreement, and for a period of six (6) years after either (1) the expiration of termination of this Agreement or (2) for individual student records, the date the student turns 21, the Agency and the Board shall afford the State access to all relevant records to determine the parties' compliance with applicable Federal and State laws and regulations. The parties agree to retain all materials and records relevant to the execution or performance of this Agreement in accordance with applicable law, but no less than six (6) years following expiration or termination of this Agreement: if however, any litigation, claim or audit is commenced prior to expiration of the six-year period, such records shall be retained until all litigation, claims or audit findings have been completely terminated or resolved without right of further appeal.

c. Inspections – During this Agreement, the Commissioner of Education and/or his or her designee may visit and inspect all sites, locations and facilities of the Agency related to its performance under this Agreement.

6. **Independent Contractor.**

The relationship of the parties is that of independent contractors. Nothing in this Agreement is intended or shall be construed to create an employer/employee relationship, a joint venture relationship, and/or a partnership relationship. Neither party's employees shall make any claim, demand, or application to, or for, any right or privilege applicable to an officer or employee of the other party, including but not limited to, worker's compensation coverage, unemployment insurance benefits, social security coverage, or retirement benefits. Neither party shall have, or hold itself out as having, the authority or power to bind or create liability for the other by its

intentional or negligent acts or omissions.

7. **Indemnification.**

Each party shall indemnify, defend and hold the other harmless from and against any and all claims, suits, actions, causes of action, damages, judgments, liabilities, fines, penalties, and expenses, including reasonable attorney fees and litigation costs arising out of the indemnifying party's intentional or negligent acts or omissions. This provision shall survive any expiration, termination or non- renewal of this Agreement.

8. **Insurance.**

The Agency shall purchase and maintain during the term of this Agreement the following insurance policies: (a) professional liability insurance covering all services performed pursuant to this Agreement and having coverage limits of at least one million dollars ($1,000,000) per incident and two million dollars ($2,000,000) annual aggregate; (b) Automobile Liability Insurance including coverage for bodily injury and property damage; (c) General Liability Insurance in the amount of one million dollars ($1,000,000) to include sexual abuse and molestation coverage with an Umbrella in the amount of one million dollars ($1,000,000). The Agency agrees to provide at least thirty (30) days prior written notice of cancellation or diminution of coverage to the Board. The Agency shall provide to the Board, upon request, certificates of insurance with respect to such policies and any renewals or replacements thereof.

9. **Notices.**

All notice and communications under this Agreement shall be in writing and shall be given by personal delivery, overnight delivery service, or certified mail, return receipt requested. Overnight delivery and mailed notices and communications shall be sent to the other party at its respective address as set forth above or at such other addresses as the parties may designate by written notice.

10. **Assignment.**

This Agreement and its respective duties and obligations hereunder may not be assigned, delegated, subcontracted, or transferred without the prior written notice of the other party.

11. **Entire Agreement/Amendment.**

This Agreement represents the entire understanding of the parties with respect to its subject matter, and it supersedes all prior agreements, understandings, or representations, whether oral or written, by either party. This Agreement may only be amended by a further written document signed by the parties.

12. **Counterparts; Facsimile and other Electronic Copies.**

This Agreement may be executed in one or more counterparts, each of which will be deemed an original copy of this Agreement, and all of which, when taken together, will be deemed to constitute one and the same agreement. The exchange of copies of this Agreement and of signature pages by facsimile, e-mail or other electronic transmission shall constitute effective execution and delivery of this agreement as to the Parties and may be used in lieu of the original agreement for all purposes. Signatures of the Parties transmitted by facsimile, e- mail, or other electronic transmission shall be deemed to be their original signatures for any purpose whatsoever.

13. **Severability.**

Should any provision of this Agreement be finally determined by any court of competent jurisdiction to be invalid or unenforceable for any reason, the invalidity or unenforceability of such provision shall not affect the validity of the remaining provisions of this Agreement, unless such invalidity or unenforceability would defeat an essential purpose of this Agreement, in which case, the Agreement shall be terminated.

14. **Waiver**

The failure of any party to insist on the strict performance of any provision of the Agreement or to exercise any right under this Agreement shall not constitute a waiver of such provision or right. A waiver is effective only if in writing and signed and delivered by the waiving party.

15. **Governing Law.**

This Agreement shall be construed at all times in accordance with and governed by the laws of the State of New York without reference to the State's conflict of laws, rules and any such claims or causes arising out of or in connection with this Agreement shall be commenced in Supreme Court of the State of New York in Ulster County.

16. **Fingerprinting and Background Checks.**

The Agency warrants and agrees that members of its staff who shall have contact with the Board's students shall have the appropriate fingerprinting and background checks in accordance with Part 87 of the Commissioner's Regulations prior to employment.

17. **CSE Meeting Participation.**

Any employee, teacher and/or instructor of the Agency who provides services to the Board's students, shall participate in CSE meetings in order to assist the Board in providing appropriate recommendations and placements for such students' IEP, and

shall participate in impartial hearings, as requested by the Board. Where reasonable, attendance by telephone or video conference shall be permitted.

18. **Force Majeure.**

Neither party shall be held liable or responsible to the other party nor be deemed to have defaulted under or breached this Agreement for failure or delay in fulfilling or performing any obligation under this Agreement when such failure or delay is caused by or results from causes beyond the reasonable control of the affected party, including but not limited to fire, floods, embargoes, war, acts of war (whether war is declared or not), insurrections, riots, civil commotions, strikes, health pandemics (including but not limited to the COVID-19 pandemic) lockouts or other labor disturbances, acts of God or acts, omissions or delays in acting by any governmental authority; provided, however, that the party so affected shall use reasonable commercial efforts to avoid or remove such causes of nonperformance, and shall continue performance hereunder with reasonable dispatch whenever such causes are removed. Either party shall provide the other party with prompt written notice of any delay or failure to perform that occurs by reason of force majeure.

19. **Termination of Agreement.**

In the event either party wishes to terminate the Agreement, or modify any part thereof, it shall give thirty (30) days written notice of intention to cancel or modify the Agreement to the other party. Termination shall be effective thirty (30) days after receipt, except that where prior oral notice of intent to terminate is given, termination shall be effective thirty (30) days after deposit of the notice with the USPS via certified mail, return receipt requested.

IN WITNESS WHEREOF, the parties hereto, intending to be legally bound, have set their hands as of the date and year first above mentioned.

ONTEORA CENTRAL SCHOOL DISTRICT

_____ Date:_____

Title: _____

CENTER FOR SPECTRUM SERVICES

Charlotte Mennona Date: 5/19/2026

Charlotte Mennona, Executive Director

CENTER FOR SPECTRUM SERVICES

Parents' Bill of Rights for Data Privacy and Security
2026-2027

Parents (includes legal guardians or persons in parental relationships) and Eligible Students (student 18 years and older) can expect the following:

1. A student's personally identifiable information (PII) cannot be sold or released for any commercial purpose. PII, as defined by Education Law § 2-d and FERPA, includes direct identifiers such as a student's name or identification number, parent's name, or address; and indirect identifiers such as a student's date of birth, which when linked to or combined with other information can be used to distinguish or trace a student's identity..
2. Safeguards associated with industry standards and best practices including but not limited to encryption, firewalls and password protection must be in place when student PII is stored or transferred.
3. A complete list of all student data elements collected by NYSED is available at http://www.nysed.gov/data-privacy-security/student-data-inventory and by writing to: Chief Privacy Officer, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.
4. Educational agency workers that handle PII will receive training on applicable state and federal laws, policies, and safeguards associated with industry standards and best practices that protect PII.
5. Educational agency contracts with vendors that receive PII will address statutory and regulatory data privacy and security requirements.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day Center for Spectrum Services receives a request for access.

   Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. A fee may be charged for copies.

   Parents or eligible students should submit to the Program Director, who serves as The Records Access Officer, a written request that identifies the records they wish to inspect. The Program Director or her designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to seek amendment or correction of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
   Parents or eligible students who wish to ask Center for Spectrum Services to amend a record should write to the Program Director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedure will be provided to the parent or eligible student when notified of the right to a hearing. After the completion of the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA permits disclosure without consent.

   FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

   - School officials with legitimate educational interest
   - To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer
   - To authorized representatives of, among others, State and local educational authorities, such as a State department of education, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs
   - To a representative of a State or local child welfare agency or Tribal organization regarding a child in foster care
   - To State and local officials or authorities pursuant to a State statute concerning the juvenile justice system and the system's ability to effectively serve the student whose records are being disclosed pursuant to specific State law.
   - To organizations conducting studies for, or on behalf of, the school for specified purposes including improving instruction

- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Accrediting organizations
- To comply with a judicial order or lawfully issued subpoena
- Appropriate officials in cases of health and safety emergencies

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Center for Spectrum Services to comply with the requirements of FERPA.

   Parents who believe that their FERPA rights may have been violated may file a complaint with SPPO at https://studentprivacy.ed.gov/file-a-complaint.

For more information regarding FERPA and other student privacy issues, please visit https://studentprivacy.ed.gov

Definitions

Eligible Students

The Family Educational Rights and Privacy Act or FERPA (20 U.S.C. § 1232g; 34 CFR Part 99) provides certain rights for parents regarding their children's education records. FERPA gives these rights to custodial and noncustodial parents alike, unless there is a court order, legally binding document, or State law that specifically provides to the contrary. When a student reaches 18 years of age or attends an institution of postsecondary education at any age, he or she becomes an "eligible student," and all rights under FERPA transfer from the parent to the student.

FERPA provides ways in which a school may share education records on an eligible student with their parents. Schools may, but are not required to, disclose any and all education records to parents, without the consent of the eligible student, if the student is a "dependent student," as that term is defined in Section 152 of the Internal Revenue Code.

School Official

A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs or review an education record in order to fulfill his or her professional responsibility.

CENTER FOR SPECTRUM SERVICES
Brightening the lives of people with autism

70 Kukuk Lane
Kingston, NY 12401
tel: 845.336.2616
fax: 845.336.4153

4 Yankee Place
Ellenville, NY 12428
tel: 845.647.6464
fax: 845.647.3456

Charlotte Mennona Executive Director
web:centerforspectrumservices.org

ACKNOWLEDGMENT OF RECEIPT

Onteora Central School District has received a copy of the Center for Spectrum Services 2026-2027 PARENTS BILL OF RIGHTS FOR DATA PRIVACY AND SECURITY.

_____ _____

Signature & Title Date

EMPLOYMENT AGREEMENT
BETWEEN
ONTEORA CETRAL SCHOOL DISTRICT
AND
VICTORIA MCLAREN

AGREEMENT made this 16th day of June 2026, between the BOARD OF EDUCATION OF THE ONTEORA CENTRAL SCHOOL DISTRICT, a municipal corporation of the State of New York with its principal office at 4166 Route 28, Boiceville, New York (hereinafter called the "District") and Ms. Victoria McLaren, (hereinafter called the "Superintendent" or "Ms. McLaren").

W I T N E S S E T H:

That it is hereby agreed as follows:

1. The District hereby continues to employ Victoria McLaren as Superintendent of Schools of the District, to perform the duties of that position as prescribed by and subject to the laws of the State of New York, together with such other duties as the District may require of the Superintendent from time to time, for a period commencing on June 17, 2026, through the close of business on June 16, 2031, inclusive. The Superintendent shall present to the Board, each year, no later than January 15th, any suggestions or proposals for amendment of this Agreement. The Board reserves the option to renew and extend this Agreement annually for an additional year or years subject to agreement on terms with the Superintendent. A discussion regarding a renewal shall occur by no later than the month of May of each school year. Any such extension shall be constituted as a new agreement.

2. The Superintendent shall be the Chief Administrative Officer of the District and shall perform all of the duties and accept all of the responsibilities usually required of a Superintendent in this District or similar districts pursuant to the provisions of the laws of the State

of New York. The Superintendent also agrees to perform all the services and duties imposed by the rules and regulations of the District's Board of Education ("Board") and such other services and duties usually performed by a Superintendent in said District or a similar district as shall, from time to time, be delegated to the Superintendent by the Board, and to meet all reasonable and proper requirements of the Board. Without limiting the foregoing, the Superintendent shall be responsible for effectuating the policies of the Board and shall be accountable in connection therewith to the Board and shall act as follows:

(a) The Superintendent shall:

(i) Administer and supervise the District within the framework of the policies of the Board;

(ii) Work cooperatively with the Board, and establish annual goals and objectives for the District;

(iii) Be responsible for managing District activities aggressively and imaginatively so as to maintain and improve the quality of the District through continuous school improvement initiatives.

(b) Make recommendations on curriculum planning, or revision of curriculum to the end that policies and procedures of the Board may be implemented.

(c) Keep the Board advised of all matters concerning the administration of the District with particular emphasis on matters relating to discipline, personnel relations, finances, and academic performance, and progress towards achieving the Board's annual goals.

(d) Make recommendations to the Board as to organization and/or reorganization of the administration of instructional programs, business affairs, and administrative staff of the District which seems to best meet the needs of the District.

(e) Be responsible for recruiting both teaching and non-teaching personnel for vacancies and conduct interviews and make investigations of applicants for such positions.

(f) Recommend to the Board professional candidates to be recommended for appointment, tenure, and dismissal.

(g) Prepare the notice of an agenda for all meetings of the Board and the committees thereof, together with information, comments, and recommendations when requested by the Board, or committees thereof, and/or when deemed appropriate in the judgment of the Superintendent.

(h) The Superintendent shall be notified of and shall have the right to attend all meetings of the Board, including executive sessions of the Board, except that the Board may exclude the Superintendent from any portion of a meeting during which they are discussing her performance or salary. The Board will, individually and collectively, bring issues or complaints to the Superintendent for study and recommendation.

(i) Carry out the duties set forth in Section 1711 of New York State Education Law, as amended or superseded.

(j) The Superintendent shall have the authority to initiate and approve transfers of supervisory, administrative, instructional and non-instructional personnel from one school building to another or from one grade or a course of study to another grade in such course of study, and the authority to initiate and approve transfers of District staff from one job assignment or place of employment to another, subject to the limitations, if any, in applicable collective bargaining agreements.

(k) The Superintendent will, in general, perform extra duties appropriate to the position of Superintendent as the Board may legally authorize or direct.

The Board may prescribe additional duties, responsibilities, rights and authorities for the Superintendent provided that the Board shall not:

(i) assign duties or responsibilities to the Superintendent which are inconsistent with those normally associated with the position of the Superintendent;

(ii) assign duties or responsibilities to the Superintendent without, at the same time, granting to the Superintendent the additional rights and authorities which are reasonably necessary to carry out those duties and responsibilities.

(l) The Superintendent shall ensure full cooperation with any distinguished educator appointed by the Commissioner of Education pursuant to Section 211-c of the Education Law.

3. (a) For the period of June 17, 2026 through June 30, 2026, the Superintendent's annual base salary shall be Two Hundred and Two Thousand, Six Hundred and Ninety-Two Dollars ($202,692) and is to be paid in equal installments in accordance with the method used to pay other District administrative employees. The Superintendent's base salary for each subsequent year of employment (commencing July 1st) shall be increased by a minimum of 2% plus $2,500 over the prior year's base salary. Upon completion of 12 school years of administrative service, inclusive of prior service to the District, the Superintendent shall receive an annual longevity stipend of $3,100. Upon completion of 18 school years of service, inclusive of prior service to the District, the Superintendent shall receive an annual longevity stipend of $3,600 which shall replace the prior longevity stipend. The longevity payment shall not be cumulative.

(b) When authorized by the Superintendent, in writing, the District shall deduct from the Superintendent's salary, the amount stipulated by her at an interval to be determined by

the Business Office of the District for participation in Tax Sheltered Annuity and Credit Union contributions, and to transmit all such monies promptly.

(c) If the Superintendent obtains her doctoral degree, she shall be paid an additional $2,000 per year.

(d) Health insurance benefits will be provided through the Dutchess Employees Health Insurance Consortium (DEHIC) Plan, and the District shall pay 80% of the cost of the Superintendent's health insurance premiums of the ALT PPO plan, or 95% of the premiums of the EPO20 plan to be deducted as a payroll deduction from each paycheck, unless otherwise agreed to by the parties. The Superintendent may voluntarily opt out of the District's major medical/hospitalization/prescription plan and receive a payment of $5,000 in each year of the contract. Eligibility for participation in the buyout requires written notification of withdrawal and proof of alternate coverage from the Superintendent by June 1st of the school year preceding the buy-out. The District shall contribute the same dollar amount as it contributes on behalf of members of the OTA for the Superintendent's participation in the OTA Benefit Trust. Should the Superintendent's participation not be allowed under the Benefit Trust, then the District shall provide the Superintendent with dental and vision coverage in an amount not to exceed what it would have paid towards her participation in the OTA Benefit Trust. Any cost towards such coverage in excess of what is paid by the District shall be borne solely by the Superintendent. Upon the Superintendent's separation or resignation from the District, the District contribution for health insurance premium payments for individual coverage shall be 80% of the premium cost of the Alt PPO plan, and 95% for the EPO20 plan. For family coverage, the District contribution for health insurance payments shall be 60% of the difference between the individual and family premium. The superintendent shall also be entitled to continue receiving district provided dental and vision insurance coverage at the individual or family rate based upon her family

circumstances at separation or resignation from the district for the remainder of her life with the district paying 100% of the premium of such plans.

(e) In addition, the District will:

(i) Reimburse the Superintendent for the use of her own vehicle for in or out of district business travel at the prevailing IRS rate of mileage reimbursement, provided she submits an itemized log of such travel.

(ii) The District shall pay the Superintendent's annual professional dues for membership in up to three (3) professional organizations of her choosing.

(iii) The District shall pay the cost of professional coaching through an organization mutually selected by the parties, and the Superintendent shall participate in such coaching. In the event that the parties cannot reach an agreement as to the specific coach, Dr. Bill Christensen shall select the coach. The District shall have the discretion to require the Superintendent to participate in coaching in each year of the contract. The Board of Education shall approve the cost of the professional coaching prior to its commencement.

(iv) Provide the Superintendent with paid time off for all holidays listed in the school calendar, which include the following: Fourth of July, Labor Day, Rosh Hashanah (provided school is closed), Yom Kippur (provided school is closed), Columbus Day, Veteran's Day, Thanksgiving Day and the day following, Christmas (2 days), New Year's Day, Asian Lunar New Year (provided school is closed), Martin Luther King, Jr. Birthday, President's Day, Good Friday, Memorial Day, and Juneteenth (provided school is closed). The Superintendent is expected to work during school recess periods, unless she elects to utilize vacation time. In the event school is cancelled as a result of snow, the Superintendent shall be entitled to work from home.

(v) Within budgetary appropriations, the Superintendent is authorized to incur reasonable expenses in the discharge of her duties, including but not limited to expenses for travel, meals and lodging, attendance at professional conferences previously approved by the Board, and meetings and similar items related to her employment, which occur outside of the District's boundaries. The Board will pay or reimburse the Superintendent for all such reasonable and customary expenses, upon presentation, within the budget year, of an itemized account of such expenditures.

4. Upon commencement of this agreement, the Superintendent shall be credited with her existing vacation day bank. The Superintendent shall be credited with twenty-six (26) vacation days, on July 1st of each school year, exclusive of paid holidays recognized on the school calendar, but inclusive of all other school recess periods during the school year, to be taken at any time during the year at the option of the Superintendent or as the Superintendent's duties may permit. The Superintendent may carry over ten (10) vacation days into the following school year and such carryover may accumulate to a bank of fifty (50) days provided the Superintendent may never have more than seventy-six (76) vacation days at any one time. The Superintendent may elect to sell back to the District up to ten (10) unused vacation days each school year at the rate of $1/240^{th}$ of her then annual base salary. The cash-back payment shall not be added to the Superintendent's base salary. In the last year that she is employed by the District, the Superintendent's vacation days shall be pro-rated between July 1st and the last of day of service. Upon termination of employment, the Superintendent shall be entitled to compensation at the rate of $1/240^{th}$ of her then annual base salary for each unused vacation day.

5. Effective July 1, 2025, and each July 1 thereafter for the term of the agreement, the Superintendent shall be credited with eighteen (18) sick days. The Superintendent may accumulate

a maximum bank of sick days up to two hundred twenty (220). The Superintendent shall also be entitled to four (4) personal days per school year non-cumulative, which the Superintendent may convert to sick leave if such personal days are not used on an annual basis; five (5) bereavement days per death in the immediate family, non-cumulative. Immediate family shall include: mother, father, spouse, significant other, child, brother, sister, and grandchildren. Sick days may only be used for personal or immediate family illness. If the Superintendent serves the District through the 2026-27 school year, and retires from the District directly into the New York State Teachers' Retirement System, when she retires, she shall be compensated $100 for each unused and accrued sick days. The District shall also provide the Superintendent with a flexible benefit plan (IRS Section 125 Plan) for medical premiums, un- reimbursed medical expenses and dependent day care expenses.

6. Retirement Incentive: If the Superintendent retires with at least five (5) years of service as an administrator within the Onteora Central School District and is eligible for retirement with the Teachers Retirement System (TRS), and submits an irrevocable letter of resignation for retirement by December 1st of the school year in which the retirement is effective, she will receive a retirement incentive of $32,000. The incentive will be payable within one month following the end of the school year in which the retirement is effective as an Employer non-elective contribution into an IRS 403(b) non-elective tax-sheltered annuity plan or a 457 plan within the allowable IRS rules and limitations for the benefit of the retiring administrator.

7. Prior to the use of her vacation time and/or sick leave time, the Superintendent shall report the use of such leave time to the Board of Education President and to the District's Business Official for tracking purposes.

8. It is agreed that the Superintendent will furnish throughout the life of this contract a valid and appropriate New York State Certificate to act in the assigned position. The Superintendent agrees to devote her full time, skill, labor and attention to this employment during the terms of this contract, provided however, that the Superintendent may only undertake outside work (such as consultation work, speaking engagements, and/or professionally related teaching, writing or lectures) that does not interfere with her normal duties, provided that she first obtains the permission and approval of the Board of Education prior to accepting any such outside employment, which approval shall not be unreasonably withheld. This permission shall only be valid for a one-year period, and must be renewed by the Board on an annual basis if the Superintendent desires to continue the outside work. Additionally, at the reorganizational meeting each year, the Superintendent shall review with the Board all outside work undertaken during the previous school year that she will continue to engage in during the subsequent school year. Under no circumstances shall the Superintendent engage in any outside work utilizing school facilities or while on District premises. The Superintendent shall be entitled to keep any payments or honorariums she receives for such outside work.

9. The District shall provide the Superintendent with a cell phone and a laptop computer for the Superintendent's use for official District business and incidental personal use. Such item shall be the property of the District and shall be returned to the District at the time the Superintendent leaves the active employment of the District. Alternatively, if the Superintendent chooses to use her personal cell phone for official District business, the District shall contribute $65.00 per month towards the cost of her monthly cell phone bill.

10. The Superintendent represents that she is free to enter into this Agreement of Employment and to perform the services to be rendered and that there is no outstanding contract

of employment or obligation that will prevent or impede the purposes of this contract and, further, that she will not enter into such a contract or obligation during the term of this Agreement or extensions thereto.

11. The Board shall devote at least a portion of one meeting during the month of June in each year of the Superintendent's employment by the District to an evaluation in Executive Session of the Superintendent's performance and working relationship with the Board. The Board shall reduce that evaluation to writing utilizing the SuperEval evaluation instrument. The evaluation shall be based upon performance criteria as mutually established by the Board and the Superintendent by September 10 of each year which shall be reduced to writing in a form mutually agreed upon by the parties. The Superintendent shall be provided with a copy of the written evaluation, at least seven (7) days prior to the Executive Session of the Board scheduled to discuss such evaluation. The performance evaluation prepared pursuant to this paragraph shall be confidential and shall be kept so by the Board and individual Board members, except as otherwise required by law.

12. It is agreed that the Superintendent shall fulfill all aspects of this Agreement. Failure to fulfill the obligations agreed to will be considered as a violation of the Administrators' Code of Ethics and breach of professional agreement in addition to possible disciplinary action, and may be reported to appropriate State and National Associations and authorities.

13. Other than as delineated herein, discharge prior to expiration of the above-stated term or subsequent extensions thereto shall only be upon a showing of just cause.

(a) Prior to serving the Superintendent with a written statement of charges pursuant to this Article, the Board individually and/or collectively, shall discreetly refer to the Superintendent, in writing, any and all criticisms, complaints, suggestions, communications, or

comments regarding the administration of the District or the Superintendent's performance of duties which may form the basis of formal charges with the understanding that the Superintendent will be afforded the opportunity to address and, if possible, rectify such criticisms, complaints, suggestions, communications or comments.

(b) The Superintendent will be served with a written statement of charges and she shall be offered an opportunity, but shall not be required, to discuss the same with the Board in executive session within seven (7) days of service of the charges.

(c) The Board may, by a majority vote, suspend the Superintendent with pay and benefits pending the hearing set forth below.

(d) The Superintendent has a right to a hearing before an independent Hearing Officer mutually selected. In the event that the parties are unable to agree on a Hearing Officer within seven (7) days of the service of charges, the matter shall be referred to the American Arbitration Association for the appointment of a Hearing Officer from lists submitted under its Voluntary Labor Arbitration Rules. If a designation cannot be made from that list, the American Arbitration Association shall be empowered to designate a Hearing Officer.

(e) The Superintendent shall be given a fair opportunity to hear witnesses and evidence against her and to present witnesses and evidence on her behalf.

(f) The Superintendent may be represented at her own expense at such a hearing.

(g) A record of that proceeding shall be maintained.

(h) Formal rules of evidence shall not apply.

(i) The Hearing Officer shall issue written Findings of Fact and a disposition of each charge.

(j) The Board shall give serious consideration to the findings and recommendations by the Hearing Officer, and if the Board rejects the findings and recommendations, such rejection must be based on reasons based upon the record as expressed in a written determination. Discharge shall be by a majority vote of the entire membership of the Board. The Superintendent shall have the right to appeal such decision pursuant to Section 310 of the Education Law or a court of competent jurisdiction.

13-a. In lieu of the disciplinary process pursuant to paragraph 12 of the agreement, the Board may at any time, upon 15 days' notice, terminate this agreement provided however the Superintendent shall be compensated for 50% or two years, whichever is greater, of the value of all salary and other cash payments pursuant to the agreement and all contractual leave time payments and all benefits including but not limited to health insurance, dental insurance, and vision insurance in upon separation or resignation pursuant to subparagraph D of Paragraph 3 of the agreement.

14. If any adjustments in compensation or benefits are made during the term of this Agreement, they shall be in the form of an amendment hereto. Such amendment shall not be construed as a new contract, nor as extending the termination date of this Agreement.

15. The Superintendent shall provide the Board with a minimum of three (3) months' notice of her intent to resign and/or retire from her position. Should the Superintendent fail to comply with this minimum notice requirement, she will not be entitled to use any accumulated vacation days from the date she provides the notice until her separation from employment with the District. However, the Board may waive this notice requirement.

16. Should the Superintendent be unable to perform any or all of her duties by reason of illness, accident, or other cause, and should said disability exist for a period in excess of six (6) months, or if said disability is permanent, irreparable, or of such duration or nature, as

demonstrated by competent medical evidence, so as to seriously impair the Superintendent in the performance of her duties, the Board may, at its option, and notwithstanding any provision herein to the contrary, terminate this Contract upon sixty (60) days written notice to Superintendent, whereupon the respective duties, rights and obligations hereunder shall terminate, except that the Superintendent's continued rights to disability insurance policies under an existing group disability insurance plan shall not be affected for the length of that disability, or other compensation due her as explicitly provided in this Agreement.

17. The District shall defend and indemnify the Superintendent to the maximum extent authorized by Section 18 of the New York State Public Officers Law and New York Education Law. If in the good faith opinion of the Superintendent a conflict exists regarding the defense of any claim between the legal position of the Superintendent and the legal position of the District, the Superintendent may engage her own counsel, in which event the District shall indemnify the Superintendent for costs of legal defense, but only in the event the Superintendent is determined to be or have acted within the scope of her duties. In no event shall the Superintendent be indemnified for the costs of her legal defense to any proceeding commenced against her by the Board of Education.

18. The Superintendent agrees to have a comprehensive medical examination performed by a duly licensed physician of her choice once during each twelve-month period of her employment and to file a statement of the examining physician promptly with the District Clerk certifying her physical competency. Such statement shall be available for review by the Board President and be treated as confidential information by the District. The Board shall reimburse the Superintendent for the cost of such examination only to the extent that her health insurance does not pay for such examination.

19. This Agreement constitutes the full and complete agreement between the parties except as it may be modified by a signed written Agreement between them, and shall not be subject to oral modification, nor shall parole evidence be admissible to establish any oral modification thereof. This Agreement shall supersede any prior employment contract between the Superintendent and the District.

20. This Agreement may be executed in two or more counterparts, each of which together shall be deemed an original, but all of which together shall constitute one and the same instrument. In the event that any signature is delivered by e-mail delivery of a ".pdf" format data file, such signature shall create a valid and binding obligation of the party executing (or on behalf such signature is executed) with the same force and effect as if such ".pdf" signature page were an original thereof.

IN WITNESS WHEREOF, we have executed this Agreement as of the date set forth above.

DATED:_____ ONTEORA CENTRAL SCHOOL DISTRICT

By:_____
President, Board of Education

DATED: _____ By:_____
Superintendent of Schools

EMPLOYMENT CONTRACT Monica Kim LaClair
Assistant Superintendent for Business
Onteora Central School District
July 1, 2026 – June 30, 2031

1. ARTICLE ONE – LEAVES

a. Sick Leave – The Assistant Superintendent for Business shall be granted eighteen (18) paid days per year for personal and/or family illness in the immediate family with a maximum accumulation of 220 days. Accumulated sick leave may only be used for personal illness.

i. Upon commencement of employment, the Assistant Superintendent shall be credited with twenty-four (24) sick leave days in a bank solely for personal use. As sick leave days are accumulated, this credited allotment shall be decreased by the corresponding number of accumulated days until the credited allotment is depleted.

b. Bereavement – Death in the immediate family – five (5) days paid leave per occurrence. A maximum of three (3) days paid leave for death in the non-immediate family.

c. Personal Leave – Four (4) days paid leave per year, unused days transferred to sick leave.

d. Jury Duty or Court Leave – no charge.

2. ARTICLE TWO – WORKING YEAR

a. 12-month employee – July 1 to June 30 in school years

b. Vacation – Twenty-six (26) days paid vacation annually (prorated first year), may carry over ten (10) days from one year to the next. The district may buy back up to ten (10) unused vacation days annually at 1/240th of the annual salary per day, subject to scheduling approved by the Superintendent. If the Assistant Superintendent for Business resigns or retires mid-year, the annual allotment of vacation days will be pro-rated, and all remaining unused vacation days will be paid at the rate of 1/240th of the annual salary per day.

c. Holidays – All holidays listed in the school calendar, which include the following: Fourth of July, Labor Day, Rosh Hashanah (provided school is closed), Yom Kippur (provided school is closed), Columbus Day, Veteran's Day, Thanksgiving Day and the day following, Christmas (2 days), New Year's Day, Asian Lunar New Year (provided school is closed), Martin Luther King, Jr. Birthday, President's Day, Good Friday, Memorial Day, and Juneteenth (provided school is closed). The Assistant Superintendent is expected to work during school recess periods, unless she elects to utilize vacation time.

d. Snow Days – Employee will not be expected to report to work when school is closed due to inclement weather. This implies adherence to project and report deadlines. If school is closed for a reason other than inclement weather, employees will be expected to report to work at the Superintendent's discretion.

3. ARTICLE THREE – NEGOTIATIONS PROCEDURE

a. Length of Agreement - This agreement is for school years 2026-2027, 2027-2028, 2028-2029, 2029-2030, and 2030-2031.

b. Termination of Agreement - Either party may give a minimum of sixty (60) days written notice to extend or terminate the agreement.

c. Successor Agreement Timeline - The Superintendent shall commence discussions and analysis for a successor agreement no later than April 1, 2031.

4. ARTICLE FOUR – INSURANCE BENEFITS

a. Health Insurance – The district will pay 85% of individual or family premium for the ALT PPO plan, or 95% for the EPO20 plan health insurance. If the Assistant Superintendent chooses to waive coverage, she must demonstrate that she has adequate alternative coverage. The Assistant Superintendent shall be entitled to an annual payment in lieu of health insurance prorated for the length of employment in the work year as follows:

a. Family: $4,000
b. Individual: $3,000

b. Health Insurance Upon Retirement – Upon retirement from the District, with at least ten years of cumulative service with the district, the district contribution for health insurance premium payments for retirees shall be at the same percentage of District contribution in effect for the retiring employee as of the date of retirement. For family coverage, the District contribution for health insurance premium payments for retirees shall be 50% of the difference between the individual and family premium.

c. Other - The district will pay $400 annually for documented expenses or premiums for self or immediate family for disability coverage.

d. Payroll Savings – The district will make available Tax-Sheltered Annuities through payroll deduction. Payments for these annuities shall constitute a reduction in salaries as authorized by the administrator and will be deductible automatically by the district from each paycheck. The districtwill select one company to serve as forwarding agent.

e. Flexible Benefit Plan (IRS Section 125 Plan) – The district shall make available a flexible benefit plan for medical premiums; un-reimbursed medical expenses, and dependent care expenses.

f. Welfare Plan – As an Onteora administrator, the Assistant Superintendent for Business shall be eligible for membership in the OTA Benefit Trust. The district will fund the benefit trust and make payments for the total amount.

6. ARTICLE SIX – EVALUATION AND TERMINATION

a. Evaluation - The Superintendent will perform an annual evaluation prior to the renewal of the agreement.

b. Terms of Employment - The Assistant Superintendent Business is a tenured employee.

c. Termination - Any termination of employment during such probationary period will be according to Education Law §3020(a).

The position of the Assistant Superintendent for Business shall not be abolished during the term of this agreement, provided however that in the event that the Board of Education shall determine to abolish the position of Assistant Superintendent for Business the Board of Education shall pay the Assistant Superintendent for Business as compensation a lump sum payment equivalent to her then annual compensation at the conclusion of her services as Assistant Superintendent for Business in addition to her compensation during the period of her service.

7. ARTICLE SEVEN – PAYMENT OF PROFESSIONAL DUES, CONFERENCES, AND TRAVEL REIMBURSEMENT, CELL PHONE, AND LAPTOP COMPUTER

a. Professional Membership Dues - The district will cover the annual dues for the Assistant Superintendent for Business for membership in the New York State Association of School Business Officials and other school-related organizations, as approved by the Superintendent.

b. Conference and Travel Reimbursement - When attending any school-related conference or function outside of the District, the District will reimburse the Assistant Superintendent for Business for the use of her personal automobile at the mileage rate set by the district for all employees. Reasonable meals, lodging, conference registration fees, and charges to the administrator's cellular phone relating to district business will be reimbursed.

c. Cell Phone and Laptop Computer – The District shall provide the Assistant Superintendent with a cell phone and a laptop computer for use for official District Business and incidental personal use. Such items shall be the property of the District and shall be returned to the District at the time the Assistant

Superintendent leaves the active employment of the District. Alternatively, if the Assistant Superintendent chooses to use her personal cell phone for official District business, the District shall contribute $50.00 per month towards the cost of her monthly cell phone bill.

8. ARTICLE EIGHT-COMPENSATION

a. Annual Salary - The Assistant Superintendent for Business's base annual salary for the 2025-2026 school year shall be $182,750.

b. Salary Increases - The Superintendent shall base salary increases upon performance and evaluation. The base salary shall be increased by 2% + $2,500 for each subsequent year.

c. Reduction in Salary - The annual salary shall not be decreased below the amount paid in the preceding 12-month period.

d. Longevity for administrative service with the Onteora Central School District shall be paid as follows:

5 years	$1,000
7 years	$1,500
10 years	$2,000

e. Payment for Unused Sick Leave – The Assistant Superintendent, upon retirement from the District shall be paid for unused sick leave days according to the following formula:

Number of Accumulated Days	Payment Amount Per Day
0-75	$0
76-100	$53
101-125	$68
126-175	$88
176-200	$113
200-max 220	$116

f. Retirement Incentive: If the Assistant Superintendent retires with at least five (5) years of service as an administrator within the Onteora Central School District and is eligible for retirement with the Teachers Retirement System (TRS), and submits an irrevocable letter of resignation for retirement by December 1st of the school year in which the retirement is effective, she will receive a retirement incentive of $32,000. The incentive will be payable within one month following the end of the school year in which the retirement is effective as an Employer non-elective contribution into an IRS 403(b) non-elective tax-sheltered annuity plan or a 457 plan within the allowable IRS rules and limitation for the benefit of the retiring administrator.

Administrator's Signature _____ Date_____

Superintendent's Signature _____ Date_____

EMPLOYMENT CONTRACT
Stephanie Laffin
Assistant Superintendent for
Curriculum and Instruction
Onteora Central School
District
July 1, 2026 – June 30, 2031

1. ARTICLE ONE - LEAVES

   a. Sick Leave - The Assistant Superintendent for Curriculum and Instruction shall be granted eighteen (18) paid days per year for personal and/or family illness in the immediate family with a maximum accumulation of 220 days. Accumulated sick leave may only be used for personal illness.

      i. Upon commencement of employment, the Assistant Superintendent shall be credited with twenty-four (24) sick leave days in a bank solely for personal use. As sick leave days are accumulated, this credited allotment shall be decreased by the corresponding number of accumulated days until the credited allotment is depleted.

   b. Bereavement - Death in the immediate family - five (5) days paid leave per occurrence. A maximum of three (3) days paid leave for a death in the non-immediate family.

   c. Personal Leave - Four (4) days paid leave per year, unused days transferred to sick leave.

   d. Jury Duty or Court Leave - no charge.

2. ARTICLE TWO - WORKING YEAR

   a. 12-month employee - July 1 to June 30 in school years

   b. Vacation - Twenty-one (21) days of paid vacation annually, which may carry over ten (10) days from one year to the next. The year in which tenure is received and thereafter will be entitled to twenty-six (26) days of paid vacation annually. The district may buy back up to ten (10) unused vacation days annually at 1/240th of the annual salary per day, subject to scheduling, as approved by the Superintendent. If the Assistant Superintendent resigns or retires mid-year, the annual allotment of vacation days will be pro-rated, and all remaining unused vacation days will be paid at the rate of 1/240th of the annual salary per day.

c. Holidays - All holidays listed in the school calendar, which include the following: Fourth of July, Labor Day, Rosh Hashanah (provided school is closed), Yom Kippur (provided school is closed), Columbus Day, Veteran'sDay, Thanksgiving Day and the day following, Christmas (2 days), New Year's Day, Asian Lunar New Year (provided school is closed), Martin Luther King, Jr. Birthday, President's Day, Good Friday, Memorial Day, and Juneteenth (provided school is closed). The Assistant Superintendent is expected to work during school recess periods unless she elects to utilize vacation time.

d. Snow Days - Employees will not be expected to report to work when school is closed due to inclement weather. This implies adherence to project and report deadlines. If school is closed for a reason other than inclement weather, employees will be expected to report to work at the Superintendent's discretion.

3. ARTICLE THREE - NEGOTIATIONS PROCEDURE

a. Length of Agreement - This agreement is for the school year 2026-2027, 2027-2028, 2028-2029, 2029-2030, and 2030-2031.

b. Termination of Agreement – The agreement may be terminated upon a minimum of sixty (60) days' written notice.

c. Successor Agreement Timeline - The Superintendent shall commence discussions and analysis for a successor agreement no later than April 1, 2030.

4. ARTICLE FOUR - INSURANCE BENEFITS

a. Health Insurance - The District will pay 85% of individual or family premium for the ALT PPO plan, or 95% of the EPO plan for health insurance of the District-offered DEHIC plan. If the Assistant Superintendent chooses to waive coverage, she must demonstrate that she has adequate alternative coverage. The Assistant Superintendent shall be entitled to an annual payment in lieu of health insurance prorated for the length of employment in the work year as follows:

    a. Family: $4,000
    b. Individual: $3,000

b. Health Insurance Upon Retirement - Upon retirement from the District in accordance with requirements of the New York State Teachers' Retirement System ("TRS"), with at least eight (8) years of service with the District, the Assistant Superintendent shall be eligible for health insurance in retirement. If the Assistant Superintendent elects individual coverage, the District's contribution for health insurance p

payments shall be at the same percentage of the District contribution in effect for the retiring employee as of the date of retirement. If the Assistant Superintendent elects family coverage, the District contribution for health insurance premium payments shall be 50% of the difference between the individual and family premium, plus its retiree contribution for individual coverage.

c. Other - The District will pay $400 annually for documented expenses or premiums for self or immediate family for disability coverage.

Payroll Savings - The District will make available Tax-Sheltered Annuities through payroll deduction. Payments for these annuities shall constitute a reduction in salaries as authorized by the administrator and will be
deducted automatically by the district from each paycheck. The District will select one company to serve as a forwarding agent.

d. Flexible Benefit Plan (IRS Section 125 Plan) - The District shall make available a flexible benefit plan for medical premiums; un-reimbursed medical expenses, and dependent care expenses.

e. Welfare Plan - As an Onteora administrator, the Assistant shall be eligible for membership in the OTA Benefit Trust. The District will fund the benefit trust and make payments for the total amount.

6. ARTICLE SIX - EVALUATION AND TERMINATION

a. Evaluation - The Superintendent will perform an annual evaluation prior to the renewal of the agreement.

b. Terms of Employment - The Assistant Superintendent for Curriculum and Instruction is a tenured administrator.

c. Termination - Any termination of employment during such probationary period will be in accordance with Education Law §3020(a).

d. The position of Assistant Superintendent for Curriculum and Instruction shall not be abolished during the term of this agreement, provided however that in the event that the Board of Education shall determine to abolish the position of Assistant Superintendent for Curriculum and Instruction the Board of Education shall pay to the Assistant Superintendent as compensation a lump sum payment equivalent to her then annual compensation at the conclusion of her services as Assistant Superintendent in addition to her compensation during the period of her service.

7. ARTICLE SEVEN - PAYMENT OF PROFESSIONAL DUES, CONFERENCES, AND TRAVEL REIMBURSEMENT, CELL PHONE, AND LAPTOP COMPUTER

   a. Professional Membership Dues - The District will bear the cost of annual dues on behalf of the Assistant Superintendent for membership in up to three (3) professional organizations, as approved by the Superintendent.

   b. Conference and Travel Reimbursement - When attending any school- related conference or function outside of the District, the District will reimburse the Assistant Superintendent for the use of her personal automobile at the mileage rate set by the District for all employees. Reasonable meals, lodging, conference registration fees, and charges to the administrator's cellular phone relating to district business willbe reimbursed.

   b. Cell Phone and Laptop Computer - The District shall provide the Assistant Superintendent with a cell phone and a laptop computer for use for official District Business and incidental personal use. Such items shall be the property of the District and shall be returned to the District at the time theAssistant Superintendent leaves the active employment of the District. Alternatively, if the Assistant Superintendent chooses to use her personalcell phone for official District business, the District shall contribute $50.00 per month towards the cost of her monthly cell phone bill.

8. ARTICLE EIGHT - COMPENSATION

   a. Annual Salary - The annual salary of the Assistant Superintendent for Curriculum and Instruction for the 2025-2026 school year shall be $166,832. The base salary shall be increased by 2% + $2,500 for each subsequent year.

   b. Salary Increases - The Superintendent shall base subsequent year salary increases upon performance and evaluation. Salary increases for the school year will be added to the prior year's base salary to be agreed upon by the Superintendent and Assistant Superintendent for for Curriculum and Instruction and shall be subject to approval by the Board of Education.

   c. Reduction in Salary - The annual salary shall not be decreased below the amount paid in the preceding 12-month period.

   d. Assistant Superintendents with a doctoral degree shall be paid a stipend of $2,000 per year.

e. Longevity for administrative service with the Onteora Central School District shall be paid as follows:

5 years	$1,000
7 years	$1,500
10 years	$2,000

Longevity shall not be cumulative.

f. Retirement Incentive: If the Assistant Superintendent retires with at least five (5) years of service as an administrator within the Onteora Central School District and is eligible for retirement with the Teachers Retirement System (TRS), and submits an irrevocable letter of resignation for retirement by December 1st of the school year in which the retirement is effective, she will receive a retirement incentive of $32,000. The incentive will be payable within one month following the end of the school year in which the retirement is effective as an Employer non-elective contribution into an IRS 403(b) non-elective tax-sheltered annuity plan or a 457 plan within the allowable IRS rules and limitation for the benefit of the retiring administrator.

Administrator's Signature _____ Date: _____

Superintendent's Signature _____ Date: _____

ONTEORA CENTRAL SCHOOL DISTRICT
TERMS AND CONDITIONS OF EMPLOYMENT

AGREEMENT made this 16th day of June 2026, by and between the Board of Education of the Onteora Central School District, a municipal corporation having its principal place of business at 4166 Route 28, Boiceville, New York 12412, and Jonnah O'Donnell, with an address in Milton, NY.

WHEREAS, the Board of Education of the Onteora Central School District, hereinafter "the District" desires to hire an Interim Director of Physical Education, Health, and Athletics, and Jonnah O'Donnell, hereinafter "Ms. O'Donnell" desires to serve in this position for the District,

NOW, THEREFORE, in consideration of the mutual covenants and promises herein contained, it is agreed as follows:

1. The Board agrees to enter into this contract with Ms. O'Donnell, and Ms. O'Donnell agrees to work for the District as the Interim Director of Physical Education, Health, and Athletics starting on July 1, 2026, and ending June 30, 2027, or earlier as mutually agreed upon.

2. Ms. O'Donnell will be paid $850 per day for time worked. Ms. O'Donnell will be entitled to mileage reimbursement for travel incurred representing the district for meetings, conferences, and offsite events and competitions in support of Onteora athletes as approved by the Superintendent or her designee.

3. Ms. O'Donnell shall be provided with a District cell phone and laptop during her employment with the District.

4. Ms. O'Donnell shall not be entitled to any other payments or benefits not explicitly provided for in this Agreement.

5. Ms. O'Donnell shall furnish throughout the length of this agreement a valid certificate to serve as Interim Director of Physical Education, Health, and Athletics in the State of New York.

6. Either party to this Agreement may terminate it upon five (5) days' written notice to the other. In the event this Agreement is terminated, Ms. O'Donnell shall only be entitled to the payment of wages up to his last date of employment with the district.

7. This Agreement contains all terms between the parties and may not be amended or modified except by a written agreement signed by both parties.

8. This Agreement shall be subject to approval by the Board of Education.

Victoria McLaren	Date	Jonnah O'Donnell	6/2/26 Date

PROFESSIONAL GROWTH/STAFF DEVELOPMENT

The Board of Education believes that staff training and development help ensure the success of educational programs and improve the efficiency of the district. Therefore, the district will provide development opportunities to staff to increase their effectiveness and job performance. The Superintendent of Schools shall be responsible for implementing and administering staff development programs for the district's employees.

Administrators

All administrators in the school district will receive appropriate training and professional development in accordance with law, regulation or any applicable collective bargaining agreement. The Superintendent will be responsible for providing such training and development.

Teachers

All teachers will be provided with substantial professional development opportunities directly related to their current teaching assignment and to student learning in accordance with any applicable collective bargaining agreement, the district's Professional Learning Plan. The plan shall include:

- A needs analysis, goals, objectives, strategies, activities and evaluation standards for professional development in the district and a description of how the district will provide all teachers substantial professional development activities directly related to student learning needs identified in school report cards and other sources.
- A description of how the professional development provided will align with New York standards and assessments, teacher capacities and student needs, including linguistic, cultural diversity and special needs. Activities must be articulated across grade levels and subject areas and show how they will be provided and measured in a continuous manner.
- A description of how it will provide teachers holding a professional certificate with opportunities to maintain their certificate in good standing by successfully completing 100 hours of professional development every five years.
- A mentoring program to provide support for new teachers in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the public schools, and to increase the skills of new teachers in order to improve student achievement.
- Unless granted an exemption by the Commissioner of Education a description of how the district will provide professional development to teachers and Level III teaching assistants to address the needs English Language Learners.

The Board shall establish a Professional Learning Plan Committee to review and revise the district's Professional-Learning Plan every three years, or more frequently as necessary. The Board shall appoint members to the team who have been selected by the respective constituent groups annually as listed in the professional development plan ~~at the first regular Board meeting in July-September.~~

The Professional Learning Plan Committee shall first meet on or before October 1. The Superintendent or their designee will serve as the chair of the team and will be responsible for ensuring the timely review and revision of the district's Professional Learning Plan.

The Professional Learning Plan Committee will submit any recommended revisions to the ~~Board Policy Committee and then to the~~ Board ~~by October 15~~ on or before June 1 prior to the school year of the plan implementation. The Board will consider the recommendations at its first regular meeting thereafter. The Board may accept or reject the recommendations of the team in whole or in

part. The Board may also request any additional information or data needed to evaluate the success of the program in achieving its objectives.

~~Any further changes in the plan must be submitted to the Board by November 1. The Board will consider and act on the revised plan by November 30.~~ The Board reserves the right to make changes to the revised plan.

The Board acknowledges that the Appendix to the approved plan may be modified throughout the school year as the approved vendors listed in the Appendix may change. Based on this, the Board, therefore, authorizes the Superintendent to make any revisions to the approved vendor list as they deem necessary.

Teaching Assistants

All teaching assistants will be provided with the opportunity to participate in professional development directly related to their position, and in support of student learning~~.~~ This will enable ~~them~~ those with a certificate title of Teaching Assistant Level III to meet the hundred-hour requirement over five (5) years.

Other Professional Staff and Support Staff

The district will provide staff development activities for other professional staff and support staff within the financial constraints of the district budget and in accordance with applicable collective bargaining agreements.

Other Staff Development Opportunities

The Board recognizes that many staff development opportunities are provided through non-school district sources. Within budgetary restraints, district employees may attend conferences, workshops, study councils, in-service courses, summer study grants, school visitations, and other relevant staff development opportunities.

Released time and reimbursement for such activities will be available upon approval of the Superintendent and in accordance with applicable collective bargaining agreements. The Superintendent may establish regulations pursuant to this policy to establish the circumstances under which such released time and reimbursement may be available. Staff members who attend such activities will be required to prepare a report or summary of the activity attended.

Adopted 12/6/22

Los Angeles Unified School District

Using Technology with Intention: Establishing Guidelines for Student Screen Time Policy

DRAFT

May 19, 2026

I. Purpose

This policy affirms the District's commitment to equitable access to technology while promoting responsible, purposeful, and age-appropriate use of digital devices and applications. It is intended to provide clear research-based expectations and guardrails for student screen time that support high-quality instruction and ensure that technology enhances, rather than replaces, effective teaching and learning.

II. Authorization

This policy is issued pursuant to the authority of the Los Angeles Unified School District Board of Education and the Superintendent of Schools, including Board Resolution Using Technology with Intention: Establishing Guidelines for Student Screen Time (Res-048-25/26), and consistent with applicable provisions of the California Education Code and existing District guidance regarding instructional practice, student well-being, and the responsible use of technology. (See Attachment B)

III. Background

Los Angeles Unified is committed to fostering focused learning environments that support student achievement, engagement, and overall well-being. As digital devices have become prevalent in schools, the District aims to ensure purposeful integration that supports instructional goals while limiting non-instructional use during the school day.

A. Mission and Vision

Guided by its mission to provide an equitable, high-quality education for all students, this policy reflects a shared responsibility among schools, families, and students to promote digital responsibility, academic focus, and healthy learning habits. By establishing clear expectations and consistent practices, the District seeks to create learning environments that maximize instructional time, support student success, and prepare students to use technology thoughtfully and responsibly in school and beyond.

B. Research

This policy is informed by research examining the effects of educational screen use on student learning, attention, social-emotional development, and well-being. Findings consistently indicate that:

- instructional quality matters more than access to devices alone
- targeted, curriculum-aligned tools may support learning when used intentionally
- technology does not replace strong, teacher-led instruction
- age-appropriate use and adult supervision are critical to ensuring safe and effective learning experiences

C. Consultation and Recommendations

This policy is informed by consultation with independent experts in their field. The District has also sought input from staff, educators, students, parents, and labor partners. The District is committed to continuing its engagement with its partners and constituent groups.

IV. Guiding Principles

Technology use within the District is guided by the following principles:

A. **Instruction First**: Technology is most effective when intentionally integrated into teacher-led instruction. Devices and digital tools are used to support, not replace, strong teacher practices.

B. **Screen Value Over Screen Time**: The District prioritizes the quality, purpose, and impact of technology use over the total number of minutes. Technology is used when it enhances learning and limited when it does not.
C. **Developmentally Appropriate Use**: Technology use reflects students' age, developmental readiness, and ability to self-regulate, with stronger guardrails in early grades and gradual independence over time.
D. **Education-Only Use by Design**: District devices and systems prioritize approved, curriculum-aligned tools, while limiting or blocking access to non-educational content that may distract from learning.
E. **Balance and Whole-Child Development**: Students require a balance of direct instruction, social interaction and collaboration, physical activity and hands-on learning. Technology use does not displace these essential experiences.
F. **Equity and Inclusion**: All students have access to meaningful opportunities with technology, especially for differentiated learning and instructional accommodations, while ensuring that no group of students experiences disproportionate exposure to passive or excessive screen use.
G. **Family Partnership and Transparency**: Families are essential partners, and the District is committed to clear communication and shared responsibility in supporting healthy technology use.
H. **Continuous Improvement and Accountability:** The District monitors, evaluates, and refines technology use based on data, research, and community input to ensure positive outcomes for all students.

V. Screen Time and Device Use Guidance

A. Screen Time Guidance

The District shall establish grade-span screen time guidance designed to support instructional goals and student well-being. Screen time during the school day shall be primarily instructional, time-limited, supervised, and aligned to learning objectives. (See Attachment A)

Non-instructional and recreational use of District devices during the school day shall be discouraged.

The District shall prohibit elementary and middle school student use of District-issued devices during non-instructional school time (e.g., passing periods, lunch, recess), as determined and supervised by school sites, with exceptions for school-approved work.

Specific recommended and maximum screen time ranges by grade span and/or subject will be issued through District administrative guidance and updated annually. Such guidance shall delineate expectations for instructional use during class time as distinct from non-instructional time to support student well-being and balanced use.

The District shall issue screen time guidance and best practices to schools offering online course options, ensuring that students achieve necessary educational objectives while also establishing clear guardrails to prevent digital fatigue from excessive device use.

B. Device Access

Access to one-to-one (1:1) devices and/or shared technology shall be developmentally appropriate and aligned to students' age, grade level, and instructional needs. The District may differentiate device models and limited 1:1

access in earlier grades, while supporting increased independence in upper grades. (See Attachment A)

The District shall eliminate the use of District-issued devices for students in Early Education through first grade, except for District and State -mandated assessments and for students enrolled in an LAUSD Virtual Academy program. (See Attachment A)

For students in grades two through five, the District shall encourage schools to prioritize the use of laptop carts and/or computer labs, where available, and to limit the use of one-to-one devices.

Nothing in this policy precludes student access to devices when required for District- or state-mandated assessments, accommodations, or instructional needs.

C. Device Use

Schools are encouraged, when instructionally appropriate, to intentionally balance digital learning with non-screen instructional strategies, including the regular use of paper-and-pencil assignments, hands-on activities, off-screen homework assignments, and discussion-based learning to support student engagement, fine-motor development, and academic focus.

To minimize reliance on student devices, the District shall ensure that all District-approved curricula include sufficient physical textbooks for all students.

D. Safe and Responsible Use

To support safe, responsible, and effective use of technology, the District shall establish recommendations and strategies for digital citizenship instruction.

VI. Educational vs Non-Educational Use

District devices shall be used for curriculum-aligned educational purposes that promote active student engagement during the school day. Non-educational use including passive consumption for entertainment, gaming, or video streaming, shall be prohibited and blocked, except when explicitly authorized for instructional or accessibility reasons.

VII. Platform and Content Restrictions

The District shall configure devices and systems to prioritize approved, curriculum-aligned applications and restrict access to platforms primarily designed for entertainment or passive consumption.

The District will block access to student-led use of YouTube, social media, and streaming platforms, along with non-approved gaming platforms. Instructional exceptions for gaming may be authorized when directly aligned to instructional objectives and implemented in a time-limited, supervised manner.

VIII. Equity, Access, and Differentiation

Technology use supports differentiated instruction and accessibility while remaining balanced with non-screen instructional approaches. Students shall continue to have access to developmentally and instructionally appropriate District-provided devices and digital tools. Use of devices for students with diverse needs, including but not limited to students with disabilities and English Learners, shall be aligned with educational goals and support services.

DRAFT

IX. Exclusionary Clause

To ensure compliance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, the restrictions set in the proposed policy shall not apply when digital tools are required to provide a Free Appropriate Public Education (FAPE).

Exemptions: Access to digital tools is permitted without restriction when necessary to implement an IEP or Section 504 Plan, provide assistive technology (AT), or meet accessibility needs. This includes, but is not limited to:

- **Communication:** Augmentative and Alternative Communication (AAC) devices and software.
- **Accessibility Tools**: Speech-to-text, text-to-speech, word prediction, audiobook, magnification software, eyegaze technology, and symbol supports.
- **Input/Access**: Switch access and other adapted input devices.
- **Instructional Accommodations**: Digital tools and platforms specifically required for instruction, assessment, or Universal Design for Learning (UDL) as documented in a student's IEP.

X. Parent and Guardian Rights

Parents and guardians shall receive clear information regarding their child's use of digital tools, including consent options and procedures to request limitations on screen-based instruction, consistent with District requirements and applicable by law.

A. **Consent to Use Digital Tools** The District shall update its processes that allow parents and guardians to consent and opt-in to specific digital tools or applications used during the school day, including AI platforms, as applicable.

XI. School Site Implementation Expectations

Schools are expected to implement this policy through instructional planning and consistent enforcement of District guardrails, while exercising professional judgment to meet student needs. The District shall issue school-site guidance and best practices to support coordinated, school-wide implementation, including strategies to monitor cumulative screen time, align technology use across classrooms and content areas, and promote consistent, balanced instructional practices.

XII. Monitoring, Accountability, and Continuous Improvement

The District shall monitor device use and screen time trends using available data systems to inform continuous improvement. This policy shall be reviewed annually at a public meeting of the Board of Education.

DRAFT

Appendix A
Screen Time and Device Use Guidelines

Grade Level Span	Phased Implementation	*In-School Screen Time Guidance	Device Access and Use	
			In-School	At Home
Early Ed	Beginning August 2026	Limits: 0 minutes per day	Default to “No 1:1 device,” but with access to device carts for assessments and IEP mandates; Virtual Academy exempted	***Default to “No 1:1 Take-Home Device” ● Implementation begins August 2026
Kinder				
1st Grade				
Grades 2-3	Beginning November 2026	Limits: 0-20 minutes per day	Classrooms will operate using any of the following: ● **1:1 Device Model ● Shared Device Model ● Computer Lab model	
Grades 4-5		Limits: 0-30 minutes per day		
Grades 6-8	Beginning January 2027	Recommendations: 60-120 minutes per day	1:1 Device Model	
Grades 9-12		Recommendations: 90-180 minutes per day		

*Instructional exemptions apply; mandated assessments, IEP mandates, and Virtual Academy exempted
**Parental Opt-Out options apply
***Parental Opt-In options apply, when available

DRAFT

Appendix B
Board Resolution (Res-048-25/26) Alignment

Resolution Requirements	Policy Sections
Be informed by research, best practices, and input from experts in the field, labor partners, staff, educators, students, and parents and include recommendations and guardrails for screen time usage by grade level and subject, and student disability category (e.g., no device use during Physical Education courses or differentiated screen time for a student on the autism spectrum)	Section III Background - A. Mission and Vision; B. Research and Consultation Section IV Guiding Principles Section V Screen Time and Device Usage Guidance - A. Screen Time Guidance Section VIII Equity, Access, and Differentiation
Prioritize student screen time based on its educational purpose and quality, with valuable learning experiences that cannot be replicated offline prioritized over passive screen use	Section IV Guiding Principles
Articulate best practices of technology use in instruction and provide guidance on how to use student devices most effectively, along with analog alternatives where possible	Section XI School Site Implementation Expectations
Address equity and access considerations and include recommendations and guardrails on the use of laptop carts, one-to-one devices, active screen time, passive screen time, and visual media (including videos used for instruction or played in the background);	Section VIII Equity, Access, and Differentiation Section V Screen Time and Device Usage Guidance - B. Device Access Section VI Education vs Non-Educational Use
Provide maximum daily and weekly in-school screen time limits for students delineated by grade level (e.g., no more than one hour total a day or 5 total hours per week for 3-5th graders), ensuring developmentally appropriate and research-backed screen time limits at all levels with less screen time for younger students	Section V Screen Time and Device Usage Guidance - A. Screen Time Guidance & Attachment A
Eliminate the use of student digital devices for early education through first grade, except for District-mandated formative assessments and for students enrolled in LAUSD Virtual Academy;	Section V Screen Time and Device Usage Guidance - B. Device Access & Attachment A
Encourage schools to utilize laptop carts and/or computer labs for second through fifth grade, while reducing the use of one-to-one devices	Section V Screen Time and Device Usage Guidance - B. Device Access & Attachment A

DRAFT

Prohibit elementary and middle school student device use during passing periods, lunch, and recess with limited exceptions for teacher-approved school work	Section V Screen Time and Device Usage Guidance - A. Screen Time Guidance & Attachment A
Prohibit and/or block student-led use of YouTube and other video streaming platforms on District provided devices	Section VII Platform and Content Restrictions
Consider prohibiting and/or blocking the use of non-instructional gaming platforms (e.g., Roblox and Fortnite) on District provided devices and networks and continue to block social media platforms	Section VII Platform and Content Restrictions
Clarify opt-out procedures for technology use during the school day	Section X Parent and Guardian Rights
Ensure equitable access to technology by allowing families to opt in to the use of District-issued devices at home	Appendix A
Operationalize how parents and guardians can annually consent/opt-in for each Google application on the Consent to Use Digital Tools form rather than submit a blanket opt-in for all applications listed	Section X Parent and Guardian Rights - A. Consent to Use Digital Tools
Encourage the use of paper and pen assignments and physical textbooks	Section V Screen Time and Device Usage Guidance - C. Device Use
Ensure all District-approved curricula includes sufficient physical texts for all students	Section V Screen Time and Device Usage Guidance - C. Device Use
Encourage off-screen homework assignments, when homework is assigned, especially for elementary and middle school students;	Section V Screen Time and Device Usage Guidance - C. Device Use
Provide recommendations and strategies to safely prepare students to utilize and/or create digital tools	Section V Screen Time and Device Usage Guidance - D. Safe and Responsible Use
Develop and share schoolwide guidance outlining best practices for reducing and monitoring student screen time–including systematic coordination among teachers–to prevent excessive cumulative screentime;	Section XI School Site Implementation Expectations
Be reviewed and approved annually at a public meeting of the Board and updated as needed based on new and emerging technology, with the first annual review to include feedback from educators on the rollout and implementation;	Section XII Monitoring, Accountability, and Continuous Improvement

DRAFT