

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Thursday, March 10, 2022 – 6:00 PM
Early Childhood School Boardroom
953 High Street, Victor, NY

It is expected that, upon opening the meeting, a motion will be made to adjourn to executive session and regular meeting will begin at 7:15 PM

✓ = Board Action Expected

- ✓ 1. **Meeting Called to Order by President Timothy DeLucia**
 - ✓ • *Motion to enter executive session to discuss the employment history of specific individuals.*
 - ✓ • *Motion to return to regular session.*
 - A. **Moment of Silence**
 - B. **Pledge to the Flag**
 - C. **Greetings to Visitors/Public Participation Reminder**
 - D. **Reading of Fire Evacuation Procedure**

(In case of a fire, would everyone please follow the EXIT signs to the outside of the building. Please stay completely clear of the building to provide space for any Fire Department vehicles. Thank you!)
- ✓ 2. **Approval of Agenda**
3. **Superintendent's Update**
4. **Presentations/Recognitions**
 - **None at this time**
5. **Public Participation:** Although the Board's work is open to the public, this is not a meeting with the public. At this time privilege of the floor is offered to those who have signed up to speak. The Chair will be happy to recognize those of you who wish to speak. When you approach the microphone, please identify yourself before presenting your thoughts.

(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 30 minutes.)

Please note, issues related to specific School District personnel or students must be brought to the attention of the Superintendent of Schools privately as they are not discussable at this venue. Thank you.
- ✓ 6. **Acceptance of Consent Items (5 min.)**
 - A. **Minutes of the regular meeting of February 10, 2022 and the Special Meetings of February 17, 2022 and March 4, 2022;**
 - B. **Treasurer's Report for the month ending January 31, 2022;**
 - C. **Personnel Agenda;**
 - D. **Recommendations of the Committee on Special Education from the meetings of January 13, 20, 21, 28, 2022, February 1, 2, 3, 8, 9, 10, 11, 14, 15, 16, 17, 18, 28, 2022, March 1, 2, 3, 4, 7, 8, 9, 10, 2022 and from the Committee on Preschool Special Education from the meetings of February 14, 15, 16, 2022, March 1, 3, 2022;**

Victor Central School
Board of Education
PROPOSED AGENDA

- E. Declare the following as surplus:
- Masterbuilt Ice Cream Freezer with VCS tag # 3494;
 - Milk Cooler with VCS tag # 3290;
 - Hewlett Packard Color LaserJet P2055dn Printers with VCS tag #s F00340, 010273, 011674, 011720, 011727, 011799, 012137, 012139, 012304, 014483;
 - Panasonic PT-L701U Projector with VCS tag # 134640;
 - Hewlett Packard Laserjet M401dne Printer with VCS tag #s 014510, 271003, 289597;
- F. Accept the following donations:
- Books from Budding Readers Program to the ECS Library with the following titles; *Child of the Universe, Green, If I was the Sunshine, Don't Blink, Different- A Great Thing to Be, Where's My Turtle, Little Fox and the Missing Moon, Ellie Makes a Friend, Poppy, Buttercup, Bluebell and Dandy, Hello World, Lola Goes to School, Sing to Me from the Trees*;
 - \$175.00 from L3Harris to the Victor Central School District Inquiry Program;
- G. Agreement between the Victor Central School District and an Employee executed on March 4, 2022;
- H. Appoint Jennifer Grimes as a Dignity Act Coordinator for the Senior High School and Tom Cheevers as a Dignity Act Coordinator for the Intermediate School;
- I. Approve the Athletic Hall of Fame By-laws as submitted;
- J. Approve the Graduates of Distinction By-laws as submitted;
- K. Approve the Visual and Performing Arts Hall of Fame By-laws as submitted;
- L. Approve the School calendar for the 2022-2023 School Year as submitted;
- M. Authorize Bus Purchases Referendum and Legal Notice;
- N. Accept the Cleaning and Sanitizing Bid from Doc's Facilities Solutions, Inc. as the lowest bidder meeting bid specifications.

7. A. Campus News

B. Leadership Restructuring (*Tim Terranova; 20 min.*)

- ✓ • Resolution Abolishing Positions in Administrative Tenure Areas
- ✓ • Resolution Creating Administrative Positions

C. Budget Status (*Dorothy DiAngelo, Derek Vallese; 30 min.*)

- Personnel Budget Update
- Revenue Update

✓ D. Authorize Resolution and Proposition to establish a 2022 Capital Reserve Fund;

✓ E. Authorize Resolution and Proposition to establish a 2022 Bus Purchase Reserve Fund;

✓ F. Approve Legal Notice for Public Hearing and Annual Vote and Election.

G. Policy Review – First reading;

- Code of Conduct; Policy 5300

H. Policy Review – Second reading:

- Teaching about Complex Issues in Society; Policy 4810

Victor Central School
Board of Education
PROPOSED AGENDA

- ✓ I. **Eliminate Policy 1120; School District Records**
- J. **New York State School Boards Association (NYSSBA) Membership Discussion**
- K. **Nomination for the Wayne-Finger Lakes BOCES Board**
- 8. **Meeting Report**
 - A. **Monroe County School Boards Association Committee Reports**
 - B. **Standing Committee Updates**
- 9. **Upcoming Events**
 - A. **Budget Workshop on Thursday, March 24, 2022 at 7:00 PM**
 - B. **Next Regular Board Meeting, Thursday, April 7, 2022 at 7:15 PM**
 - C. **Special Board Meeting for the Wayne-Finger Lakes BOCES Budget Vote, April 27, 2022 (Time TBD)**
- ✓ 10. **Adjourn**

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of the Regular Meeting of February 10, 2022
Junior High/Senior High Performing Arts Center
953 High Street
Victor, New York 14564**

CALL TO ORDER	President Tim DeLucia called the meeting to order at 5:37 PM.
Members Present	Karen Ballard (arrived at 5:39), Tim DeLucia, Chris Eckhardt, Kristin Elliott, Elizabeth Mitchell
Members Absent	Christopher Parks, Trisha Turner
ENTER EXECUTIVE SESSION	A motion was made by K. Elliott, seconded by E. Mitchell, to enter executive session at 5:37 PM to discuss the employment history of specific individuals. The motion was carried. 4 yes 0 no
REGULAR SESSION	<p>A motion was made by E. Mitchell, seconded by K. Ballard, to return to regular session at 7:04 PM. The motion was carried. 5 yes 0 no</p> <p>Kristin Elliott left the meeting at 7:04 PM</p>
APPROVE AGENDA	A motion was made by E. Mitchell, seconded by K. Ballard, to approve the agenda. President DeLucia asked to revise the agenda and table item 7G, second reading of policy 4810, until the full board was in attendance. A motion was made by E. Mitchell, seconded by K. Ballard, to approve the revised agenda. The motion was carried. 4 yes 0 no
SUPERINTENDENT'S UPDATE	Superintendent Terranova talked about the message he sent to the staff this week around admiring their ability to balance the heavy day-to-day load especially dealing with the COVID situation while staying engaged in a growth mindset approach towards the future. He then provided a masking update based on the Governor's decision. The Governor indicated that the statewide indoor mask mandate will be repealed effective February 11 th , however the mask mandate for schools and certain other venues will remain in effect. The Superintendents of Wayne-Finger Lakes BOCES sent a letter to the Governor this week. Dr. Terranova read a small part of that letter. He said the school continues to follow the Department of Health mandates, but they are looking for the Governor to come out with an exit strategy to provide some effective and safe normalcy for schools. Superintendent Terranova thanked the PTSA for partnering with the District to help provide a presentation from the Council on Alcoholism and Addictions of the Finger Lakes. This presentation was on substance abuse and the dangers of experimentation with alcohol and other drugs. He said there should be a zero stigma for families dealing with these issues because they touch all of us. For more information people can reach out to the Council on Alcoholism and Addition at councilonalcoholismfingerlakes.org . Dr. Terranova thanked the unsung heroes of the District, the Facilities Department for their plowing,

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

SUPERINTENDENT'S UPDATE Continued

mechanic work and cleaning, the Food Service and Transportation Departments. He talked about the donations from the different classrooms, buildings and staff to community organizations and congratulated Bryan Kavanaugh for receiving the Golden Apple Award. Superintendent Terranova also recognized Black History Month.

PRESENTATIONS/ RECOGNITIONS

Leanne Birkemeier, Director of the Fall Musical *Sponge Bob*, spoke about the production. She said she could not be prouder of the effort, hard work and commitment of every student and adult involved in the musical. She said it was one of the smallest casts, so every student had more roles to fill, more songs and dances to learn, more costumes to manage, including changing all of their face masks to match all of their costume changes. It was a huge undertaking with a variety of song and dance styles from rap to ballads, tap to hip-hop and more. The cast, crew and orchestra rose to every challenge. Ms. Birkemeier then asked everyone in attendance to stand and be recognized. They were presented with a plaque, and everyone was given a certificate acknowledging their participation. She thanked the parents and administration for their support and the District and Board of Education for supporting the arts.

Jeremy Hawkinson, Director of the Fall Play *The Legend of Sleepy Hollow*, spoke about the production. He said he has always wanted to do this show and is a great one to do in the fall. The student actors worked really hard on the show. It was tough 19th century language and lots of period costumes with wigs, dresses, belt buckles and nickers. They were beautiful costumes designed by Mrs. Sentiff. He said it was a very talented cast brought this to life. Mr. Hawkinson said a special thank you to Mr. Isaacs for being the Tech. Director, Mr. Wolf and Mr. Denner for building the set, and Mr. Caughlin for the acting. He thanked Community Relations for getting the word out about the show and Dr. Terranova and the Board of Education for their continued support. Mr. Hawkinson then asked everyone in attendance to stand and be recognized. They were presented with a plaque, and everyone was given a certificate acknowledging their participation.

PUBLIC PARTICIPATION

Adam Snyder, a parent, shared concerns around the continued mask mandate.

Shauna Rhianne, a parent, shared concerns around the continued mask mandate.

Bill Martz, a parent, shared concerns around the continued mask mandate.

Anne Rine, a parent, shared concerns around the continued mask mandate.

Julie Habberfield, a parent, raised a concern about the mask mandate.

William Glasner, a community member, shared concerns on comments made at previous events comparing mask mandates to the historic reality of totalitarianism. He also asked to maintain mask wearing as long as it is required.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

CONSENT ITEMS

A motion was made by C. Eckhardt, seconded by E. Mitchell to approve, upon recommendation of the Superintendent, the following consent items:

Minutes of the Regular Board Meeting of January 13, 2022 and the Special Board meeting of January 27, 2022;

MINUTES

FINANCIAL STATEMENTS

Treasurer's Report for the month ending December 31, 2021;

PERSONNEL

The following personnel items:

All appointments on these pages are made in compliance with New York State Education Law relating to criminal history background clearances for new employees. Conditional clearances under that law have been requested for all new employees.

Instructional Probationary Appointments:

The probationary appointment of **Gina Colucci**, who has certification as a Speech/Language Pathologist, to a probationary position as a Speech/Language Teacher, effective February 10, 2022, at an annual salary of \$75,102 (Step 21M+6) which will be prorated based on her start date, leading towards tenure in Speech/Language Education.

The probationary appointment of **Joanna Panosetti**, who is licensed as a Registered Professional Nurse, to a position as a School Nurse effective January 18, 2022, at an annual salary of \$48,602 (Step 20), which will be prorated based on her start date.

The probationary appointment of **Jennifer Gerace**, who has certifications in Nursery, Kindergarten, and Grades 1-6 and Reading, to a probationary position as an Elementary Teacher, effective January 24, 2022, at an annual salary of \$51,510 (Step 9M) with Jarema credit for her LTS assignment from 9/1/21-1/23/22, leading towards tenure in Elementary Education.

The probationary appointment of **Sara Coykendall**, who has certifications in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, Early Childhood Education Birth-Grade 2, and Students with Disabilities Birth-Grade 2, to a probationary position as an Elementary Teacher, effective January 24, 2022, at an annual salary of \$44,750 (Step 1M+3) with Jarema credit for her LTS assignment from 9/1/21-1/23/22, leading towards tenure in Elementary Education.

The probationary appointment of **Aryanne Costanza**, who has

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

certifications in Early Childhood Education Birth-Grade 2 and Students with Disabilities Birth-Grade 2, to a probationary position as an Elementary Teacher, effective January 24, 2022, at an annual salary of \$41,500 (Step 1B) with Jarema credit for her LTS assignment from 9/1/21-1/23/22, leading towards tenure in Elementary Education.

Part Time Appointments:

The appointment of **Lauren Less**, who holds certifications in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, Literacy Birth-Grade 6, and Literacy Grades 5-12, to a part-time (.8fte) position as an Elementary Teacher (ELA Coach), effective February 14, 2022, and ending June 30, 2022, at an annual salary of \$43,100 (Step 10M+23) which will be prorated based on the start date.

The appointment of **Julie Johnson**, who holds certifications in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, Literacy Birth-Grade 6, and Literacy Grades 5-12, to a part-time (.6fte) position as an Elementary Teacher (ELA Coach), effective February 14, 2022, and ending June 30, 2022, at an annual salary of \$43,100 (Step 10M+23) which will be prorated based on the start date.

Tenure Appointments:

The appointment to tenure of **Gina Peterson**, who is certified in the areas of Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, Students with Disabilities Birth-Grade 2, and Early Childhood Education Birth-Grade 2, upon the successful completion of her probationary period as an Elementary Teacher, effective February 28, 2022.

Long Term Substitute Appointments:

The appointment of **Sara Coykendall**, who has certification in Childhood Education Grades 1-6, Early Childhood Education Birth-Grade 2, Students with Disabilities Birth-Grade 2 and Students with Disabilities Grades 1-6, to a long term substitute position as an Elementary Teacher, backdated to September, 2021, and end June 30, 2022, at an annual salary of \$44,750 (Step 1M+3).

The appointment of **Claire Noonan**, who has certification in Nursery, Kindergarten, and Grades 1-6, Reading, and School District Administrator, to a long term substitute position as an Elementary Teacher, effective January 31, 2022, and end June 30, 2022, at an annual salary of \$75,796 (Step 23M+30) which will be prorated based upon start date.

The appointment of **Taylor Cardona**, who has certification in Early Childhood Education Birth-Grade 2, to a long term substitute position as an Elementary Teacher, effective February 7, 2022, and end June 30, 2022, at an annual salary of \$45,000 (Step 2M).

Leaves of Absence: The granting of an extension of maternity and subsequent childcare

VICTOR CENTRAL SCHOOL

BOARD OF EDUCATION

leave of absence for **Ashley Wuest**, Speech/Language Teacher, effective October 27, 2021, and extending through April 29, 2022.

Resignations: The resignation, due to retirement, of **Mark Foeder**, Physical Education Teacher, effective June 30, 2022.

The resignation, due to retirement, of **Karen Brion**, Science Teacher, effective June 30, 2023.

The resignation, due to retirement, of **Marysue Hartz-Holtz**, Art Teacher, effective June 30, 2022.

The resignation, due to retirement, of **Jennifer Wideman**, Mathematics Teacher, effective June 30, 2022.

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 3	ELA Building Level (Gr. 4-6)	Kathleen Goodberlet
	Science Grades 4-6	Valarie Pezzimenti
	ELA (Gr. 4)	Kim Bavis

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Brian Smith	Uncertified
	Matthew Cerrato	Uncertified
	Ellie Shemirani	Uncertified
	Richard Parton	Physical Education
	Sander Nagar	Uncertified
	Ashley Smith	Uncertified
	Marie D'Ambrosio	Uncertified
	Andrew Nicolella	Uncertified
	Kordell Jackson	Uncertified
	Tricia Partridge	Uncertified
	Morghen Cross	Uncertified
	Morgan West	Uncertified
	Joline Morasco	Uncertified
	Marisa Rumfola	Uncertified
	Katelyn Spath	Uncertified
	Leah Greenwich	Uncertified
	Travis Knapp	Uncertified

Non-Instructional

Appointments: The appointment of **Patricia Chapman**, from Part Time Typist to Part Time Human Resources Clerk, effective January 18, 2022, at an hourly rate of \$18.00.

The appointment of **William Corwin**, from Substitute Teacher Aide to

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

Full Time Teacher Aide, effective January 18, 2022, at an hourly rate of \$13.57.

The appointment of **Elizabeth Harvey**, Full Time Teacher Aide, effective January 20, 2022, at an hourly rate of \$13.57.

The appointment of **Gwendolyn Catalano**, Full Time Teacher Aide, effective January 25, 2022, at an hourly rate of \$13.57.

The appointment of **Jill Rittinger**, Part Time Teacher Aide, effective February 1, 2022, at an hourly rate of \$13.57.

The appointment of **Michael Cortash**, from Substitute School Bus Driver to Full Time School Bus Driver, effective January 25, 2022, at an hourly rate of \$20.39.

The appointment of **Maria Gonzalez**, Part Time Teacher Aide, effective February 7, 2022, at an hourly rate of \$13.57.

The appointment of **Justin Renkert**, from Cleaner to Working Supervisor, effective January 20, 2022, at an hourly rate of \$16.92.

The appointment of **Shannon Toombs**, from Substitute Teacher Aide to Full Time Teacher Aide, effective January 11, 2022, at an hourly rate of \$13.57.

The appointment of **Morgan Kingsley-Hunt**, Food Service Helper, effective February 7, 2022, at an hourly rate of \$13.57.

The appointment of **Shana Mundorff**, from Substitute Teacher Aide to Full Time Teacher Aide, effective January 24, 2022, at an hourly rate of \$13.57.

The appointment of **Lynne Castellano**, Part Time Teacher Aide, effective February 7, 2022, at an hourly rate of \$13.57.

The appointment of **Kelly Clink**, Director of Transportation, effective February 11, 2022, at an annual salary of \$93,000.

Resignations:

The resignation, due to retirement, of **Mark Rugaber**, School Bus Driver, effective January 21, 2022.

The resignation of **Sabrena Parsons**, Full Time Teacher Aide, effective December 26, 2021.

The resignation of **Stephen Zumbo**, School Bus Driver, effective January 21, 2022.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

The resignation, due to retirement, of **Beverly Johnson**, Cleaner, effective June 24, 2022.

The resignation of **Corey Kelley**, Part Time Teacher Aide, effective January 28, 2022.

The resignation of **Lynne Castellano**, Cleaner, effective February 6, 2022.

The resignation of **Jessica Evangelista**, Full Time Teacher Aide, effective February 18, 2022.

Leave of Absence: The granting of an extension to the unpaid leave of absence for **Priscilla Vargas Rodriguez**, Food Service Helper, effective August 31, 2021, and extending through June 30, 2022.

The granting of an extension to the unpaid leave of absence for **Lynne Castellano**, Cleaner, effective January 3, 2022, and extending through February 6, 2022.

The granting of an unpaid leave of absence for **Tricia Partridge**, Full Time Teacher Aide, effective January 3, 2022, and extending through June 30, 2022.

Per Diem and Substitute Positions:

<u>Candidate</u>	<u>Position</u>
Deborah Palisano	Cleaner
Richard Born	School Bus Driver
Chloe Brownell	Lifeguard
Ethan Adrid	Lifeguard
Hannah Jacoby	Teacher Aide
Rebecca Voica	Teacher Aide
Erin Relyea	Typist
Kelly Pappajohn	School Bus Driver Trainee
Kelly Pappajohn	School Bus Monitor
Jacob Walters	Teacher Aide
Augustus Hainsworth	Automotive Mechanic Helper
Saige Mealey	Lifeguard
Lilliam Villegas	Typist

CSE/CPSE RECOMMENDATIONS

Recommendations of the Committee on Special Education from the meetings of December 8, 10, 13, 16, 2021, January 6, 10, 11, 12, 13, 14, 18, 19, 20, 21, 24, 25, 26, 27, 31, 2022, February 1, 2, 3, 4, 7, 8, 9, 10, 2022 and from the Committee on Preschool Special Education from the meetings of January 18, 19, 25, 2022, February 1, 4, 9, 2022;

SURPLUS

The following are declared as surplus:

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

- Hewlett Packard Color LaserJet CP3525dn Printer with VCS tag # 011797;
- Apple iPad with VCS tag # 014982;

DONATIONS

The following donations:

- 4 Texas Instrument 84-Plus CE Calculators valued at \$600.00 from Logisoft to the Senior High School Math Department;
- \$1,844.50 from the Victor Softball Booster Club to the Victor Central School District to be applied toward the purchase of 50 new batting helmets;
- \$112.37 from Victor Partners in Education (PIE) to the Victor Central School District to support the ½ day UPK Program;
- \$3,900.11 from Victor Partners in Education (PIE) to the Victor Central School District Art Department;
- Tennis Balls valued at \$125.00 from the Tennis club of Rochester to the Victor Junior high School's Young Teens Leadership Club to help support Lollipop Farm;

Mr. DeLucia thanked the community for their continued support through all of the donations.

CHANGE ORDER FOR ARCHITECT FEES

Approve the change order for architect fees related to the additional scope of work for the current capital project as outlined in a memo from D. Vallese to T. Terranova on 1/31/22; and

BUDGET TRANSFER

Approve a budget transfer in the amount of \$707,817 from account 9731-700-00-0000 to account 9732-600-00-0000 due to changes in the debt payment schedule.

The motion to accept the foregoing consent items was carried.

4 yes 0 no *(end of consent items)*

CAMPUS NEWS

VCS Administrators summarized campus news and events.

K-12 ACADEMIC UPDATE

The Director of PreK-12 Science and Mathematics Karen Finter, the Director of PreK-12 Humanities and Professional Learning Kristin Williamson, and the five principals, Keary Pender, Heidi Robb, Michele Maloney, Brian Gee and Brian Siesto provided a brief mid-year academic update for the Board of Education. Each building principal presented the academic trends K-6, 7-12 for their building as well as an update on the work, focus and dedication of the faculty to continue to professionally grow to help meet the students needs. Mrs. Finter talked about the multi-faceted approach to monitoring student progress and growth by using locally developed assessments, screening tools such as Aimsweb Plus and NWEA, New York State and diagnostic assessments, reviewing course and classroom performance as well as student centered progress reviews. Teachers are striving to meet students where they are by taking advantage of Professional Development opportunities and focusing on instructional clarity. Early Childhood School Principal Keary Pender, Primary School Principal Heidi Robb and Intermediate School Principal Michele

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

K-12 ACADEMIC UPDATE continued

Maloney talked about the students' progress in English Language Arts (ELA) and Mathematics in each of their buildings. They said Academic Intervention Services (AIS) are proving to be effective. Mrs. Ballard asked if students are tracked by grade and as they move up do the numbers decline as they get into 6th grade for intervention? Mrs. Maloney said there are data teams that are looking at the data. Where are the students, how far have they come and are they ready to exit? Mrs. Ballard asked if there is correlation between social emotional needs that go along with academic struggles? Mrs. Maloney said at this point that is hard to tell. She talked about the K-6 areas for growth and what needs to be worked on are the early literacy skills for ELA and early numeracy skills for math. They continue to work on curriculum, so the curriculum supports all the students. Mrs. Maloney said the students are getting there over time we just have to work to get them there earlier. Junior High School Principal Brian Gee and Senior High School Principal Brian Siesto spoke about the 7-12 academic trends for each of their buildings. The students' progress in ELA and Mathematics is strong. Academic Intervention Services (AIS) are proving to be effective. Over 70% of students at the Junior High are meeting or exceeding grade level expectations and benchmarks on nationally normed assessments. Senior High School Principal Brian Siesto spoke about the intervention services at the high school. He reminded the Board that last month the Senior High presented on the Tier 1, 2, and 3 supports. He said the supports are more delineated and there are clear processes implemented around these supports. At the high school everything revolves around data and the graduation rate. They start looking at the data in 8th grade and work with the Junior High team to try and determine if there are students who are showing signs that they could already be at risk. The progress is tracked for five years and every week they have a data team meeting to try and identify students who need extra help. Mrs. Ballard asked if the graduation rate is general education students only or does it include special education. Mr. Siesto said it includes special education. Mr. Gee and Mr. Siesto then spoke about the areas for growth. Those areas include a focus on students with significant learning and social emotional needs at the Junior High school, improving course passing rates at the Senior High School, enhancing opportunities for improving graduation rates for all students, and continuing the focus on academic readiness and skill development. Mrs. Williamson talked about what the District is doing around the areas for growth. Adult learning does have a correlation with student learning. She said they are focusing on professional learning for the adults which include research-based instructional strategies, instructional coaching and curriculum-based collaborative learning. Another area to foster academic growth is through data reviews. All buildings look at data periodically. Data is examined and used to determine which students need extra support. Mrs. Mitchell asked how does AIS during the school year help to form what may be offered over the summer? Mrs. Williamson said they are starting to work through Summer Academy. They will look at the students who are currently receiving services as well as reviewing data to make sure there are not children missed.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

STRATEGIC PLAN ROLLOUT

Superintendent Terranova, along with Director of PreK-12 Science and Mathematics Karen Finter, Senior High School Assistant Principal Carrie Goodell, 5th Grade Teacher Jamie Condon and Parent/Community Member Andy Fooks presented the rollout of the Strategic Plan to the Board of Education. The first year of implementation will be the 2022-2023 school year. Dr. Terranova said the reason for doing this is because during his entry plan meetings, with hundreds of staff members starting in December 2019 through the summer of 2020, the number one major focus area was that as a District there was a need to create a central Strategic Plan and a central vision. The District needs to get away from the isolated silos and create more alignment. The process was started in the summer of 2021, thanks to the leadership of the Board of Education. Two facilitators were hired from the University of Rochester, Lynne Erdle and Bob McKevney, who came in worked through the summer and fall to gather qualitative and quantitative data and to generate summary reports. The quantitative data included the examination of curriculum and instruction, examination of student achievement (local and state) data, and the examination of comparison and benchmark districts. The most important data was the qualitative data which was the perception of all District stakeholders through interviews and focus group meetings as well as a District-wide survey. All the information gathered was reviewed by a Strategic Planning Committee that was formed. The committee was comprised of Board of Education members, leadership staff members, a variety of other staff members, parents, community members and high school students. The committee met for four full days to take all the information the facilitators gathered and synthesized it down to the themes and major points. This was the information utilized to create the Strategic Plan. Once the rough draft was completed a sub-committee of the Strategic Planning Committee worked to edit the initial draft and to share back with the larger committee. Carrie Goodell presented the three pillars of the Strategic Plan, culture, learning and instruction, and student supports and opportunities. Culture is about creating a welcoming, safe and inclusive community where all members are valued, and the wellness of each individual is at the forefront. Learning and instruction is around developing comprehensive processes and systems that positively impact all students' academic success. Student supports and opportunities is about maximizing student support and opportunities so every student can achieve their full potential. Jamie Condon went into more depth on the culture section of the plan. She said it became apparent after looking at the data the District could really use some focus on the culture. A series of initiative areas were identified with smaller goals and tasks. Ms. Condon explained the smaller goals and tasks under the culture pillar. Karen Finter then talked about the learning and instruction pillar. This is the day in and day out business of what happens in the classrooms across the District and centers on processes and systems. It is looking at curriculum and instruction, professional learning and student achievement as sub-topics. The sub-topics have goals statements and tasks. Andy Fooks presented the third pillar; student supports and opportunities. The goal is to maximize student support and opportunities. The first part is special education, the second is student services and the third is other supports and services, which includes accelerated students

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

STRATEGIC PLAN ROLLOUT Continued

as well as classroom support. Mr. Fooks then talked about the different tasks involved under the special education umbrella. Each task will have a timeline. Every item for special education is targeted for year 1. He said this shows the commitment from every single person in the process. There are a lot of strengths and the District wants to take them and make them even stronger. Putting a focus on special education in year one is an incredible feat and speaks volumes to the staff and administration. Mrs. Goodell then went over the next steps, in relation to the Strategic Plan. She talked about the Year One Management Plan. It will be developed March - June, 2022. The Administrative Leadership Staff will review the Strategic Plan to finalize "Key Person(s)" for each sub-group and to identify facilitators for tasks. University of Rochester consultants will meet with the facilitators to review the specifics of tasks that are slated for year one and to unpack them in more detail. The consults will create a rough draft of the Year One Management Plan. Board President DeLucia thanked the committee for all of their hard work and all they have contributed.

BUDGET UPDATE

Assistant Superintendent for Business Derek Vallese provided the Board of Education with a budget update. He started out by reviewing the goals of the budget. The District will maintain a comprehensive education that the Victor Central School District community expects. The District will improve alignment of resources toward District initiatives, maintain stabilization of Reserves, maximize the use of every dollar spent, maximize the ability to generate aid for future years and be transparent. He then talked about the timeline for the upcoming Board of Education meetings and workshops. Mr. Vallese provided a budget update around District instruction. The non-personnel components of this include administration, teaching, other instruction such as special education and occupational education, instructional media which includes District-wide library software and the Technology Department, pupil services and athletics. He reviewed the budget for each component. The non-personnel increase is about 16.65%. The largest increase is the \$568,990 under other instruction, which is largely related to special education tuition, both private and BOCES placements. Also, in instructional media there is an increase of \$431,735, which is largely related to the additional Chromebooks and software the District will be purchasing for instruction. The majority of the \$87,806 increase in administration is curriculum and in-service supplies, along with a \$54,000 increase to have BOCES come in and do additional professional development. The \$31,417 increase in athletics is for supplies, officials, and event registration fees. Next was the District Office non-personnel budget. The components of that include the Board of Education which includes the budget vote, Superintendent's Office, Business Office, Human Resources, general support which includes BOCES capital and administrative costs as well as postage and insurance, fringe benefits (which will not be included in this discussion) and debt service. The biggest change is an increase of 4.70% in the Business Office. This is directly related to the increase cost in having the audits done. The increase in Human Resources is for legal fees, both BOCES and the other District attorneys. The general support increases are related to insurance and other BOCES costs. Debt

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

BUDGET UPDATE Continued

service is a large decrease of almost 8%. There has been a drop off in building aid and the decrease is the debt that was paid off. Mr. Vallese reviewed the Transportation Department budget. The biggest change is a placeholder. He said he put in an increase of \$900,000 in equipment and that is to try and get away from the practice of borrowing for buses. He said to borrow money it costs money. Going back to the goals of the budget, the District is trying to stabilize the reserves and provide cost avoidance along with maximizing the use of every dollar spent. This is a placeholder until they get to the personnel budget then it may have to come off. He said ideally the District may want to look at a Bus Purchase Capital Reserve, which would still achieve the same outcome but through a different means. Mr. Vallese said he worked with the Director of Facilities Chris Marshall on the Buildings and Grounds budget. They reviewed all the expenses and talked about the utilities increases and Mr. Marshall felt the budget was sufficient for that. His largest areas of concern were for the maintenance vehicles and equipment. Mr. Vallese said they are working on a refresh schedule for vehicles and equipment. The goal is to add \$150,000 to purchase additional lawnmowers, plow trucks and other maintenance equipment. The increase of \$35,000 in the maintenance contractual category is because one of the vendors the District uses for floor scrubbing machines has offered a 0% interest lease to own program. The increase of \$12,000 for security is a preliminary estimate of the increase of our School Resource Officer services. Mr. Vallese then provided a recap of non-personnel expenses, approximately an 8.36% increase as of today. Mr. DeLucia asked if the Board of Education were to join New York State School Boards Association, where would that budget fall. Mr. Vallese said that would fall under the contractual Board of Education line. He then presented a Reserve update. When the reserve plan was established, the District was in a much different financial situation. There has been significant improvement with reserves. The largest increase was in the Capital Reserve. An Audit and Finance Committee meeting is being set-up and the one of the items on the agenda will be to review and update the Reserve Plan for the future goals of the District.

APPROVE TRIP

A motion was made by C. Eckhardt, seconded by K. Ballard, to approve the following field trip:

- Girls Varsity Lacrosse to Norwalk, CT from 4/8/22 – 4/11/22 to play in out-of-region lacrosse games against nationally ranked teams;

The motion was carried. 4 yes 0 no

REVISE TRIP

A motion was made by E. Mitchell, seconded by K. Ballard, to revise following field trip dates:

- Outdoor Activities Club to Lake Placid, NY from 3/3/22 – 3/6/22 to 3/10/22 – 3/13/22. This trip was previously approved by the Board of Education on 10/14/21.

The motion was carried. 4 yes 0 no

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**NEW YORK STATE
SCHOOL BOARDS
ASSOCIATION
MEMBERSHIP**

Board members agreed to table this item until the March 10, 2022 Board of Education meeting when more members would be in attendance.

**MEETING REPORTS
Monroe County School
Boards Association
Committee Reports**

None at this time.

**Standing Committee
Updates**

None at this time.

**UPCOMING
EVENTS**

**Board of Education
Budget Workshop**

Board of Education Budget Workshop will take place on Thursday, February 17, 2022 at 7:00 PM in the Boardroom.

**Next Regular Board
Meeting**

The next regular Board meeting will take place on Thursday, March 10, 2022 at 7:15 PM in the Boardroom. District Clerk Maureen Goodberlet said the meeting will not be live streamed as Aaron Isaacs, Audio Visual Technician, will be working the Senior High Musical that evening.

**Board of Education
Budget Workshop**

Board of Education Budget Workshop will take place on Thursday, March 24, 2022 at 7:00 PM in the Boardroom.

ADJOURN

A motion was made by K. Ballard, seconded by E. Mitchell, to adjourn the meeting at 9:29 PM. The motion was carried. 4 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of February 17, 2022
Early Childhood School Cafeteria
953 High Street
Victor, NY 14564**

CALL TO ORDER	President Tim DeLucia called the meeting to order at 5:36 PM.
Members Present	Karen Ballard, Tim DeLucia, Chris Eckhardt, Kristin Elliott, Elizabeth Mitchell, Christopher Parks (arrived during the Budget Workshop)
Members Absent	Trisha Turner
APPROVE AGENDA	A motion was made by K. Ballard, seconded by K. Elliott, to approve the agenda. The motion was carried. 5 yes 0 no
ENTER EXECUTIVE SESSION	A motion was made by K. Ballard, seconded by E. Mitchell, to enter executive session at 5:37 PM to discuss the employment history of specific individuals. The motion was carried. 5 yes 0 no.
RETURN TO REGULAR SESSION	A motion was made by C. Eckhardt, seconded by E. Mitchell, to return to regular session at 6:59 PM. The motion was carried. 5 yes 0 no
PERSONNEL	<p>A motion was made by C. Eckhardt, seconded by K. Elliott, to approve the following personnel item:</p> <p>All appointments on these pages are made in compliance with New York State Education Law relating to criminal history background clearances for new employees. Conditional clearances under that law have been requested for all new employees.</p>
<u>Instructional Probationary Appointment:</u>	<p>The probationary appointment of Ashley Socola, who has certifications as a School Building Leader, School District Leader, and in Childhood Education Grades 1-6, to a probationary position as the Intermediate School Principal, effective March 28, 2022, at an annual salary of \$105,000, leading towards tenure as the Intermediate School Principal.</p> <p>The motion was carried. 5 yes 0 no</p>
ADJOURN	<p>A motion was made by K. Elliott, seconded by C. Eckhardt, to adjourn the meeting at 6:59 PM and go into a Budget Workshop.</p> <p>The motion was carried. 5 yes 0 no</p>
ENTER EXECUTIVE SESSION	<p>A motion was made by C. Parks, seconded by K. Elliott to go back into executive session at 8:09 PM to discuss the employment history of specific individuals. The motion was carried. 6 yes 0 no</p>

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**RETURN TO
REGULAR
SESSION**

A motion was made by K. Elliott, seconded by C. Parks, to return to regular session at 9:15 PM. The motion was carried. 6 yes 0 no

ADJOURN

A motion was made by K. Elliott, seconded by C. Parks, to adjourn the meeting at 9:15 PM. The motion was carried. 6 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of March 4, 2022
Virtual Meeting via Zoom**

CALL TO ORDER	President Tim DeLucia called the meeting to order at 4:36 PM.
Members Present	Karen Ballard, Tim DeLucia, Kristin Elliott, Elizabeth Mitchell, Christopher Parks, Trisha Turner
Members Absent	Chris Eckhardt
APPROVE AGENDA	A motion was made by C. Parks, seconded by E. Mitchell, to approve the agenda. The motion was carried. 6 yes 0 no
ENTER EXECUTIVE SESSION	A motion was made by C. Parks, seconded by T. Turner, to enter executive session at 4:37 PM to discuss the employment history of a specific individual. The motion was carried. 6 yes 0 no.
RETURN TO REGULAR SESSION	K. Elliott left the meeting at 5:15 PM. C. Parks left the meeting at 5:59 PM. A motion was made by T. Turner, seconded by K. Ballard, to return to regular session at 6:00 PM. The motion was carried. 4 yes 0 no
ADJOURN	A motion was made by T. Turner, seconded by K. Ballard, to adjourn the meeting at 6:00 PM. The motion was carried. 4 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk



Treasurer's Report

January 2022

<u>Account Description</u>	<u>Bank</u>	<u>Beginning Balance</u>	<u>Monthly Receipts</u>	<u>Monthly Disbursements</u>	<u>Ending Balance</u>
Cash Accounts					
General Fund Checking	Canandaigua National Bank	1,962,308.28	19,265,680.67	18,157,501.54	3,070,487.41
General Fund Money Market	Canandaigua National Bank	129,251.72	7.68	-	129,259.40
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	-	-	-	-
Multifund Insured Cash Sweep	Five Star Bank	1,121,232.04	4,120,576.58	3,586,701.08	1,655,107.54
School Lunch Fund Checking	Canandaigua National Bank	4,610.11	60,000.40	57,364.86	7,245.65
School Lunch Fund Money Market	Canandaigua National Bank	398,248.61	24,955.29	-	423,203.90
Special Aid Fund Checking/Sweep	Canandaigua National Bank	8,992.00	-	8,309.22	682.78
Capital Fund Checking-29M	Canandaigua National Bank	702,796.08	1,310,024.45	2,010,201.82	2,618.71
Trust & Agency Fund - Checking	Canandaigua National Bank	454,784.08	1,430,239.42	1,363,122.10	521,901.40
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	5,000.69	40,103.97	40,104.15	5,000.51
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	17.27	2,466,278.62	2,466,295.89	-
Total Cash		\$ 4,787,240.88	\$ 28,717,867.08	\$ 27,689,600.66	\$ 5,815,507.30
Investments					
General Fund Certificates of Deposit	Canandaigua National Bank	45,570,044.03	9,789,119.62	16,584,425.53	38,774,738.12
Capital Fund Certificates of Deposit	Canandaigua National Bank	9,000,000.00	-	-	9,000,000.00
Debt Service Fund Certificates of Deposit	Canandaigua National Bank	2,440,375.24	2,225,963.71	2,415,574.47	2,250,764.48
Total Investments		\$ 57,010,419.27	\$ 12,015,083.33	\$ 19,000,000.00	\$ 50,025,502.60
District Totals		\$ 61,797,660.15	\$ 40,732,950.41	\$ 46,689,600.66	\$ 55,841,009.90

I hereby certify that the above cash balances are in agreement with bank statements as reconciled

School District Treasurer

Extraclass Fund
From January 1, 2022 to January 31, 2022

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2022	11,622.27			11,622.27
CLASS OF 2023	3,704.22		83.42	3,620.80
CLASS OF 2024	1,494.75		846.05	648.70
CLASS OF 2025	925.00			925.00
AQUATIC LEADERS	-			-
ART CLUB	149.52			149.52
BUSINESS CLUB	9,943.34		100.00	9,843.34
DRAMA CLUB	11,809.60			11,809.60
FRENCH CLUB	12,214.06		45.00	12,169.06
GO GREEN GARDEN TEAM	66.27			66.27
GLOBAL COMPETENCY	536.55			536.55
INTERNATIONAL CLUB	203.02			203.02
J.H. MUSICAL	24,959.58			24,959.58
J.H. STORE	996.37			996.37
J.H. ST. CO.	6,400.15		27.49	6,372.66
J.H. YEARBOOK	(7.54)			(7.54)
KEYCLUB	4,775.40		2,054.00	2,721.40
MEDICAL EXPLORERS	110.75			110.75
MENTORING CLUB	5,546.48			5,546.48
N.H.S.	1,786.21			1,786.21
OUTDOOR ACTIVITY	142.48			142.48
POSITIVE SCHOOL CLIMATE	2,548.45		56.90	2,491.55
SALES TAX	2,283.43			2,283.43
SEAS	481.00			481.00
S.H. ORCHESTRA	4,099.35			4,099.35
SH SCHOOL STORE	5,109.08		497.79	4,611.29
S.H. ST. CO.	2,919.11	1,668.00		4,587.11
SH YEARBOOK	(768.41)			(768.41)
SPANISH CLUB	3,051.78			3,051.78
VICTOR MUSIC SOCIETY	2,112.44	311.84	160.84	2,263.44
VICTOR CARES	8,307.82			8,307.82
WELLNESS CLUB	216.00			216.00
TOTALS	127,738.53	1,979.84	3,871.49	125,846.88

Bank Balance	128,878.78
Checks Outstanding	3,031.90
Interest Not Posted	-
Bank Error	-
Returned Checks	-
Deposits in Transit	-

Jill Smith, Extraclass Treasurer

Total Reconciled Bank Balance 125,846.88

Victor Central School District
Revenue Status Report As Of: 01/31/2022
Fiscal Year: 2022
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
1001 Real Property Taxes Tom			52,329,088.00	49,627,127.78	49,620,122.74	0.00	7,005.04	0.00
1081 Other Pmts in Lieu of Taxes			2,833,469.00	2,833,469.00	2,666,480.18	0.00	166,988.82	0.00
1085 STAR Reimbursement			0.00	2,701,960.22	2,701,960.22	-6,459.45	0.00	0.00
1090 Int. & Penal. on Real Prop.Tax			45,000.00	45,000.00	29,148.45	0.00	15,851.55	0.00
1120 Nonprop. Tax Distrib. By Co.			75,000.00	75,000.00	73,000.00	0.00	2,000.00	0.00
1335 Oth Student Fee/Charges (Indiv			0.00	0.00	85,988.00	47,513.00	0.00	85,988.00
1410 Admissions (from Individuals)			0.00	0.00	5,567.00	1,391.00	0.00	5,567.00
2230 Day School Tuit-Oth Dist. NYS			20,000.00	20,000.00	57,747.00	0.00	0.00	37,747.00
2401 Interest and Earnings			75,000.00	75,000.00	27,618.73	17,374.16	61,116.61	13,735.34
2410 Rental of Real Property,Indiv.			8,000.00	8,000.00	31,648.50	5,670.00	0.00	23,648.50
2440 Rental of Buses			12,000.00	12,000.00	4,087.86	3,623.00	7,912.14	0.00
2450 Commissions			0.00	0.00	2,205.43	43.08	0.00	2,205.43
2680 Insurance Recoveries			0.00	0.00	14,309.00	14,309.00	0.00	14,309.00
2690 Other Compensation for Loss			0.00	0.00	1,098.91	208.00	0.00	1,098.91
2701 Refund PY Exp-BOCES Aided Srvc			80,000.00	80,000.00	0.00	0.00	80,000.00	0.00
2703 Refund PY Exp-Other-Not Trans			55,000.00	55,000.00	85,558.44	74,066.92	0.00	30,558.44
2705 Gifts and Donations			0.00	26,174.50	28,527.50	15,673.00	0.00	2,353.00
2770 Other Unclassified Rev.(Spec)			16,000.00	16,000.00	27,744.71	1,164.00	0.00	11,744.71
3101 Basic Formula Aid-Gen Aids (Ex			24,510,512.00	18,963,019.38	4,083,574.37	0.00	14,879,445.01	0.00
3102 Lottery Aid			0.00	5,547,492.62	5,206,885.43	107,358.08	340,607.19	0.00
3103 BOCES Aid (Sect 3609a Ed Law)			2,135,074.00	2,135,074.00	-49,874.45	0.00	2,184,948.45	0.00
3260 Textbook Aid (Incl Txtbk/Lott)			260,378.00	260,378.00	65,520.00	0.00	194,858.00	0.00
3262 Computer Sftwre, Hrdwre Aid			133,006.00	133,006.00	0.00	0.00	133,006.00	0.00
3263 Library A/V Loan Program Aid			26,962.00	26,962.00	0.00	0.00	26,962.00	0.00
3289 Other State Aid			0.00	0.00	80,706.47	79,306.47	0.00	80,706.47
4601 Medic.Ass't-Sch Age-Sch Yr Pro			75,000.00	75,000.00	61,323.57	0.00	13,676.43	0.00
5999 Appropriated Fund Balance			529,000.00	1,028,229.83	0.00	0.00	1,028,229.83	0.00
Total GENERAL FUND			83,218,489.00	83,743,893.33	64,910,948.06	361,240.26	19,142,607.07	309,661.80

Selection Criteria

Criteria Name: Private: BOE Rev Status
As Of Date: 01/31/2022
Suppress revenue accounts with no activity
Show Actual revenue in 'As Of' cycle
Show special revenue accounts 5997-5999
Print Summary Only
Sort by: Fund/State Revenue
Printed by MATT DEAMARAL

* Estimated revenue for Carryover Encumbrances from the prior fiscal year will not be realized.

These are estimates to balance the budget

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
1010 Board Of Education							
4 Contractual and Other		5,500.00	4,120.00	1,345.00	345.83	520.00	2,255.00
45 Materials & Supplies		1,700.00	4,975.96	4,157.77	1,538.00	757.07	61.12
49 BOCES Services		3,000.00	3,000.00	897.50	179.50	2,102.50	0.00
Subtotal of 1010 Board Of Education		10,200.00	12,095.96	6,400.27	2,063.33	3,379.57	2,316.12
1040 District Clerk							
16 Noninstructional Salaries		47,592.00	91,592.00	34,653.92	3,794.88	18,974.34	37,963.74
Subtotal of 1040 District Clerk		47,592.00	91,592.00	34,653.92	3,794.88	18,974.34	37,963.74
1060 District Meeting							
4 Contractual and Other		1,200.00	1,200.00	0.00	0.00	0.00	1,200.00
45 Materials & Supplies		3,400.00	3,400.00	0.00	0.00	0.00	3,400.00
Subtotal of 1060 District Meeting		4,600.00	4,600.00	0.00	0.00	0.00	4,600.00
1240 Chief School Administrator							
15 Instructional Salaries		204,360.00	204,360.00	118,154.82	16,879.26	84,396.18	1,809.00
16 Noninstructional Salaries		47,592.00	47,592.00	18,974.40	3,794.88	18,974.34	9,643.26
4 Contractual and Other		5,975.00	5,975.00	4,278.31	55.09	0.00	1,696.69
45 Materials & Supplies		1,000.00	1,000.00	73.74	0.00	0.00	926.26
Subtotal of 1240 Chief School Administrator		258,927.00	258,927.00	141,481.27	20,729.23	103,370.52	14,075.21
1310 Business Administration							
15 Instructional Salaries		131,840.00	132,115.00	77,056.00	11,008.00	55,040.00	19.00
16 Noninstructional Salaries		136,531.00	144,531.00	72,366.20	8,286.51	71,477.29	687.51
4 Contractual and Other		15,001.00	14,901.00	2,390.00	500.00	0.00	12,511.00
45 Materials & Supplies		2,200.00	2,322.73	716.80	144.93	1,334.86	271.07
49 BOCES Services		103,500.00	97,500.00	36,819.42	6,789.41	60,680.58	0.00
Subtotal of 1310 Business Administration		389,072.00	391,369.73	189,348.42	26,728.85	188,532.73	13,488.58
1320 Auditing							
4 Contractual and Other		37,500.00	50,330.00	16,770.00	6,000.00	8,060.00	25,500.00
Subtotal of 1320 Auditing		37,500.00	50,330.00	16,770.00	6,000.00	8,060.00	25,500.00
1325 Treasurer							
16 Noninstructional Salaries		90,125.00	90,300.00	52,675.00	7,525.00	37,625.00	0.00
4 Contractual and Other		500.00	500.00	0.00	0.00	0.00	500.00
45 Materials & Supplies		1,000.00	1,000.00	0.00	0.00	0.00	1,000.00
Subtotal of 1325 Treasurer		91,625.00	91,800.00	52,675.00	7,525.00	37,625.00	1,500.00
1330 Tax Collector							
16 Noninstructional Salaries		9,300.00	9,300.00	0.00	0.00	0.00	9,300.00
4 Contractual and Other		10,750.00	10,750.00	8,271.90	0.00	49.00	2,429.10
45 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00
Subtotal of 1330 Tax Collector		20,150.00	20,150.00	8,271.90	0.00	49.00	11,829.10
1345 Purchasing							

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		14,500.00	14,600.00	14,543.13	43.13	0.00	56.87
Subtotal of 1345 Purchasing		14,500.00	14,600.00	14,543.13	43.13	0.00	56.87
1420 Legal							
4 Contractual and Other		92,100.00	108,898.21	62,039.37	20,883.51	45,010.22	1,848.62
49 BOCES Services		27,000.00	27,000.00	13,301.30	2,554.30	13,698.70	0.00
Subtotal of 1420 Legal		119,100.00	135,898.21	75,340.67	23,437.81	58,708.92	1,848.62
1430 Personnel							
15 Instructional Salaries		144,200.00	144,500.00	84,280.00	12,040.00	60,200.00	20.00
16 Noninstructional Salaries		245,105.00	256,105.00	131,923.49	16,886.64	123,949.00	232.51
4 Contractual and Other		126,000.00	98,990.00	24,344.63	1,517.81	46,992.74	27,652.63
45 Materials & Supplies		1,350.00	1,350.00	0.00	0.00	50.00	1,300.00
49 BOCES Services		7,500.00	42,600.00	2,740.63	545.96	39,842.72	16.65
Subtotal of 1430 Personnel		524,155.00	543,545.00	243,288.75	30,990.41	271,034.46	29,221.79
1480 Public Information and Services							
15 Instructional Salaries		71,225.00	71,260.00	39,933.61	4,333.34	21,666.70	9,659.69
16 Noninstructional Salaries		56,584.00	64,909.00	27,810.16	3,727.20	37,094.64	4.20
4 Contractual and Other		21,400.00	22,882.00	13,468.00	0.00	0.00	9,414.00
45 Materials & Supplies		12,750.00	13,219.00	2,911.69	0.00	1,108.00	9,199.31
49 BOCES Services		61,285.00	61,285.00	29,688.60	5,937.72	31,596.40	0.00
Subtotal of 1480 Public Information and Services		223,244.00	233,555.00	113,812.06	13,998.26	91,465.74	28,277.20
1620 Operation of Plant							
16 Noninstructional Salaries		1,547,104.00	1,496,979.00	583,182.83	85,153.49	526,832.05	386,964.12
4 Contractual and Other		1,068,100.00	1,052,634.31	485,068.74	99,657.15	454,260.35	113,305.22
45 Materials & Supplies		138,000.00	138,000.00	94,483.03	2,487.42	26,877.19	16,639.78
Subtotal of 1620 Operation of Plant		2,753,204.00	2,687,613.31	1,162,734.60	187,298.06	1,007,969.59	516,909.12
1621 Maintenance of Plant							
16 Noninstructional Salaries		666,225.00	666,225.00	340,043.34	51,167.75	292,465.11	33,716.55
2 Equipment		41,763.00	50,713.00	16,791.19	0.00	433.81	33,488.00
4 Contractual and Other		490,650.00	604,752.39	258,965.02	33,220.49	71,335.94	274,451.43
45 Materials & Supplies		250,000.00	259,528.50	150,774.53	15,664.56	96,867.13	11,886.84
49 BOCES Services		19,055.00	19,055.00	0.00	0.00	19,055.00	0.00
Subtotal of 1621 Maintenance of Plant		1,467,693.00	1,600,273.89	766,574.08	100,052.80	480,156.99	353,542.82
1622 Security of Plant							
4 Contractual and Other		113,000.00	154,838.19	45,465.88	0.00	104,587.90	4,784.41
Subtotal of 1622 Security of Plant		113,000.00	154,838.19	45,465.88	0.00	104,587.90	4,784.41
1670 Central Printing & Mailing							
4 Contractual and Other		65,000.00	65,171.00	18,977.28	36.00	38,176.34	8,017.38
Subtotal of 1670 Central Printing & Mailing		65,000.00	65,171.00	18,977.28	36.00	38,176.34	8,017.38
1680 Central Data Processing							

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
49 BOCES Services		631,600.00	666,049.95	301,320.43	49,886.44	364,729.52	0.00
Subtotal of 1680 Central Data Processing		631,600.00	666,049.95	301,320.43	49,886.44	364,729.52	0.00
1910 Unallocated Insurance							
4 Contractual and Other		285,000.00	285,000.00	263,151.00	34,786.00	0.00	21,849.00
Subtotal of 1910 Unallocated Insurance		285,000.00	285,000.00	263,151.00	34,786.00	0.00	21,849.00
1920 School Association Dues							
4 Contractual and Other		13,000.00	13,000.00	10,660.00	0.00	0.00	2,340.00
Subtotal of 1920 School Association Dues		13,000.00	13,000.00	10,660.00	0.00	0.00	2,340.00
1981 BOCES Administrative Costs							
49 BOCES Services		777,150.00	777,150.00	378,961.54	75,792.32	398,188.46	0.00
Subtotal of 1981 BOCES Administrative Costs		777,150.00	777,150.00	378,961.54	75,792.32	398,188.46	0.00
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		663,983.00	488,983.00	283,735.90	27,524.92	137,624.64	67,622.46
16 Noninstructional Salaries		130,551.00	155,551.00	69,634.74	9,590.80	83,852.24	2,064.02
4 Contractual and Other		36,797.00	105,669.00	78,029.55	1,705.00	2,567.00	25,072.45
45 Materials & Supplies		7,200.00	21,011.43	12,949.31	756.67	4,567.91	3,494.21
Subtotal of 2010 Curriculum Devel and Suprvsn		838,531.00	771,214.43	444,349.50	39,577.39	228,611.79	98,253.14
2020 Supervision-Regular School							
15 Instructional Salaries		1,368,952.00	1,229,352.00	762,307.41	113,845.78	457,009.51	10,035.08
16 Noninstructional Salaries		408,610.00	435,610.00	204,234.29	27,841.91	220,605.71	10,770.00
2 Equipment		245.00	245.00	0.00	0.00	0.00	245.00
4 Contractual and Other		11,356.00	11,356.00	2,465.89	0.00	104.00	8,786.11
45 Materials & Supplies		10,700.00	10,885.52	1,410.51	157.44	1,256.45	8,218.56
49 BOCES Services		0.00	30,000.00	14,575.00	2,915.00	15,425.00	0.00
Subtotal of 2020 Supervision-Regular School		1,799,863.00	1,717,448.52	984,993.10	144,760.13	694,400.67	38,054.75
2060 Research, Planning & Evaluation							
4 Contractual and Other		2,800.00	2,800.00	0.00	0.00	0.00	2,800.00
45 Materials & Supplies		500.00	670.00	670.00	0.00	0.00	0.00
Subtotal of 2060 Research, Planning & Evaluation		3,300.00	3,470.00	670.00	0.00	0.00	2,800.00
2070 Inservice Training-Instruction							
15 Instructional Salaries		0.00	25,000.00	10,829.53	3,875.64	0.00	14,170.47
4 Contractual and Other		5,000.00	5,000.00	434.75	0.00	2,479.59	2,085.66
45 Materials & Supplies		700.00	25,700.00	16,607.50	8,350.70	0.00	9,092.50
49 BOCES Services		41,000.00	61,378.00	58,419.54	24,547.49	2,958.46	0.00
Subtotal of 2070 Inservice Training-Instruction		46,700.00	117,078.00	86,291.32	36,773.83	5,438.05	25,348.63
2110 Teaching-Regular School							
10 Teacher Salaries, Pre-K		68,308.00	26,308.00	1,125.70	225.14	1,576.04	23,606.26
12 Teacher Salaries, K-6		9,813,949.00	10,120,549.00	4,571,207.84	924,343.41	5,449,161.91	100,179.25
13 Teacher Salaries, 7-12		9,407,713.00	9,132,888.00	4,074,664.19	798,432.24	4,896,545.80	161,678.01

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
14 Substitute Tchr Salaries		596,000.00	584,000.00	234,343.91	22,911.97	76,224.97	273,431.12
16 Noninstructional Salaries		1,394,826.00	1,188,351.00	518,902.44	104,234.94	634,285.88	35,162.68
2 Equipment		41,222.00	52,694.92	21,122.94	0.00	5,281.90	26,290.08
4 Contractual and Other		76,864.00	80,981.50	9,967.82	707.00	1,707.11	69,306.57
45 Materials & Supplies		379,010.00	396,203.85	197,995.11	34,850.94	38,968.47	159,240.27
471 Tuition Pd To NYS Pub Sch		55,500.00	75,439.60	21,297.00	0.00	9,053.00	45,089.60
473 Payment to Charter School		38,000.00	38,000.00	0.00	0.00	0.00	38,000.00
48 Textbooks		118,835.00	124,238.41	60,109.20	10,726.95	13,949.27	50,179.94
49 BOCES Services		405,298.00	406,157.00	150,686.65	34,003.84	254,611.35	859.00
Subtotal of 2110 Teaching-Regular School		22,395,525.00	22,225,811.28	9,861,422.80	1,930,436.43	11,381,365.70	983,022.78
2250 Prg For Sdnts w/Disabil-Med Elgble							
15 Instructional Salaries		3,001,284.00	2,999,184.00	1,245,923.26	247,182.68	1,469,670.86	283,589.88
16 Noninstructional Salaries		2,616,075.00	2,594,375.00	1,140,908.61	232,061.25	1,319,281.02	134,185.37
4 Contractual and Other		220,000.00	210,000.00	54,070.65	18,585.23	71,139.05	84,790.30
45 Materials & Supplies		39,210.00	49,830.00	36,205.98	1,219.76	2,933.74	10,690.28
471 Tuition Pd To NYS Pub Sch		9,000.00	9,000.00	0.00	0.00	0.00	9,000.00
472 Tuition-All Other		520,000.00	617,620.18	244,801.98	108,254.38	365,284.64	7,533.56
473 Payment to Charter School		0.00	25,000.00	5,815.50	0.00	6,184.50	13,000.00
49 BOCES Services		3,215,000.00	3,236,700.00	1,152,008.92	245,638.66	2,084,644.83	46.25
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		9,620,569.00	9,741,709.18	3,879,734.90	852,941.96	5,319,138.64	542,835.64
2259 Prg for English Language Learners							
15 Instructional Salaries		487,971.00	500,871.00	216,272.06	43,276.14	258,979.73	25,619.21
4 Contractual and Other		4,860.00	4,860.00	109.45	34.45	890.55	3,860.00
45 Materials & Supplies		1,925.00	1,925.00	1,520.28	250.53	187.48	217.24
Subtotal of 2259 Prg for English Language Learners		494,756.00	507,656.00	217,901.79	43,561.12	260,057.76	29,696.45
2280 Occupational Education(Grades 9-12)							
49 BOCES Services		628,300.00	628,300.00	264,186.00	52,837.20	364,114.00	0.00
Subtotal of 2280 Occupational Education(Grades 9-12)		628,300.00	628,300.00	264,186.00	52,837.20	364,114.00	0.00
2330 Teaching-Special Schools							
4 Contractual and Other		0.00	4,500.00	3,414.00	718.00	1,077.00	9.00
49 BOCES Services		38,800.00	38,800.00	69.01	69.01	27,090.99	11,640.00
Subtotal of 2330 Teaching-Special Schools		38,800.00	43,300.00	3,483.01	787.01	28,167.99	11,649.00
2610 School Library & AV							
15 Instructional Salaries		359,071.00	359,071.00	155,068.64	31,142.38	199,967.90	4,034.46
16 Noninstructional Salaries		113,664.00	113,664.00	51,433.86	10,527.39	53,317.50	8,912.64
4 Contractual and Other		5,480.00	2,771.00	647.94	182.45	0.00	2,123.06
45 Materials & Supplies		6,000.00	6,750.00	2,637.50	868.30	1,126.01	2,986.49
46 Sch. Library AV Loan Prog		59,620.00	66,454.58	26,441.61	1,931.31	15,306.65	24,706.32
49 BOCES Services		81,885.00	81,885.00	39,315.66	8,881.53	42,569.34	0.00
Subtotal of 2610 School Library & AV		625,720.00	630,595.58	275,545.21	53,533.36	312,287.40	42,762.97

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

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2630 Computer Assisted Instruction							
15 Instructional Salaries		109,200.00	106,350.00	59,122.00	8,446.00	42,230.00	4,998.00
16 Noninstructional Salaries		252,000.00	327,750.00	145,581.96	24,322.08	155,788.30	26,379.74
22 State Aided Comp Hardware		150,000.00	159,282.93	83,337.13	14,565.45	70,125.33	5,820.47
4 Contractual and Other		103,340.00	57,208.76	9,649.31	3,918.38	12,675.56	34,883.89
45 Materials & Supplies		17,000.00	49,379.97	24,159.80	1,248.97	15,314.17	9,906.00
46 Sch. Library AV Loan Prog		41,200.00	64,040.85	56,857.24	13,269.98	6,701.37	482.24
49 BOCES Services		725,000.00	1,005,000.00	991,956.83	192,647.85	13,043.17	0.00
Subtotal of 2630 Computer Assisted Instruction		1,397,740.00	1,769,012.51	1,370,664.27	258,418.71	315,877.90	82,470.34
2810 Guidance-Regular School							
15 Instructional Salaries		1,065,282.00	1,064,682.00	540,338.37	90,009.52	512,879.88	11,463.75
16 Noninstructional Salaries		134,926.00	162,901.00	65,012.23	10,830.08	81,736.32	16,152.45
4 Contractual and Other		1,400.00	800.00	0.00	0.00	0.00	800.00
45 Materials & Supplies		3,900.00	3,900.00	1,002.39	0.00	260.65	2,636.96
Subtotal of 2810 Guidance-Regular School		1,205,508.00	1,232,283.00	606,352.99	100,839.60	594,876.85	31,053.16
2815 Health Srvcs-Regular School							
16 Noninstructional Salaries		403,200.00	406,800.00	174,186.49	35,495.56	184,229.90	48,383.61
4 Contractual and Other		155,000.00	158,048.00	34,349.52	15,793.12	111,472.09	12,226.39
45 Materials & Supplies		25,750.00	26,544.64	12,201.13	391.25	5,260.66	9,082.85
Subtotal of 2815 Health Srvcs-Regular School		583,950.00	591,392.64	220,737.14	51,679.93	300,962.65	69,692.85
2820 Psychological Srvcs-Reg Schl							
15 Instructional Salaries		836,473.00	793,323.00	386,840.39	64,577.74	362,715.33	43,767.28
4 Contractual and Other		1,200.00	1,200.00	0.00	0.00	0.00	1,200.00
45 Materials & Supplies		1,200.00	1,200.00	466.03	6.56	6.18	727.79
Subtotal of 2820 Psychological Srvcs-Reg Schl		838,873.00	795,723.00	387,306.42	64,584.30	362,721.51	45,695.07
2825 Social Work Srvcs-Regular School							
15 Instructional Salaries		173,544.00	329,694.00	148,454.36	24,216.68	134,640.31	46,599.33
Subtotal of 2825 Social Work Srvcs-Regular School		173,544.00	329,694.00	148,454.36	24,216.68	134,640.31	46,599.33
2830 Pupil Personnel Srvcs-Special Schools							
15 Instructional Salaries		338,520.00	384,020.00	219,727.68	32,848.24	164,241.32	51.00
16 Noninstructional Salaries		146,475.00	194,975.00	94,407.35	15,072.11	98,146.84	2,420.81
4 Contractual and Other		800.00	800.00	60.00	0.00	0.00	740.00
45 Materials & Supplies		500.00	500.00	0.00	0.00	0.00	500.00
Subtotal of 2830 Pupil Personnel Srvcs-Special Schools		486,295.00	580,295.00	314,195.03	47,920.35	262,388.16	3,711.81
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		202,818.00	202,818.00	113,434.62	12,663.12	75,223.11	14,160.27
4 Contractual and Other		33,025.00	33,025.00	0.00	0.00	0.00	33,025.00
45 Materials & Supplies		16,985.00	16,985.00	149.99	0.00	6,010.35	10,824.66
Subtotal of 2850 Co-Curricular Activ-Reg Schl		252,828.00	252,828.00	113,584.61	12,663.12	81,233.46	58,009.93
2855 Interscholastic Athletics-Reg Schl							

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
15 Instructional Salaries		775,000.00	781,000.00	460,716.35	58,987.10	103,858.47	216,425.18
16 Noninstructional Salaries		52,500.00	52,000.00	34,828.83	8,690.46	0.00	17,171.17
2 Equipment		2,000.00	2,000.00	1,842.36	0.00	157.63	0.01
4 Contractual and Other		203,000.00	229,439.62	99,572.34	16,969.98	104,904.68	24,962.60
45 Materials & Supplies		66,083.00	85,469.02	54,745.16	1,372.37	21,380.39	9,343.47
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,098,583.00	1,149,908.64	651,705.04	86,019.91	230,301.17	267,902.43
5510 District Transportation Services							
16 Noninstructional Salaries		2,211,250.00	2,211,250.00	1,144,113.71	198,546.77	802,864.56	264,271.73
2 Equipment		6,500.00	8,092.99	2,306.72	13.60	2,786.27	3,000.00
4 Contractual and Other		296,000.00	301,256.84	120,105.49	11,730.94	58,263.06	122,888.29
45 Materials & Supplies		579,900.00	489,216.00	162,747.08	21,092.04	127,753.74	198,715.18
Subtotal of 5510 District Transportation Services		3,093,650.00	3,009,815.83	1,429,273.00	231,383.35	991,667.63	588,875.20
5530 Garage Building							
16 Noninstructional Salaries		8,500.00	8,500.00	0.00	0.00	0.00	8,500.00
4 Contractual and Other		59,550.00	61,650.00	16,278.52	5,683.37	38,816.09	6,555.39
Subtotal of 5530 Garage Building		68,050.00	70,150.00	16,278.52	5,683.37	38,816.09	15,055.39
5581 Transportation from Boces							
49 BOCES Services		15,965.00	15,965.00	4,549.08	483.03	11,415.92	0.00
Subtotal of 5581 Transportation from Boces		15,965.00	15,965.00	4,549.08	483.03	11,415.92	0.00
7310 Youth Program							
15 Instructional Salaries		0.00	4,545.00	4,417.90	0.00	0.00	127.10
Subtotal of 7310 Youth Program		0.00	4,545.00	4,417.90	0.00	0.00	127.10
9010 State Retirement							
8 Employee Benefits		1,640,000.00	1,640,000.00	622,650.41	103,503.33	567,679.46	449,670.13
Subtotal of 9010 State Retirement		1,640,000.00	1,640,000.00	622,650.41	103,503.33	567,679.46	449,670.13
9020 Teachers' Retirement							
8 Employee Benefits		3,303,800.00	3,302,616.00	1,404,099.37	261,847.01	1,489,247.44	409,269.19
Subtotal of 9020 Teachers' Retirement		3,303,800.00	3,302,616.00	1,404,099.37	261,847.01	1,489,247.44	409,269.19
9030 Social Security							
8 Employee Benefits		3,155,000.00	3,154,700.00	1,464,955.96	266,783.57	1,551,415.28	138,328.76
Subtotal of 9030 Social Security		3,155,000.00	3,154,700.00	1,464,955.96	266,783.57	1,551,415.28	138,328.76
9040 Workers' Compensation							
8 Employee Benefits		374,500.00	374,500.00	135,976.00	135,976.00	0.00	238,524.00
Subtotal of 9040 Workers' Compensation		374,500.00	374,500.00	135,976.00	135,976.00	0.00	238,524.00
9045 Life Insurance							
8 Employee Benefits		22,000.00	26,500.00	15,981.06	2,178.00	10,518.94	0.00
Subtotal of 9045 Life Insurance		22,000.00	26,500.00	15,981.06	2,178.00	10,518.94	0.00
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	0.00	0.00	0.00	0.00	0.00

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 9050 Unemployment Insurance		15,000.00	0.00	0.00	0.00	0.00	0.00
9055 Disability Insurance							
8 Employee Benefits		30,000.00	36,382.00	12,451.50	4,480.50	15,996.50	7,934.00
Subtotal of 9055 Disability Insurance		30,000.00	36,382.00	12,451.50	4,480.50	15,996.50	7,934.00
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		12,644,000.00	12,496,763.48	6,532,111.19	1,711,934.37	5,739,159.06	225,493.23
Subtotal of 9060 Hospital, Medical, Dental Insurance		12,644,000.00	12,496,763.48	6,532,111.19	1,711,934.37	5,739,159.06	225,493.23
9089 Other (specify)							
8 Employee Benefits		225,000.00	225,875.00	3,875.00	0.00	0.00	222,000.00
Subtotal of 9089 Other (specify)		225,000.00	225,875.00	3,875.00	0.00	0.00	222,000.00
9711 Serial Bonds-School Construction							
6 Principal		4,555,000.00	4,512,500.00	0.00	0.00	0.00	4,512,500.00
7 Interest		1,363,700.00	1,406,200.00	731,850.00	0.00	0.00	674,350.00
Subtotal of 9711 Serial Bonds-School Construction		5,918,700.00	5,918,700.00	731,850.00	0.00	0.00	5,186,850.00
9731 Bond Antic Notes-School Construction							
6 Principal		152,427.00	102,427.00	0.00	0.00	0.00	102,427.00
7 Interest		799,635.00	799,635.00	55,769.98	0.00	0.00	743,865.02
Subtotal of 9731 Bond Antic Notes-School Construction		952,062.00	902,062.00	55,769.98	0.00	0.00	846,292.02
9732 Bond Antic Notes-Bus Purchases							
6 Principal		848,318.00	848,318.00	1,556,135.00	0.00	0.00	-707,817.00
7 Interest		32,005.00	29,980.00	11,086.24	0.00	0.00	18,893.76
Subtotal of 9732 Bond Antic Notes-Bus Purchases		880,323.00	878,298.00	1,567,221.24	0.00	0.00	-688,923.24
9770 Revenue Anticipation Notes							
7 Interest		3,000.00	0.00	0.00	0.00	0.00	0.00
Subtotal of 9770 Revenue Anticipation Notes		3,000.00	0.00	0.00	0.00	0.00	0.00
9789 Other Debt (specify)							
6 Principal		215,964.00	215,964.00	215,963.55	0.00	0.00	0.45
7 Interest		115,778.00	115,778.00	115,777.42	0.00	0.00	0.58
Subtotal of 9789 Other Debt (specify)		331,742.00	331,742.00	331,740.97	0.00	0.00	1.03
9901 Transfer to Other Funds							
95 Transfer-Special Aid Fund		170,000.00	170,000.00	0.00	0.00	0.00	170,000.00
Subtotal of 9901 Transfer to Other Funds		170,000.00	170,000.00	0.00	0.00	0.00	170,000.00
Total GENERAL FUND		83,218,489.00	83,743,893.33	38,009,208.87	7,108,966.08	34,467,509.41	11,267,175.05

Victor Central School District

Budget Status Report As Of: 01/31/2022

Fiscal Year: 2022

Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State

Fund: A

Budget type: Current Year

As Of Date: 01/31/2022

Suppress Budget Accounts with no activity

Print Summary Only

Sort by: Fund/State function/State object

Printed by MATT DEAMARAL

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, March 10, 2022

All appointments on these pages are made in compliance with New York State Education Law relating to criminal history background clearances for new employees. Conditional clearances under that law have been requested for all new employees.

Instructional

Appointments:

The appointment of **Tara Howard**, School Psychologist Intern, effective July 1, 2022, and ending June 30, 2023, at an annual rate of \$10,200. Salary was prorated for a three day per week schedule.

The appointment of **Cara Donaloio**, School Psychologist Intern, effective July 1, 2022, and ending June 30, 2023, at an annual rate of \$17,000.

Leaves of Absence:

The granting of a maternity and subsequent childcare leave of absence for **Lindsay Scott**, Special Education Teacher, effective approximately May 7, 2022, and extending through June 30, 2022.

The granting of an extension of maternity and subsequent childcare leave of absence for **Allison Fricano**, Elementary Teacher, effective August 30, 2022, and extending through June 30, 2023.

The granting of an extension of maternity and subsequent childcare leave of absence for **Megan Steger**, Elementary Teacher, effective August 30, 2022, and extending through March 5, 2023.

Resignations:

The resignation, due to retirement, of **Veronica Puglisi**, Director of Educational and Support Services, effective June 30, 2022.

The resignation of **Julie Bitely**, Assistant Director of Special Education, effective June 30, 2022.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Baseball	Head Varsity	Sean Rucker	2	27
	Varsity Assistant	Mike Ferreri	5	22
	JV	Joe Kurnath	5	11
	Modified A	Pat Lawley	6	26
	Modified B	Tim Clapp	6	16
	Modified B	Jameson Ricigliano	6	9
	Volunteer	Benjamin Lanning	-	-
Unified Basketball	Head Coach	David Vistocco	4	7
	Volunteer	Andy Reddout	-	-
Golf – Boys	Head Varsity	Trevor Sousa	4	14
	JV	Chris Wuest	5	13

Lacrosse – Boys	Head Varsity	Dan Stone	2	22
	Varsity Assistant	Mark Foeder	5	26
	JV	Bryan Lischerelli	5	28
	JV Assistant	Jim Andre	5	27
	Modified A	Kevin Geno	6	12
	Volunteer	Mark Cain	-	-
	Volunteer	Anthony Pezzimenti	-	-
	Volunteer	Jamie Trimboli	-	-
	Volunteer	William Kirnie	-	-
	Volunteer	Maxwell Hill	-	-
Lacrosse – Girls	Head Varsity	Niki Frunzi	2	13
	Varsity Assistant	Todd Thompson	5	4
	JV	Rachel Hillhouse	5	1
	JV Assistant	Maddy Haney	5	1
	Modified B	Jamie Smith	6	14
	Volunteer	Ashley Zahn	-	-
	Volunteer	Erin Jacobs	-	-
Softball	Head Varsity	Frank Clark	2	17
	Varsity Assistant	Gina Potenza	5	11
	JV	Amanda Morehouse	5	11
	Modified A	Jessica Palmer	6	10
	Volunteer	Jenna Mausolf	-	-
Tennis – Boys	Head Varsity	Krystina Barnum	3	15
	JV	Steve Cronmiller	5	21
	Modified A	Jeff Pistritto	6	5
Track – Boys	Head Varsity	Robert Goodell	2	23
	Varsity Assistant	Ross Hunkovic	5	12
Track – Girls	Head Varsity	Austin Donroe	2	5
	Varsity Assistant	Jerry O'Dell	5	38
Track – Coed	Modified B	Matt Bauerlein	6	36
	Modified B	Bridget Clancy	6	2
	Modified B	Kathleen Goodberlet	6	7
	Assistant	Ryan Ellis	5	1
	Volunteer	Genny Corcoran	-	-

Co-Curriculars:

	<u>Teacher Leaders</u>	<u>Name</u>
Strand 3	Math Building Level (Gr. 4-6)	Maire Welling
Substitutes:	Claire Gaynor	Uncertified
	Olivia Quick	Uncertified
	Rachel Farrell	Uncertified
	Angus McCrumb	Uncertified
	Carolyn Rook	Uncertified
	Elliott Butler	Social Studies
	Anjela Woodard	Uncertified
	Deborah Whitehair	Uncertified

David York
Emily Hosmer

Social Studies
Uncertified

Non-Instructional
Appointments:

The appointment of **Patricia Chapman**, from Part Time Human Resources Clerk to Full Time Human Resources Clerk, effective February 7, 2022.

The appointment of **Amy Manning**, Full Time Teacher Aide, effective February 28, 2022, at an hourly rate of \$13.57.

The appointment of **Meghan Andol**, Food Service Helper, effective February 28, 2022, at an hourly rate of \$13.57.

The temporary provisional appointment of **Rhonda Dodson**, from School Bus Driver to Dispatcher, effective February 24, 2022, at an hourly rate of \$23.31.

The appointment of **Dorothy Vaughn**, from Part Time Food Service Helper to Full Time Food Service Helper, effective September 1, 2021.

The appointment of **Judith Kingsley-Woodland**, from Part Time Food Service Helper to Full Time Food Service Helper, effective September 1, 2021.

The appointment of **Heather Cohen**, from Part Time Food Service Helper to Full Time Food Service Helper, effective September 1, 2021.

The appointment of **Jeffery Slaucenburg**, Automotive Mechanic, effective February 14, 2022, at an hourly rate of \$24.39.

The appointment of **Daniel McMillan**, Cleaner, effective March 7, 2022, at an hourly rate of \$14.05.

The appointment of **Caitlin Goodemote**, Part Time Teacher Aide, effective March 4, 2022, at an hourly rate of \$13.57.

The appointment of **Elizabeth Moore**, Full Time Teacher Aide, effective March 7, 2022, at an hourly rate of \$13.57.

Resignations:

The resignation of **Michael Fraser**, Cleaner, effective February 8, 2022.

The resignation of **Dario Pafundi**, Cleaner, effective February 28, 2022.

The resignation of **Deborah Whitehair**, Full Time Teacher Aide, effective February 18, 2022.

The resignation of **Ashleah Selvek**, Part Time Typist, effective March 11, 2022.

The resignation of **Daniel Crowley**, School Bus Monitor, effective March 3, 2022.

The resignation of **Cristina Grassi**, Parent Information Translator, effective March 17, 2022.

**Per Diem and
Substitute Positions:**

Candidate

Position

Jessica Evangelista

Teacher Aide

Tracy Tonias

Cleaner

Stephenie McCormick

Teacher Aide

Deborah Whitehair

Teacher Aide/Typist

Kyle Gietler

Teacher Aide

Cristina Grassi

Typist

Kathaleen Franzen

Teacher Aide

Victor Central School District
Athletic Hall of Fame Program
Selection Committee By-Laws

Mission Statement

It is the mission of the Victor Central School Athletic Hall of Fame Committee to:

- Recognize and celebrate the accomplishments of outstanding athletes, teams, coaches, administrators and Blue Devil supporters.
- Reconnect those individuals and their families with Victor Central Schools.
- Deepen the current student-athletes' understanding and appreciation for the history of the Blue Devil athletes by seeking their participation.

Membership

The Victor Central School Athletic Hall of Fame Committee shall be comprised of no more than ~~eight (8)~~ ten (10) voting members.

- The Director of Athletics shall be a permanent member and serve as the chairperson.
- A VCS Board of Education member or designee.
- Two (2) VCS Student representatives as determined by the Director of Athletics and the Head Coaches Council.
- Up to six (6) other members including individuals from the Victor Central Schools' district staff and the community at large.
 - Term of membership on the committee shall be three (3) years with a potential limit of three (3) consecutive terms.
- A non-voting Historian Consultant as deemed necessary.

~~Term of membership on the committee shall be five (5) years with a two (2) consecutive term limit.~~

Annually, the VCS Board of Education will solicit volunteers from the community to serve as members of the committee. As committee membership vacancies occur, the VCS Board of Education will select from the list of volunteers and appoint new members to the committee.

Duties

The mission statement is accomplished by, but not limited to, the following:

- Encouraging a wide range of individuals to nominate former athletes, coaches, administrator, teams and Blue Devil supporters.
- Selecting worthy candidates for induction into the Hall of Fame

- Recognizing the inductees at Homecoming and Homecoming activities.
- Recognizing the inductees at the Hall of Fame Recognition Ceremony.
- Highlighting the accomplishments of the inductees by displaying their accomplishments and awards on the school property.

Meetings

The committee shall meet at the discretion of the membership.

Nominating and Selection Process

Eligibility

In order to qualify for induction into the Victor Central School Athletic Hall of Fame, a nominee must meet one or more of the following:

- Graduated from Victor Senior High School at least ten (10) years ago and have been affiliated with interscholastic athletics sponsored by Victor Central Schools.
- Coached a Victor Central Schools team for a minimum of ~~five years~~ eight (8) years and retired from coaching that sport.
- Made significant contributions to the students of Victor Central through interscholastic athletics.
- Graduated from Victor Senior High School (at least 10 years ago) and made significant contributions in the world of sports, but may not have necessarily participated in the sports program at Victor Central Schools.

Categories

The following categories are to be considered in qualifying for the Hall of Fame:

- Athletes - Individuals and/or teams who were athletes for Victor Senior High School and graduated a minimum of ten (10) years ago.
- Coaches - Individuals who have made significant and extraordinary contributions to the Victor Athletic programs and coached a Victor Central Schools' team for a minimum of ~~five (5)~~ eight (8) years.
- Honorary- Individuals who made a significant impact on Victor Central athletics, administration, and/or on sectional, regional, state, national, professional, or international levels of athletics. The Honorary category may include, but is not limited to, counselors, faculty managers, scoreboard/book operators, as well as local community supporters.

Nominations

- Nominations may be made by **any** individual to the Athletic Hall of Fame Committee.
- All nominations must be submitted on the official Athletic Hall of Fame application form.
- All application forms must be complete and either delivered or postmarked on or before the deadline set by the Selection Committee.
- All candidates nominated will receive a cover letter outlining the Hall and its procedures. These nominees will be asked to complete a biography form. The form requests detailed information about the candidate's career, coaches, etc.

Current selection committee members and their immediate family are not eligible for induction during a committee member's term of service.

Voting

- Each committee member will receive a copy of each biography under consideration.
- The committee will meet to discuss all candidates and to select inductees.
- The committee will decide based on the following criteria which includes and is not limited to record, ability, integrity, sportsmanship, character and contributions.
- Inductees shall be determined using a ranked-order process developed by committee members.
- The committee shall select a maximum of four (4) nominees for induction each year, unless an extraordinary situation exists, which warrants recognizing more than four individuals.
- In the event no nominee qualifies, no one will be selected for that year.
- A candidate who is not selected will remain as a nominee for ~~two~~ five (5) additional years. At that time a committee member will reach out to the nominator.

Induction Process

Hall of Fame recipients shall be required to attend the induction ceremony and to contribute to or participate in a program in the District schools for the benefit of students. The induction ceremony shall be held for friends and relatives at a dinner with the presentation of plaques by the Director of Athletics. Recipients shall be given up to three-years to attend and receive the award, after which they may be re-nominated.

Amendments of By-Laws

Written proposals for amendments must be submitted at least 30 days prior to any vote. The By-Laws shall be amended by a two-thirds majority of the total committee. All by-law changes must be submitted to the Victor Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the Victor Board of Education on an annual basis. It shall be the responsibility of the Director

of Athletics to submit current by-laws to the Victor Board of Education by March 1st of each year.

Victor Central School District
Athletic Hall of Fame Program
Selection Committee By-Laws

Mission Statement

It is the mission of the Victor Central School Athletic Hall of Fame Committee to:

- Recognize and celebrate the accomplishments of outstanding athletes, teams, coaches, administrators and Blue Devil supporters.
- Reconnect those individuals and their families with Victor Central Schools.
- Deepen the current student-athletes' understanding and appreciation for the history of the Blue Devil athletes by seeking their participation.

Membership

The Victor Central School Athletic Hall of Fame Committee shall be comprised of no more than ten (10) voting members.

- The Director of Athletics shall be a permanent member and serve as the chairperson.
- A VCS Board of Education member or designee.
- Two (2) VCS Student representatives as determined by the Director of Athletics and the Head Coaches Council.
- Up to six (6) other members including individuals from the Victor Central Schools' district staff and the community at large.
 - Term of membership on the committee shall be three (3) years with a potential limit of three (3) consecutive terms.
- A non-voting Historian Consultant as deemed necessary.

Annually, the VCS Board of Education will solicit volunteers from the community to serve as members of the committee. As committee membership vacancies occur, the VCS Board of Education will select from the list of volunteers and appoint new members to the committee.

Duties

The mission statement is accomplished by, but not limited to, the following:

- Encouraging a wide range of individuals to nominate former athletes, coaches, administrators, teams and Blue Devil supporters.
- Selecting worthy candidates for induction into the Hall of Fame
- Recognizing the inductees at Homecoming and Homecoming activities.
- Recognizing the inductees at the Hall of Fame Recognition Ceremony.
- Highlighting the accomplishments of the inductees by displaying their accomplishments and awards on the school property.

Meetings

The committee shall meet at the discretion of the membership.

Nominating and Selection Process

Eligibility

In order to qualify for induction into the Victor Central School Athletic Hall of Fame, a nominee must meet one or more of the following:

- Graduated from Victor Senior High School at least ten (10) years ago and have been affiliated with interscholastic athletics sponsored by Victor Central Schools.
- Coached a Victor Central Schools team for a minimum of eight (8) years and retired from coaching that sport.
- Made significant contributions to the students of Victor Central through interscholastic athletics.
- Graduated from Victor Senior High School (at least 10 years ago) and made significant contributions in the world of sports, but may not have necessarily participated in the sports program at Victor Central Schools.

Categories

The following categories are to be considered in qualifying for the Hall of Fame:

- Athletes - Individuals and/or teams who were athletes for Victor Senior High School and graduated a minimum of ten (10) years ago.
- Coaches - Individuals who have made significant and extraordinary contributions to the Victor Athletic programs and coached a Victor Central Schools' team for a minimum of eight (8) years.
- Honorary- Individuals who made a significant impact on Victor Central athletics, administration, and/or on sectional, regional, state, national, professional, or international levels of athletics. The Honorary category may include, but is not limited to, counselors, faculty managers, scoreboard/book operators, as well as local community supporters.

Nominations

- Nominations may be made by **any** individual to the Athletic Hall of Fame Committee.
- All nominations must be submitted on the official Athletic Hall of Fame application form.
- All application forms must be complete and either delivered or postmarked on or before the deadline set by the Selection Committee.
- All candidates nominated will receive a cover letter outlining the Hall and its procedures. These nominees will be asked to complete a biography form. The form requests detailed information about the candidate's career, coaches, etc.

Current selection committee members and their immediate family are not eligible for induction during a committee member's term of service.

Voting

- Each committee member will receive a copy of each biography under consideration.
- The committee will meet to discuss all candidates and to select inductees.
- The committee will decide based on the following criteria which includes and is not limited to record, ability, integrity, sportsmanship, character and contributions.
- Inductees shall be determined using a ranked-order process developed by committee members.
- The committee shall select a maximum of four (4) nominees for induction each year, unless an extraordinary situation exists, which warrants recognizing more than four individuals.
- In the event no nominee qualifies, no one will be selected for that year.
- A candidate who is not selected will remain as a nominee for five (5) additional years. At that time a committee member will reach out to the nominator.

Induction Process

Hall of Fame recipients shall be required to attend the induction ceremony and to contribute to or participate in a program in the District schools for the benefit of students. The induction ceremony shall be held for friends, relatives and the school community at a dinner with the presentation of plaques by the Director of Athletics. Recipients shall be given up to three-years to attend and receive the award, after which they may be re-nominated.

Amendments of By-Laws

Written proposals for amendments must be submitted at least 30 days prior to any vote. The By-Laws shall be amended by a two-thirds majority of the total committee. All by-law changes must be submitted to the Victor Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the Victor Board of Education on an annual basis. It shall be the responsibility of the Director of Athletics to submit current by-laws to the Victor Board of Education by March 1st of each year.

Victor Central School District
Graduates of Distinction Program
Selection Committee By-Laws

Purpose

The Graduates of Distinction Selection Committee exists for the purpose of recognizing Victor Central School District alumni who have achieved distinction through exceptional or lifetime achievement with significant contribution within their school, family, career, community or personal life; and sharing these accomplishments with the community at large as inspiration for current and future students. The Graduates of Distinction Selection Committee may also recognize students who attended Victor schools before there was a high school. (The first graduating senior class at VCS was in 1894.) Such former students will be given the title of Honorary Recognition.

Membership

The Graduates of Distinction Selection Committee shall consist of graduates of Victor Central School.

- No more than seven voting members
- No more than two from any one graduating class if possible
- A current student (should be a Junior and will hold a two-year term) shall serve as a voting member
- A VCS Board of Education member or designee shall serve as a voting member (one-year term)
- The VCS School and Community Relations Coordinator will serve as a non-voting member

An organizational meeting of the School Committee shall be held after July 1 of each year where a Chairperson shall be elected for the following year by quorum. The School and Community Relations Coordinator shall serve as the Secretary-Treasurer for the committee.

Terms of membership on the committee shall be three (3) years (unless otherwise stated) with a two consecutive term limit.

The VCS Board of Education will solicit volunteers from the community to serve as members of the committee. As committee membership vacancies occur, the VCS Board of Education will select from the list of volunteers and appoint new members to the committee.

Duties

The chairperson shall preside at all meetings. The School and Community Relations Coordinator shall record minutes of the meetings, send mailings to the membership and assist in gathering information about candidates, oversee the financial matters of the committee, coordinate induction activities, i.e. make arrangements for reception, order plaques. The committee will work with the School and Community Relations Coordinator to address public relations needs, recommendations to the VCS Board of Education, and fund expenditure approval. It shall be the sole responsibility of the committee to check references and verify information on nominees.

Meetings

The committee shall meet at the discretion of membership.

Voting

- Attendance at all meetings shall be encouraged with the selection of the candidates requiring voting by all members of the committee.
- The inductees shall be determined by a rating process developed by the committee.
- The chairperson shall forward the names of the Graduate(s) of Distinction (with the rating sheet) to the VCS Board of Education for confirmation.

**Victor Central School District
Graduates of Distinction Program – Selection Committee By-Laws**

Nominating and Selection Process

I. Nominees to the Victor Central School District Graduates of Distinction program shall be selected based upon the following criteria:

A. Nominees of the highest character and integrity must have graduated from Victor Senior High (or have attended Victor Schools BEFORE there was a high school in the case of Honorable Recognition) at least 15 years before they are eligible for selection. The committee may waive the graduation time limit requirements in certain circumstances, as it deems necessary;

B. Significant achievement after attending Victor Schools which include:

1. Educational achievements;
2. Professional achievements;
3. Job related achievements;
4. Honors, awards, professional affiliations, publications;
5. Civic or community involvement;
6. Other appropriate qualifications, which the committee believes merit consideration;

II. The committee shall solicit nominees from the community at large. Anyone may submit a nomination for any person meeting the criterion. Every person nominated shall be eligible for a period of one year. They may be re-nominated.

III. The committee shall select a maximum of three (3) nominees for induction yearly. In the event no nominee qualifies, no one will be selected for that year.

IV. No member of the selection committee may submit a nomination, be nominated or inducted during his or her term of office.

Induction Process

The annual/biennial Graduates of Distinction induction ceremony will be held at a time agreed upon by the District and the Graduates of Distinction. Graduates of Distinction recipients shall be required to attend an induction ceremony with the Board of Education and to contribute to or participate in a program in the District schools for the benefit of students. The structure of such programs is left to the discretion of the District.

Recipients shall be given up to three-years to attend and receive the award, after which they may be re-nominated.

Amendments of By-Laws

The By-Laws shall be amended by a two-thirds majority of the total committee. Written proposals for amendments must be submitted at least 30 days prior to any vote. All by-law changes must be submitted to the VCS Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the VCS Board of Education on an annual basis. It shall be the responsibility of the chairman to submit current Graduates of Distinction by-laws to the VCS Board of Education after the first committee meeting, but no later than March 1st of each year.

Victor Central School District
Graduates of Distinction Program
Selection Committee By-Laws

Purpose

The Graduates of Distinction Selection Committee exists for the purpose of recognizing Victor Central School District alumni who have achieved distinction through exceptional or lifetime achievement with significant contribution within their school, family, career, community or personal life; and sharing these accomplishments with the community at large as inspiration for current and future students. The Graduates of Distinction Selection Committee may also recognize students who attended Victor schools before there was a high school. (The first graduating senior class at VCS was in 1894.) Such former students will be given the title of Honorary Recognition.

Membership

The Graduates of Distinction Selection Committee shall consist of graduates of Victor Central School.

- No more than seven voting members
- No more than two from any one graduating class if possible
- A current student (should be a Junior and will hold a two-year term) shall serve as a voting member
- A VCS Board of Education member or designee shall serve as a voting member (one-year term)
- The VCS School and Community Relations Coordinator will serve as a non-voting member

An organizational meeting of the School Committee shall be held after July 1 of each year where a Chairperson shall be elected for the following year by quorum. The School and Community Relations Coordinator shall serve as the Secretary-Treasurer for the committee.

Terms of membership on the committee shall be three (3) years (unless otherwise stated) with a two consecutive term limit.

The VCS Board of Education will solicit volunteers from the community to serve as members of the committee. As committee membership vacancies occur, the VCS Board of Education will select from the list of volunteers and appoint new members to the committee.

Duties

The chairperson shall preside at all meetings. The School and Community Relations Coordinator shall record minutes of the meetings, send mailings to the membership and assist in gathering information about candidates, oversee the financial matters of the committee, coordinate induction activities, i.e. make arrangements for reception, order plaques. The committee will work with the School and Community Relations Coordinator to address public relations needs, recommendations to the VCS Board of Education, and fund expenditure approval. It shall be the sole responsibility of the committee to check references and verify information on nominees.

Meetings

The committee shall meet at the discretion of membership.

Voting

- Attendance at all meetings shall be encouraged with the selection of the candidates requiring voting by all members of the committee.
- The inductees shall be determined by a rating process developed by the committee.
- The chairperson shall forward the names of the Graduate(s) of Distinction (with the rating sheet) to the VCS Board of Education for confirmation.

**Victor Central School District
Graduates of Distinction Program – Selection Committee By-Laws**

Nominating and Selection Process

I. Nominees to the Victor Central School District Graduates of Distinction program shall be selected based upon the following criteria:

A. Nominees of the highest character and integrity must have graduated from Victor Senior High (or have attended Victor Schools BEFORE there was a high school in the case of Honorable Recognition) at least 15 years before they are eligible for selection. The committee may waive the graduation time limit requirements in certain circumstances, as it deems necessary;

B. Significant achievement after attending Victor Schools which include:

1. Educational achievements;
2. Professional achievements;
3. Job related achievements;
4. Honors, awards, professional affiliations, publications;
5. Civic or community involvement;
6. Other appropriate qualifications, which the committee believes merit consideration;

II. The committee shall solicit nominees from the community at large. Anyone may submit a nomination for any person meeting the criterion. Every person nominated shall be eligible for a period of one year. They may be re-nominated.

III. The committee shall select a maximum of three (3) nominees for induction yearly. In the event no nominee qualifies, no one will be selected for that year.

IV. No member of the selection committee may submit a nomination, be nominated or inducted during his or her term of office.

Induction Process

The annual/biennial Graduates of Distinction induction ceremony will be held at a time agreed upon by the District and the Graduates of Distinction. Graduates of Distinction recipients shall be required to attend an induction ceremony with the Board of Education and to contribute to or participate in a program in the District schools for the benefit of students. The structure of such programs is left to the discretion of the District.

Recipients shall be given up to three-years to attend and receive the award, after which they may be re-nominated.

Amendments of By-Laws

The By-Laws shall be amended by a two-thirds majority of the total committee. Written proposals for amendments must be submitted at least 30 days prior to any vote. All by-law changes must be submitted to the VCS Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the VCS Board of Education on an annual basis. It shall be the responsibility of the chairman to submit current Graduates of Distinction by-laws to the VCS Board of Education after the first committee meeting, but no later than March 1st of each year.

Victor Central School District
Visual and Performing Arts
Hall of Fame Program
Selection Committee By-Laws

Mission Statement

It is the mission of the Victor Central Schools Hall of Fame to:

- Celebrate and honor the accomplishments of outstanding alumni, staff and community members who have excelled in the arts.
- Inspire current students to make contributions to the arts by reconnecting those selected for the hall of fame with our students, staff and community.

Membership

The Victor Central School Hall of Fame Committee shall be comprised of no more than eleven (11) voting members.

- ~~The Director of Education and Support Services~~ The District Office Administrator shall be a permanent member and serve as the chairperson.
- A VCS Board of Education member or designee, selected by the Board of Education.
- The K-12 Chairpersons of Art, Music and Theater departments or designees.
- Three high school students, selected by the Senior High School Principal.
- One community member, selected by the Board of Education
- One representative from the CSEA, selected by the president of CSEA.
- A liaison from the Office of School and Community Relations (non-voting member).

Term of membership on the committee shall be two (2) years with a two (2) consecutive term limit.

Duties

The mission statement is accomplished by, but not limited to, the following:

- Encouraging a wide range of people to nominate individuals.
- Selecting worthy candidates for induction into the Hall of Fame
- Recognizing the inductees at the Hall of Fame Recognition Ceremonies.
- Highlighting the accomplishments of the inductees by displaying their accomplishments and awards on the school property.

Meetings

The committee shall meet at the discretion of the membership.

Nominating and Selection Process

Eligibility

In order to qualify for induction into the Victor Central School Hall of Fame, a nominee [of the highest character and integrity](#) must meet one or more of the following:

- Graduated from Victor Senior High School at least ten (10) years ago and have been affiliated with arts programming sponsored by Victor Central Schools.
- Serve as a staff member in a Victor Central Schools' arts program for a minimum of five years.
- Made significant contributions to the students of Victor Central through the District's arts programming.
- Graduated from Victor Senior High School (at least 10 years ago) and made significant contributions in the Arts but may not have necessarily participated in a program at Victor Central Schools.

Categories

The following categories are to be considered in qualifying for the Hall of Fame:

- Creators - Individuals and/or groups of Victor Senior High School alumni who graduated a minimum of ten (10) years ago.
- Performers- Individuals and/or groups of Victor Senior High School alumni who graduated a minimum of ten (10) years ago.
- Practitioners - Staff and community members who have made significant and extraordinary contributions to the Victor Central Schools' Arts programming for a minimum of five (5) years.
- Contributors- Individuals who have made a significant impact on Victor Central Schools' Arts programming, administration, and/or on regional, state, national, professional, or international levels. This honorary category may include, but is not limited to, VCS staff and local community supporters.

Nominations

- Nominations may be made by **any** individual to the Hall of Fame Committee.
- All nominations must be submitted on the official Hall of Fame application form.
- All application forms must be complete and either delivered or postmarked on or before the deadline set by the Selection Committee.
- Applications will be kept for review for three years from date of submission.

Current selection committee members and their immediate family are not eligible for induction during a committee member's term of service.

Voting

- Each committee member will receive a copy of each application under consideration.
- The committee will meet to discuss all candidates and to select inductees.
- Inductees shall be determined using a process developed by committee members.
- The committee shall select a maximum of four (4) nominees for induction each year from any of the three areas (music, theater and visual arts), unless an extraordinary situation exists, which warrants recognizing more than four individuals.
- A quorum is needed to select inductees.
- In the event no nominee qualifies, no one will be selected for that year.

Induction Process

All candidates selected will receive a cover letter outlining the award and committee procedures.

Hall of Fame inductees shall be required to attend the induction ceremony and to contribute to or participate in a program in the District's schools for the benefit of students.

An induction ceremony and reception shall be held for friends and relatives with the presentation of plaques by the Director of Educational and Support Services and the appropriate K-12 Chairperson.

Recipients shall be given up to three-years to attend the induction ceremony and receive the award, after which they may be re-nominated.

Amendments of By-Laws

Written proposals for amendments must be submitted at least 30 days prior to any vote. The By-Laws shall be amended by a two-thirds majority of the total committee. All by-law changes must be submitted to the Victor Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the Victor Board of Education on an annual basis. It shall be the responsibility of the ~~Director of Educational and Support Services~~ District Office Administrator to submit current by-laws to

the Victor Board of Education by March 1st of each year, except for the first year of existence, 2017-2018.

Victor Central School District
Visual and Performing Arts
Hall of Fame Program
Selection Committee By-Laws

Mission Statement

It is the mission of the Victor Central Schools Hall of Fame to:

- Celebrate and honor the accomplishments of outstanding alumni, staff and community members who have excelled in the arts.
- Inspire current students to make contributions to the arts by reconnecting those selected for the hall of fame with our students, staff and community.

Membership

The Victor Central School Hall of Fame Committee shall be comprised of no more than eleven (11) voting members.

- The District Office Administrator shall be a permanent member and serve as the chairperson.
- A VCS Board of Education member or designee, selected by the Board of Education.
- The K-12 Chairpersons of Art, Music and Theater departments or designees.
- Three high school students, selected by the Senior High School Principal.
- One community member, selected by the Board of Education
- One representative from the CSEA, selected by the president of CSEA.
- A liaison from the Office of School and Community Relations (non-voting member).

Term of membership on the committee shall be two (2) years with a two (2) consecutive term limit.

Duties

The mission statement is accomplished by, but not limited to, the following:

- Encouraging a wide range of people to nominate individuals.
- Selecting worthy candidates for induction into the Hall of Fame
- Recognizing the inductees at the Hall of Fame Recognition Ceremonies.
- Highlighting the accomplishments of the inductees by displaying their accomplishments and awards on the school property.

Meetings

The committee shall meet at the discretion of the membership.

Nominating and Selection Process

Eligibility

In order to qualify for induction into the Victor Central School Hall of Fame, a nominee of the highest character and integrity must meet one or more of the following:

- Graduated from Victor Senior High School at least ten (10) years ago and have been affiliated with arts programming sponsored by Victor Central Schools.
- Serve as a staff member in a Victor Central Schools' arts program for a minimum of five years.
- Made significant contributions to the students of Victor Central through the District's arts programming.
- Graduated from Victor Senior High School (at least 10 years ago) and made significant contributions in the Arts but may not have necessarily participated in a program at Victor Central Schools.

Categories

The following categories are to be considered in qualifying for the Hall of Fame:

- Creators - Individuals and/or groups of Victor Senior High School alumni who graduated a minimum of ten (10) years ago.
- Performers- Individuals and/or groups of Victor Senior High School alumni who graduated a minimum of ten (10) years ago.
- Practitioners - Staff and community members who have made significant and extraordinary contributions to the Victor Central Schools' Arts programming for a minimum of five (5) years.
- Contributors- Individuals who have made a significant impact on Victor Central Schools' Arts programming, administration, and/or on regional, state, national, professional, or international levels. This honorary category may include, but is not limited to, VCS staff and local community supporters.

Nominations

- Nominations may be made by **any** individual to the Hall of Fame Committee.
- All nominations must be submitted on the official Hall of Fame application form.
- All application forms must be complete and either delivered or postmarked on or before the deadline set by the Selection Committee.
- Applications will be kept for review for three years from date of submission.

Current selection committee members and their immediate family are not eligible for induction during a committee member's term of service.

Voting

- Each committee member will receive a copy of each application under consideration.
- The committee will meet to discuss all candidates and to select inductees.
- Inductees shall be determined using a process developed by committee members.
- The committee shall select a maximum of four (4) nominees for induction each year from any of the three areas (music, theater and visual arts), unless an extraordinary situation exists, which warrants recognizing more than four individuals.
- A quorum is needed to select inductees.
- In the event no nominee qualifies, no one will be selected for that year.

Induction Process

All candidates selected will receive a cover letter outlining the award and committee procedures.

Hall of Fame inductees shall be required to attend the induction ceremony and to contribute to or participate in a program in the District's schools for the benefit of students.

An induction ceremony and reception shall be held for friends and relatives with the presentation of plaques by the Director of Educational and Support Services and the appropriate K-12 Chairperson.

Recipients shall be given up to three-years to attend the induction ceremony and receive the award, after which they may be re-nominated.

Amendments of By-Laws

Written proposals for amendments must be submitted at least 30 days prior to any vote. The By-Laws shall be amended by a two-thirds majority of the total committee. All by-law changes must be submitted to the Victor Board of Education for final approval.

Regardless of whether amendments are made or not, the Committee By-laws must be approved by the Victor Board of Education on an annual basis. It shall be the responsibility of the District Office Administrator to submit current by-laws to the Victor Board of Education by March 1st of each year, except for the first year of existence, 2017-2018.

Victor Central School 2022-2023 School Calendar

BOE Approved _____

S	M	T	W	TH	F	S
July 2022						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

S	M	T	W	TH	F	S
August 2022						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

S	M	T	W	TH	F	S
September 2022						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

August 22-24	New Teacher Orientation
Aug. 30-Sept. 1	Superintendent Conference Days**
September 5	Labor Day
September 6	Classes Begin
October 7	Superintendent Conference Day**
October 10	Columbus Day
November 11	Veterans Day
November 23-25	Thanksgiving Recess
December 23-January 2	Holiday Recess
January 16	Martin Luther King, Jr. Day
February 20-24	President's Recess
March 17	Superintendent Conference Day**
April 3-7	Spring Recess
May 29	Memorial Day
June 14-22	Regents Testing
June 19	Juneteenth
June 23	Regents Rating Day - VTA Must Report, No 10 month CSEA^^

Month	Student Days	Teacher Days
August	0	2
September	19	20
October	19	20
November	18	18
December	16	16
January	20	20
February	15	15
March	22	23
April	15	15
May	22	22
June	15 ^^	16
TOTALS	181^^	187*

** Conference Days Subject to NYSED Testing Schedules: VSCD 10 & 11 month non-teaching staff will be notified if attendance is required. **

^^ Regents Rating Day can be considered a student day of attendance if necessary. VSCD 10 month non-teaching staff will be notified if attendance is required. ^^

* Includes Conference Days but not professional days for new teaching staff or the new-year preparation day for returning teachers.

RESOLUTION OF THE BOARD OF EDUCATION OF THE VICTOR CENTRAL SCHOOL DISTRICT, NEW YORK, ADOPTED MARCH 10, 2022, DIRECTING SUBMISSION OF A BOND PROPOSITION AT THE ANNUAL DISTRICT MEETING OF THE QUALIFIED VOTERS OF SAID SCHOOL DISTRICT, TO BE HELD MAY 17, 2022, AND PRESCRIBING THE FORM OF SUCH BOND PROPOSITION TO BE INSERTED IN THE NOTICE OF SUCH ANNUAL DISTRICT MEETING AND ELECTION.

RESOLVED BY THE BOARD OF EDUCATION OF THE VICTOR CENTRAL SCHOOL DISTRICT, IN THE COUNTIES OF ONTARIO, MONROE AND WAYNE, NEW YORK, AS FOLLOWS:

Section 1. At the Annual District Meeting and Election of the qualified voters of Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), to be held on May 17, 2022, a Bond Proposition in substantially the form as hereinafter set forth shall be submitted to the qualified voters of said District. Said Bond Proposition shall appear in the Notice of Annual District Meeting and Election to be held May 17, 2022, and the District Clerk is hereby authorized and directed to include such Bond Proposition in said Notice by inserting therein substantially the following paragraphs:

NOTICE IS FURTHER GIVEN that a Bond Proposition in substantially the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

BOND PROPOSITION

RESOLVED:

- (a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District; and to expend therefor, including preliminary costs and costs incidental thereto and to the financing thereof, an amount not to exceed the estimated total cost of \$1,052,000;
- (b) that a tax is hereby voted in the aggregate amount of not to exceed \$1,052,000 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and
- (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$1,052,000 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

Such Bond Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

BOND PROPOSITION

YES

NO

RESOLVED:

(a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District, and to expend \$1,052,000 therefor; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$1,052,000 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$1,052,000 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

Section 2. The proceeds of the bonds authorized pursuant to the Bond Proposition set forth in Section 1 hereof, and any bond anticipation notes issued in anticipation of said bonds, may be applied to reimburse the District for expenditures made for the purpose or purposes for which said bonds are authorized. The foregoing statement of intent with respect to reimbursement is made in conformity with Treasury Regulation Section 1.150-2 of the United States Treasury Department.

Section 3. This resolution shall take effect immediately.

* * *

The adoption of the foregoing resolution was seconded by Board Member _____ and duly put to a vote on roll call which resulted as follows:

AYES:

NOES:

The resolution was declared adopted.

2022 CAPITAL RESERVE FUND RESOLUTION

BE IT RESOLVED, by the Board of Education of the Victor Central School District, as follows:

Section 1. The proposition hereinafter set forth is hereby authorized to be submitted for the approval of the qualified voters of the District on the 17th day of May, 2022 (the “Vote”).

Section 2. The proposition set forth below shall be submitted at the Vote and the District Clerk shall include notice of the proposition in substantially the following form in the notice of the Vote:

NOTICE IS HEREBY FURTHER GIVEN that at the Vote to be held on May 17, 2022, the following proposition will be submitted:

PROPOSITION

2022 Capital Reserve Fund

Resolved, the Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, “2022 Capital Reserve Fund” created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (\$10,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

Section 3. This resolution shall take effect immediately.

Date: _____, 2022

District Clerk
Victor Central School District

SEAL

2022 BUS PURCHASE RESERVE RESOLUTION

BE IT RESOLVED, by the Board of Education of the Victor Central School District, as follows:

Section 1. The proposition hereinafter set forth is hereby authorized to be submitted for the approval of the qualified voters of the District on the 17th day of May, 2022 (the “Vote”).

Section 2. The proposition set forth below shall be submitted at the Vote and the District Clerk shall include notice of the proposition in substantially the following form in the notice of the Vote:

NOTICE IS HEREBY FURTHER GIVEN that at the Vote to be held on May 17, 2022, the following proposition will be submitted:

PROPOSITION

2022 Bus Purchase Reserve Fund

Resolved, the Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, “2022 Bus Purchase Reserve Fund”, for the purchase of school buses and other vehicles (for use in the transportation program of the School District), in an ultimate amount not to exceed Six Million Dollars (\$6,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of bus purchases and the proceeds of the sale of used buses, and/or such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

Section 3. This resolution shall take effect immediately.

Dated: _____, 2022

District Clerk
Victor Central School District

SEAL

**NOTICE OF VICTOR CENTRAL SCHOOL DISTRICT
BUDGET HEARING and ANNUAL VOTE AND ELECTION**

NOTICE IS HEREBY GIVEN that, as authorized by Education Law, a public hearing for the purposes of discussion of the expenditure of funds and the budgeting therefor will be held in the Victor Junior/Senior High School Performing Arts Center, 953 High Street, Victor, NY, on Tuesday, May 3, 2022, at 7:00 P.M. for the qualified voters of the Victor Central School District.

AND NOTICE IS ALSO GIVEN that voting on budget and election of members of the Board of Education will take place in the Boardroom of Victor Early Childhood School on Tuesday, May 17, 2022, between the hours of 6:00 A.M. and 9:00 P.M.

AND NOTICE IS ALSO GIVEN that a statement of the amount of money that will be required for the ensuing year for school purposes, exclusive of public moneys, may be obtained during the fourteen (14) days immediately preceding the annual budget vote and election from the District website or by contacting the District Clerk at (585) 924-3252 ext. 1402 or goodberletm@victorschools.org.

NOTICE IS FURTHER GIVEN that a Bond Proposition in substantially the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

BOND PROPOSITION

RESOLVED:

(a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District; and to expend therefor, including preliminary costs and costs incidental thereto and to the financing thereof, an amount not to exceed the estimated total cost of \$1,052,000;

(b) that a tax is hereby voted in the aggregate amount of not to exceed \$1,052,000 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and

(c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$1,052,000 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

Such Bond Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

SCHOOL BUS BOND PROPOSITION

YES

NO

RESOLVED:

(a) That the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York (the "District"), is hereby authorized to purchase various school buses for use by the District, and to expend \$1,052,000 therefor; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$1,052,000 to pay such cost, said tax to be levied and collected in installments in such years and in such amounts as shall be determined by said Board of Education; and (c) that in anticipation of said tax, bonds of the District are hereby authorized to be issued in the principal amount of not to exceed \$1,052,000 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

NOTICE IS FURTHER GIVEN that a proposition in the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

2022 CAPITAL RESERVE FUND PROPOSITION

RESOLVED:

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2022 Capital Reserve Fund" created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (\$10,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that such 2022 Capital Reserve Fund Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

2022 CAPITAL RESERVE FUND PROPOSITION

YES

NO

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2022 Capital Reserve Fund" created to defray the cost of the construction and reconstruction of School District buildings and facilities, including original equipment, machinery, apparatus, appurtenances, furnishings and other incidental improvements and expenses in connection therewith, and to defray the cost of, in whole or in part, and in order to accomplish the same, the Board is hereby authorized to establish the ultimate amount of such reserve fund to Ten Million Dollars (\$10,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of capital projects, such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that a proposition in the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

2022 BUS PURCHASE RESERVE FUND PROPOSITION

RESOLVED:

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2022 Bus Purchase Reserve Fund", for the purchase of school buses and other vehicles (for use in the transportation program of the School District), in an ultimate amount not to exceed Six Million Dollars (\$6,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of bus purchases and the proceeds of the sale of used buses, and/or such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that such 2022 Bus Purchase Reserve Fund Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

2022 BUS PURCHASE RESERVE FUND PROPOSITION

YES

NO

The Board of Education of the Victor Central School District is hereby authorized to establish a capital reserve fund pursuant to Section 3651 of the Education Law to be designated, "2022 Bus Purchase Reserve Fund", for the purchase of school buses and other vehicles (for use in the transportation program of the School District), in an ultimate amount not to exceed Six Million Dollars (\$6,000,000) inclusive of accrued interest and other investment earnings, with a probable term of ten (10) years. The Board of Education is hereby authorized to pay funds from the available fund balance, state aid reimbursement to the School District on account of bus purchases and the proceeds of the sale of used buses, and/or such other monies as the voters may direct, and/or other legally available funds of the School District to such reserve fund in an amount determined by the Board of Education up to the maximum authorized amount.

NOTICE IS FURTHER GIVEN that a proposition in the following form shall be presented to the qualified voters of the District at such Annual District Meeting and Election:

VICTOR FARMINGTON LIBRARY FUNDING PROPOSITION

RESOLVED:

That the Victor Central School District, Ontario County, New York, be authorized to levy taxes in the amount of \$2,542,000.00, separate and distinct from the School District's tax levy, for the Victor Farmington Library (the "Library") to pay the annual, cost of principal and interest (and other related amounts) on a loan or loans to be made to the Library to fund the purchase of property at 160 School Street in the Village of Victor (the "Property") and the construction on the Property of a new library building (the "Project"), substantially as described in the plan prepared by the Library with the assistance of HBT Architects (the "Plan"), which Plan is on file and available for public inspection at the Library at 15 West Main Street in the Village of Victor, including demolition and other work required in connection with the Project, and the furnishing and operation of the Project, and for the annual support of the Library; and then pay over such monies to the trustees of the Library for library services for the benefit of residents during the 2023 fiscal year and each year thereafter.

NOTICE IS FURTHER GIVEN that such Library Funding Proposition shall appear on the ballots used for voting at said Annual District Meeting and Election in substantially the following form:

VICTOR FARMINGTON LIBRARY FUNDING PROPOSITION

YES

NO

Shall the Victor Central School District, Ontario County, New York, be authorized to levy taxes in the amount of \$2,542,000.00, separate and distinct from the School District's tax levy, for the Victor Farmington Library (the "Library") to pay the annual, cost of principal and interest (and other related amounts) on a loan or loans to be made to the Library to fund the purchase of property at 160 School Street in the Village of Victor (the "Property") and the construction on the Property of a new library building (the "Project"), substantially as described in the plan prepared by the Library with the assistance of HBT Architects (the "Plan"), which Plan is on file and available for public inspection at the Library at 15 West Main Street in the Village of Victor, including demolition and other work required in connection with the Project, and the furnishing and operation of the Project, and for the annual support of the Library; and then pay over such monies to the trustees of the Library for library services for the benefit of residents during the 2023 fiscal year and each year thereafter.

AND NOTICE IS GIVEN that petitions nominating candidates to fill three vacancies on the Board of Education must be filed with the Clerk of the District, or her designee, in the District Office no later than 4:00 P.M. on Friday, April 15, 2022.

Each petition must have been directed to the Clerk of the District, must have been signed by at least thirty-one (31) qualified voters of the District, must have stated the residence of each signer, and the name and address of the candidate.

The following vacancies are to be filled on the Board of Education:

- a) One for a three year term (incumbent Timothy DeLucia)
- b) One for a three year term (incumbent Christopher Eckhardt)
- c) One for a three year term (incumbent Kristin Elliott)

AND NOTICE IS GIVEN that all qualified individuals who wish to vote in any voting matter of the District must be registered and be listed on the District's voter registration at the time of the vote. Residents of the Victor Central School District who are registered, at their current address, to vote in general, county-wide elections and who have not had such registration canceled, will be automatically placed on the District voter register and need not pre-register to vote in School District votes.

AND NOTICE IS ALSO GIVEN that the Board of Registration shall meet to prepare the register of School District voters and any person shall be entitled to have his/her name placed upon such register provided that at such meeting he/she is known or proven to the satisfaction of such Board of Registration to be then or thereafter entitled to vote at the school election for which such register is prepared. Pre-registration of voters will be held at the District Office Conference Room, 953 High Street, on the following date:

Tuesday, May 10, 2022, between the hours of 3:00 P.M. and 7:00 P.M.

The register of eligible voters will be filed in the office of the Clerk of the District and will be open for inspection by any qualified voter of the District for five days immediately preceding the vote, except May 15, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on May 11, 12, 13, and 16, and by prior appointment on Saturday, May 14.

AND NOTICE IS GIVEN that applications for absentee ballots for voters registered for said election may be applied for at the School District Clerk's Office located in the District Office at 953 High Street, Victor, New York. A list of all persons to whom absentee ballots have been issued will be available in the Clerk's office for five days immediately preceding the vote, except May 15, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on May 11, 12, 13, and 16, and by prior appointment on Saturday, May 14.

Maureen A. Goodberlet
District Clerk

VICTOR CENTRAL SCHOOL DISTRICT
CODE OF CONDUCT – ANNUAL REVIEW – 2021-2022
RECOMMENDED CHANGES FROM DISTRICT COUNCIL

Section	Title	GENERAL OVERVIEW	Recommended Legal Update	District Development	Proposal to Board of Education
5300.05	Introduction	Brief statement expressing that the District is committed to providing a safe and orderly environment.			No change
5300.10	Definitions	Provides definitions for words and phrases used within the code that has a specific intended definition within the document.	Note: Approved by legal council	“Sexual orientation” means actual or perceived heterosexuality, homosexuality, bisexuality ADD: or sexuality of preference.	“Sexual orientation” means actual or perceived heterosexuality, homosexuality, bisexuality ADD: or sexuality of preference.
5300.15	Student Rights and Responsibilities	Sets forth the rights afforded to District students and the District’s expectations regarding student responsibilities.			No change
5300.20 (A)	Essential Partners (Parents)	Sets forth the District’s expectations of parents.			No change
5300.20 (B)	Essential Partners (Teachers)	Sets forth the District’s expectations of teachers.			No change
5300.20 (C)	Essential Partners (School Counselors-	Sets forth the District’s expectations of counselors.			No change
5300.20 (D)	Essential Partners (School Resource Officer)	Sets for the District’s expectations of the school resource officer (“SRO”).			No change

5300.20 (E)	Essential Partners (Other School Personnel)	Sets forth the District's expectations of other school personnel.			No change
5300.20(F)	Essential Partners (District Administrators)	Sets forth the District's expectations of District administrators.			No change
5300.20 (G)	Essential Partners (Superintendent)	Sets forth the District's expectations of the Superintendent.			No change
5300.20 (H)	Essential Partners (Board of Education)	Sets forth the District's expectations of the Board of Education.			No change
5300.20 (I)	Essential Partners (Dignity Act Coordinators)	Sets forth the District's expectations of the Dignity Act Coordinators.		<p>Page 11: The Dignity Act Coordinators are as follows:</p> <p><u>Intermediate School</u> Delete: Michele Maloney and extension 4401</p> <p><u>Senior High School</u> Delete: Amy Shannon and extension 6402 Add: Jennifer Grimes extension 6403</p> <p><u>District Wide Pre-K - 12</u> Delete: Roni Puglisi - extension 1450 Change to: 3145</p>	<p>Page 11: The Dignity Act Coordinators are as follows:</p> <p><u>Intermediate School</u> Delete: Michele Maloney and extension 4401</p> <p><u>Senior High School</u> Delete: Amy Shannon and extension 6402 Add: Jennifer Grimes extension 6403</p> <p><u>District Wide Pre-K - 12</u> Delete: Roni Puglisi - extension 1450 Change to: 3145</p>

5300.25	Dress Code	Sets forth the parameters of appropriate student dress/attire.			No change
5300.30	Prohibited Student Conduct	Sets forth how students are to conduct themselves and also provides guideposts as to what conduct may result in a disciplinary consequence.	Note: Approved by legal council	<p>E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others</p> <p>4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.</p> <p>CHANGE TO: Defaming or denigrating an individual or a group, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them and/or intentional or unintentional language, including language that is hurtful, discriminatory and/or offensive communicated directly or indirectly.</p>	<p>E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others</p> <p>4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.</p> <p>CHANGE TO: Defaming or denigrating an individual or a group, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them and/or intentional or unintentional language, including language that is hurtful, discriminatory and/or offensive communicated directly or indirectly.</p>

5300.35	Reporting Violations	Identified who must make reports of violations of the code and when/how those reports are to be made			No change
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5300.40 (A)	Disciplinary Consequences, Procedures and Referrals – Disciplinary Consequences	Identified potential disciplinary consequences that may be imposed if a student misbehaves	Note: Approved by legal council	<p>Students who are found to have violated the District's code of conduct may be subject to ADD: any of the following consequences.....</p> <p>2. Disciplinary referrals to parent.....omit principal and change to building administration</p> <p>3. Detention..... omit principal and change to building administration</p> <p>9. Removal from classroom..... omit principal and change to counselors, building administration</p> <p>11. ADD: Long-term Suspension Hearing/Long-term (more than five days).....</p> <p>Change numbering of consequences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 to a bulleted list</p> <p>At the bottom of the list add space and without a bullet - Add: Restorative mediation between student and student and/or staff and student may</p>	<p>Students who are found to have violated the District's code of conduct may be subject to ADD: any of the following consequences.....</p> <p>2. Disciplinary referrals to parent.....omit principal and change to building administration</p> <p>3. Detention..... omit principal and change to building administration</p> <p>9. Removal from classroom..... omit principal and change to counselors, building administration</p> <p>11. ADD: Long-term Suspension Hearing/Long-term (more than five days).....</p> <p>Change numbering of consequences 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 to a bulleted list</p> <p>At the bottom of the list add space and without a bullet - Add: Restorative mediation between student and student</p>
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				be offered as an alternative to disciplinary consequences in appropriate circumstances, as determined by the District.	and/or staff and student may be offered as an alternative to disciplinary consequences in appropriate circumstances, as determined by the District.
5300.40 (B)	Disciplinary Consequences, Procedures and Referrals – Procedures	Sets forth the due process requirements that must be afford to students when discipline is going to be imposed by the District			No change
5300.40 (C)	Disciplinary Consequences, Procedures and Referrals – Minimum Periods of Suspension	Identifies the minimum periods of suspension to be imposed related to specific offenses			No change
5300.40 (D)	Disciplinary Consequences, Procedures and Referrals – Referrals.	Identifies the process for referrals to counseling, PINS Petitions (Ontario County Family Court), and Juvenile Delinquents and Juvenile Offenders			No change
5300.45	Alternative Instruction	Provides that students removed from instruction receive alternative education during the period of removal			No change

5300.50	Discipline of Students with Disabilities	Addresses the parameters for disciplining students who are suspected of having a disability, provided with a Section 504 Plan, or classified pursuant to the IDEA and provided with an IEP. It includes sections for definitions, authority to remove/suspend students with disabilities, procedures for suspension/removal, limitations, parental notification, hearing rights, manifestation determination review, services during removal/suspension, and expedited due process hearings			No change
5300.55	Corporal Punishment	Identifies what corporal punishment is and sets forth when reasonable force may be used.			No change
5300.60	Student Searches and Interrogations – Introduction	Provide a general overview regarding the District’s ability to conduct searches and interrogate students			No change
5300.60 (A)	Student Searches and Interrogations – Student Lockers, Desks, and Storage Places	Sets forth the parameters of when the District may search District property (i.e. lockers, desks, and storage places).			No change

5300.60 (B)	Student Searches and Interrogations – Strip Searches	Identifies the protocol and parameters for conduct a search that requires a student to remove any or all of his/her clothing, other than an outer coat			No change
5300.60 (C)	Student Searches and Interrogations – Document of Searches	Identifies the written documentation that school district employees must complete after a search and identifies who is responsible for such documentation			No change
5300.60 (D)	Student Searches and Interrogations – Police Involvement in Searches and Interrogations of Students	Identifies when police may enter school property or a school function and also details the ability of law enforcement to interview and/or question students while on school property or at a school function.			No change
5300.60 (E)	Student Searches and Interrogations – Child Protective Services Investigations	Identifies the interaction and cooperation between the District and CPS. This section also details the ability of CPS to remove a student from school property with a court order			No change

5300.65	Visitors to the Schools	Sets forth the rules applying to visitors to school. This includes: who is considered a visitor, where visitors must report, when visitors must register, and addresses visitor conduct while on district property.			No change
5300.70	Public Conduct on School Property	Identifies the conduct expectations for all individuals while on District property, the penalties for violating the expectations, and the enforcement of the expectations regarding appropriate conduct			No change
5300.75	Dissemination and Review	Sets forth the annual review for the code and methods the code will be distributed			No change
5300.80	Compliance	Identifies that if a section of the code is inconsistent with applicable law, the part of the code that is inconsistent is to be considered amended so that it complies with the law.			No change

**Victor Central School District Code of Conduct
Table of Contents**

5300.05	Introduction	2
5300.10	Definitions	2
5300.15	Student Rights and Responsibilities	5
5300.20	Essential Partners	6
5300.25	Student Dress Code	11
5300.30	Prohibited Student Conduct	11
5300.35	Reporting Violations	14
5300.40	Disciplinary Consequences, Procedures and Referrals	14
5300.45	Alternative Instruction	22
5300.50	Discipline of Students with Disabilities	22
5300.55	Corporal Punishment	29
5300.60	Student Searches and Interrogations	29
5300.65	Visitors to the Schools	32
5300.70	Public Conduct on School Property	33
5300.75	Dissemination and Review	35
5300.80	Compliance	35

Victor Central School District Code of Conduct

5300.05 Introduction

The Board of Education of the Victor Central School District is committed to providing a safe and orderly school environment where students may receive and District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other District personnel, parents and other visitors is essential to achieving this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. To this end, the Board adopts this code of conduct (“code”).

Unless otherwise indicated, this code applies to all students, school personnel, parents and other visitors when on school property or attending a school function.

This code was developed in consultation with teachers, administrators, school board members, other school service professionals, students and parents/legal guardians. This code is also compliant with the Dignity for All Students Act (Dignity Act).

The intent of the amended Dignity Act is to provide all public school students with an environment free from harassment, bullying (including cyberbullying) and discrimination, as well as to foster civility in public schools. The Dignity Act focuses on the prevention of discriminatory behaviors, including harassment/bullying, through the promotion of educational measures meant to positively impact school culture and climate.

5300.10 Definitions

For purposes of the code, the following definitions apply.

“Cyberbullying” means harassment/bullying, as defined below, through any form of electronic communication including, but not limited to, email, Instant messaging, blogs, chat rooms, cell phones, gaming systems and social media to deliberately harass or threaten others.

“Disability” means (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 or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

“Discrimination” means 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 student” means an elementary or secondary student under the age of 21 who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom or an administrator's authority over a school building.

“Emotional harm” that takes place in the context of “harassment or bullying” means harm to a student's emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student's education.

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within 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 such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

“Gender” means a person's actual or perceived sex and shall include a person's gender identity or expression.

“Gender expression” is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.

“Gender identity” is one's self-conception as being male or female, as distinguished from actual biological sex or sex assigned at birth.

“Harassment/bullying” (as defined in Education Law §11(7)) means the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying (as defined in Education Law §11(8)), that

- a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or
- b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or
- d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

For purposes of this definition, the term “threats, intimidation or abuse” shall include verbal and non-verbal actions.

Acts of harassment and bullying that are prohibited include those acts based on a person's actual or perceived membership in the following groups including, but not limited to:

- race
- color

- weight
- national origin
- ethnic group
- religion
- religious practice
- disability
- sex
- sexual orientation
- gender (which includes a person’s actual or perceived sex, as well as gender identity and expression).

“Parent” means parent, guardian, or person in parental relation to a student.

“School Bus” means every motor vehicle owned by a public or government agency or private school and operated for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities, or, privately owned and operated for compensation for the transportation of pupils, children of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.

“School function” means any school-sponsored event or extra-curricular activity.

“School property” means in or 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, including property owned by the District or used by the District for school activities or functions, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

“School rules” means all District and Board of Education policies, rules, regulations and procedures, including this code.

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality [or sexuality of preference](#).

“Student” means any person between the ages of 4 and 21 who is enrolled in an educational program.

“Violent student” means a student under 21 who:

1. Commits an act of violence upon a school employee, or attempts to do so.
2. Commits, while on school property or at a school function, an act of violence upon another student or any other person lawfully on school property or at the school function, or attempts to do so.
3. Possesses, while on school property or at a school function, a weapon.
4. Displays, while on school property or at a school function, what appears to be a weapon.
5. Threatens, while on school property or at a school function, to use a weapon.
6. Knowingly and intentionally damages or destroys the personal property of any student, school employee or any person lawfully on school property or at a school function.
7. Knowingly and intentionally damages or destroys School District property.

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot,

metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death. In addition, this code further prohibits the possession or display of any toy, facsimile or replica of a weapon.

5300.15 Student Rights and Responsibilities

A. Student Rights

The District is committed to safeguarding the rights given to all students under state and federal law and District policy. In addition, to promote a safe, healthy, orderly and supportive school environment, all District students have the right to:

1. Take part in all District activities on an equal basis regardless of race, weight, color, creed, national origin, ethnic group, religion, religious practice, gender or sexual orientation or disability.
2. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
3. Access school policies, regulations and rules and, when necessary, receive an explanation of those rules from school personnel.

B. Student Responsibilities

All District students have the responsibility to:

1. Act in an empathetic and respectful manner toward others while on school property.
2. Contribute to maintaining a safe, supportive and orderly school environment that is conducive to learning.
3. Attend school every day unless they are legally excused and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Ask questions when they do not understand.
6. Seek help in solving problems.
7. Dress appropriately for school and school functions (as outlined in respective handbooks).
8. Accept responsibility for their actions.
9. Be familiar with and abide by District policies, rules and regulations dealing with student conduct.
10. React to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
11. Work to develop mechanisms to manage their anger.
12. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
13. Inform school officials of knowledge of potential safety issues.
14. Promptly report violations of the code of conduct to a teacher, school counselor, administrator or appropriate staff member.
15. Use technology resources, including the Internet and email, in a responsible manner.

5300.20 Essential Partners

A. Parents

All parents are required to:

1. Recognize that the education of their child(ren) is a joint responsibility of the parents and the school community and collaborate with the District to optimize their child's educational opportunities.
2. Send their children to school ready to participate and learn.
3. Ensure their children attend school regularly and on time.
4. Ensure absences are excused.
5. Ensure their children be dressed and groomed in a manner consistent with the student dress code (policy 5300.25).
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know and comply with school rules and help their children understand them so that their children can help create a safe, supportive school environment.
8. Convey to their children a supportive attitude toward education and the District.
9. Build positive, constructive relationships with teachers, other parents and their children's friends.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Inform school officials of knowledge of potential safety issues.
14. Promptly report violations of the code of conduct to a teacher, school counselor, administrator or appropriate staff member.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

B. Teachers

All District teachers are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Be prepared to teach.
4. Demonstrate interest in teaching and concern for student achievement.
5. Communicate to students and parents:
 - a) Course objectives and requirements
 - b) Marking/grading procedures
 - c) Assignment deadlines
 - d) Expectations for students
 - e) Classroom discipline plan
6. Communicate regularly with students, parents and other teachers concerning students' growth and achievement.
7. Maintain confidentiality in accordance with federal and state law.

8. Work towards strengthening students' social and emotional well being.
9. Inform school officials of knowledge of potential safety issues.
10. Work with administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
11. Promptly report violations of the code of conduct to a school counselor, administrator or appropriate staff member.
12. Participate in school-wide efforts to provide adequate supervision in all school spaces, in conformity with the Taylor Law (Public Employees Fair Employment Act).
13. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function.
14. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

C. School Counselors, School Psychologists and School Social Workers

All school counselors, school psychologists and social workers are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Encourage students to benefit from the curriculum and extracurricular programs.
4. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
5. Work towards strengthening students' social and emotional well being.
6. Initiate conferences, with necessary parties, as a way to resolve problems.
7. Regularly review with students their educational progress and career plans.
8. Maintain confidentiality in accordance with federal and state law.
9. Provide information to assist students with career planning.
10. Make known to students and families the resources in the community that are available to meet their needs.
11. Inform school officials of knowledge of potential safety issues.
12. Work with administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
13. Participate in school-wide efforts to provide adequate supervision in all school spaces.
14. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
15. Address personal biases that may prevent equal treatment of all students.
16. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

D. School Resource Officer ("SRO")

The School Resource Officer is required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability,

- sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
 3. Promote a safe and orderly school environment.
 4. Educate students, staff and parents on matters of safety and law.
 5. Work towards strengthening students' social and emotional well being.
 6. Assist students in coping with peer pressure and emerging personal problems.
 7. Ensure that students, staff, and parents have the opportunity to communicate regularly with the SRO and to approach the SRO for resolution of conflicts.
 8. Maintain confidentiality in accordance with federal and state law.
 9. Inform administration of knowledge of potential safety issues.
 10. Be responsible for enforcing matters of law and ensuring that all issues are addressed promptly and fairly.
 11. Work with the Superintendent and administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
 12. Participate in school-wide efforts to provide adequate supervision in all school spaces.
 13. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function
 14. Address personal biases that may prevent equal treatment of all students.
 15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

E. Other School Personnel

All other school personnel are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Maintain confidentiality in accordance with federal and state law.
4. Inform school officials of knowledge of potential safety issues.
5. Work with administrators in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
6. Help children understand the District's expectations for maintaining a safe, orderly environment.
7. Participate in school-wide efforts to provide adequate supervision in all school spaces.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students.
10. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

F. District Administrators

District administrators are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability,

sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.

2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Evaluate all instructional programs on a regular basis.
6. Ensure that students, staff and parents have the opportunity to communicate regularly with administrators and to approach administrators for resolution of conflicts.
7. Maintain confidentiality in accordance with federal and state law.
8. Review Board policies and state/federal laws relating to school operations and management.
9. Provide support in the development of the code of conduct, when called upon. Disseminate the code of conduct and anti-harassment policies.
10. Work with the Superintendent in enforcing the code of conduct and ensuring that all issues are addressed promptly and fairly.
11. Participate in school-wide efforts to provide adequate supervision in all school spaces.
12. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
13. Address personal biases that may prevent equal treatment of all students and staff.
14. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

G. Superintendent

The Superintendent is required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.
2. Know school policies and rules, and enforce them in a fair and consistent manner.
3. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Evaluate all instructional programs on a regular basis.
6. Ensure that students, staff and parents have the opportunity to communicate regularly with administrators and to approach administrators for resolution of conflicts.
7. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
8. Review with District administrators Board of Education policies and state/federal laws relating to school operations and management.
9. Maintain confidentiality in accordance with federal and state law.
10. Inform the Board about educational trends relating to student discipline.
11. Work with District administrators in enforcing the code of conduct and ensuring that all issues are resolved promptly and fairly.
12. Participate in school-wide efforts to provide adequate supervision in all school spaces.

13. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
14. Address personal biases that may prevent equal treatment of all students and staff.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

H. Board of Education

Members of the Board of Education are required to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
2. Maintain confidentiality in accordance with federal and state law.
3. Develop and recommend a budget that provides programs and activities that support achievement of the goals of the code of conduct.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Collaborate with students, teachers, administrators, and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
6. Adopt and review the District's code of conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation annually.
7. Lead by example by conducting Board meetings in a professional, respectful, courteous manner.
8. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students and staff.
10. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

I. The Dignity Act Coordinators

The Dignity Act also requires that at least one staff member at every school be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

The Dignity Act Coordinator is expected to:

1. 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, sex, sexual orientation, or gender (including gender identity and expression).
2. Oversee and coordinate the work of the District-wide and building-level Bullying Prevention Committees.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the Bullying Prevention Committees.

5. Be responsible for monitoring and reporting on the effectiveness of the District's bullying prevention policy.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.

The Dignity Act Coordinators are as follows:

- | | | |
|------------------------------------------------|----------------------------|------------------------------------------------|
| • Early Childhood School | Laura Reynolds | (585)924-3252 ext. 2401 |
| • Primary School | Amanda Moon | (585)924-3252 ext. 3401 |
| • Intermediate School— Tom Cheevers | Michele Maloney | (585)924-3252 ext. 4401 |
| | Staci Thibodeau | (585)924-3252 ext. 4402 |
| • Junior High School | David Thering | (585)924-3252 ext. 5401 |
| • Senior High School | Amy Shannon— | (585)924-3252 ext. 6402 |
| | <u>Jennifer Grimes</u> | <u>(585)924-3252 ext. 6403</u> |
| | John Ryan | (585)924-3252 ext. 6414 |
| • District Wide Pre-K - 12 | Roni Puglisi | (585)924-3252 ext. 1450 <u>3145</u> |
| • District Wide Pre-K - 12 | Julie Bitely | (585)924-3252 ext. 1453 |

5300.25 Student Dress Code

Students and parents have the right to determine how the student shall dress providing that such attire is not destructive to school property, complies with requirements for health and safety and standard of decency within the community. Appropriate student dress is required at all instructional times and District-sponsored events (i.e. extracurricular events, prom, etc.). The administration is authorized to take action in instances where individual dress does not meet stated requirements.

In addition, student dress shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Recognize that extremely brief garments including but not limited to tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see-through garments are not appropriate.
3. Ensure that undergarments are completely covered with outer clothing.
4. Not include clothing, pins, signs, or jewelry that are unsafe, and/or violate decency.
5. Include footwear at all times. Footwear that is a safety hazard will not be allowed.
6. Not include the wearing of hats or other head coverings, except for a medical or religious purpose, unless approved by a building administrator.
7. Not include items or markings that are vulgar, obscene, libelous or denigrate others on account of race, color, religion, creed, national origin, gender, sexual orientation or disability.
8. Not promote and/or endorse the use of alcohol, tobacco or illegal drugs and/or encourage other illegal or violent activities.

Each principal or his/her designee shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an

acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

5300.30 Prohibited Student Conduct

The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, District personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on educating students so they may grow in self-discipline.

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

Students may be subject to disciplinary action, up to and including suspension from school, when they:

A. Engage in conduct that is disorderly

Examples of disorderly conduct include but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language, gestures, or visual images that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. 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.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, recording devices, cell phones or internet/intranet accounts; accessing inappropriate websites; or any other violation of District policy.

B. Engage in conduct that is insubordinate

Examples of insubordinate conduct include but are not limited to:

1. Failing to comply with the reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping assigned detention and/or assigned tutoring sessions.

C. Engage in conduct that is disruptive

Examples of disruptive conduct include, but are not limited to:

1. Continually impeding the teaching and learning process.
2. Continually interfering with the teacher's authority over the classroom.

3. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
4. Inappropriate public sexual contact.
5. Display or use of personal electronic devices, such as, but not limited to cell phones, iPods, digital cameras, in a manner that is in violation of District policy.

D. Engage in conduct that is violent

Examples of violent conduct include but are not limited to:

1. Committing an act of violence (such as biting, hitting, kicking, punching and scratching) upon another student, teacher, administrator or other school employee or attempting or threatening to do so.
2. Committing an act of violence that results in physical injury or depraved indifference to another person on school property or attempting or threatening to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person on school property, including graffiti or arson, or threatening or attempting to do so.
7. Intentionally damaging or destroying School District property.

E. Engage in any conduct that endangers the safety, physical or mental health or welfare of others

Examples of such conduct include but are not limited to:

1. Lying to school personnel.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defaming or denigrating an individual or a group, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them and/or intentional or unintentional language, including language that is hurtful, discriminatory and/or offensive communicated directly or indirectly. ~~Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.~~
5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability as a basis for treating another in a negative 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. Harassment is also the creation of a hostile environment. (See policy 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.

8. Bullying, including cyberbullying, which consists of inappropriate persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering others. (See policy 0115 for a more complete definition.)
9. Hazing, which includes an induction, initiation or membership process involving harassment. (See policy 0115 for a more complete definition.)
10. Selling, using, transmitting or possessing obscene material.
11. Using vulgar or abusive language or visual images, cursing or swearing.
12. Possessing, using, selling, distributing or exchanging any tobacco product.
13. Possessing, using, selling, distributing or exchanging any smoking and/or vaping device and/or paraphernalia.
14. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, substances commonly referred to as "designer drugs", and substances marked not for "human consumption".
15. Inappropriately using or sharing prescription and over-the-counter drugs.
16. Possessing, consuming, selling, distributing or exchanging any substance that alters perception or behavior, reducing that individual's ability to function appropriately in the academic environment.
17. Gambling.
18. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner either in person, via photos or electronically.
19. Initiating a report warning of fire, bomb threat or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Using any technological devices to inappropriately photograph, record, or videotape another person without the consent of those present.
21. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without obtaining prior written permission from the District's Superintendent and demonstrating compliance with any and all applicable Federal Aviation Administration rules and regulations.

F. Engage in misconduct while on a school bus

It is crucial for students to behave appropriately while riding on District buses, to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, throwing objects, standing while the bus is in motion, and fighting will not be tolerated.

G. Engage in any form of academic misconduct

Examples of academic misconduct include but are not limited to:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering records.
5. Assisting another student in any of the above actions.

H. Engage in off-campus misconduct that interferes with, or can reasonably be expected to substantially disrupt the educational process in the school or at a school function

Examples of such misconduct include but are not limited to:

1. Cyberbullying.
2. Threatening, hazing, and harassing students or school personnel over the phone or the internet.
3. Using message boards to convey threats, derogatory comments or post pornographic pictures of students or school personnel.

I. Engage in inappropriate use of technology, such as the Internet, email, or social media

1. In a manner that violates local, state, or federal laws, including, but not limited to, those pertaining to, intellectual property, harassment, discrimination, bullying, defamation, or unauthorized access to any computer system (including so called “hacking”);
2. In a manner that disrupts or damages hardware or software, such as virus creation, planting, transmission or sabotage;
3. In a manner that violates District policy, rule, regulation or the Code of Conduct;
4. In a manner that violates the privacy rights or the respect of the student or others (e.g., sharing password information, photographs, or other personal information);
5. To access sexually oriented/adult oriented chat rooms bulletin boards or sexually explicit sites, or any chat rooms inappropriate for minors;
6. To access dangerous information that if acted upon could cause damage to persons or property; and/or
7. To buy or sell products or services or otherwise use the resources for personal profit or gain.

5300.35 Reporting Violations

All students are expected to promptly report violations of the code of conduct to a teacher, school counselor, administrator or appropriate staff member.

All District staff who are authorized to impose disciplinary sanctions (policy 5300.40) are expected to do so in a prompt, fair and lawful manner. District staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to a supervisor who is authorized to act.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction, which may include permanent suspension and referral for prosecution.

The principal or his/her designee must notify parents and the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, but in no event later than the close of business the day the principal or his/her designee learns of the violation. Parent notification may be made by telephone, followed by a letter mailed within 24 hours. The notification must identify the student and explain the conduct that violated the code of conduct and constituted a crime.

5300.40 Disciplinary Consequences, Procedures and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students' ability to grow in self-discipline.

Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances.

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations.

If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Committee on Special Education. Discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

A. Disciplinary Consequences

Students who are found to have violated the District's code of conduct may be subject to [any of](#) 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.~~ Disciplinary referrals to parent – bus driver, hall and lunch monitors (through administrator), coaches, school counselors, teachers, ~~principal~~[building administration](#), Superintendent
- ~~3.~~ Detention – teachers, ~~principal~~[building administration](#), Superintendent
- ~~4.~~ Suspension from transportation – Director of Transportation, principal, Superintendent
- ~~5.~~ Suspension from athletic participation – coaches, Athletic Director, principal, Superintendent
- ~~6.~~ Suspension from social or extracurricular activities – activity advisor, principal, Superintendent
- ~~7.~~ Suspension of other privileges – principal, Superintendent
- ~~8.~~ In-school suspension – principal, Superintendent
- ~~9.~~ Removal from classroom – teachers, ~~principal~~[counselors](#), [building administration](#)
- ~~10.~~ Short-term (five days or less) suspension from school – principal, Superintendent, Board of Education
- ~~11.~~ [Long-term Suspension Hearing](#)/Long-term (more than five days) suspension from school – principal, Superintendent, Board of Education.
- ~~12.~~ Permanent suspension from school – Superintendent, Board of Education.

[Restorative mediation between student and student and/or staff and student may be offered as an alternative to disciplinary consequences in appropriate circumstances, as determined by the District.](#)

B. 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 penalty.

Students who are to be given penalties other than an oral warning or disciplinary referrals to their parents 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 (beyond the regular school day) detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a consequence only after the student's parent has been notified to confirm that there is no conflict with the time/date of the detention and that the student has appropriate transportation home following detention.

If a student receives detention during a non-instructional period of the day, the student's parent will be notified and transportation home will be provided.

2. Suspension from transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal, Director of Transportation, Superintendent, or their designees. In such cases, the student's parent will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance, 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 meeting with the principal or the principal's designee to discuss the conduct and the consequence involved.

3. Suspension from athletic participation, extracurricular activities and other privileges

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges 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 meeting with the appropriate District official and/or the Athletic Standards Review Board imposing the suspension to discuss the conduct and the consequence 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 principals/designees and the Superintendent/designee 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 will be provided with a reasonable opportunity for an informal meeting with the District official imposing the in-school suspension to discuss the conduct and the consequence involved.

5. Teacher disciplinary removal of disruptive students

A student’s behavior can affect a teacher’s ability to teach and make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student’s behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his/her composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- short-term “time out” in a classroom or in an administrator’s office with a staff member present;
- sending a student into the hallway briefly;
- sending a student to the principal’s office for the remainder of the class time only; or
- sending a student to a school counselor or other District staff member for counseling.

Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student’s behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher’s authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher’s instructions or repeatedly violates the teacher’s classroom behavior rules.

A classroom teacher may remove a disruptive student from class for up to two class periods, as outlined in the procedures that follow. The removal from class applies to the class of the removing teacher only. A removed student shall be sent to the principal’s office.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption to persons or property, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he/she was removed from the classroom and give the student a chance to present his/her version of the relevant events within 24 hours.

The teacher must complete a District-established disciplinary removal form and meet with the principal or his/her designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the principal or another District administrator designated by the principal must notify the student's parents that the student has been removed from class and why. The notice must also inform the parent that he/she has the right, upon request, to an informal meeting with the principal or the principal's designee to discuss the reasons for the removal. A written copy of this information will follow.

The principal may require the teacher who ordered the removal to attend the informal meeting in accordance with contractual requirements.

If at the informal meeting the student denies the charges, the principal or the principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and principal.

The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the District's code of conduct.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his/her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal meeting, if a meeting is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities by the classroom teacher until he/she is permitted to return to the classroom.

Each teacher must keep a complete log for all cases of removal of students from his/her class. The principal must keep a log of all removals of students from class.

Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his/her class until he/she has verified with the principal or the chairperson of the Committee on Special Education that the removal will not violate the student's rights under state or federal law or regulation.

6. 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, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the Superintendent and the principals.

Any staff member may recommend to the principal or the Superintendent 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, Assistant 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 in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. 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.

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 of the right to request an immediate informal meeting with the principal or his/her designee. Both the notice and informal meeting shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

The notice and opportunity for an informal meeting 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 meeting shall take place as soon after the suspension as is reasonably practicable.

After the meeting, the principal shall promptly advise the parents in writing of his/her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the

Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent's decision, they must file a written appeal to the Board of Education with the District Clerk within 30 business days of the date of the Superintendent's decision. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

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

When the Superintendent or principal determines that a suspension for more than five days may be warranted, he/she shall give reasonable notice to the student and the student's parents 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 him or her and the right to present witnesses and other evidence on his/her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his/her 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 proceeding before him/her. 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 that 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 30 business days of the date of the Superintendent's decision. 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 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.

C. Minimum Periods of Suspension

1. Students who bring to or possess a weapon on school property:

Any student, other than a student with a disability, found guilty of bringing to or possessing a weapon on school property will be subject to a long term suspension from school for at least one calendar year. Under certain mitigating circumstances a shorter suspension may be considered. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the following:

- a) The student's age.

- b) The student's grade in school.
- 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, teachers and/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 to or possessing a weapon on school property:

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing to or possessing a weapon on school property, shall be subject to a short or long term suspension from school. If the proposed consequence is a five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal meeting given to all students subject to a short-term suspension. If the proposed consequence exceeds a five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify a five-day suspension on a case-by-case basis. 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 substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom:

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least one day and can be suspended up to five days. For purposes of this code of conduct, "repeatedly is 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, or three or more occasions during a trimester. The proposed consequence is a minimum one-day suspension and up to five days suspension. The student and the student's parent will be given the same notice and opportunity for an informal meeting given to all students subject to a short-term suspension. If the proposed consequence exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the suspension on a case-by-case basis. 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.

D. Referrals

1. Counseling

The principal or his/her designee (including counseling staff) shall handle all referrals of students to counseling.

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 he/she requires 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, which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school.
- c) Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

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

5300.45 Alternative Instruction

When a student of any age is removed from class by a teacher or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

5300.50 Discipline of Students with Disabilities

The Board of Education recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities who violate the District's student code of conduct, and/or to temporarily remove a student with disabilities from his or her current placement because maintaining the student in that placement is substantially likely to result in injury to the student or to others. The Board also recognizes that students with disabilities deemed eligible for special education services under the IDEA and Article 89 of New York's Education Law enjoy certain procedural protections that school authorities must observe when they decide to suspend or remove them. Under certain conditions those protections extend, as well, to students not currently deemed to be a student with a disability but determined to be a student presumed to have a disability for discipline purposes.

Therefore, the Board is committed to ensuring that the District follows suspension and removal procedures that are consistent with those protections. The code of conduct for students is intended to afford students with disabilities and students presumed to have a disability for discipline purposes the express rights they enjoy under applicable law and regulations.

Definitions

For purposes of this portion of the code of conduct, and consistent with applicable law and regulations, the following definitions will apply:

1. **Behavioral Intervention Plan (BIP)** means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs,

- and intervention strategies that include positive behavioral supports and services to address the behavior.
2. **Controlled substance** means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
 3. **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, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.
 4. **Illegal drug** means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
 5. **Interim alternative educational setting (IAES)** means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
 6. **Manifestation review** means a review of the relationship between the student's disability and the behavior subject to disciplinary action, which is required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
 7. **Manifestation team** means a District representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the Committee on Special Education as determined by the parent and the District.
 8. **Removal** means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
 9. **School day** means any day, including a partial day, which students are in attendance at school for instructional purposes.
 10. **Serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 11. **Student presumed to have a disability for discipline purposes** means a student who, under the conditions set forth later in this policy, the District is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
 12. **Suspension** means a suspension pursuant to §3214 of New York's Education Law.
 13. **Weapon** means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is

used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

The Board, District Superintendent, Superintendent of Schools or a principal with authority to suspend students under the Education Law may order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed five consecutive school days.

The Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability into an IAES, another setting or suspension for a period not to exceed ten consecutive school days inclusive of any period in which the student has been suspended or removed for the same behavior pursuant to the above paragraph, if the Superintendent determines that the student's behavior warrants the suspension. The Superintendent also may order additional suspensions of not more than ten consecutive school days in the same school year for separate incidents of misconduct, as long as the suspensions do not constitute a disciplinary change of placement.

In addition, the Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for a period in excess of ten consecutive school days if the manifestation team determines that the student's behavior was not a manifestation of the student's disability. In such an instance, the Superintendent may discipline the student in the same manner and for the same duration as a non-disabled student.

Furthermore, the Superintendent may, directly or upon the recommendation of a designated hearing officer, order the placement of a student with a disability to an IAES to be determined by the Committee on Special Education for a period of up to 45 school days if the student either:

1. Carries or possesses a weapon to or at school, on school premises or to a school function, under the jurisdiction of the educational agency, or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the District's jurisdiction, or
3. Has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the District's jurisdiction.

The Superintendent may order the placement of a student with a disability to an IAES under such circumstances, whether or not the student's behavior is a manifestation of the student's disability. However, the Committee on Special Education will determine the IAES.

Procedures for the Suspension or Removal of Students with Disabilities by School Personnel

1. In cases involving the suspension or removal of a student with a disability for a period of five consecutive school days or less, the student's parents or persons in parental relation to the student will be notified of the suspension and given an opportunity for an informal meeting in accordance with the same procedures that apply to such short term suspensions of non-disabled students.

2. The suspension of students with disabilities for a period in excess of five school days will be subject to the same due process procedures applicable to non-disabled students, except that the student disciplinary hearing conducted by the Superintendent or a designated hearing officer shall be bifurcated into a guilt phase and a penalty phase. Upon a finding of guilt, the Superintendent or the designated hearing officer will await notification of the determination by the manifestation team as to whether the student's behavior was a manifestation of his or her disability. The penalty phase of the hearing may proceed after receipt of that notification. If the manifestation team determined that the behavior was not a manifestation of the student's disability, the student may be disciplined in the same manner as a non-disabled student, except that he or she will continue to receive services as set forth below. However, if the behavior was deemed a manifestation of the student's disability, the hearing will be dismissed, unless the behavior involved concerned weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, in which case the student may still be placed in an IAES.

Limitation on Authority of School Personnel to Suspend or Remove Students with Disabilities

The imposition of a suspension or removal by authorized school personnel may not result in a disciplinary change of placement of a student with a disability that is based on a pattern of suspensions or removals as set forth above in the *Definitions* section of this policy, unless:

1. The manifestation team determines that the student's behavior was not a manifestation of the student's disability, or
2. The student is removed to an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury as set forth above.

School personnel will consider any unique circumstances on a case-by-case basis when determining whether a disciplinary change in placement is appropriate for a student with a disability who violates the District's code of conduct.

In addition, school personnel may not suspend or remove a student with a disability in excess of the amount of time that a non-disabled student would be suspended for the same behavior.

Parental Notification of a Disciplinary Change of Placement

The District will provide the parents of a student with a disability notice of any decision to make a removal that constitutes a disciplinary change of placement because of a violation of the student code of conduct. Such notice will be accompanied by a copy of the procedural safeguards notice.

Authority of an Impartial Hearing Officer to Remove a Student with a Disability

An impartial hearing officer may order the placement of a student with a disability to an IAES for up to 45 school days at a time if he or she determines that maintaining the current placement of the student is substantially likely to result in injury to the student or to others. This authority applies whether or not the student's behavior is a manifestation of the student's disability.

Manifestation Review

A review of the relationship between a student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the student's disability will be made by the manifestation team immediately, if possible, but in no case later than 10 school days after a decision is made by:

1. The Superintendent to change the placement of a student to an IAES;
2. An impartial hearing officer to place a student in an IAES; or
3. The Board, the Superintendent, or principal to impose a suspension that constitutes a disciplinary change in placement.

The manifestation team must determine that the student's conduct was a manifestation of the student's disability if it concludes that the conduct in question was either:

1. Caused by or had a direct or substantial relationship to the student's disability, or
2. The direct result of the District's failure to implement the student's individualized education program.

The manifestation team must base its determination on a review all relevant information in the student's file including the student's individualized education program, any teacher observations, and any relevant information provided by the parents.

If the manifestation team determines that the student's conduct is a manifestation of the student's disability, the Committee on Special Education (CSE) will:

1. Conduct a functional behavioral assessment of the student and implement a behavioral intervention plan, unless the District had already done so prior to the behavior that resulted in the disciplinary change of placement occurred. However, if the student already has a behavioral intervention plan, the CSE will review the plan and its implementation, and modify it as necessary to address the behavior; and
2. Return the student to the placement from which he or she was removed, unless the change in placement was to an IAES for conduct involving weapons, illegal drugs or controlled substances or the infliction of serious bodily injury, or the parents and the District agree to a change in placement as part of the modification of the behavioral intervention plan.

If the manifestation team determines that the conduct in question was the direct result of the District's failure to implement the student's individualized education program, the District will take immediate steps to remedy those deficiencies.

Services for Students with Disabilities during Periods of Suspension or Removal

Students with disabilities who are suspended or removed from their current educational setting in accordance with the provisions of this policy and applicable law and regulation will continue to receive services as follows:

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the District will provide alternative

instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.

2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

3. During suspensions or removals in excess of 10 school days in a school year that constitute a disciplinary change in placement, including placement in an IAES for behavior involving weapons, illegal drugs or controlled substances, or the infliction of serious bodily injury, the District will provide students with disabilities services necessary to enable them to continue to participate in the general curriculum, to progress toward meeting the goals set out in their respective individualized education program, and to receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so it does not recur.

In such an instance, the Committee on Special Education will determine the appropriate IAES and services to be provided.

Students Presumed to Have a Disability for Discipline Purposes

The parent of a student who is facing disciplinary action but who was not identified as a student with a disability at the time of misconduct has the right to invoke any of the protections set forth in this policy in accordance with applicable law and regulations, if the District is deemed to have had knowledge that the student was a student with a disability before the behavior precipitating disciplinary action occurred and the student is therefore a student presumed to have a disability for discipline purposes.

If it is claimed that the District had such knowledge, it will be the responsibility of the Superintendent, principal or other authorized school official imposing the suspension or removal in question for determining whether the student is a student presumed to have a disability for discipline purposes. The District will be deemed to have had such knowledge if:

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or

3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's Director of Special Education or other supervisory personnel.

Nonetheless, a student will not be considered a student presumed to have a disability for discipline purposes if notwithstanding the District's receipt of information supporting a claim that it had knowledge the student has a disability,

1. The student's parent has not allowed an evaluation of the student; or
2. The student's parent has refused services; or
3. The District conducted an evaluation of the student and determined that the student is not a student with a disability.

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 the District receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the District will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the District which can include suspension.

Expedited Due Process Hearings

The District will arrange for an expedited due process hearing upon receipt of or filing of a due process complaint notice for such a hearing by:

1. The District 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 his or her current educational placement;
2. The District during the pendency of due process hearings where school personnel maintain that it is dangerous for the student to be in his or her current educational placement during such proceedings;
3. The student's parent regarding a determination that the student's behavior was not a manifestation of the student's disability; or
4. The student's parent relating to any decision regarding placement, including but not limited to any decision to place the student in an IAES.

The District will arrange for, and an impartial hearing officer will conduct, an expedited due process hearing in accordance with the procedures established in Commissioner's regulations. Those procedures include but are not limited to convening a resolution meeting, and initiating and completing the hearing within the timelines specified in those regulations.

When an expedited due process hearing has been requested because of a disciplinary change in placement, a manifestation determination, or because the District believes that maintaining the student in the current placement is likely to result in injury to the student or others, the student will remain in the IAES pending the decision of the impartial hearing officer or until the expiration of the period of removal, whichever occurs first unless the student's parent and the District agree otherwise.

Referral to Law Enforcement and Judicial Authorities

Consistent with its authority under applicable law and regulations, the District will report a crime committed by a student with a disability to appropriate law enforcement and judicial authorities. In such an instance, the Superintendent will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration to the appropriate authorities to whom the crime is reported, to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).

5300.55 Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.
3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of School District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

5300.60 Student Searches and Interrogations

The Board of Education is committed to ensuring an atmosphere on school property and at school functions that is safe and orderly. To achieve this kind of environment, any school official authorized to impose a disciplinary consequence on a student may question a student about an alleged violation of law or the District code of conduct. Students are not entitled to any sort of "Miranda"-type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned.

In addition, the Board authorizes the Superintendent, building administrators or his/her designee and the school nurse to conduct searches of students and their belongings, in most instances, with the exceptions set forth below in A and B, if the authorized school official has reasonable suspicion to believe that the search will result in evidence that the student violated the law or the District code of conduct.

An authorized school official may conduct a search of a student's property that is minimally intrusive, such as touching the outside of a book bag, without reasonable suspicion, so long as the school official has a legitimate reason for the very limited search.

An authorized school official may search a student or the student's property (for example, a backpack, book bag, purse, car, etc.) based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other

sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

Before searching a student or the student's property, the authorized school official should encourage the student to admit that he/she possesses physical evidence that they violated the law or the District code, or get the student to voluntarily consent to the search. Searches will be limited to the extent necessary to locate the evidence sought.

Whenever practicable, searches will be conducted in the privacy of administrative offices and students will be present when their possessions are being searched.

A. Student Lockers, Desks and other School Storage Places

The rules in this code of conduct regarding searches of students and their belongings do not apply to student lockers, desks and other school storage places. Students have no reasonable expectation of privacy with respect to these places and school officials retain complete control over them. This means those student lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice to students and without their consent.

B. Strip Searches

A strip search is a search that requires a student to remove any or all of his/her clothing, other than an outer coat or jacket. If an authorized school official believes it is necessary to conduct a strip search of a student, the school official may do so only if the search is authorized in advance by the Superintendent or the school attorney. The only exception to this rule requiring advanced authorization is when the school official believes there is an emergency situation that could threaten the safety of the students or others.

Strip searches may only be conducted by an authorized school official of the same sex as the student being searched and in the presence of another District professional employee who is also of the same sex as the student.

In every case, the school official conducting a strip search must have reasonable suspicion to believe the student is concealing evidence of a violation of law or the District code. In addition, before conducting a strip search, the school official must consider the nature of the alleged violation, the student's age, the student's record, the quality of the knowledge that lead to the reasonable suspicion and the need for such a search.

School officials will attempt to notify the student's parent by telephone before conducting a strip search, or in writing after the fact if the parent could not be reached by telephone.

C. Documentation of Searches

The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.

7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s), until the item is turned over to the police. The principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

D. Police Involvement in Searches and Interrogations of Students

District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. Police officials, however, have limited authority to interview or search students in schools or at school functions, or to use school facilities in connection with police work. Police officials may enter school property or a school function to question or search a student or to conduct a formal investigation involving students only if they have:

1. A search or an arrest warrant; or
2. Probable cause to believe a crime has been committed on school property or at a school function; or
3. Been invited by school officials.

Before police officials are permitted to question or search any student, the principal or his/her designee shall try to notify the student's parent to give the parent the opportunity to be present during the police questioning or search. If the student's parent cannot be contacted prior to the police questioning or search, the questioning or search shall not be conducted by a police officer. The principal or designee will also be present during any police questioning or search of a student on school property or at a school function. The primary goal of law enforcement is as an advisor. However, under law, police can speak to and remove a student 16 years or older for matters of law.

Students who are questioned by police officials on school property or at a school function will be afforded the same rights they have outside the school. This means:

1. They must be informed of their legal rights.
2. They may remain silent if they so desire.
3. They may request the presence of an attorney.

E. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. Please refer to Board Policy 5460 for a list of mandated reporters.

All requests by child protective services to interview a student on school property shall be made directly to the principal or his/her designee. The principal or his/her designee shall set the time and place of the interview. The principal or designee shall be present during the interview. If the nature of the allegations is such that it may be necessary for the student to remove any of his/her clothing in order for the child protective services worker to verify the allegations, the school nurse or other District medical personnel must be present during that portion of the interview. No student may be required to remove his/her clothing in front of a child protective services worker or School District official of the opposite sex.

A child protective services worker may not remove a student from school property without a court order, unless the worker reasonably believes that the student would be subject to danger of abuse if he/she were not removed from school before a court order can reasonably be obtained. If the worker believes the student would be subject to danger of abuse, the worker may remove the student without a court order and without the parent's consent.

5300.65 Visitors to the Schools

The Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The principal or his/her designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the main office or other secure entrances upon arrival at the school. There they will be required to present their ID for verification through our electronic check-in system 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 must return the identification badge to the office before leaving the building.
3. Visitors attending school functions that are open to the public outside of the regular school day, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to get permission from the building administrator to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
8. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without the prior written authorization from the District's Superintendent is prohibited. Prior to such use, users must also demonstrate compliance with any and all applicable Federal Aviation Administration rules and regulations.

5300.70 Public Conduct on School Property

The District is committed to providing an orderly, respectful environment that is conducive to learning. To create and maintain this kind of an environment, it is necessary to regulate public conduct on school property and at school functions. For purposes of this section of the code, “public” shall mean all persons when on school property or attending a school function including students, teachers and District personnel.

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly attired for the purpose they are on school property.

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten or attempt to do so.
2. Intentionally damage or destroy School District property or the personal property of a student, District employee or any person lawfully on school property, including graffiti or arson or threaten or attempt to do so.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. 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, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Remain on campus from 11:00 PM to 5:00 AM, when the campus is closed, unless authorized by a school administrator.
8. Obstruct the free movement of any person in any place to which this code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or any substance marked “not for human consumption”, or be under the influence of any of these substances on school property or at a school function.
11. Consume, sell, distribute or exchange tobacco products including e-cigarettes on school property or at a school function.
12. Consume any substance that alters perception or behavior, reducing that individual’s ability to function appropriately in the academic environment.
13. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School District.
14. Loiter on or about school property.
15. Gamble on school property or at school functions, unless such activity is permitted by law and approved by the District in advance.

16. Refuse to comply with any reasonable order of identifiable School District personnel performing their duties.
17. Willfully incite others to commit any of the acts prohibited by this code.
18. Bring a dog on campus to walk, exercise, or attend an athletic or extra-curricular event except in accordance with the District's Animals on School Grounds Policy (policy 1501).
19. Violate any federal or state statute, local ordinance, this code or Board policy while on school property or while at a school function.

B. Penalties

Persons who violate this code shall be subject to the following penalties:

1. Visitors. Their authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection and/or police action. Visitors may be banned from being physically present on District property by the Superintendent.
2. Students. They shall be subject to disciplinary action as the facts may warrant, in accordance with the due process requirements.
3. Tenured faculty members. They shall be subject to disciplinary action as the facts may warrant in accordance with Education Law §3020-a or any other legal rights that they may have.
4. Staff members in the classified service of the civil service entitled to the protection of Civil Service Law §75. They shall be subject to immediate ejection and to disciplinary action as the facts may warrant in accordance with Civil Service Law §75 or any other legal rights that they may have.
5. Staff members other than those described in subdivisions 3 and 4. They shall be subject to warning, reprimand, suspension or dismissal as the facts may warrant in accordance with any legal rights they may have.

C. Enforcement

District personnel shall be responsible for enforcing the conduct required by this code.

When District personnel sees an individual engaged in prohibited conduct, which in his/her judgment does not pose any immediate threat of injury to persons or property, the District personnel shall tell the individual that the conduct is prohibited and attempt to persuade the individual to stop. The District personnel 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 District personnel 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 or staff member, as appropriate, with the "Penalties" section above. In addition, the District reserves its right to pursue a civil or criminal legal action against any person violating the code.

5300.75 Dissemination and Review

A. Dissemination of Code of Conduct

The Board will work to ensure that the community is aware of this code of conduct by:

1. Providing copies of an age-appropriate, written in plain language, summary of the code to all students at an assembly to be held at the beginning of each school year.
2. Providing a plain language summary to all parents at the beginning of the school year, and thereafter on request.
3. Posting the complete code of conduct on the District's website.
4. Providing all current teachers and other staff members with a copy of the code and a copy of any amendments to the code as soon as practicable after adoption.
5. Providing all new employees with a copy of the current code of conduct when they are first hired.
6. Making copies of the code available for review by students, parents and other community members.

The Board will sponsor in-service education programs for all District staff members to ensure the effective implementation of the code of conduct. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in service programs pertaining to the management and discipline of students. On-going professional development will be included in the District's professional development plan, as needed.

B. Review of Code of Conduct

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. The Board of Education may appoint an advisory committee to assist in reviewing the code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

Before adopting any revisions to the code, the Board will hold at least one public hearing at which school personnel, parents, students and any other interested party may participate.

The code of conduct and any amendments to it will be filed with the Commissioner of Education, in a manner prescribed by the Commissioner, no later than 30 days after adoption.

5300.80 Compliance

If at any time a part of this code of conduct is inconsistent with applicable law, that part of the code is to be considered amended so that it complies with applicable law.

This code of conduct is effective as of June 29, 2012.

*Approved by the Board of Education as Revised April 15, 2021
Reviewed: 07/08/2021*

Policy Cross References:

5460 – Child Abuse, Maltreatment or Neglect in a Domestic Setting

Teaching about Complex Issues in Society

The Board of Education recognizes its broad responsibility for providing for a course of study in the schools that is appropriate to the age and ability of the students in the District. The Board also recognizes that within the broad parameters of curriculum, a teacher must be free to engage the classroom discussion and debate in order to stimulate the exchange of ideas and critical thinking.

Issues may arise that deal with matters about which there are varied levels of opposing views, biases, emotions, and/or conflict. They can include issues which may have political, social, environmental or personal impacts on pupils and/or the wider community: locally, nationally or internationally. These issues may be studied as part of the curriculum and teachers shall present these issues in their classrooms in an impartial and objective manner.

In the classroom, matters of a complex nature shall be addressed as they arise in the normal course of instruction and not introduced via displays or clothing not directly related to classroom instruction.

When materials and resources are used in a classroom they should:

- have educational value and be relevant to the curriculum;
- be appropriate to the age and maturity level of the students; and
- not adversely affect the attainment of the District's instructional goals or be likely to result in substantial disruption of the normal operation of the classroom.

When presenting complex issues, including in classroom displays, the teacher shall follow the curriculum and take care to provide a balanced and unbiased approach that takes into account the age of the students in the classroom. [This does not apply to extreme ideas that are outside the bounds of societal norms or discriminatory in nature.](#)

Teachers are assured of the school administration's and Board of Education's support if it is found that such teachers have been subjected to unfair criticism or partisan pressures from individual or groups.

Policy References:

Hazelwood v. Kuhlmeier, 484 US 260 (1988)

Tinker v. Des Moines Independent Community School District, 393 U.S. 260 (1988)

Board of Ed. v. Pico, 457 U.S. 853 (1982)

Appeal of Malverne Union Free School District, 29 Educ. Dep't. Rept. 363 (1990)

Appeal of O'Connor, 29 Educ. Dep't. Rept. 48 (1989)

Adoption Date: 7/10/2000, Revised 1/12/2017

4000 - Instruction

School District Records

It is the policy of the Board of Education to inform members of the public about the administration and operation of the public schools in accordance with the Freedom of Information Law of the State of New York.

The Superintendent of Schools, or his/her designee, shall develop regulations ensuring compliance with the Freedom of Information Law and setting forth the procedures to be followed to obtain access to District records. Such regulations shall address ensuring applicable confidentiality and security of District information. The Superintendent shall designate, with Board approval, a Records Access and Records Management Officer, pursuant to law.

Retention and Destruction of Records

The Board hereby adopts as policy the Records Retention and Disposition Schedule ED-1 issued pursuant to Article 57-A of the Arts and Cultural Affairs Law, which contains the legal minimum retention periods for District records. In accordance with Article 57-A, the District will dispose of only those records described in the schedule after they have met the minimum retention periods set forth in the schedule. The District will dispose of only those records that do not have sufficient administrative, fiscal, legal or historical value to merit retention beyond the established legal minimum periods.

The manner of destruction will be determined by the format of the record (i.e., paper, digital, etc.). In addition, destruction will be appropriately documented.

Litigation-Hold

The Superintendent will establish procedures in the event that the School District is served with legal papers. The Superintendent will communicate with applicable parties, including the school attorney and the Records Management Officer, to ensure that, when appropriate, a litigation-hold is properly implemented. The litigation-hold is intended to prevent the destruction or disposal of records that may need to be produced as part of discovery. It is the intention of the Board of Education to comply with applicable rules and regulations regarding the production of necessary documents, data, files, etc. The Board directs the Superintendent to institute such procedures to implement this policy.

The Superintendent or his/her designee, with assistance from the Records Management Officer, shall be responsible for developing and disseminating department-specific retention schedules and guidance to staff, as necessary, to ensure adherence to this policy.

Policy References:

Public Officers Law §84 *et seq.*

Education Law §2116

Arts and Cultural Affairs Law §57.11

Arts and Cultural Affairs Law Article 57-A

Federal Rules of Civil Procedure, 16, 26

8 NYCRR Part 185 (Appendix I) – Records Retention and Disposition Schedule ED-1

Policy Cross References:

8630 – Records Management

WAYNE-FINGER LAKES BOCES
2022 Official Certificate of Nomination
BOCES Board Member

By resolution, at a meeting on _____ 2022 the Board of Education of

_____ School District nominated

(first and last name)

(e-mail address)

Residing at: _____
(home address)

School District of Residence: _____

to be a candidate for election to membership on the Board of Education of the Wayne-Finger Lakes BOCES, commencing on July 1, 2022, for a term of three years ending June 30, 2025.

Clerk, Board of Education

Date

School District

(Below will be filled out by BOCES Board Clerk)

The above nomination was filed in my office on _____ 2022

Board Clerk, Wayne-Finger Lakes BOCES

This form must be received no later than 4:00 PM on Monday, March 28, 2022.

E-MAIL OR FAX THIS OFFICIAL CERTIFICATE OF NOMINATION TO:

Cindy Murray, Board Clerk
Wayne-Finger Lakes BOCES

cindy.murray@wflboces.org (e-mail) or 315-332-7325 (fax)