

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Wednesday, March 11, 2020 – 5:30 PM
Early Childhood School Boardroom

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

✓ = Board Action Expected

1. Meeting Called to Order by President Deborah Palumbo-Sanders

- ✓ • *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

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.)

✓ **2. Approval of the Agenda**

3. Recognitions

- **None at this time**

4. Public Participation: The Board of Education invites you, members of the school community, to feel comfortable in sharing matters of interest or concern that you might have with us. Although the Board's work is open to the public, this is not a meeting with the public. All matters brought to the attention of the Board during the public session may be taken under consideration for future response or action. If you wish to speak, please sign-up at the table where you entered the Boardroom. The Chair will be happy to recognize those of you who wish to speak. When you approach the podium/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 15 minutes.)

As a matter of courtesy, we ask that issues related to specific School District personnel or students be brought to the attention of the Superintendent of Schools privately. Thank you for this consideration.

✓ **5. Acceptance of Consent Items (5 min.)**

- A. Minutes of the regular meeting of February 13, 2020 and the special meetings of February 10, 2020 and March 5, 2020;**
- B. Treasurer's Report for the month ending January 31, 2020 and other Financial Related Documents;**
- C. Personnel Agenda;**
- D. Recommendations of the Committee on Special Education from the meetings of January 8, 24, 30, 31, 2020, February 3, 4, 5, 6, 10, 11, 12, 13, 14, 20, 27, 2020, March 2, 3, 4, 5, 6, 9, 10, 11, 2020 and from the Committee on Preschool Special Education from the meetings of February 11, 27, 2020 and March 3, 2020**

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- E. **Board Members to attend standing committee meetings;**
- F. **Declare the following item as surplus:**
 - **Smartboard Model SB680-R2 with VCS Tag #s 010508, 010547;**
 - **Smartboard Model SB680-M2 with VCS Tag # 014334;**
 - **Epson Scanner Perfection 4990 Photo with VCS Tag # 04353;**
- G. **Accept the following donations:**
 - **Classroom materials valued at \$238.99 for a project called “Building A Community” to LeeAnn Shattuck’s First Grade Classroom from DonorsChoose.org**
 - **\$810.00 from the Victor Baseball Booster Club to be applied towards the purchase of additional uniforms for the Victor Interscholastic Athletic Baseball Modified B Program;**
 - **\$500.00 from PTSA to the Junior High School to support the SOAR Program;**
 - **\$95.00 from PTSA Square 1 Art to the Victor Central School District to Support the Universal Pre-K Program;**
 - **\$3,178.45 from PTSA Square 1 Art to the Victor Central School District Art Department**
- H. **Authorization of the Annual Professional Performance Review (APPR) Principal Lead Evaluator Resolution; and**
- I. **Emergency Bus Purchase Resolution; and**
- J. **Accept the Risk Assessment Report dated December 20, 2019.**

6. **A. Campus News**

B. Junior High School Mentor in Me Program (*Dave Thering and Chuck Loray; 15 min.*)

✓ **C. Adopt the Annual Reserve and Financial Plan**

D. 2020-2021 Budget Summary (*Tim Terranova and Jay Schickling*)

✓ **E. Second and Final reading of the following policy:**

- **Code of Conduct; Policy 5300**

7. **Meeting Reports**

A. Monroe County School Boards Association Committee Reports

B. Standing Committee Updates

8. **Public Comment:** The Board of Education invites you, members of the school community, to feel comfortable in sharing matters of interest or concern that you might have with us. Although the Board’s work is open to the public, this is not a meeting with the public. All matters brought to the attention of the Board during the public session may be taken under consideration for future response or action. If you wish to speak, please sign-up at the table where you entered the Boardroom. The Chair will be happy to recognize those of you who wish to speak. When you approach the podium/microphone please identify yourself before presenting your thoughts.

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9. Upcoming Meetings/Events

- A. Special Board of Education Meeting, Thursday, March 19, 2020 @ 7:15 PM (if needed) – Budget Meeting**
- B. Regular Board of Education Meeting, Thursday, April 16, 2020 @ 7:15 PM**
- C. Special Board meeting for BOCES Budget Vote, April 22, 2020 (Time TBD)**

✓ **10. Adjourn**

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Unapproved Minutes of the Regular Meeting of February 13, 2020 Early Childhood School Boardroom 953 High Street Victor, New York 14564

CALL TO ORDER	President Deborah Palumbo-Sanders called the meeting to order at 5:38 PM.
Members Present	Karen Ballard, Tim DeLucia, Chris Eckhardt, Kristin Elliott, Debbie Palumbo-Sanders, Christopher Parks, Mike Vistocco
<u>OATH OF OFFICE</u> <i>Timothy Terranova</i>	District Clerk Maureen Goodberlet administered the Oath of Office to the new Superintendent of Schools Timothy Terranova. The Oath of Office was signed by Dr. Terranova.
ENTER EXECUTIVE SESSION	A motion was made by K. Ballard, seconded by K. Elliott, to enter executive session at 5:38 PM to discuss the employment history of specific individuals. The motion was carried. 7 yes 0 no
REGULAR SESSION	<p>A motion was made by K. Ballard, seconded by C. Eckhardt, to return to regular session at 7:09 PM. The motion was carried. 7 yes 0 no</p> <p>Board President Palumbo-Sanders welcomed everyone to the Board of Education meeting. She said on January 23rd the Board held a workshop focusing on the 2020-2021 budget. There were many in attendance who shared their thoughts via written comments. All of the comments were received and reviewed by the Board of Education and have been taken into consideration as the Board continues their discussions on the future of the District. She also took a moment to acknowledge the safety comments raised at the January 16th meeting. She said the comments were heard and are being addressed. Administration has revised plans detailing evacuation procedures. In addition, new Superintendent Dr. Terranova is meeting with District leadership and state law enforcement to review all protocols related to evacuations and threats. Finally, about the bus situation on February 11th the District is reviewing all protocols with the transportation staff. For the past two days, administration has ridden the bus, including the new Superintendent.</p>
APPROVE AGENDA	A motion was made by C. Eckhardt, seconded by K. Ballard, to approve the agenda. The motion was carried. 7 yes 0 no

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

RECOGNITIONS

Sixth Grade Intermediate School teacher, Kathleen Goodberlet, was recognized by the Board of Education for achieving National Board Certification. Intermediate School Principal Kevin Swartz said Miss Goodberlet shared in a post observation meeting her interest in pursuing National Boards Certification. He said she is now not only equipped to teach our students, but equipped to be a teacher of teachers as well. The Intermediate School will benefit from her. She is one of only 97 accomplished teachers in New York State this year who have achieved National Board Certification, or one of 60 who have renewed National Board Certification, creating a total of 2,115 New York State practitioners who have achieved this distinction.

PUBLIC PARTICIPATION

Joe Carey, Victor Central School District teacher and resident welcomed Dr. Terranova. He then congratulations Kathleen Goodberlet and welcomed her to the National Boards Certification Club. He said he has been teaching for 23 years. He is proud of the education the students are getting. He spoke about the budget workshop and how he appreciates the honesty and transparency. He said the Victor Teachers' Association is willing to help the Board and District educate the community.

Laura Dash, Victor Central School District teacher and resident said she was at the Budget-planning meeting a couple of weeks ago. She said she appreciated the honesty and learning. She has two children who have gone through the District and entered college as second semester students. She wants the current six year olds to have the same experience. She said she is at the meeting to support the Board and wants to know what can be done to educate the community to make everyone aware of the task at hand.

CONSENT ITEMS

A motion was made by M. Vistocco, seconded by T. DeLucia, to approve, upon recommendation of the Superintendent, the following consent items:

MINUTES

Minutes of the regular meeting of January 16, 2020 and the special meeting of January 22, 2020;

FINANCIAL STATEMENTS

Treasurer's Report for the month ending December 31, 2019;

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.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Instructional

Long Term

Substitute

Appointments:

The appointment of **Sarah Farnand**, who has Certifications in English to Speakers of Other Languages, Students with Disabilities Birth-Grade 2, Students with Disabilities Grades 1-6, Early Childhood Education Birth-Grade 2, Childhood Education Grades 1-6, Generalist in Middle Childhood Education Grades 5-9, and Students with Disabilities Grades 5-9, to a long term substitute position as an ELL Teacher, effective on or about February 10, 2020, and ending June 30, 2020, at a prorated annual salary of \$51,250 (Step 9M+20).

The appointment of **Kyle Kita**, who has Certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as an Elementary Teacher, effective on or about February 10, 2020, and ending June 30, 2020, at a prorated annual salary of \$46,000 (Step 4M+15).

The appointment of **Kathleen Weinmann**, who has Certifications in Special Education and Nursery, Kindergarten, and Grades 1-6, to a long term substitute position as a Special Education Teacher, effective January 27, 2020, and ending June 30, 2020, at an initial rate of \$208 per day. Pending NYSED retiree waiver approval, the retroactive salary will be \$47,487.

Leaves of Absence:

The granting of a maternity leave and subsequent childcare leave of absence for **Valerie Leggett**, Special Education Teacher, effective approximately April 10, 2020, and extending to June 30, 2021.

Athletics:

Baseball

<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Varsity Head	Sean Rucker	2	25
Varsity Assistant	Mike Ferreri	5	20
JV	Joe Kurnath	5	9
Modified A	Pat Lawley	6	24
Modified B	Tim Clapp	6	14
Volunteer	Eric Fisk	-	-
Modified B	Jameson Ricigliano	6	7
Varsity Head	Shelly Collins	2	33
Varsity Assistant	Denise Dillman	5	21
Modified A	Gina Potenza	6	9
Volunteer	Jenna Mausolf	-	-
Volunteer	Jessica Palmer	-	-
Volunteer	David Prong	-	-
Volunteer	Erica Valente	-	-
Head Varsity	Jim Andre	2	25
Varsity Assistant	Mark Foeder	5	24
JV	Bryan Lischerelli	5	26

Softball

Lacrosse - Boys

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

	Modified B	Kevin Geno	6	10
	Modified B	Dan Stone	6	20
	Volunteer	Mark Cain	-	-
	Volunteer	Todd Thompson	-	-
Lacrosse – Girls	Head Varsity	Niki Frunzi	2	11
	JV	Madeline Haggerty	5	2
	Modified B	Jamie Smith	6	12
	Volunteer	Jennifer Haggerty	-	-
	Volunteer	Hannah Savage	-	-
Track & Field – Boys	Varsity Assistant	Jerry O'Dell	5	36
	Modified B	Matt Bauerlein	6	34
Track & Field – Girls	Head Varsity	Austin Donroe	2	3
	Varsity Assistant	Erika Eberhardt	5	9
	Modified B	Chris Levy	6	21
Tennis – Boys	JV	Jeff Pistrutto	5	3
	Modified A	Chris Stock	6	1
Golf	Head Varsity	Trevor Sousa	4	12
	JV	Chris Wuest	5	11
	Volunteer	William Wuest	-	-
Unified Basketball	Head Coach	David Vistocco	4	5
	Volunteer Assistant	Andy Reddout	-	-
	Volunteer	Daniel Hart	-	-

Resignations The resignation of **Chris Levy**, Track and Field Modified B Coach

Co-Curriculars:

Clubs and Advisors

<u>Name</u>	<u>Group</u>
Sr. High Yearbook Advisor/ Yearbook Asst. Co-Advisor	Dave Denner
	4/ 2

Resignations: The resignation of **Meghan Fatzinger**, Sr. High Yearbook Co-Advisor and the Sr. High Yearbook Assistant Co-Advisor, effective 2/23/20.

Per Diem

Substitutes:

Candidate

Area of Certification

Alexandra Lambert	Elementary Education
Meghan Roberts	Elementary Education
Karen Deans	Science
Gail Kass-Smith	School Psychologist

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Non-Instructional Appointments:

The appointment of **Nicholas Cook**, Temporary Part Time Teacher Aide, effective February 3, 2020, at an hourly rate of \$11.80.

The appointment of **Kathryn McCoon**, from Substitute School Bus Driver to Full Time School Bus Driver, effective January 27, 2020, at an annual rate of \$13,595.

The appointment of **Joylene Anderson**, Bus Monitor, effective February 24, 2020, at an hourly rate of \$11.80.

The amended appointment of **Ramonita Luciano**, from Full Time Teacher Aide to Part Time Teacher Aide, effective January 17, 2020, at an hourly rate of \$11.80.

The temporary appointment of **Beth Caves**, Full Time Teacher Aide, effective approximately February 25, 2020, and extending to April 21, 2020.

Resignations:

The resignation of **Kim Dodds**, Cleaner, effective February 4, 2020.

The resignation of **Steven Peck**, Building Maintenance Mechanic, effective January 24, 2020.

Per Diem and Substitute Positions:

<u>Candidate</u>	<u>Position</u>
Sarah Maslyn	Cleaner
Reagan Mayer	Lifeguard
Faith Desassure	Lifeguard
Leah Thomas	Teacher Aide
Keith Kolaczyk	Lifeguard
Valeri Jantzen	Teacher Aide/Typist
Henry Burroughs	Lifeguard
Kimberly Carr	Teacher Aide

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

CSE/CPSE RECOMMENDATIONS	Recommendations of the Committee on Special Education from the meetings of December 13, 19, 2019, January 7, 10, 13, 15, 16, 17, 21, 22, 23, 24, 27, 28, 29, 30, 2020, February 4, 6, 7, 10, 11, 12, 13, 2020 and from the Committee on Preschool Special Education from the meetings of January 21, 29, 2020 and February 4, 2020;
BOARD MEMBER COMMITTEE MEETINGS	Board members to attend standing committee meetings;
SURPLUS	<p>The following are declared as surplus:</p> <ul style="list-style-type: none">• Apple iPad with VCS tag # 015908;• SMART Board SB680-R2 with VCS tag #s 010537, 010542, 010544, 011986, 011988, 101517;• SMART Board SB680-M2 with VCS tag #s 012440, 012987;• SMART Board SBX880-M2 with VCS tag #s 014284;• SMART Board SBM680 with VCS tag #014496;• Hewlett Packard LaserJet 1320n Printer with VCS tag #02034;• Hewlett Packard LaserJet P2015dn with VCS tag # 04516; <p>Document Cameras with VCS tag #s 012333, 013147, 013629;</p>
VISUAL AND PERFORMING ARTS HALL OF FAME BY- LAWS	The Visual and Performing Arts Hall of Fame By-laws as submitted;
GRADUATES OF DISTINCTION BY- LAWS	The Graduates of Distinction By-laws as submitted;
2020-2021 SCHOOL YEAR CALENDAR	Approve the calendar for the 2020-2021 school year as submitted;

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

MUNICIPAL COOPERATION RESOLUTION: NEW YORK STATE COOPERATIVE LIQUID ASSETS SECURITIES SYSTEM

Adopt the following resolution:

WHEREAS, New York General Municipal Law, Article 5-G, Section 119-o (Section 119-o) empowers municipal corporation [defined in Article 5-G, Section 119-n to include school districts, board of cooperative educational services, counties, cities, towns and villages, and districts] to enter into, amend, cancel, and terminate agreements for the performance among themselves (or one for the other) of their respective functions, powers, and duties on a cooperative or contract basis;

WHEREAS the Victor Central School District wishes to invest portions of its available investments funds in cooperation with other corporations and/or districts pursuant to the NYCLASS Municipal Cooperation Agreement Amended and Restated as of March 28, 2019;

WHEREAS the Victor Central School District wishes to assure the safety and liquidity of its funds;

Now, therefore, it is hereby resolved as follows:

That Jay Schickling, Assistant Superintendent for Business is hereby authorized to execute and deliver the NYCLASS Municipal Cooperation Agreement Amended and Restated as of March 28, 2019 in the name of and on behalf of the Victor Central School District.

DISTRICT-WIDE SCHOOL SAFETY TEAM

Approve Lauree Meehan to participate on the District-wide School Safety Team for a term of two school years (2019-2020, 2020-2021).

The motion to accept the foregoing consent items was carried.

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

CAMPUS NEWS

Superintendent Dr. Terranova talked about his first day. He said it was the best day he has had in education. He started the day meeting students from the Senior High School Positive School Climate Club who emphasized student leadership and talked about kindness. He visited the Primary School and the Junior High School. He talked about the culture, positive attitude and respect in the Junior High School lunchroom. He saw incredible learning in all of the classrooms. At the end of the day he rode a bus, which is something he has always wanted to do. He said the Victor Central School District has a great culture. Tomorrow he will be visiting the Early Childhood School, the Intermediate School and the Senior High School.

VCS administrators summarized campus news and events at this time.

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**COOPERATIVE BID
RESOLUTION**

A motion was made by M. Vistocco, seconded by K. Elliott to approve the following resolution:

WHEREAS, it would be in the joint interest of the Victor Central School District and the attached listing of cooperative members to participate in cooperative bids for the purchase of various supplies, services, materials and equipment, as Advertised by and awarded by the Clarkstown Central School District acting as the Lead Agency, as provided by General Municipal Law Section 119-0 and;

WHEREAS, each BOARD retains the legal authority to contract with the successful Vendor(s) and shall not be bound by purchase contracts or other agreements made by the other BOARD(S), therefore

BE IT RESOLVED, that the BOARD OF EDUCATION of the Victor Central School District hereby agrees to participate with the attached named school districts in such cooperative bids.

Assistant Superintendent for Business Jay Schickling said he is recommending this resolution based on two primary benefits to the District. One of the benefits is procedural efficiency through a substantial reduction in manual labor, as building administrative support currently enter purchase order information in line item detail. The second reason is a reduced supply and material expenditure through preferred vendor pricing, volume purchasing and free shipping windows. Mr. DeLucia said he looked at the materials the Board received and the examples of savings by other school districts is significant. He said the fee to join is \$14,000 however; some of the savings is in the range of \$60,000 - \$100,000 as well as saving labor. He thanked Mr. Schickling for bringing this forward.

The motion was carried. 7 yes 0 no

**OVERVIEW OF THE
ANNUAL RESERVE
AND FINANCIAL
PLAN**

Assistant Superintendent for Business, Jay Schickling discussed the Annual Reserve and Financial Plan review. One of the requirements of Board Policy and state law is a comprehensive review of the reserve plan and financials. This is the framework for budget development. This plan is being brought to the Board as a first read with hopes for a second and final read and adoption in March. Setting budgeting principles is the framework for budget development. In accordance with New York State Law, a school district may not expend more than its voter approved budget in any given fiscal year. It is vital that the voter approved budget allocates sufficient funds to not only provide the programs and services expected by the school community, but also to provide a contingency for any unforeseen risks, changes in student enrollment, disruptions to

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

OVERVIEW OF THE ANNUAL RESERVE AND FINANCIAL PLAN Continued

commodity and utility prices and so forth. In looking at audited results of comparison districts with budgets and enrollments of a comparable size to Victor it is common for school districts to determine between 4 and 6 percent as contingency funding. Mr. Schickling reviewed the fund balance position of the District. These are not considered reserves. He then discussed the reserves and gave the rationale for each. Mr. Schickling said the revenue source is where there are fluctuations in state aid. In conclusion, the unassigned fund balance has remained relatively stable. Dr. Parks asked Mr. Schickling, when he presented at the budget workshop does the funding status slide coincide with the projected exhaustion of some of the funds. Mr. Schickling said this is just a snapshot in time. This is targeted; it does not make any forward projection. They are the same reserves that he spoke about in the workshop. Mrs. Palumbo-Sanders asked if these were the only reserves. Mr. Schickling said they are the only operating fund reserves other than the capital. Superintendent Terranova said to Mr. Schickling in looking at the targeted amount you would recommend in each of the reserves we are about \$8 million less, not including capital. Mr. Schickling said yes. Dr. Terranova said with the reserves being under the targeted amount what is the biggest ramification in the future. Mr. Schickling said the loss of ability to use them as a stabilizer or depletion of the reserves.

BUDGET PROCESS UPDATE

Mr. Schickling provided an update on the budget projections. The good news is the Teacher Retirement System Rate was projected at a 10.25% increase but has been set at 9.53%. This is still an increase from the 2019-2020 budget; however it is a reduction of \$90,000. The Employee System Retirement Rate is stable at 14.60%. These still represent historic lows and future increases would have a negative budgetary impact. The bad news is Finger Lakes Area School Health Plan (FLASHP) and Victor Schools have benefited from tremendously low claims and utilization. In the past year, the plan has experienced a tremendous and unanticipated growth in high-cost claims. FLASHP health rates will be going up 8% and rate increases are projected to remain high into the foreseeable future. The budget increase for the 2020-2021 school year is approximately \$700,000. On the revenue side the District is looking at State Aid and the Property Tax Cap. Members of the Board of Education and Superintendent attended a Legislative Breakfast to talk about state aid and to express the needs and viewpoints of our District. Under the Property Tax Cap the Payments in Lieu of Taxes (PILOT) Agreements are being reviewed. Preliminary indications for assessment value show decreased growth. There are no material adjustments to projected revenues at this time. Mr. Schickling then went over two different budget models. If the District were to stay New York

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

BUDGET PROCESS UPDATE Continued

State tax compliant, which would mean a 1.9% tax levy increase the budget would not support any non-mandatory staffing or program additions. The budget would require substantial expenditure reductions through staff and programs to comply with the tax cap. The potential expenditure reductions would include up to \$650,000 in curricular development and support, up to \$1.2 million in regular instruction, \$190,000 in co-curricular clubs and programs, and \$250,000 in athletics and activities. These areas would be explored with the priority of addressing certain areas requested by staff, administration and supported by the Board of Education. This vote would require 50% approval. The tax rate projection is \$15.85 per \$1,000. If the District were to override the tax cap with a 9% tax levy increase the budget would support immediate programming and staffing needs as recommended by staff. The budget would begin to provide stability to the long-term financial outlook of the Victor Central School District. Potential expenditure additions would include a school safety position for coordinating school-wide safety and security, special education specialists for consultation on students with behavioral related disabilities, pupil personnel program additions to support mental health needs of students and reducing caseloads for school counselors, as well as fully funding the current replacement cycle for instructional technology devices. These areas would be explored with the priority of addressing certain areas requested by staff, administration and supported by the Board of Education. This vote would require 60% voter approval. The tax rate projection is \$16.98 per \$1,000. Mr. Schickling said keep in mind revenue assumptions are subject to change based on Legislative changes to the Governor's proposed budget as well as finalization of the tax cap calculation pending new regulations and aid projections. Mr. DeLucia said when he joined the Board one of the questions was why did he decide to run for the Board. He said back then he had kids in the District. There was a concern of losing programming and opportunities for kids so he got involved. He said he is seeing a similar situation, that there is a possibility for lost opportunities, resources and programming for our students. The night of the budget workshop folks talked about going over the cap. Mr. DeLucia said he is not sure the 9% is far enough. I think we need to have those tough discussions and figure out if we could close the gaps and provide the resources necessary so we are not faced with this situation in another two or three years. The District is getting very little help from New York State. He said the he, along with Board members Kristin Elliott and Karen Ballard went to the Legislative Breakfast to hear political answers. Mr. DeLucia said he thinks the District has to deal with it. We need to see what option five, six or seven looks like and aim at that. Mr. Eckhardt said so going out at 9% does

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

BUDGET PROCESS UPDATE Continued

not include additional curriculum development or building maintenance. There is also no additional safety school personnel in buildings. Mr. Eckhardt said if we remove \$190,000 of co-curricular clubs and programs what is left. Mr. Schickling said \$190,000 is the value of the stipend of the advisors. Mr. Eckhardt said so if you do not go over the cap you lose the clubs. He asked what does the \$250,000 mean for the athletic budget. Mr. Schickling said that is a quarter of the athletic budget. Mrs. Elliott said as a start they would cut modified sports. Mr. Schickling said the decisions would be made through consultation with the Athletic Director. Mr. Eckhardt said he would concur with Mr. DeLucia and ask that they look at additional scenarios. Mr. Vistocco said he agrees with Mr. DeLucia and Mr. Eckhardt. What hits the District is the health insurance. He said he suggests coming out with a one page fact sheet including what our current tax rate is compared to other districts, what our enrollment growth has been, the lack of the foundation aid and anything else the District feels is pertinent. This one page fact sheet can be handed out to educate the public. Dr. Parks said we have identified areas that are deficient. With scenario four we truly don't even address those areas. He said if he is in that range of household with Star Exemption, we are not even making a dent. With an override, we have to begin to stabilize our future. He said he feels that scenario four is only scratching the surface of what is needed or what we are behind in as a District. We are not going to get help from the state. The only people we are going to be able to rely on is ourselves. We have to look in the mirror and see that we are the only solutions to the deficiencies and the gaps we have. Dr. Parks said he does not think scenario four is the answer. Mr. DeLucia said back in the 90s there were similar issues and there were challenges but the District did not have a frozen foundation aid formula and there wasn't a tax cap. The District was able to go to the community to ask for corrections and approvals. It won't be easy. Mr. DeLucia said, in his opinion, the restraints on the District for generating revenue is unfair. Fix the foundation aid and get rid of the tax cap. The Board still has to do what is right for the District. He said he thinks the community will help correct the current situation. Dr. Parks said to the fact sheet, the community needs to be fully aware that when we override the cap everyone will be in a better position moving forward. If we are pushed into a contingency budget and we don't have a choice we are forced to reduce and take things away. Mrs. Elliott said we would be remiss not to recognize there are so many who want to help us. There is an added complexity that if you go over the tax cap you need a greater number of the community to support it. Mrs. Palumbo-Sanders said we are in the business of education. We need to get the facts to the community. Board President Palumbo-Sanders said to her colleagues on the Board as we move forward if there are any specific items you would like highlighted on the fact sheet send them to.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

BUDGET PROCESS UPDATE Continued

Dr. Terranova. She said the Board will be holding a Budget Public Workshop on Thursday, February 27th at 5:30 PM in the Boardroom.

RESCIND TRIP

A motion was made by K. Elliott, seconded by T. DeLucia, to rescind the following trip:

- Grades 9-12 Art Club to Pittsburgh, PA from 4/24/2020 – 4/26/2020;

The motion was carried. 7 yes 0 no

APPROVE TRIP

A motion was made by T. DeLucia, seconded by K. Ballard, to approve the following trip:

- Grades 9-12 Art Club to Pittsburgh, PA from 4/23/2020 – 4/24/2020;

The motion was carried. 7 yes 0 no

POLICY REVIEW First Reading

The following policy was brought to the Board as a first read:

- Code of Conduct; Policy 5300

Mr. DeLucia said he appreciates all of the changes. He asked to add a reference footnote to the bottom of the policy for Policy 5460.

MEETING REPORTS Monroe County School Board Association Committee Reports (MCSBA)

Mr. DeLucia, Mrs. Elliott and Mrs. Ballard attended the Monroe County School Board's Association Legislative Breakfast. Mr. DeLucia said he first sat at Chuck Schumer's table. He was not there one of his representatives was. There are issues with IDEA Funding from the Federal Government. He talked about a higher education bill in the spring from the Senate to help with loan forgiveness. Brian Kolb's representative was a no show. Mr. DeLucia said he sat with Harry Bronson. He asked Mr. Bronson about Medicaid expense. He said the two most expensive budget items are education and Medicaid. Mr. DeLucia asked him what can be done to decrease Medicaid funding to free up money for education. Mr. Bronson said he is working on a committee looking at the expense side of Medicaid. He said if we can provide money for care before people reach nursing homes there would be more money available. Mr. DeLucia said we should contact our representatives about the foundation aid formula and ask for mental health funding. Dr. Terranova said Mr. Bronson seems to be an advocate and hopes he stays on so he can make some headway on Medicaid. Mrs. Elliott said she did more listening and had some good conversation with some of the Board members from Brighton.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Mr. DeLucia attended the Information Exchange Committee Meeting on February 12th. There was a presentation from West Irondequoit on the whole purpose balance between reading on a computer, tablet or phone versus using textbooks. You have to have a good balance. They recommended a book called *Reader Come Home*.

Standing Committee Updates

Mrs. Palumbo-Sanders went to an Inquiry Program Committee meeting. She said Mrs. Swann showed a powerful video on the how emotional it is when a student is labeled gifted and talented.

Dr. Parks said he attended the Visual and Performing Arts Hall of Fame meeting today. He said the committee made their selections and will be they will be announced after the individuals are notified.

PUBLIC COMMENT

Mike Modleski, Victor Teachers' Association President, welcomed Dr. Terranova on behalf of the association. He also congratulated Kathleen Goodberlet on her National Board Certification. He said great work has been done on the budget already, thank you. As trained educators they are looking forward to getting into the community, the faster the better.

UPCOMING EVENTS Public Workshop

A Budget Public Workshop will be held on Thursday, February 27, 2020 at 5:30 PM in the Early Childhood School Boardroom.

Special Board Meeting

A Special Budget Board Meeting will be held on Thursday, March 5, 2020 at 7:15 PM in the Early Childhood School Boardroom.

Regular Board Meeting

The next Regular Board Meeting will take place on Wednesday, March 11, 2020 at 7:15 PM in the Early Childhood School Boardroom.

Special Board Meeting

If needed, there will be a Special Budget Board Meeting held on Thursday, March 19, 2020 at 7:15 PM in the Early Childhood School Boardroom.

ADJOURN

A motion was made by C. Parks, seconded by T. DeLucia, to adjourn the meeting at 9:05 PM. The motion was carried. 7 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of February 10, 2020
District Office Conference Room
953 High Street
Victor, New York 14564**

CALL TO ORDER

President Deborah Palumbo-Sanders called the meeting to order at 5:35 PM.

Members Present

Karen Ballard, Tim DeLucia, Chris Eckhardt, Kristin Elliott, Debbie Palumbo-Sanders, Christopher Parks, Mike Vistocco

APPROVE AGENDA

A motion was made by T. DeLucia, seconded by M. Vistocco, to approve the agenda. The motion was carried. 7 yes 0 no

**ENTER EXECUTIVE
SESSION**

A motion was made by K. Ballard, seconded by K. Elliott, to enter executive session at 5:36 PM to discuss the employment history of specific individuals. The motion was carried. 7 yes 0 no.

Recess from 7:50 PM – 8:05 PM

**RETURN TO REGULAR
SESSION**

A motion was made by C. Parks, seconded by T. DeLucia, to return to regular session at 9:35 PM. The motion was carried. 7 yes 0 no

ADJOURN

A motion was made by K. Ballard, seconded by C. Parks, to adjourn the meeting at 9:36 PM. The motion was carried. 7 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

RESOLUTION

TREASURER'S REPORTS

RESOLVED That, upon the recommendation of the Superintendent, the following Treasurer's reports for the month ending January 31, 2020 be accepted.

- I. GENERAL FUND
- II. EXTRACLASS ACTIVITY REPORT
- III. SCHOOL LUNCH FUND
- IV. TRUST & AGENCY FUND
- V. SPECIAL AID FUND
- VI. CAPITAL FUND - SMART SCHOOLS BOND ACT
- VII. CAPITAL FUND - CAMPUS IMPROVEMENT PROJECT



TREASURER'S REPORT

GENERAL FUND

I.

1/1/2020

36,390,349.86

RECEIPTS:

ACCOUNTS RECEIVABLE	0.00
TAXES (INCLUDING LIBRARY TAX)	3,360.36
STATE AID	3,173,204.60
INTEREST & PENALTIES ON TAXES	0.00
ADMISSIONS	84.00
IN LIEU OF TAXES	0.00
INTEREST AND EARNINGS	49,618.20
BUILDING USE	3,200.00
DONATION - VICTOR LITTLE LEAGUE	6,000.00
DASNY ESCROW EARNINGS	0.00
BOCES AID	0.00
MISC.	3,324.32
DUE FROM OTHER FUNDS	158,653.85
TUITION	20,000.00
REFUND PRIOR YEARS EXPENSE - CPSE EXCESS ADMIN	78,241.14
MONROE CO. SALES TAX	0.00
WAYNE CO. SALES TAX	0.00
MEDICAID	23,527.94

TOTAL RECEIPTS	3,519,214.41
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TOTAL RECEIPTS & BAL.	39,909,564.27
DISBURSEMENTS	5,620,140.17

BAL. ON HAND 01/31/20	34,289,424.10
BANK RECONCILIATION	

BAL./BANK STATEMENT	898,345.76
IN TRANSIT	0.00
BANK ERROR	0.00
LESS CHECKS OUTSTANDING	875,607.14
RETURNED CHECKS	0.00
DEPOSIT IN TRANSIT	0.00

BAL. IN NOW ACCOUNT/CDGA NAT.	22,738.62
BAL. IN CERTIFICATES/MM	34,265,125.74
RETURNED CHECKS - FIVE STAR TAX ACCOUNT	0.00
IN TRANSIT	1,559.74
IN TRANSIT	0.00
IN TRANSIT	0.00

TOTAL BALANCE	1/31/2020	34,289,424.10
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

EXTRACLASS TREASURER'S REPORT

II.

1/31/2020

0.00

ACTIVITIES	BEG. BAL.	RECEIPTS	TOTAL	DISBURSMTS	END. BAL.
CLASS OF 2019	0.00	0.00	0.00	0.00	0.00
CLASS OF 2020	6,067.59	0.00	6,067.59	1,000.00	5,067.59
CLASS OF 2021	2,401.53	0.00	2,401.53	0.00	2,401.53
CLASS OF 2022	2,148.28	0.00	2,148.28	0.00	2,148.28
CLASS OF 2023	0.00	0.00	0.00	0.00	0.00
AQUATIC L.	1,789.99	238.46	2,028.45	588.00	1,440.45
ART CLUB	308.36	0.00	308.36	0.00	308.36
BUSINESS CLUB	13,504.01	29,097.00	42,601.01	32,715.85	9,885.16
DRAMA CLUB	10,524.62	0.00	10,524.62	1,233.92	9,290.70
FRENCH CLUB	10,167.92	12.00	10,179.92	2,491.26	7,688.66
GO GREEN GARDEN TEAM	96.27	0.00	96.27	0.00	96.27
GLOBAL COMPETENCY	636.55	0.00	636.55	0.00	636.55
INTERNATIONAL CLUB	253.02	0.00	253.02	0.00	253.02
J.H. MUSICAL	46,896.58	700.00	47,596.58	0.00	47,596.58
J.H. STORE	1,372.63	0.00	1,372.63	99.19	1,273.44
J.H. ST. CO.	3,950.09	23.83	3,973.92	162.92	3,811.00
J.H. YEARBOOK	26.43	0.00	26.43	0.00	26.43
KEYCLUB	7,750.84	0.00	7,750.84	3,479.84	4,271.00
MANUFACTURING SYSTEMS	0.26	0.00	0.26	0.00	0.26
MEDICAL EXPLORERS	160.75	0.00	160.75	0.00	160.75
MENTORING CLUB	7,741.18	0.00	7,741.18	3,141.60	4,599.58
N.H.S.	2,046.59	0.00	2,046.59	0.00	2,046.59
OUTDOOR ACTIVITY	136.48	0.00	136.48	0.00	136.48
POSITIVE SCHOOL CLIMATE	8,918.08	0.00	8,918.08	759.20	8,158.88
SALES TAX	0.00	0.00	0.00	0.00	0.00
SEAS	189.00	392.00	581.00	0.00	581.00
S.H. ORCHESTRA	9,825.87	0.00	9,825.87	0.00	9,825.87
SH SCHOOL STORE	4,076.02	765.00	4,841.02	464.26	4,376.76
S.H. ST. CO.	9,882.13	12.52	9,894.65	80.00	9,814.65
SH YEARBOOK	8,965.09	0.00	8,965.09	0.00	8,965.09
SPANISH CLUB	2,734.49	33.19	2,767.68	908.00	1,859.68
TRI-M HONOR SOCIETY	1,287.50	0.00	1,287.50	0.00	1,287.50
VICTOR CARES	7,220.34	0.00	7,220.34	0.00	7,220.34
TOTALS	171,078.49	31,274.00	202,352.49	47,124.04	155,228.45
BAL/BANK	195,384.42				
CKS OUT	40,163.62		1/31/2020		155,228.45
INT. NOT POSTED	12.35				
BANK ERROR	0.00				
RETURNED CHECKS	20.00				
IN TRANSIT	0.00				
BAL. 01/31/2020	155,228.45				

Betty Post, Extraclass Treasurer

TREASURER'S REPORT

SCHOOL LUNCH

III.

BALANCE ON HAND 01/1/2020	661,297.34
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RECEIPTS:

ACCOUNTS RECEIVABLE	0.00
A LUNCHES	56,537.25
A BREAKFAST	3,325.50
OTHER SALES	33,134.17
SALES TAX	362.04
INTEREST POSTED	44.22
REFUND PRIOR YEAR EXPENSE	103.45
MISC	100.14
STATE AND FEDERAL AID	42,997.00

TOTAL RECEIPTS	136,603.77
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TOTAL RECEIPTS AND BAL.	797,901.11
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DISBURSEMENTS	145,450.39
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BALANCE ON HAND	1/31/2020	652,450.72
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BANK RECONCILIATION

BAL. PER BANK STATEMENT 01/31/2020 AND CD'S	648,782.72
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IN TRANSIT	0.00
BANK ERROR	0.00
IN TRANSIT ON LINE PAYMENTS	3,668.00
RETURNED CHECK	0.00
OUTSTANDING CHECKS	0.00

BALANCE IN SCHOOL LUNCH FUND	652,450.72
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND 01/01/2020	967,680.83
TOTAL RECEIPTS:	<u>3,872,983.36</u>
TOTAL RECEIPTS AND BAL.	4,840,664.19
DISBURSEMENTS:	<u>4,209,903.32</u>
ENDING BALANCE 01/31/2020	<u><u>630,760.87</u></u>

BANK RECONCILIATION

BAL. PER STATEMENT	TRUST & AGENCY ACCOUNT	792,271.10
BAL. PER DIRECT DEPOSIT STATEMENT P/R 14		1,151.46
P/R INTEREST-CNB		0.50
P/R INTEREST-FIVE STAR		0.00
IN TRANSIT TO GENERAL		1,559.74
OUTSTANDING CHECKS		153,301.77
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		31.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		3,507.24
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		233.30
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		625.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		1,806.52
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		44.33
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		67.42
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		-300.00
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		1,232.58
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		-10.46
IN TRANSIT (BENEFIT RESOURCE PAYMENTS)		563.75
BAL. IN T & A ACCOUNT	1/31/2020	<u><u>630,760.87</u></u>

PAYROLL ACCOUNT...BAL. PER BANK STATEMENTS	33,945.22
LESS INTEREST NOT POSTED	0.50
IN TRANSIT TO GENERAL	0.00
DEPOSIT IN TRANSIT	0.00
BANK ERROR	<u>0.00</u>
BALANCE IN PAYROLL ACCOUNT	<u><u>33,944.72</u></u>

OUTSTANDING CHECKS IN PAYROLL ACCOUNT	<u><u>33,944.72</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

TREASURER'S REPORT

SPECIAL AID FUND

V.

BALANCE ON HAND	1/1/2020	517,003.74
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RECEIPTS:

INTEREST	31.71
DUE FROM OTHER FUNDS	0.00
STATE OF NY	136,938.00
REFUND PR YR EXPENSE - TUITION ADJUSTMENT	<u>7,583.85</u>

TOTAL RECEIPTS	<u>144,553.56</u>
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TOTAL RECEIPTS AND BALANCE	661,557.30
DISBURSEMENTS	<u>187,818.81</u>

BAL. ON HAND 01/31/2020	<u><u>473,738.49</u></u>
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BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	478,466.71
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OUTSTANDING CHECKS (5706, 5736, 5737, 5738, 5739, 5740, 5741, 5742, 5743, 5744)	4,728.22
IN TRANSIT	<u>0.00</u>

BALANCE IN NOW/MM ACCOUNT 01/31/2020	<u><u>473,738.49</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

TREASURER'S REPORT

CAPITAL FUND-SMART SCHOOLS BOND ACT

VI.

BALANCE ON HAND	1/1/2020	4.57
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RECEIPTS:

INTEREST	0.00
AID	0.00
DUE TO OTHER FUNDS	<u>0.00</u>

TOTAL RECEIPTS	<u>0.00</u>
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TOTAL RECEIPTS AND BALANCE	4.57
DISBURSEMENTS	<u>0.00</u>

BAL. ON HAND 01/31/2020	<u><u>4.57</u></u>
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BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	4.57
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LESS CHECKS OUT	0.00
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DEPOSIT IN TRANSIT	<u>0.00</u>
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BALANCE IN CHECKING ACCOUNT	4.57
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BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET	0.00
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IN TRANSIT	<u>0.00</u>
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BALANCE IN CAPITAL SMART SCHOOLS BOND ACT 01/31/2020	<u><u>4.57</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

TREASURER'S REPORT

CAPITAL FUND-CAMPUS IMPROVEMENT PROJECT

VII.

BALANCE ON HAND	1/1/2020	499,343.69
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RECEIPTS:

INTEREST	11.75
BAN FUNDS & PREMIUM	0.00
DUE TO OTHER FUNDS	<u>0.00</u>

TOTAL RECEIPTS	<u>11.75</u>
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TOTAL RECEIPTS AND BALANCE	499,355.44
DISBURSEMENTS	<u>478,047.85</u>

BAL. ON HAND 01/31/2020	<u><u>21,307.59</u></u>
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BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	21,307.59
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LESS CHECKS OUT	0.00
DEPOSIT IN TRANSIT	<u>0.00</u>
BALANCE IN CHECKING ACCOUNT	21,307.59
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET	0.00
IN TRANSIT	<u>0.00</u>
BALANCE IN CAPITAL CAMPUS IMPROVEMENT PROJECT 01/31/2020	<u><u>21,307.59</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

Victor Central School District
Revenue Status Report As Of: 02/29/2020
Fiscal Year: 2020
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
1001.000		Real Property Taxes	42,633,007.00	268,830.77	42,901,837.77	42,894,093.57	7,744.20	
1081.000		Other Pmts in Lieu of Tax	2,642,451.00	0.00	2,642,451.00	2,543,900.65	98,550.35	
1085.000		STAR Reimbursement	3,287,452.00	-268,830.77	3,018,621.23	3,020,367.46		1,746.23
1090.000		Int. & Penal. on Real Pro	45,000.00	0.00	45,000.00	29,342.68	15,657.32	
1120.000		Nonprop. Tax Distrib. By	73,000.00	0.00	73,000.00	73,000.00		
1310.000		Day Sch. Tuit-Res. Nonvet P	60,000.00	-60,000.00	0.00	0.00		
1410.000		Admissions (from Individu	1,000.00	0.00	1,000.00	364.00	636.00	
2230.000		Day School Tuit-Oth Dist. NYS	0.00	60,000.00	60,000.00	80,000.00		20,000.00
2401.000		Interest and Earnings	1,000.00	0.00	1,000.00	469.43	530.57	
2401.100		Interest -MM/CD	249,000.00	0.00	249,000.00	266,336.00		17,336.00
2401.200		Interest Capital Reserve A	0.00	0.00	0.00	27,189.95		27,189.95
2410.000		Rental of Real Property, I	12,500.00	0.00	12,500.00	7,103.62	5,396.38	
2440.000		Rental of Buses	12,000.00	0.00	12,000.00	9,929.84	2,070.16	
2690.000		Other Compensation for Lo	1,000.00	0.00	1,000.00	276.69	723.31	
2701.000		BOCES Svs Approved for Ai	71,667.00	0.00	71,667.00	244,661.91		172,994.91
2703.000		Refund PY Exp-Other-Not Trans	36,000.00	0.00	36,000.00	126,998.44		90,998.44
2770.000		Other Unclassified Rev.(S	21,733.00	0.00	21,733.00	195,190.85		173,457.85
3101.000		Basic Formula Aid-Gen Aid	15,695,001.00	0.00	15,695,001.00	3,868,477.41	11,826,523.59	
3102.000		Lottery Aid (Sect 3609a E	4,689,515.00	0.00	4,689,515.00	4,743,524.23		54,009.23
3102.100		VLT Lottery Aid	861,101.00	0.00	861,101.00	732,752.07	128,348.93	
3102.200		COMMERCIAL GAMING GRANT	142,692.00	0.00	142,692.00	0.00	142,692.00	
3103.000		BOCES Aid (Sect 3609a Ed	1,581,949.00	0.00	1,581,949.00	1,181,530.00	400,419.00	
3260.000		Textbook Aid (Incl Txtbk/	260,552.00	0.00	260,552.00	67,035.00	193,517.00	
3262.000		Computer Software Aid	64,639.00	0.00	64,639.00	0.00	64,639.00	
3262.100		Hardware Aid	67,875.00	0.00	67,875.00	0.00	67,875.00	
3263.000		Library A/V Loan Program	26,969.00	0.00	26,969.00	0.00	26,969.00	
3289.000		Other State Aid	0.00	0.00	0.00	18,840.68		18,840.68
4601.000		Medic.Ass't-Sch Age-Sch Yr Pro	46,500.00	0.00	46,500.00	50,896.74		4,396.74
5050.000		Interfund Trans. for Debt	300,000.00	0.00	300,000.00	0.00	300,000.00	
5999.000		Appropriated Fund Balance	529,000.00	0.00	529,000.00	0.00	529,000.00	
5999.100		Appropriatd Res - Liability	55,000.00	0.00	55,000.00	0.00	55,000.00	
5999.200		Appropriatd Res - EBALR	150,000.00	0.00	150,000.00	0.00	150,000.00	
5999.300		Appropriatd Res - Unemploy	65,000.00	0.00	65,000.00	0.00	65,000.00	
5999.400		Appropriatd Res - Wrkrs Comp	50,000.00	0.00	50,000.00	0.00	50,000.00	
5999.500		Appropriatd Res - Cap Reser	0.00	2,500,000.00	2,500,000.00	0.00	2,500,000.00	

* 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
Revenue Status Report As Of: 02/29/2020
Fiscal Year: 2020
Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Adjustments	Current Estimate	Year-to-Date	Anticipated Balance	Excess Revenue
5999.999		Est. for Carryover Encumbrance	0.00	674,095.85	674,095.85	0.00	674,095.85	
	Subfund Subtotal		73,732,603.00	3,174,095.85	76,906,698.85	60,182,281.22	17,305,387.66	580,970.03
Total GENERAL FUND			73,732,603.00	3,174,095.85	76,906,698.85	60,182,281.22	17,305,387.66	580,970.03

Selection Criteria

Criteria Name: Last Run
As Of Date: 02/29/2020
Suppress revenue accounts with no activity
Show special revenue accounts 5997-5999
Sort by: Fund/Subfund
Printed by Lynne Lubaszewski

* 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: 02/29/2020
Fiscal Year: 2020
Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
1010 Board Of Education							
4 Contractual and Other		5,500.00	0.00	5,500.00	7,961.39	361.85	-2,823.24
45 Materials & Supplies		1,700.00	0.00	1,700.00	1,421.70	212.00	66.30
Subtotal of 1010 Board Of Education		7,200.00	0.00	7,200.00	9,383.09	573.85	-2,756.94
1040 District Clerk							
16 Noninstructional Salaries		88,851.00	0.00	88,851.00	57,400.64	28,450.36	3,000.00
Subtotal of 1040 District Clerk		88,851.00	0.00	88,851.00	57,400.64	28,450.36	3,000.00
1060 District Meeting							
4 Contractual and Other		1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
45 Materials & Supplies		3,400.00	0.00	3,400.00	1,217.19	0.00	2,182.81
Subtotal of 1060 District Meeting		4,600.00	0.00	4,600.00	1,217.19	0.00	3,382.81
1240 Chief School Administrator							
15 Instructional Salaries		199,999.00	0.00	199,999.00	175,289.12	63,333.36	-38,623.48
4 Contractual and Other		5,800.00	0.00	5,800.00	2,181.43	109.00	3,509.57
45 Materials & Supplies		1,175.00	52.00	1,227.00	563.00	176.18	487.82
Subtotal of 1240 Chief School Administrator		206,974.00	52.00	207,026.00	178,033.55	63,618.54	-34,626.09
1310 Business Administration							
15 Instructional Salaries		130,613.00	0.00	130,613.00	89,381.10	42,833.36	-1,601.46
16 Noninstructional Salaries		75,769.00	0.00	75,769.00	52,568.83	26,370.20	-3,170.03
4 Contractual and Other		14,400.00	552.00	14,952.00	12,471.52	0.00	2,480.48
45 Materials & Supplies		2,200.00	233.97	2,433.97	895.87	317.86	1,220.24
49 BOCES Services		34,300.00	0.00	34,300.00	25,471.99	2,439.96	6,388.05
Subtotal of 1310 Business Administration		257,282.00	785.97	258,067.97	180,789.31	71,961.38	5,317.28
1320 Auditing							
4 Contractual and Other		33,000.00	11,425.00	44,425.00	16,350.00	25,270.00	2,805.00
Subtotal of 1320 Auditing		33,000.00	11,425.00	44,425.00	16,350.00	25,270.00	2,805.00
1325 Treasurer							
16 Noninstructional Salaries		111,083.00	0.00	111,083.00	72,222.08	35,860.92	3,000.00
4 Contractual and Other		500.00	0.00	500.00	0.00	0.00	500.00
45 Materials & Supplies		1,000.00	0.00	1,000.00	0.00	0.00	1,000.00
Subtotal of 1325 Treasurer		112,583.00	0.00	112,583.00	72,222.08	35,860.92	4,500.00
1330 Tax Collector							
16 Noninstructional Salaries		9,063.00	0.00	9,063.00	9,044.80	0.00	18.20
4 Contractual and Other		10,000.00	3,110.00	13,110.00	12,866.32	0.00	243.68
45 Materials & Supplies		100.00	0.00	100.00	0.00	0.00	100.00
Subtotal of 1330 Tax Collector		19,163.00	3,110.00	22,273.00	21,911.12	0.00	361.88
1420 Legal							
4 Contractual and Other		70,000.00	40,000.00	110,000.00	81,957.38	32,546.83	-4,504.21
Subtotal of 1420 Legal		70,000.00	40,000.00	110,000.00	81,957.38	32,546.83	-4,504.21

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Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
1430 Personnel							
15 Instructional Salaries		156,458.00	0.00	156,458.00	103,655.28	51,152.72	1,650.00
16 Noninstructional Salaries		203,530.00	0.00	203,530.00	133,793.19	69,754.43	-17.62
4 Contractual and Other		55,000.00	43,228.00	98,228.00	70,641.44	15,447.98	12,138.58
45 Materials & Supplies		1,350.00	0.00	1,350.00	835.74	163.41	350.85
49 BOCES Services		65,500.00	0.00	65,500.00	31,523.15	11,724.94	22,251.91
Subtotal of 1430 Personnel		481,838.00	43,228.00	525,066.00	340,448.80	148,243.48	36,373.72
1480 Public Information and Services							
15 Instructional Salaries		0.00	67,000.00	67,000.00	44,394.72	22,197.28	408.00
16 Noninstructional Salaries		46,854.00	0.00	46,854.00	28,933.08	18,070.92	-150.00
4 Contractual and Other		20,885.00	1,000.00	21,885.00	16,884.00	0.00	5,001.00
45 Materials & Supplies		12,750.00	-1,000.00	11,750.00	5,323.08	80.00	6,346.92
49 BOCES Services		55,000.00	0.00	55,000.00	34,162.23	21,850.17	-1,012.40
Subtotal of 1480 Public Information and Services		135,489.00	67,000.00	202,489.00	129,697.11	62,198.37	10,593.52
1620 Operation of Plant							
16 Noninstructional Salaries		1,195,291.00	0.00	1,195,291.00	604,277.63	365,261.28	225,752.09
4 Contractual and Other		1,018,489.00	-28,999.00	989,490.00	419,423.25	317,655.95	252,410.80
45 Materials & Supplies		138,000.00	47,512.75	185,512.75	148,225.50	22,416.71	14,870.54
49 BOCES Services		35,000.00	0.00	35,000.00	8,276.00	3,260.58	23,463.42
Subtotal of 1620 Operation of Plant		2,386,780.00	18,513.75	2,405,293.75	1,180,202.38	708,594.52	516,496.85
1621 Maintenance of Plant							
16 Noninstructional Salaries		594,491.00	0.00	594,491.00	376,165.03	223,709.99	-5,384.02
2 Equipment		40,000.00	279.90	40,279.90	279.90	0.00	40,000.00
4 Contractual and Other		464,500.00	350,240.51	814,740.51	468,873.26	171,351.24	174,516.01
45 Materials & Supplies		250,000.00	20,906.06	270,906.06	170,733.14	75,904.17	24,268.75
49 BOCES Services		28,000.00	0.00	28,000.00	0.00	0.00	28,000.00
Subtotal of 1621 Maintenance of Plant		1,376,991.00	371,426.47	1,748,417.47	1,016,051.33	470,965.40	261,400.74
1670 Central Printing & Mailing							
4 Contractual and Other		2,500.00	0.00	2,500.00	1,046.64	351.00	1,102.36
45 Materials & Supplies		53,200.00	0.00	53,200.00	39,581.75	10,000.00	3,618.25
Subtotal of 1670 Central Printing & Mailing		55,700.00	0.00	55,700.00	40,628.39	10,351.00	4,720.61
1680 Central Data Processing							
49 BOCES Services		450,000.00	0.00	450,000.00	309,761.97	28,877.67	111,360.36
Subtotal of 1680 Central Data Processing		450,000.00	0.00	450,000.00	309,761.97	28,877.67	111,360.36
1910 Unallocated Insurance							
4 Contractual and Other		225,964.00	0.00	225,964.00	-0.08	215,000.00	10,964.08
Subtotal of 1910 Unallocated Insurance		225,964.00	0.00	225,964.00	-0.08	215,000.00	10,964.08
1920 School Association Dues							
4 Contractual and Other		22,865.00	0.00	22,865.00	10,314.21	0.00	12,550.79

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Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 1920 School Association Dues		22,865.00	0.00	22,865.00	10,314.21	0.00	12,550.79
1981 BOCES Administrative Costs							
49 BOCES Services		698,856.00	0.00	698,856.00	434,889.79	281,002.91	-17,036.70
Subtotal of 1981 BOCES Administrative Costs		698,856.00	0.00	698,856.00	434,889.79	281,002.91	-17,036.70
1989 Unclassified							
4 Contractual and Other		0.00	50,000.00	50,000.00	42,117.88	0.00	7,882.12
Subtotal of 1989 Unclassified		0.00	50,000.00	50,000.00	42,117.88	0.00	7,882.12
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		373,947.00	0.00	373,947.00	250,863.37	90,715.64	32,367.99
16 Noninstructional Salaries		89,107.00	0.00	89,107.00	57,884.30	31,196.72	25.98
4 Contractual and Other		29,085.00	303.88	29,388.88	14,924.58	733.30	13,731.00
45 Materials & Supplies		4,700.00	6,763.16	11,463.16	7,660.49	0.00	3,802.67
49 BOCES Services		40,000.00	-30,000.00	10,000.00	19,466.35	8,167.07	-17,633.42
Subtotal of 2010 Curriculum Devel and Suprvsn		536,839.00	-22,932.96	513,906.04	350,799.09	130,812.73	32,294.22
2020 Supervision-Regular School							
15 Instructional Salaries		1,388,945.00	0.00	1,388,945.00	944,570.28	458,699.72	-14,325.00
16 Noninstructional Salaries		411,531.00	0.00	411,531.00	219,473.41	142,830.09	49,227.50
2 Equipment		245.00	0.00	245.00	0.00	150.00	95.00
4 Contractual and Other		11,300.00	3,110.69	14,410.69	4,903.62	695.00	8,812.07
45 Materials & Supplies		10,700.00	2,531.90	13,231.90	6,862.25	60.10	6,309.55
Subtotal of 2020 Supervision-Regular School		1,822,721.00	5,642.59	1,828,363.59	1,175,809.56	602,434.91	50,119.12
2060 Research, Planning & Evaluation							
4 Contractual and Other		2,800.00	0.00	2,800.00	0.00	0.00	2,800.00
45 Materials & Supplies		500.00	0.00	500.00	0.00	0.00	500.00
Subtotal of 2060 Research, Planning & Evaluation		3,300.00	0.00	3,300.00	0.00	0.00	3,300.00
2070 Inservice Training-Instruction							
4 Contractual and Other		5,200.00	0.00	5,200.00	310.00	0.00	4,890.00
45 Materials & Supplies		700.00	0.00	700.00	0.00	0.00	700.00
Subtotal of 2070 Inservice Training-Instruction		5,900.00	0.00	5,900.00	310.00	0.00	5,590.00
2110 Teaching-Regular School							
10 Teacher Salaries, Pre-K		31,966.00	0.00	31,966.00	16,115.73	17,123.64	-1,273.37
11 Teacher Salaries, 1/2 K		934,357.00	-50,000.00	884,357.00	458,126.04	413,609.46	12,621.50
12 Teacher Salaries, K-6		9,583,319.00	0.00	9,583,319.00	5,218,396.01	4,328,918.42	36,004.57
13 Teacher Salaries, 7-12		9,294,231.00	-5,611.00	9,288,620.00	4,987,216.10	4,230,033.68	71,370.22
14 Substitute Tchr Salaries		540,000.00	0.00	540,000.00	400,653.61	0.00	139,346.39
16 Noninstructional Salaries		1,180,095.00	-111,000.00	1,069,095.00	613,636.06	451,126.91	4,332.03
2 Equipment		43,000.00	-475.00	42,525.00	22,474.63	5,640.43	14,409.94
4 Contractual and Other		64,459.00	39,728.99	104,187.99	35,516.27	3,405.16	65,266.56
45 Materials & Supplies		350,541.00	62,883.92	413,424.92	300,151.70	23,326.31	89,946.91
473 Payment to Charter School		32,000.00	3,008.78	35,008.78	21,885.48	18,883.30	-5,760.00

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Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
48 Textbooks		118,835.00	3,154.35	121,989.35	76,676.44	3,752.45	41,560.46
49 BOCES Services		424,233.00	20,980.00	445,213.00	235,168.75	137,980.59	72,063.66
Subtotal of 2110 Teaching-Regular School		22,597,036.00	-37,329.96	22,559,706.04	12,386,016.82	9,633,800.35	539,888.87
2250 Prg For Sdnts w/Disabil-Med Elgble							
15 Instructional Salaries		2,343,323.00	100,000.00	2,443,323.00	1,346,950.74	1,086,286.12	10,086.14
16 Noninstructional Salaries		1,961,691.00	-23,228.00	1,938,463.00	1,113,799.34	739,045.98	85,617.68
4 Contractual and Other		161,000.00	1,449.00	162,449.00	25,742.85	82,138.15	54,568.00
45 Materials & Supplies		7,250.00	1,138.00	8,388.00	5,842.71	190.00	2,355.29
471 Tuition Pd To NYS Pub Sch		520,000.00	69,485.14	589,485.14	296,974.91	201,507.69	91,002.54
49 BOCES Services		2,635,000.00	23,228.00	2,658,228.00	1,586,786.66	1,246,343.03	-174,901.69
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		7,628,264.00	172,072.14	7,800,336.14	4,376,097.21	3,355,510.97	68,727.96
2280 Occupational Education(Grades 9-12)							
49 BOCES Services		640,325.00	0.00	640,325.00	389,098.59	247,170.21	4,056.20
Subtotal of 2280 Occupational Education(Grades 9-12)		640,325.00	0.00	640,325.00	389,098.59	247,170.21	4,056.20
2330 Teaching-Special Schools							
4 Contractual and Other		2,000.00	0.00	2,000.00	0.00	0.00	2,000.00
45 Materials & Supplies		500.00	0.00	500.00	0.00	0.00	500.00
Subtotal of 2330 Teaching-Special Schools		2,500.00	0.00	2,500.00	0.00	0.00	2,500.00
2610 School Library & AV							
15 Instructional Salaries		331,762.00	0.00	331,762.00	174,767.34	159,480.54	-2,485.88
16 Noninstructional Salaries		105,745.00	0.00	105,745.00	58,887.56	38,635.52	8,221.92
4 Contractual and Other		1,700.00	-1,200.00	500.00	0.00	0.00	500.00
45 Materials & Supplies		17,120.00	-2,465.00	14,655.00	10,066.30	1,453.81	3,134.89
46 Sch. Library AV Loan Prog		53,250.00	3,678.14	56,928.14	38,563.79	10,403.42	7,960.93
Subtotal of 2610 School Library & AV		509,577.00	13.14	509,590.14	282,284.99	209,973.29	17,331.86
2620 Educational Television							
4 Contractual and Other		19,000.00	0.00	19,000.00	13,122.10	0.00	5,877.90
45 Materials & Supplies		3,000.00	3,457.19	6,457.19	3,362.56	0.00	3,094.63
Subtotal of 2620 Educational Television		22,000.00	3,457.19	25,457.19	16,484.66	0.00	8,972.53
2630 Computer Assisted Instruction							
16 Noninstructional Salaries		226,934.00	0.00	226,934.00	125,291.51	83,525.59	18,116.90
22 State Aided Comp Hardware		142,234.00	0.00	142,234.00	21,884.80	5,738.79	114,610.41
4 Contractual and Other		81,146.00	23,435.00	104,581.00	81,817.85	20,777.75	1,985.40
45 Materials & Supplies		62,000.00	-39,685.01	22,314.99	10,881.85	745.06	10,688.08
46 Sch. Library AV Loan Prog		21,700.00	0.00	21,700.00	14,536.83	209.99	6,953.18
49 BOCES Services		496,380.00	18,000.00	514,380.00	429,868.90	115,115.49	-30,604.39
Subtotal of 2630 Computer Assisted Instruction		1,030,394.00	1,749.99	1,032,143.99	684,281.74	226,112.67	121,749.58
2810 Guidance-Regular School							
15 Instructional Salaries		973,775.00	0.00	973,775.00	575,746.27	391,982.55	6,046.18
16 Noninstructional Salaries		126,267.00	0.00	126,267.00	59,798.28	36,886.99	29,581.73

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4 Contractual and Other		1,400.00	0.00	1,400.00	145.00	0.00	1,255.00
45 Materials & Supplies		1,400.00	0.00	1,400.00	1,197.66	0.00	202.34
Subtotal of 2810 Guidance-Regular School		1,102,842.00	0.00	1,102,842.00	636,887.21	428,869.54	37,085.25
2815 Health Svcs-Regular School							
16 Noninstructional Salaries		331,078.00	0.00	331,078.00	201,422.71	141,388.52	-11,733.23
2 Equipment		500.00	0.00	500.00	0.00	0.00	500.00
4 Contractual and Other		146,771.00	6,582.00	153,353.00	107,789.76	74,228.42	-28,665.18
45 Materials & Supplies		25,233.00	0.00	25,233.00	13,370.90	927.88	10,934.22
Subtotal of 2815 Health Svcs-Regular School		503,582.00	6,582.00	510,164.00	322,583.37	216,544.82	-28,964.19
2820 Psychological Svcs-Reg Schl							
15 Instructional Salaries		840,762.00	0.00	840,762.00	502,217.00	346,498.16	-7,953.16
4 Contractual and Other		1,200.00	0.00	1,200.00	0.00	0.00	1,200.00
45 Materials & Supplies		1,200.00	0.00	1,200.00	314.00	74.80	811.20
Subtotal of 2820 Psychological Svcs-Reg Schl		843,162.00	0.00	843,162.00	502,531.00	346,572.96	-5,941.96
2830 Pupil Personnel Svcs-Special Schools							
15 Instructional Salaries		320,182.00	0.00	320,182.00	193,579.28	68,868.64	57,734.08
16 Noninstructional Salaries		120,661.00	0.00	120,661.00	79,038.00	42,922.60	-1,299.60
4 Contractual and Other		110,800.00	39,959.69	150,759.69	74,254.09	65,880.78	10,624.82
45 Materials & Supplies		500.00	3,517.27	4,017.27	3,749.09	0.00	268.18
Subtotal of 2830 Pupil Personnel Svcs-Special Schools		552,143.00	43,476.96	595,619.96	350,620.46	177,672.02	67,327.48
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		378,705.00	0.00	378,705.00	240,751.31	143,736.65	-5,782.96
4 Contractual and Other		31,165.00	11,860.24	43,025.24	13,980.24	0.00	29,045.00
45 Materials & Supplies		16,952.00	6,285.48	23,237.48	11,248.49	113.26	11,875.73
Subtotal of 2850 Co-Curricular Activ-Reg Schl		426,822.00	18,145.72	444,967.72	265,980.04	143,849.91	35,137.77
2855 Interscholastic Athletics-Reg Schl							
15 Instructional Salaries		690,099.00	0.00	690,099.00	414,267.11	254,345.76	21,486.13
2 Equipment		2,000.00	0.00	2,000.00	1,987.44	0.00	12.56
4 Contractual and Other		259,500.00	-9,289.96	250,210.04	207,014.97	70,436.55	-27,241.48
45 Materials & Supplies		59,000.00	919.18	59,919.18	58,560.86	1,425.50	-67.18
49 BOCES Services		0.00	11,309.00	11,309.00	0.00	0.00	11,309.00
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,010,599.00	2,938.22	1,013,537.22	681,830.38	326,207.81	5,499.03
5510 District Transportation Services							
16 Noninstructional Salaries		1,987,943.00	0.00	1,987,943.00	1,254,236.29	613,658.04	120,048.67
2 Equipment		6,414.00	0.00	6,414.00	5,381.61	208.83	823.56
4 Contractual and Other		192,000.00	26,727.31	218,727.31	143,099.63	24,090.73	51,536.95
45 Materials & Supplies		557,400.00	4,429.32	561,829.32	251,935.93	66,344.42	243,548.97
49 BOCES Services		200.00	0.00	200.00	0.00	0.00	200.00
Subtotal of 5510 District Transportation Services		2,743,957.00	31,156.63	2,775,113.63	1,654,653.46	704,302.02	416,158.15
5530 Garage Building							

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16 Noninstructional Salaries		8,500.00	0.00	8,500.00	2,015.84	0.00	6,484.16
4 Contractual and Other		57,500.00	583.00	58,083.00	18,250.92	20,205.68	19,626.40
Subtotal of 5530 Garage Building		66,000.00	583.00	66,583.00	20,266.76	20,205.68	26,110.56
5581 Transportation from Boces							
49 BOCES Services		18,940.00	0.00	18,940.00	8,259.05	16,085.14	-5,404.19
Subtotal of 5581 Transportation from Boces		18,940.00	0.00	18,940.00	8,259.05	16,085.14	-5,404.19
7140 Recreation							
4 Contractual and Other		11,000.00	0.00	11,000.00	5,746.65	0.00	5,253.35
Subtotal of 7140 Recreation		11,000.00	0.00	11,000.00	5,746.65	0.00	5,253.35
7310 Youth Program							
15 Instructional Salaries		0.00	0.00	0.00	-17,930.70	400.00	17,530.70
Subtotal of 7310 Youth Program		0.00	0.00	0.00	-17,930.70	400.00	17,530.70
9010 State Retirement							
8 Employee Benefits		1,256,971.00	0.00	1,256,971.00	597,848.84	356,722.82	302,399.34
Subtotal of 9010 State Retirement		1,256,971.00	0.00	1,256,971.00	597,848.84	356,722.82	302,399.34
9020 Teachers' Retirement							
8 Employee Benefits		2,554,917.00	0.00	2,554,917.00	1,419,573.93	1,112,199.64	23,143.43
Subtotal of 9020 Teachers' Retirement		2,554,917.00	0.00	2,554,917.00	1,419,573.93	1,112,199.64	23,143.43
9030 Social Security							
8 Employee Benefits		2,858,430.00	0.00	2,858,430.00	1,603,609.93	1,221,599.99	33,220.08
Subtotal of 9030 Social Security		2,858,430.00	0.00	2,858,430.00	1,603,609.93	1,221,599.99	33,220.08
9040 Workers' Compensation							
8 Employee Benefits		357,054.00	0.00	357,054.00	134,646.00	165,354.00	57,054.00
Subtotal of 9040 Workers' Compensation		357,054.00	0.00	357,054.00	134,646.00	165,354.00	57,054.00
9045 Life Insurance							
8 Employee Benefits		17,500.00	0.00	17,500.00	10,178.51	6,385.50	935.99
Subtotal of 9045 Life Insurance		17,500.00	0.00	17,500.00	10,178.51	6,385.50	935.99
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	0.00	15,000.00	7,140.30	0.00	7,859.70
Subtotal of 9050 Unemployment Insurance		15,000.00	0.00	15,000.00	7,140.30	0.00	7,859.70
9055 Disability Insurance							
8 Employee Benefits		30,000.00	0.00	30,000.00	6,150.93	13,845.58	10,003.49
Subtotal of 9055 Disability Insurance		30,000.00	0.00	30,000.00	6,150.93	13,845.58	10,003.49
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		10,217,795.00	0.00	10,217,795.00	6,601,615.95	3,504,025.81	112,153.24
Subtotal of 9060 Hospital, Medical, Dental Insurance		10,217,795.00	0.00	10,217,795.00	6,601,615.95	3,504,025.81	112,153.24
9711 Serial Bonds-School Construction							
6 Principal		3,629,932.00	-224,932.00	3,405,000.00	0.00	3,405,000.00	0.00
7 Interest		1,176,109.00	-106,809.00	1,069,300.00	534,650.00	534,650.00	0.00

Victor Central School District
Budget Status Report As Of: 02/29/2020
Fiscal Year: 2020
Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Adjustments	Current Appropriation	Year-to-Date Expenditures	Encumbrance Outstanding	Unencumbered Balance
Subtotal of 9711 Serial Bonds-School Construction		4,806,041.00	-331,741.00	4,474,300.00	534,650.00	3,939,650.00	0.00
9731 Bond Antic Notes-School Construction							
6 Principal		1,445,000.00	0.00	1,445,000.00	0.00	1,445,000.00	0.00
7 Interest		549,000.00	-157,000.00	392,000.00	-96,079.00	357,867.00	130,212.00
Subtotal of 9731 Bond Antic Notes-School Construction		1,994,000.00	-157,000.00	1,837,000.00	-96,079.00	1,802,867.00	130,212.00
9732 Bond Antic Notes-Bus Purchases							
6 Principal		781,452.00	0.00	781,452.00	781,452.00	0.00	0.00
7 Interest		53,404.00	0.00	53,404.00	53,404.43	0.00	-0.43
Subtotal of 9732 Bond Antic Notes-Bus Purchases		834,856.00	0.00	834,856.00	834,856.43	0.00	-0.43
9770 Revenue Anticipation Notes							
7 Interest		3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
Subtotal of 9770 Revenue Anticipation Notes		3,000.00	0.00	3,000.00	0.00	0.00	3,000.00
9785 Install Purch Debt-State Aided Hardware							
6 Principal		0.00	224,932.00	224,932.00	224,932.00	0.00	0.00
7 Interest		0.00	106,809.00	106,809.00	106,808.97	0.00	0.03
Subtotal of 9785 Install Purch Debt-State Aided Hardware		0.00	331,741.00	331,741.00	331,740.97	0.00	0.03
9901 Transfer to Other Funds							
95 Transfer-Special Aid Fund		75,000.00	0.00	75,000.00	17,672.09	0.00	57,327.91
Subtotal of 9901 Transfer to Other Funds		75,000.00	0.00	75,000.00	17,672.09	0.00	57,327.91
9950 Transfer to Capital Fund							
9 Transfer to Capital Funds		0.00	2,500,000.00	2,500,000.00	2,500,000.00	0.00	0.00
Subtotal of 9950 Transfer to Capital Fund		0.00	2,500,000.00	2,500,000.00	2,500,000.00	0.00	0.00
Total GENERAL FUND		73,732,603.00	3,174,095.85	76,906,698.85	42,719,591.36	31,092,690.60	3,094,416.89

Victor Central School District
Budget Status Report As Of: 02/29/2020
Fiscal Year: 2020
Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Last Run
Fund: A
Budget type: Current Year
As Of Date: 02/29/2020
Suppress Budget Accounts with no activity
Print Summary Only
Sort by: Fund/State function/State object
Printed by Lynne Lubaszewski

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, March 11, 2020

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

Leaves of Absence: The granting of an extension of childcare leave of absence for **Jennifer Geartz**, Elementary Teacher, effective July 1, 2020, and extending to June 30, 2021.

The granting of an extension of childcare leave of absence for **Katie Roto**, Mathematics Teacher, effective July 1, 2020, and extending to June 30, 2021.

The granting of an extension of childcare leave of absence for **Candice Kirchhoff**, Elementary Teacher, effective July 1, 2020, and extending to February 21, 2021.

The granting of a maternity leave and subsequent childcare leave of absence for **Kelly McLaughlin**, Special Education Teacher, effective approximately April 8, 2020, and extending to November 12, 2020.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Tennis – Boys	Head Varsity	Andrea Tait	3	1
	Modified A	Chris Stock	6	1
	Volunteer	Barnum, Krystina	-	-
Softball	JV	Amanda Morehouse	5	9
	Modified B	Tim DiSanto	6	13
Baseball	Volunteer	Joe Mauro	-	-
	Volunteer	Joe Simmons	-	-
	Volunteer	Benjamin Lanning	-	-
Lacrosse – Boys	Volunteer	Anthony Pezzimenti	-	-
	Volunteer	Bill Kirnie	-	-
Lacrosse – Girls	Varsity Assistant	Emily Dietz	5	8
	Volunteer	Casey Randall	-	-
	Volunteer	Hannah Savage	-	-
	Volunteer	Lauren Frye	-	-
	Volunteer	Erin Hussey	-	-
Track – Boys	Head Varsity	Ross Hunkovic	2	10
Co-Curricular:	<u>Music</u>	<u>Name</u>	<u>Group</u>	
	Marching Band Director	Mark Gowman	5	

**Per Diem
Substitutes:**

Candidate

Area of Certification

Stephen O'Riley
Nancy Burt-Preece
Michaela Borg
Kelly DiPietro

Social Studies/Special Education
Music
Art
ELL/English/Elementary

Non-Instructional

Appointments:

The appointment of **Ruth Klein**, School Bus Monitor, effective March 11, 2020, at an hourly rate of \$11.80.

Resignations:

The resignation of **Nicole Snyder**, Full Time Teacher Aide, effective February 28, 2020.

The resignation of **John Ellersick**, Working Supervisor, effective February 28, 2020.

The resignation of **Antonietta Mihalitsas**, Full Time Teacher Aide, effective March 6, 2020.

**Per Diem and
Substitute Positions:**

Candidate

Position

Jason Swarts
Matthew Tellstone
Sarah Ricci
Hollie Joseph
Tonya Burns
Michelle Victorella
Adriana Rudy
Jean Miller

Peter Grant

Cleaner
Teacher Aide
Teacher Aide
School Bus Driver
Cleaner
Teacher Aide
Teacher Aide
School Bus Monitor/School
Bus Driver Trainee
Teacher Aide

APPR Principal Lead Evaluator Resolution

BE IT RESOLVED THAT, Tim Terranova is hereby certified as a Qualified Lead Evaluator of Principals having successfully completed the training requirements prescribed in 8 NYCRR§30-2.9(b), including:

- 1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR§30-2.2;
- 4) Application and use of the State-approved Principals rubric selected by the Victor Central School District for use in the evaluation of Principals, including training on the effective application of such rubric to observe a Principal's practice;
- 5) Application and use of the assessment tools that the Victor Central School District utilizes to evaluate its Principals, including but not limited to evidence-based observation, evidence-based observation, evidence-based school visits, artifact collection and review and professional goals;
- 6) Application and use of the State-approved locally selected measures of student achievement used by the Victor Central School District to evaluate its Principals;
- 7) The scoring methodology utilized by the Department and the Victor Central School District to evaluate Principals under 8 NYCCR Subpart 30-2, including
 - a) How scores are generated for each subcomponent and the composite effectiveness score of Principals, and
 - b) Application and use of the scoring ranges prescribed by the Commissioner for the six designated rating categories used for the overall rating of Principals and their subcomponent ratings;
- 8) Specific considerations in evaluating Principals of English language learners and students with disabilities; and
- 9) The Superintendent of Schools has received the aforementioned training.

Date

District Clerk

**VICTOR CENTRAL SCHOOL DISTRICT
EMERGENCY BUS PURCHASE RESOLUTION**

WHEREAS, on February 5, 2020, Victor Central School District buses 267 and 286 were subject to a spontaneous fire in the bus yard causing damage to both District owned vehicles; and

WHEREAS, Utica National Insurance, the School District's insurance carrier, has determined the bus to be a total loss; and

WHEREAS, the insurance carrier has determined the replacement value of the buses to be \$141,316, and \$142,528 respectively; and

WHEREAS, the buses must be replaced immediately so that the District may continue to provide required transportation services to its students; and

WHEREAS, Education Law section §1709(25) permits the District to purchase a replacement bus without voter approval

NOW THEREFORE, BE IT RESOLVED:

1. Pursuant to Education Law §1718(2), the Board of Education hereby accepts the insurance proceeds from Utica National and appropriates such money for the use of purchasing two buses as set forth herein.
2. The Board of Education hereby determines that, due to the loss of the bus, the immediate and emergency replacement of the bus is required.
3. The Board of Education authorizes the purchase of two new buses, subject to requirements in the General Municipal Law, at a total aggregate cost not to exceed \$283,844 pursuant to New York State Contract.
4. The Board of Education authorizes the expenditure of no more than \$3,000 from the General Fund, in addition to the insurance proceeds received in the amount of \$283,844 for the purchase of the new school buses.
5. The Superintendent of Schools and Director of Transportation are authorized to execute the necessary forms for the purchase of the new school buses and file any necessary and proper paperwork with the State Education Department to insure State Aid is received.
6. This Resolution shall take effect immediately upon its adoption.

Date Adopted _____

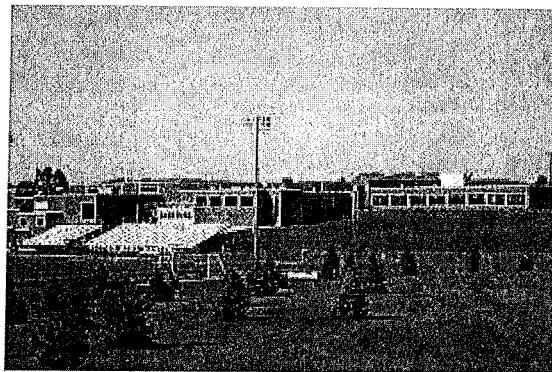
Yea_____/Nay_____

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Visit us at www.efprgroup.com

INTERNAL CONTROL RISK ASSESSMENT for

VICTOR CENTRAL SCHOOL DISTRICT



**Victor Central School District
953 High Street
Victor, NY 14564**

December 20, 2019

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BACKGROUND/OBJECTIVE:

In 2005, the Office of the New York State Comptroller (OSC) along with the New York State Education Department (SED) produced the “Five-Point School Financial Accountability Plan.” The Plan promotes stronger internal controls, improves school district audits and strengthens the roles of boards of education in conducting appropriate oversight. One component of the Five-Point Plan requires all districts to establish an internal audit function, which must include the development, annual updating, and reporting on a risk assessment of district operations.

The Victor Central School District (“Victor” or sometimes referred to as “The District”) outsourced its internal audit function and engaged EFPR Group, CPAs, PLLC (EFPR) to serve as its internal auditor. The risk assessment was last updated in a report issued on February 6, 2019.

In November 2019, we again reviewed relevant reports and documents and met with a variety of administrative staff to update our understanding of the processes and existing controls over District operations. This report is the product of our updated assessment of the District’s risk profile and is intended to satisfy the annual update as required by the “Five Point Plan.”

Our approach to understanding controls was to meet with appropriate personnel for each respective area and to discuss and understand processes and procedures. In addition, where necessary, we performed walk-throughs of transactions cycles and/or performed tests of transactions. After compiling this information, the audit areas were prioritized into three categories: high risk, moderate risk, and low risk.

This risk assessment identifies the areas that we believe are most susceptible to material misstatements going undetected, given existing procedures and internal controls in those areas. Strengthening control procedures helps increase the likelihood that any such misstatements would be detected and corrected by staff and management during the normal course of their duties.

INFORMATION GATHERING:

In performing our risk assessment, we reviewed the following District records:

- Financial statements and management letter for year ended June 30, 2019
- Extraclassroom Activities financial statements for year ended June 30, 2019
- Policy manuals
- Board minutes
- Internal Claims Auditor reporting
- Bank reconciliations
- Log of checks received
- Current year accounts payable warrants
- Current year payroll registers
- Tax collector’s reporting for 2019-20
- Overtime reporting for 2018-19

INFORMATION GATHERING (Continued):

We also interviewed the following individuals:

- Darren Everhart, Director of Transportation
- Jim Haugh, Director of Human Resources
- Dave Henderson, Director of Computer Services
- Lynne Lubaszewski, District Treasurer
- Chris Marshall, Director of Facilities and Grounds
- Sheila Mastin, Payroll Clerk
- Betty Post, Extraclassroom Activities Central Treasurer
- Susan Reed, Internal Claims Auditor
- Nicole Ritz, Accounts Payable Clerk, Tax Collector
- Jill Smith, Deputy Treasurer
- Alix TePoel, Food Service Manager
- John Zappia, Interim Assistant Superintendent for Business

PROCEDURES APPLIED:

Individuals responsible for each control cycle area were interviewed during November 2019. The objective of our interviews was to discuss the processes and procedures that currently exist within each area. As a basis, we utilized guidelines established by the New York State Education Department (SED) and the Office of the State Comptroller (OSC).

Each general area of the District and the specific control cycle is listed below with relevant observations for each. Our recommendations and suggested enhancements are summarized for your review. Finally, based on our evaluation, we have assigned each cycle a risk level. These levels can be listed as low, moderate or high.

RESULTS:

A summary table of the control cycles and their associated level of risk is presented below:

RISK ASSESSMENT SUMMARY

CONTROL CYCLES	LEVEL OF RISK 2018-19	LEVEL OF RISK 2019-20	COMMENTS / SIGNIFICANT CHANGES FROM PRIOR YEAR
Governance / Budgeting / Budget Transfers	Low	Low	No significant changes or concerns noted at this time.
Cash Receipts and Revenues	Low	Low	No significant changes or concerns noted at this time.
Transportation	Low	Low	No significant changes or concerns noted at this time.
Food Service	Low	Low	No significant changes or concerns noted at this time.
Extraclassroom Activity Fund	Low	Low	No significant changes or concerns noted at this time.
Facilities, Equipment, and Inventory	Low	Low	No significant changes or concerns noted at this time.
Purchasing, Claims, Accounts Payable, Cash Disbursements	Moderate	Moderate	No significant changes or concerns noted at this time.
Payroll and Personnel	Moderate	Moderate	Transportation should closely review its personnel roster each pay period to ensure that it accurately reflects current staff.
Accounting, Reporting, Bank Reconciliations, and Information Technology	Low	Low	Computer Services should determine whether a cautionary banner can be applied to all emails that originate outside of its network. New regulations addressing data security and privacy requirements are expected to take effect within the next year.

Note – in formulating the level of risk, as displayed on the attached matrix, consideration is given to both inherent risk (categories such as budget size, and financial exposure/potential loss) and control risk (categories such as major changes in operations, programs, systems and personnel). Due to the high level of inherent risk in some control cycles (Cash Disbursements and Payroll), risk may be elevated beyond the control of the District.

RESULTS (Continued):

Each general area of the District and the specific control cycle is listed below with relevant observations and/or comments for each. Our recommendations and suggested enhancements are summarized for your review.

1. Governance / Budgeting / Budget Transfers:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

2. Cash Receipts and Revenues:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

3. Transportation:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

4. Food Service:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

5. Extra-Classroom Activity Fund:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

RESULTS (Continued):

6. Facilities, Equipment, and Inventory:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

7. Purchasing, Claims, Accounts Payable and Cash Disbursements:

Comment:

Based on our observations and discussions with management, this area appears to be functioning adequately at this time with no significant concerns noted.

8. Payroll and Personnel:

Finding:

- a.) We learned that three Transportation employees did not return to work at the start of the school year but the department failed to inform Human Resources or Payroll. It appears these employees were included in the approved time submissions for the first two pay periods of the school year. The District is currently in the process of attempting to recover the funds associated with the incorrect payments resulting from this oversight.

Recommendation:

- a.) Transportation should verify the accuracy of its personnel roster at the start of each school year and ensure that Human Resources is informed of all personnel who have chosen not to return to their positions. Additionally, Transportation should closely review its personnel roster each pay period when approving its payroll to ensure it accurately reflects current staff.

District's Response:

- a.) The District has and continues to review the protocols for employee roster verification with the Transportation Department. The District will implant an onsite payroll person in the transportation office at the beginning of each school year to ensure last minute resignations are identified prior to finalizing payroll for hourly paid as salary transportation employees. In addition, the District will begin evaluating computerized payroll systems to mitigate the opportunity for such human error.

RESULTS (Continued):

9. Accounting, Reporting, Bank Reconciliations and Information Technology:

Finding:

- a.) We learned that a cautionary header is not included on incoming emails that originated outside of the District's network. This is a good preventive control to help inform staff and raise awareness that email attachments and weblinks from an unknown source should not be opened.

Recommendation:

- a.) We suggest that Computer Services determine whether this banner can be applied to all emails that originate outside of the District's network. This would help mitigate potential exposure to security threats that are typically proliferated through malicious emails.

District's Response:

- a.) The District's email vendor does not have the ability to include a cautionary header that an email was received from outside the organization. It does however, have the ability, on reply, to remind the user that he/she is responding to an email from outside the district. This safeguard is enabled.

Comments:

- a.) The State Education Department has proposed regulations to strengthen the security of personally identifiable information for students and school personnel. The regulations are outlined in New York State Regulation Law 2-d and are expected to take effect July 1, 2019. The regulations will require school districts to implement policies and practices that adhere to the NIST framework for technology standards and guidelines, and include components related to data security and privacy requirements. Technology Services is aware of the proposed regulations and is in the process of evaluating the requirements against its current policies and practices. Given the complexities involved in these new regulations, the District should also consider having a gap analysis performed by a properly credentialed third party to ensure that it will be fully compliant with the regulations when they take effect.

District's Response:

- a.) The District will engage with Wayne Finger Lakes BOCES regarding services for gap analysis and data security analysis.

SUMMARY:

As described and noted above, each area has been assigned a level of risk. The attached Exhibit A represents a summarization of all the categories we considered in formulating our risk assessment.

This document can be used as a tool to assist the Board and/or Audit Committee of the Victor Central School District in selecting specific control cycles in which to examine in further detail, as required by the "Five-Point Plan."

CLOSING COMMENTS:

We would like to thank the audit committee and central administration staff of the Victor Central School District for their assistance and cooperation in formulating this risk assessment of the District.

Victor Central School District Risk Assessment Sheet 2019-20
Appendix A

Note: For each control cycle rate the perceived risk from 0-3. 0= No risk 1=low 2=Medium 3=High
Note: For the total column, risk was calculated: 0-5 = low, 6-10 = Medium, 11+ = High

In formulating the level of risk, consideration is given to both inherent risk (categories such as budget size, and financial exposure/potential loss) and control risk (categories such as major changes in operations, programs, systems and personnel). Due to the high level of inherent risk in some control cycles (Cash Disbursements and Payroll), risk may be elevated beyond the control of the District.

Control Cycle	Date or Results of last Audit/Examination	Management letter Comments	Budget Size	Financial Exposure / Potential loss and Risk	Major Changes in Operations, Programs, Systems and Controls	Personnel Changes	EFPR Evaluation (From Below)	Total Risk Score
Governance and Planning								
1 Budgeting / Budget Transfers		1	1	1	1	0	1	5
Revenue and Cash Management								
2 Cash Receipts & Revenues	Medicaid - 2010, 2017 Cash controls - 2015	0	3	1	0	0	0	4
♦Cash Management & Investments								
♦State Aid								
♦Real Property Taxes								
♦User Charges								
Student Services								
3 Transportation		0	1	1	0	0	0	2
4 Food Service	2018	1	1	2	0	0	0	4
5 Extraclassroom Activity Fund		0	1	1	0	0	0	2
6 Facilities, Equipment and Inventory	Fuel Usage - 2008	0	2	2	0	0	0	4
♦Capital Assets								
♦Capital Projects								
♦Indebtedness								
♦Inventory Controls (School Lunch)								
Purchasing and Expenditures								
7 Purchasing, Claims Processing & AP and Cash Disbursements		0	3	3	0	0	0	6
8 Payroll and Personnel	Medical Insurance - 2014 Payroll - 2007, 2013 Employee Term Process - 2012 Payroll Transition - 2011 Retiree Health Insurance - 2016	0	3	3	1	1	1	9
9 Accounting, Reporting, Bank Reconciliations & I.T.		1	1	2	0	0	0	4
EFPR EVALUATION								

Note: EFPR evaluated risk was determined by checklists, inquiry of staff and auditor observations
Total EFPR evaluated risk is calculated as an AVERAGE of the four components.

Control cycle	EFPR Evaluated Risk
Budgeting / Budget Transfers	
Procedures are adequate and being followed	0
Proper segregation of duties	0
Adequate staffing	0
Concerns from staff	2
Total EFPR evaluated risk	1

Cash Receipts & Revenues

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

0
0
0
0
0

Transportation

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

0
0
0
0
0

Food Service

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

0
0
0
0
0

Extraclassroom Activity Fund

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

0
0
0
0
0

Facilities, Equipment and Inventory

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

0
0
0
0
0

Purchasing, Claims Processing & AP and Cash Disbursements

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

0
0
0
0
0

Payroll and Personnel

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

1
0
0
1
1

Transportation should closely review its personnel roster each pay period to ensure it accurately reflects current staff

Accounting, Reporting,

Procedures are adequate and being followed
Proper segregation of duties
Adequate staffing
Concerns from staff
Total EFPR evaluated risk

1
0
0
0
0

District should determine if a cautionary banner can be applied to incoming emails originating outside of its network
New regulations addressing data security and privacy requirements are expected to take effect within the next year



ANNUAL RESERVE AND FINANCIAL PLAN REVIEW

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Reserve Analysis

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Budgeting Principles

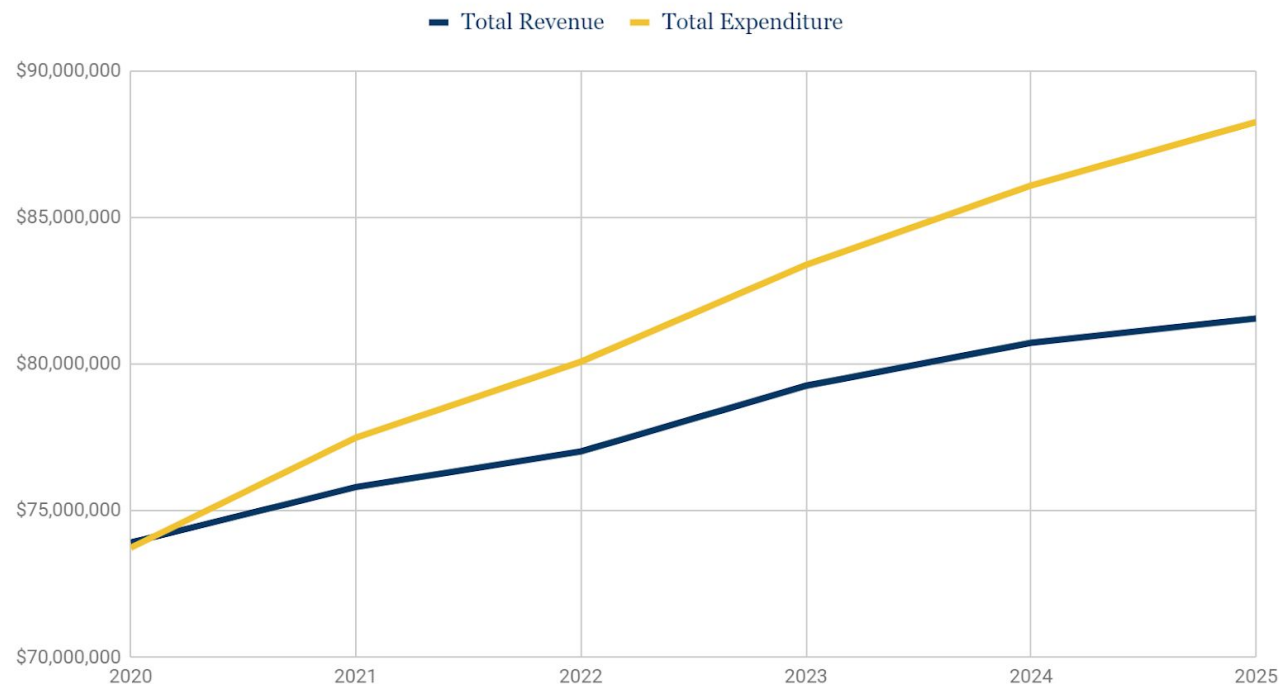
“Planning today and saving incrementally for expected future events can help mitigate the financial impact of major, nonrecurring or unforeseen expenditures on your annual operating budget.” - “Reserve Funds”, Office of State Comptroller Local Government Management Guide, January, 2010

Long-Term Budgeting

School districts have the difficult task of budgeting in an environment of economic uncertainty. For example, the District’s revenues will be impacted by the state’s budget and state aid increases are highly variable, while the tax cap law constrains revenue in relation to the performance of the state’s economy. Variables that can impact expenses range from health care prices, to commodity market prices, to variations in the contribution rate for employee pension systems. As a result, a long-term budget plan that adopts certain conservative principles for managing fund balance and utilizing reserves can help districts provide stability as these external variables change. Some of these conservative principles to long-term budgeting include but may not be limited to:

- Budgeting conservatively for a reasonable amount of risk contingency
- Judicious use of reserve funds as a revenue source
- Maintain the maximum amount of unrestricted fund balance allowed by NYS law
- Strive to utilize the “matching principle” of ensuring aggregate recurring revenues are sufficient to support aggregate recurring expense without sacrificing fluidity of operations
- Analyzing supplemental grant funds to ensure that grants are self supporting to the fullest extent possible

5 Year Forecast Revenue vs Expense



Long-Term Assumptions Include:

- Known or potential contractual salary increases
- Assumed benefit and pension system rate increases
- Revenue assumptions based upon tax cap and state aid trends
- Stable contractual and supply expenses with minimal year-to-year increases

The sample forecasting chart above depicts a long-term projection in which expense growth outpaces revenue growth for VCS. When this imbalance exists between revenue and expenditures, future budgets should utilize the principles previously listed as a means to better match expenditures and revenues.

Budget Surplus

In accordance with NYS Law, a school district may not expend more than its voter approved budget in any given fiscal year. As such, it is vital that the voter approved budget allocates sufficient funds to not only provide the programs and services expected (and approved) by the school community, but also to provide a contingency for any unforeseen risks, changes in student enrollment, disruptions to commodity and utility prices, and so forth. The list of variables that can impact a school budget throughout a year of operations is expansive. A programmed (budgeted) surplus with an appropriate level of risk contingency ensures the District has the capacity to absorb any such unforeseen circumstances without any impact to the viability of its current programs and services. At the end of a year's operations if such risks do not materialize, the District is left with a surplus that can benefit the taxpayers of the community by being allocated to reserve funds to help provide budget stability in uncertain economic times, or offset the cost of future expenses. There is no formal guidance on the appropriate level of risk contingency in a budget, however, in a recent audit of a NYS School District in 2018, the comptroller issues the following statement:

“District officials adopted reasonable budgets (with average revenue variances of less than 3.7 percent and average expenditure variances of less than 6.4 percent)...”
- NYS Comptroller's Office, Audit Report of Marathon Central Schools (2018)

Audited results of comparison districts with budgets and enrollments of a comparable size to VCS show that it is common for school districts to determine between 4 and 6 percent to be an appropriate level of contingency for risk within the appropriation budget. The current projected budget variance for 2019-20 is approximately 1.3%, and the target variance for the 2020-21 budget is 2.75%. Moving closer to a targeted variance of 4-5% in future years will allow the district to further insulate itself from mid-year budgetary risks.

Reserve Funds

Reserve funds are a valuable tool for budget stabilization over the long term. Reserves are restricted fund balance that can only be utilized for specific purposes as each is defined by NYS law. While reserve types and purposes are defined in detail later in this document, reserves can be utilized in the following ways:

- Save funds to offset future taxpayer expense
- Insulate the district from liability and financial loss
- Prepay certain types of expenses from current year's funds
- Provide a buffer against spikes in certain areas of contractual benefit costs

While outside entities may opine as to the level of reserves a district chooses to carry, the “appropriate balance” of each reserve funds is determined solely by the Board of Education. ***It is important to note that in most cases a district's sole source of funding for reserves is from unexpended appropriations.*** Therefore, the section of this document regarding budgeted surplus must be interpreted through the lens of maintaining appropriate reserve balances as determined by the Board of Education.

Fund Balances and Debt Service

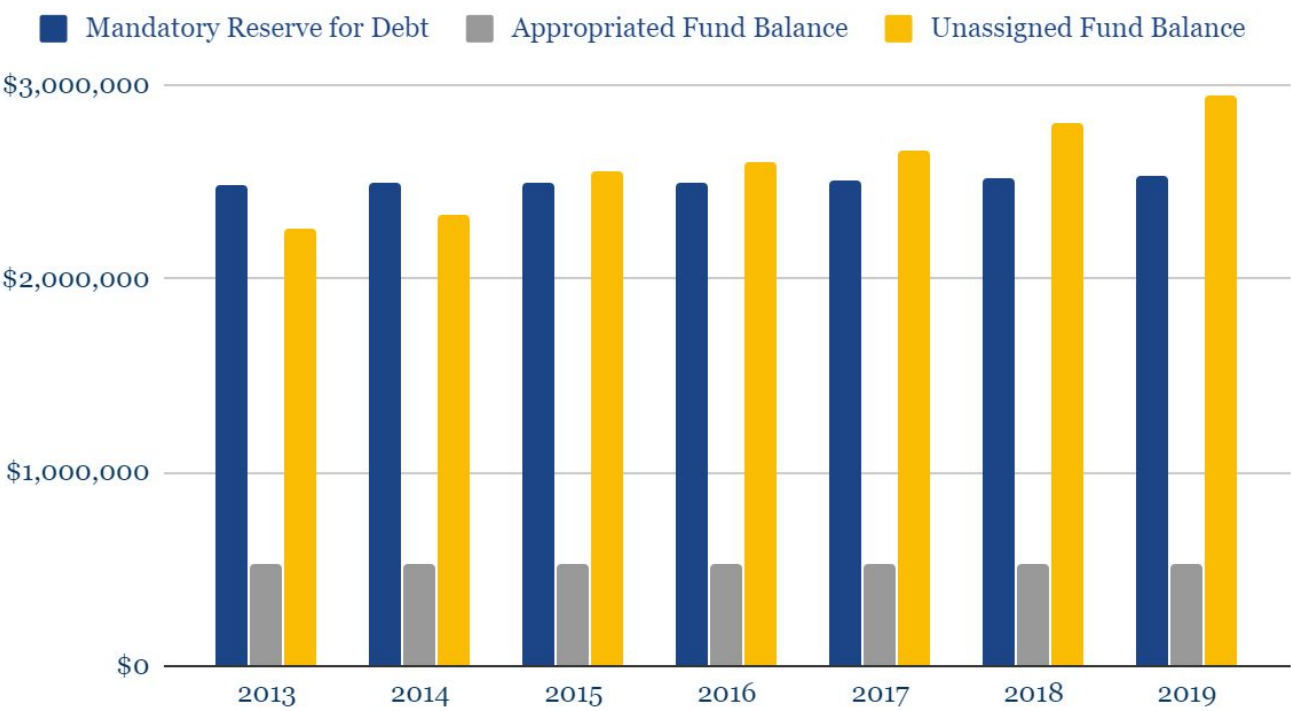
Assigned Appropriated Fund Balance - These funds are appropriated from unspent surplus in any given fiscal year for a subsequent year's budget as a method to close any deficit between expenditures and revenues, effectively reducing the sum of taxes necessary to support school operations. VCS has historically appropriated \$529,000 each year. Since this is a nonrecurring revenue, it is desirable to minimize any reliance upon appropriated fund balance as a revenue source for recurring operating expenses.

Assigned Unappropriated Fund Balance - These funds are unrestricted and may be used for any ordinary, contingent expense. This balance is limited to 4% of the ensuing year's budget per Real Property Tax law 1318. Any year in which the District is unable to carry over 4% fund balance into an ensuing year, could be an indication of a structural imbalance between revenues and expenditures. This should be closely monitored as school districts are the only municipal entity in NYS subject to this 4% limit (state law allows contingency appropriations of up to 10% for counties, towns, and villages), which has the potential to limit the District's ability to absorb unknown risks, loss, or economic downturns.

Mandatory Reserve for Debt - This reserve is not specifically created by the District. It contains all funds on deposit in the Debt Service fund. Information in this section about transactions refer to the Debt Service fund, not to the Reserve for Debt. The authorization to create this reserve is pursuant to the Uniform System of Accounts (Office of the State Comptroller). The balance in this reserve is the accumulated sum of monies unexpended from prior capital project authorizations. The funds in this reserve must be utilized to pay off the debt obligations associated with the introduction of these monies. If the obligations have been retired and a balance remains, the funds are available for any other legal purpose. The District has a schedule for planned use of these funds in conjunction with the Campus Improvement Project approved in 2017 and closed out in December of 2019.

	2013	2014	2015	2016	2017	2018	2019
Mandatory Reserve for Debt	\$2,479,049	\$2,491,497	\$2,493,850	\$2,496,558	\$2,500,406	\$2,520,304	\$2,530,848
Appropriated Fund Balance	\$529,000	\$529,000	\$529,000	\$529,000	\$529,000	\$529,000	\$529,000
Unassigned Fund Balance	\$2,258,963	\$2,329,793	\$2,558,787	\$2,604,114	\$2,654,116	\$2,798,915	\$2,949,304

Debt Reserves and Fund Balances



Intended Use of Reserve Funds

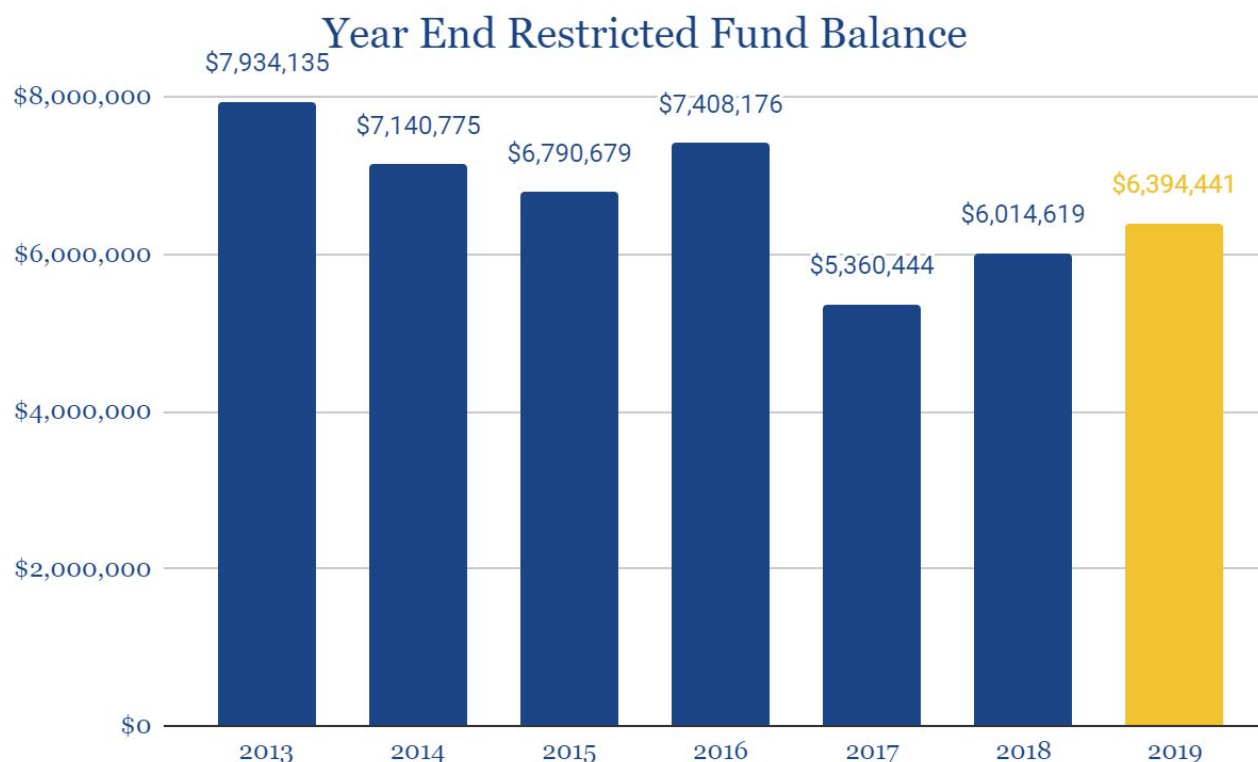
Reserve funds, like other savings plans, are mechanisms for accumulating cash for future capital outlays and other allowable purposes. The practice of planning ahead and systematically saving for capital acquisitions and other contingencies is considered prudent management. Saving for future capital needs can reduce or eliminate interest and other costs associated with debt issuances. Similarly, certain reserve funds can be utilized to help protect the budget against known risks (a potential lawsuit) or unknown risks (a major ice storm).

Most reserve funds are established to provide resources for an intended future use. An important concept to remember is that a reserve fund should be established with a clear intent or plan in mind regarding the future purpose, use and, when appropriate, replenishment of funds from the reserve. Reserve funds should not be merely a “parking lot” for excess cash or fund balance. Local governments and school districts should balance the desirability of accumulating reserves for future needs with the obligation to make sure taxpayers are not overburdened by these practices. There should be a clear purpose or intent for reserve funds that aligns with statutory authorizations.

Each statute that authorizes a reserve fund sets forth a particular underlying purpose for the fund. For example, provisions of the General Municipal Law (the GML) and the Education Law allow municipalities and school districts, respectively, to establish capital reserves for future equipment purchases and capital improvements. The GML also authorizes the establishment of an employee benefit accrued liability reserve for the payment of the monetary value of accumulated, unused leave time to employees upon separation from service. Planning today and saving incrementally for expected future events can help mitigate the financial impact of major, nonrecurring or unforeseen expenditures on your annual operating budget. Establishing and funding allowable reserve funds for a clear purpose can help smooth out spikes in the annual budget and in the real property tax levy.

Source: *Office of the New York State Comptroller – Local Management Guide for Reserves*
<http://www.osc.state.ny.us/localgov/pubs/lgmng/reservefunds.pdf>

Reserve Fund History



* 2019 includes \$2,500,036 in Capital Reserve that is slated to be expended by July of 2020

* 2019 includes the dissolution of a prior reserve for repairs into the capital reserve in the sum of \$1,000

* 2019 includes the first year of the Teachers Retirement subfund (TRS)

2018-19 Activity : Ending Restricted Fund Balances

	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Employee Retirement System (ERS)	\$443,965	\$200,000	\$9,767	\$11,950	\$265,682
Teachers Retirement System (TRS)	\$0	\$0	\$0	\$533,200	\$533,200
Capital Reserve	\$2,264,497	\$0	\$46,539	\$189,000	\$2,500,036
Reserve for Unemployment Insurance	\$510,149	\$40,000	\$11,223	\$0	\$481,372
Employee Benefit Liability (EBALR)	\$1,192,613	\$146,696	\$26,237	\$0	\$1,072,154
Workers Compensation Reserve	\$311,062	\$50,000	\$6,843	\$0	\$267,905
Tax Certiorari Reserve	\$436,993	\$0	\$9,614	\$0	\$446,607
Reserve for Liability	\$855,340	\$45,673	\$18,817	\$0	\$828,484
Total	\$6,014,619	\$482,370	\$129,041	\$734,150	\$6,395,441

2018-2019 audited figures provided by Mengel, Metzger, Barr, LCC

* 2019 includes \$2,500,036 in Capital Reserve that is slated to be expended by July of 2020

* 2019 utilization of ERS was re-allocated to build TRS balance

Retirement Contribution Reserve(s) (GML Section 6-r)

Purpose

For the payment of “retirement contributions,” which are defined as all or any portion of the amount payable to either the New York State and Local Employee Retirement System or the New York State and Local Police and Fire Retirement System, pursuant to Sections 17 or 317 of the Retirement and Social Security Law. In 2019, authorization for a subfund for contributions to the New York State Teachers Retirement System was enacted by the state legislature. The Board of Education passed a resolution to establish this subfund on June 13, 2019.

Sources of Funds

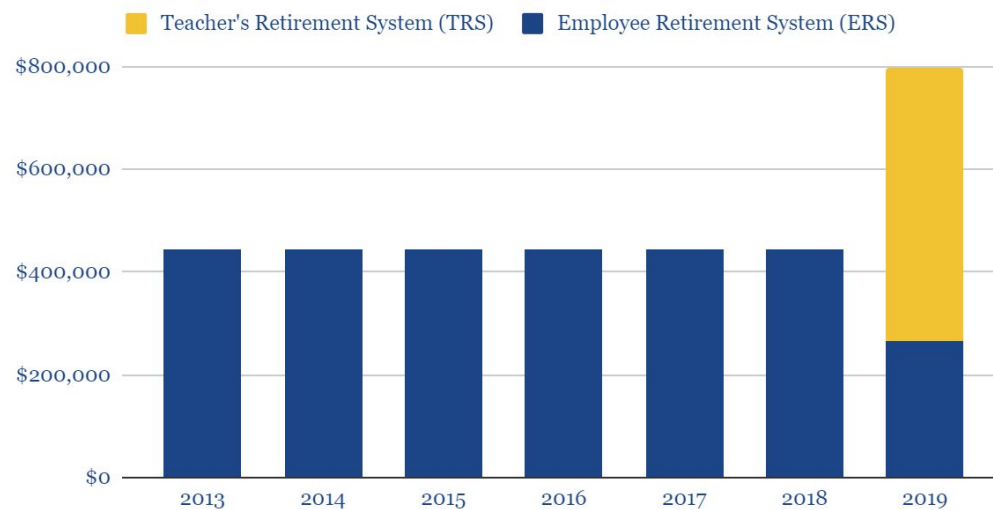
- a) Budgetary appropriations or taxes raised for the reserve (b) Revenues that are not required by law to be paid into any other fund or account (c) Amounts from reserve funds established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law (supported by the same tax base), or pursuant to Education Law Section 3651 subject to public hearing requirements (d) Other funds that may be legally appropriated.

Use of Unexpended Balances

The board may authorize the transfer of a portion of the moneys in the retirement Balances: contribution to a reserve fund established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law (supported by the same tax base), or in the case of a school district, a reserve fund established pursuant to Section 3651 of the Education Law. Such a transfer is subject to a public hearing. If the board determines that the retirement contribution reserve is no longer needed, the board may terminate the fund by resolution. The resolution must transfer any moneys remaining in the retirement contribution reserve to one or more reserve funds established pursuant to Sections 6-c, 6-d, 6-e, 6-f or 6-g of the General Municipal Law (supported by the same tax base), or in the case of a school district, one or more reserve funds established pursuant to Section 3651 of Education Law.

Analysis

Employee Retirement System (ERS) and Teacher's Retirement System (TRS)



	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Employee Retirement System (ERS)	\$443,965	\$200,000	\$9,767	\$11,950	\$265,682
Teachers Retirement System (TRS)	\$0	\$0	\$0	\$533,200	\$533,200

Analysis

In the 18-19 school year the District re-allocated \$200,000 from the ERS reserve to the TRS subfund. The District's budget for ERS contributions in the 19-20 school year is \$1,256,971.

The subfund for TRS has an annual contribution limit of 2% of prior year teacher compensation or salary, not to exceed a cumulative maximum of 10% of prior year teacher compensation or salary. The District's budget for TRS contributions in the 19-20 school year is \$2,554,917.

The District has not currently targeted utilization of these balances for the 2020-21 fiscal year.

VCS Funding Targets

Retirement System	Rationale	Dollar Value
Employee Retirement System (ERS)	3 Year's ERS Budgeted Contributions (\$1,256,971 in 2019-20)	\$3,771,000
Teachers Retirement System (TRS)	10% of TRS Reported Payroll, Contributed at 2% Per Year (\$533,200 in 18-19)	\$2,666,000

Capital Reserve (GML Sections 6-c, 6-g) (NYS Education Law 3651)

Purpose

To finance all or part of the cost of construction, reconstruction, or acquisition of:

- A “specific” or “type” capital improvement
- The acquisition of a “specific” or a “type” item(s) of equipment.

The term “capital improvement” means: any physical improvement and any related preliminary studies and surveys; land or rights in land; any furnishings, equipment, machinery, or apparatus for any physical improvement acquired at the time when such improvement is constructed, reconstructed, or acquired.

The term “equipment” includes any equipment, machinery, or apparatus not included in the definition of capital improvement and for which a period of probable usefulness has been provided by law.

Source of Funds

Capital reserve funds may generally be funded with:

- Budgetary appropriations
- Revenues not required by law to be paid into any other fund or account (e.g., transfers from unexpended balances of existing appropriations and surplus moneys).

Use of Unexpended Funds

Generally, unexpended balances in a capital reserve fund may be transferred to another capital reserve having the same tax base.

- a) **Capital Reserve Balances Remaining After Completion or Acquisition:** If there is an unexpended (residual) balance remaining in a specific or type capital reserve after the capital improvement or item of equipment has been completed or acquired, the governing board may appropriate all or any part of such remaining balance to another capital reserve fund without referendum. An amount sufficient to satisfy all outstanding claims arising from the construction, reconstruction, or acquisition of the improvement or the acquisition of the equipment should remain designated for such claims until they are satisfied.

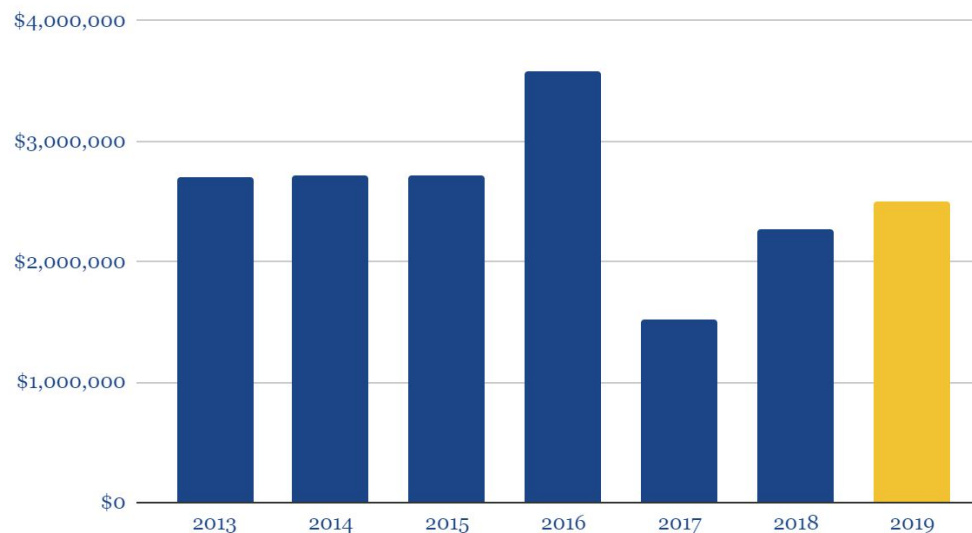
Additionally, in a municipality, all or part of the unexpended balance of a capital reserve established for a specific improvement or item of equipment that has been completed or acquired (less amounts required to satisfy all outstanding claims related to such improvement or equipment) may be appropriated for:

- An object or purpose for which bonds may be issued
- The payment of interest on and principal of indebtedness (except indebtedness for assessable improvements and certain indebtedness excludable from constitutional debt limits) (Section 6-c [9-a]).

b) **Capital Reserve Balances Never Utilized:** Where a specific capital reserve has been established, and the improvement or item of equipment has not been acquired or completed, any transfer is subject to permissive referendum if the authorization for the creation of the reserve was subject to permissive referendum. While subject to a public hearing with 15 days' notice, unexpended balances may also be transferred to a Retirement Contribution Reserve Fund

Analysis

Capital Reserve (2011)



	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Capital Reserve	\$2,264,497	\$0	\$46,539	\$188,000	\$2,500,036

The 2011 capital reserve was initially authorized for \$6,000,000 and has a 10-year utilization window. With the contribution of the fiscal year 2019, the capital reserve has received aggregate funding of \$3,824,747. The amount of contributions possible before the reserve is fully funded is \$2,175,253. In the past, the District has utilized capital reserves to offset any local share costs on building projects that would otherwise have affected taxpayers. The balance in this account is earmarked to be expended by July 2020 in the first phase of the capital project with voter approval on 11/18/2019.

Unemployment Insurance Reserve (GML Section 6-m)

Purpose

To reimburse the State Unemployment Insurance Fund for payments made to claimants where the municipality has elected to use the “benefit reimbursement” method.

Source of Funds

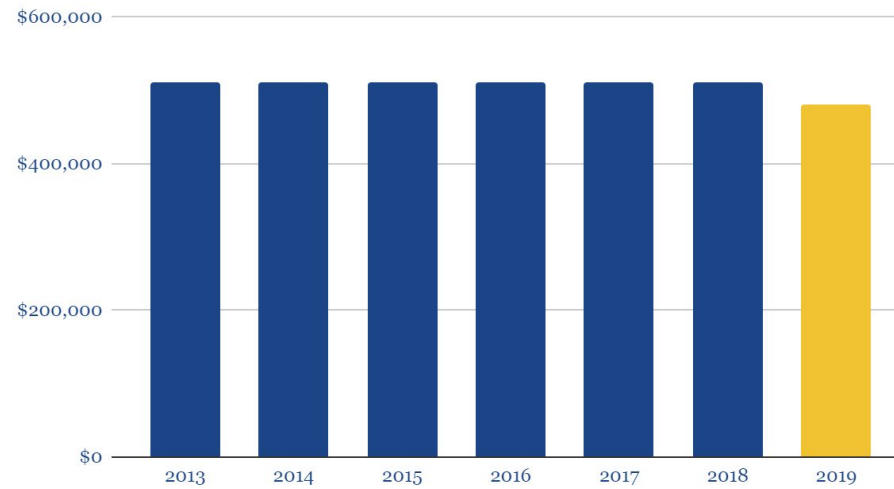
Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

If at the end of any fiscal year, the moneys in the fund exceed amounts required to be paid into the Unemployment Insurance Fund as described above, plus any additional amounts required to pay all pending claims, the governing board, within 60 days of the close of the fiscal year, may elect to transfer all or part of the excess amounts to certain other reserve funds, or apply all or part of the excess to the budget appropriation of the next succeeding fiscal year. If the local government terminates its election to become liable for payments in lieu of contributions (i.e., elects to convert to “tax contribution” basis), moneys remaining in the fund may be transferred to certain other reserve funds, to the extent moneys in the fund exceed amounts sufficient to pay all pending claims.

Analysis

Unemployment Reserve



	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Reserve for Unemployment Insurance	\$510,149	\$40,000	\$11,223	\$0	\$481,372

Analysis

From a managerial perspective, keeping this funded around 1.4% of total payroll is adequate for the time being. The 2018-19 fiscal year was the first in many that VCS utilized funding from this reserve to close its budget. The average yearly expense to the District for unemployment claims is roughly \$7,000, however, if the District were to be forced to reduce staffing in the future this expense could increase substantially.

VCS Targeted Funding

Rationale	Dollar Value
Approximately 1.4% of Payroll (2019-20 Budgeted Payroll is \$37,386,927)	\$523,500

Employee Benefit Accrued Liability Reserve (GML section 6-p)

Purpose

To pay for any accrued “employee benefit” due an employee on termination of the employee’s service. Expenditures may be made from an employee benefit accrued liability reserve fund for the payment of all or part of the cost, including interest, of: (a) The cash payment of the monetary value of accumulated or accrued and unused sick leave, holiday leave, vacation leave, time allowance granted in lieu of overtime compensation and other forms of payment for accrued leave time and benefits due to a municipal employee upon termination of municipal employment and separation from service “as required by ordinance, local law, collective bargaining agreement or Section six of the civil service law” (b) The reasonable costs of the administration of the reserve fund (c) Expert or professional services rendered in connection with the investigation, adjustment or settlement of claims, actions or judgments relating to claims for accrued employee benefits.

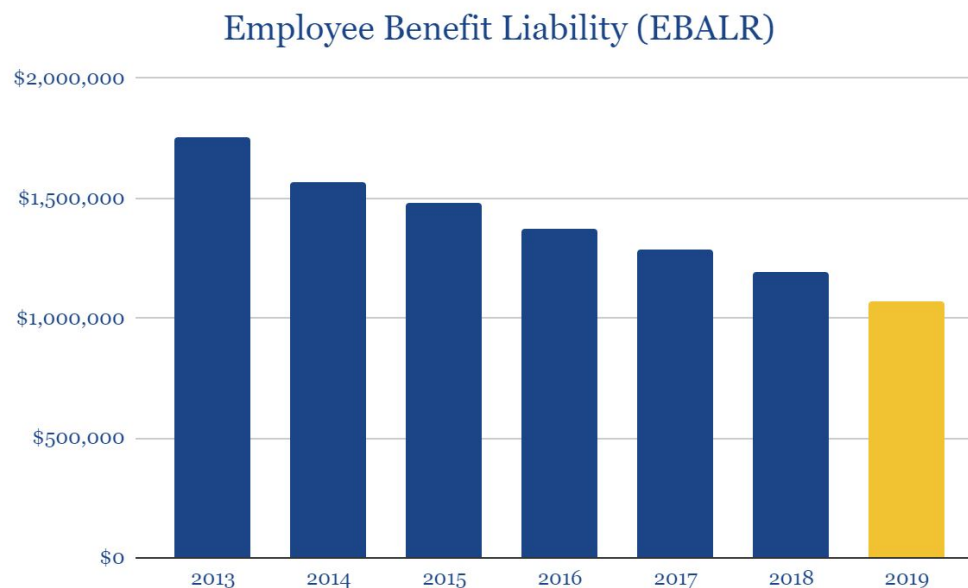
Sources of Revenue

Budgetary appropriations, amounts from certain other reserve funds subject to permissive referendum, other funds that may be legally appropriated

Use of Unexpended Balances

If the governing body determines that such fund is no longer needed, any remaining moneys may be transferred to any other reserve fund authorized by the General Municipal Law (supported by the same tax base) or, in the case of school districts, a reserve fund established under Education Law Section 3651, but only to the extent that the moneys in the employee benefit accrued liability reserve fund exceed a sum sufficient to pay all liabilities incurred or accrued against the employee benefit accrued liability fund, as certified to the governing board by the fiscal and legal officers of the local government prior to the discontinuance of the fund

Analysis



	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Employee Benefit Liability (EBALR)	\$1,192,613	\$146,696	\$26,237	\$0	\$1,072,154

Analysis

Historically VCS has utilized this reserve to fund separation costs of retiring employees who have accrued a large number of compensated absences. The balance of this reserve has been steadily declining and its budgeted use was increased for 2019-20. The full audited balance of compensated absences for the District is \$1,965,011. While carrying the full balance of compensated absences in this reserve may be ideal, the District's current target is 2% of the appropriation budget. The District will continue to utilize this reserve to compensate employees for their accrued benefits due upon retirement.

VCS Targeted Funding

Rationale	Dollar Value
2% of Budget (2019-20 Budget is \$73,732,603)	\$1,474,652

Workers Compensation Insurance Reserve (GML Section 6-j)

Purpose

To make payments towards compensation and benefits, medical, hospital or other expense authorized by article two of the workmen's compensation law and expenses of administering the self-insurance program for such School District.

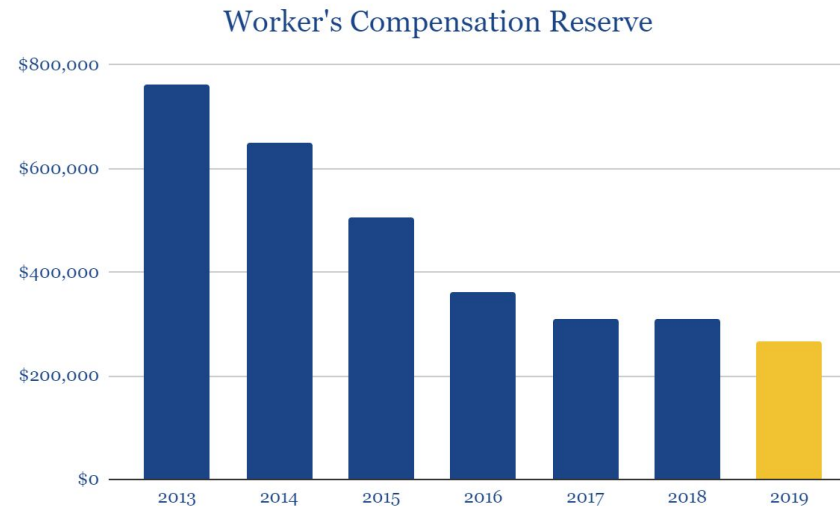
Source of Funds

Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

If at the end of any fiscal year, the moneys in the fund exceed amounts required to be paid for compensation, benefits, and expenses, plus any additional amount required to pay all pending claims, the governing board, within 60 days of the close of such fiscal year, may elect to transfer all or part of the excess amount to certain other reserve funds or may apply all or part of the excess to the budget appropriation of the next succeeding fiscal year.

Analysis



	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Workers Compensation Reserve	\$311,062	\$50,000	\$6,843	\$0	\$267,905

Analysis

This reserve is utilized as a budget appropriation to support the cost of the District's participation in a self funded workers compensation consortium (WFLSWCP). Due to the financial performance of this plan over the most recent few years, the District has benefitted from low premium increases. In the 2019-20 school year the District anticipates a premium of \$297,000 and an administrative fee of roughly \$29,000 for the plan consultant.

VCS Targeted Funding

Rationale	Dollar Value
3 Years Annual Expense	\$978,000

Tax Certiorari Reserve (NYS Education Law 3651)

Purpose

Payment of judgements and claims in tax certiorari proceedings in accordance with article seven of the real property tax law, without approval of the qualified voters of the District, provided, however, that the total of the monies held in such reserve shall not exceed that amount which might reasonably be deemed necessary to meet anticipated judgements and claims arising out of such tax certiorari proceedings.

Source of Funds

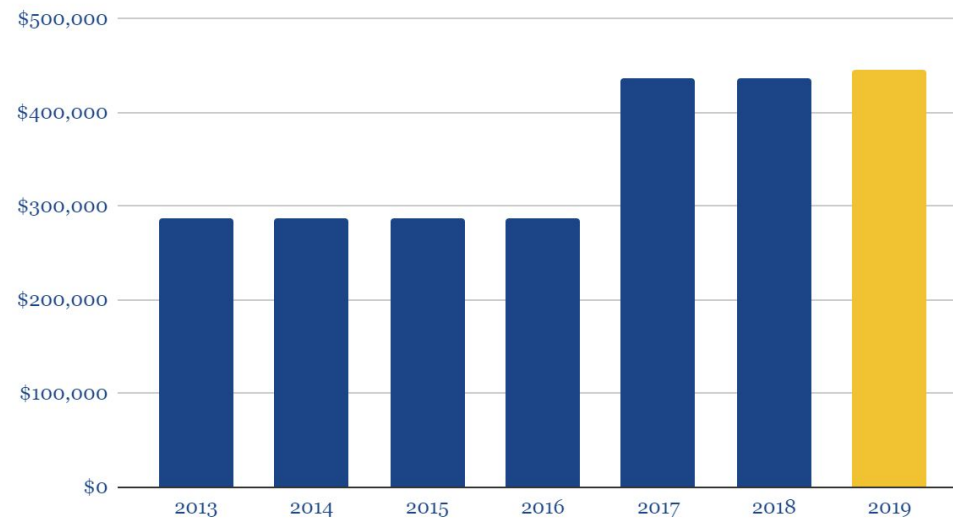
Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

Funds that are not expended for the payment of judgments or claims for the tax roll in the year the moneys are deposited into the fund and/or that will not be “reasonably required to pay any such judgment or claim, must be returned to the general fund on or before the first day of the fourth fiscal year following the deposit of such moneys to the reserve fund.

Analysis

Tax Certiorari Reserve



	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Tax Certiorari Reserve	\$436,993	\$0	\$9,614	\$0	\$446,607

Analysis

The District can carry a balance in this reserve up to the full exposure of open/pending tax certiorari cases. The District’s total aggregate exposure for upen tax certiorari cases is approximately \$2,600,000. However, for this full exposure to be realized each of the outstanding assessment challenges would need to be successful to the full extent requested by the petitioner.

Rationale	Dollar Value
Full value of pending exposure	<\$2,600,000

Reserve for Liability (Education Law 1709, 8-c)

Purpose

To establish and maintain a program of reserves to cover property loss and liability claims.

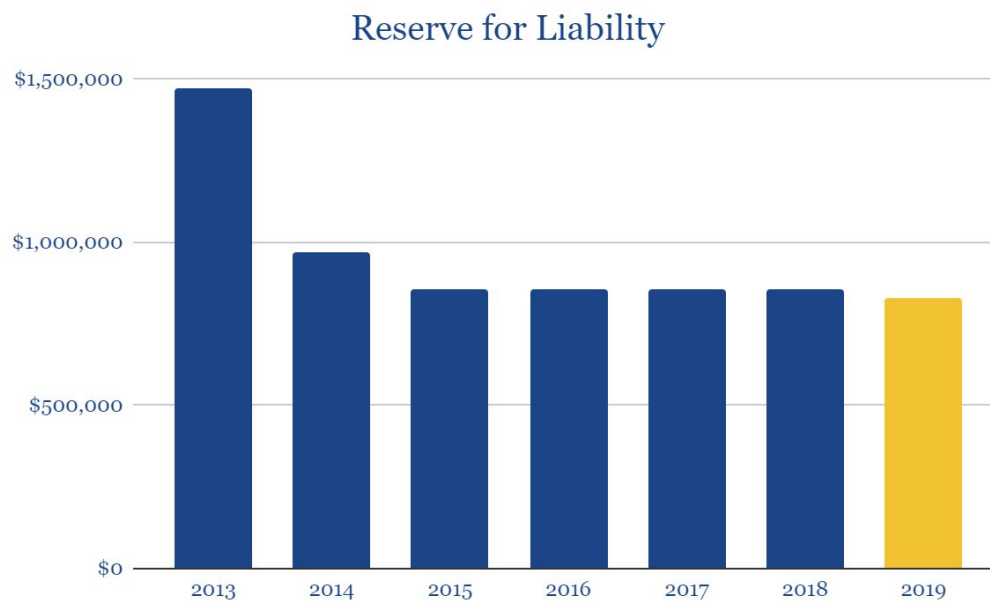
Source of Funds

Budgetary appropriations, amounts from certain other reserve funds, subject to permissive referendum; other funds that may be legally appropriated.

Use of Unexpended Balance

The balance of the reserve shall not exceed three percent, exclusive of any planned balance presently authorized, of the annual budget of the District to cover property loss and liability claims. Payments from such reserves funds shall not be made for purposes other than those for which such funds were established without authorization by vote of the electors of the District, except that such Board may authorize use of such funds other than amounts allocated for unsettled claims or suits including expenses in connection therewith to pay premiums for insurance policies purchased to insure subsequent losses in areas previously self-insured, in the event of dissolution of the self-insurance plan.

Analysis



	2018 End Balance	2019 Utilization	2019 Interest Earned	2019 Funding	2019 End Balance
Reserve for Liability	\$855,340	\$45,673	\$18,817	\$0	\$828,484

Analysis

The reserve for liability has been used to pay for administrative expenses relative to legal proceedings. The maximum funding level of this reserve is 3% of budget, and this reserve can be utilized to insulate the District against the risk of property loss or liability claims.

Rationale	Dollar Value
Board of Education Discretion Up to 3% of Budget	< \$2,200,000

Appendix

Reserve Fund Authorizations

Retirement Contribution Reserve (ERS) Board Resolution Passed 8/16/2007 by a vote of 7-0	Retirement Contribution Reserve (TRS Subfund) Board Resolution Passed 6/13/2019 by a vote of 6-0
Capital Reserve Fund (2011) Board Resolution on 4/14/2011 by a vote of 6-0 Carried by a community vote on March 22, 2011 of 1157-607	Unemployment Insurance Reserve Fund Board Resolution Passed 9/12/1991 by a vote of 6-0
Employee Benefit Accrued Liability Reserve Fund Board Resolution Passed 8/13/2002	Workers Compensation Reserve Board Resolution Passed 1/17/2019 by a vote of 7-0
Tax Certiorari Reserve Board Resolution Passed 8/13/1998 by a vote of 7-0	Reserve For Liability Board Resolution Passed 8/12/2004 by a vote of 7-0

**Victor Central School District Code of Conduct
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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.

“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	Melissa Goho	(585)924-3252 ext. 6102
• Primary School	Leah Kedley	(585)924-3252 ext. 2405
• Intermediate School	Michele Maloney	(585)924-3252 ext. 3405
• Junior High School	David Thering	(585)924-3252 ext. 4402
• Senior High School	Amy Shannon	(585)924-3252 ext. 5410
	John Ryan	(585)924-3252 ext. 5475
• District Wide Pre-K - 12	Roni Puglisi	(585)924-3252 ext. 1450
• District Wide Pre-K - 12	Kristin Swann	(585)924-3252 ext. 1405

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. 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 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, Superintendent
3. Detention – teachers, principal, 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
10. Short-term (five days or less) suspension from school – principal, Superintendent, Board of Education
11. Long-term (more than five days) suspension from school – principal, Superintendent, Board of Education.
12. Permanent suspension from school – Superintendent, Board of Education.

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 March 11, 2020
Reviewed: 7/11/2019*

Policy Cross References:

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

EXTRACT OF MINUTES

Meeting of the Board of Education of the

Victor Central School District, in the

Counties of Ontario, Monroe and Wayne, New York

March 11, 2020

* * *

A regular meeting of the Board of Education of the Victor Central School District, in the Counties of Ontario, Monroe and Wayne, New York, was held in said School District on March 11, 2020, at _____ o'clock P.M. (Prevailing Time).

There were present: Debbie Palumbo-Sanders, President of the Board of Education; and

Board Members:

There were absent:

Also Present: Maureen Goodberlet, District Clerk

* * *

Board Member _____ offered the following resolution and moved its adoption:

RESOLUTION OF THE BOARD OF EDUCATION OF THE VICTOR CENTRAL SCHOOL DISTRICT, NEW YORK, ADOPTED MARCH 11, 2020, DIRECTING SUBMISSION OF A BOND PROPOSITION AT THE ANNUAL DISTRICT MEETING OF THE QUALIFIED VOTERS OF SAID SCHOOL DISTRICT, TO BE HELD MAY 19, 2020, 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 19, 2020, 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 19, 2020, 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 and vehicles 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 \$865,000;
- (b) that a tax is hereby voted in the aggregate amount of not to exceed \$865,000 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 \$865,000 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 and vehicles for use by the District, and to expend \$865,000 therefor; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$865,000 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 \$865,000 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.

CERTIFICATE

I, Maureen Goodberlet, District Clerk of the Victor Central School District, Ontario, Monroe and Wayne Counties, State of New York, HEREBY CERTIFY that the foregoing annexed extract from the minutes of a meeting of the Board of Education of said School District, duly called and held on March 11, 2020 has been compared by me with the original minutes as officially recorded in my office in the Minute Book of said Board of Education and is a true, complete and correct copy thereof and of the whole of said original minutes so far as the same relate to the subject matters referred to in said extract.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the corporate seal of said School District this ____ day of March, 2020.

(SEAL)

District Clerk

**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 Early Childhood School Boardroom, 953 High Street, Victor, NY, on Tuesday, May 5, 2020, 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 gymnasium of Victor Primary School on Tuesday, May 19, 2020, 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 seven days preceding May 6, 2020, except Saturday, Sunday, or holiday, at the following Victor Central School locations at 953 High Street, Victor, NY, between 8:00 A.M. and 4:00 P.M.:

District Office
Early Childhood School Office
Primary School Office
Intermediate School Office
Junior High School Office
Senior High School Office

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 and vehicles 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 \$865,000;
- (b) that a tax is hereby voted in the aggregate amount of not to exceed \$865,000 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 \$865,000 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 and vehicles for use by the District, and to expend \$865,000 therefor; (b) that a tax is hereby voted in the aggregate amount of not to exceed \$865,000 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 \$865,000 and a tax is hereby voted to pay the interest on said bonds as the same shall become due and payable.

AND NOTICE IS GIVEN that petitions nominating candidates to fill two 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 5:00 P.M. on Friday, April 17, 2020.

Each petition must have been directed to the Clerk of the District, must have been signed by at least twenty-five (25) 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 Deborah Palumbo-Sanders)
- b) One for a three year term (incumbent Christopher Parks)

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, 953 High Street, on the following date:

Tuesday, May 12, 2020, 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 17, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on May 13, 14, 15, and 18, and by prior appointment on Saturday, May 16.

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 17, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on May 13, 14, 15, and 18, and by prior appointment on Saturday, May 16.

Maureen A. Goodberlet
District Clerk