

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Thursday, September 8, 2022– 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 Tim DeLucia

- ✓ • *Motion to enter executive session to discuss the employment history of specific individuals*
- ✓ • *Motion to enter regular session and adjourn the meeting*

Meeting Called to Order by President Tim DeLucia

A. Moment of Silence

B. Pledge to the Flag

C. Greetings to Visitors/Public Participation Reminder

D. Reading of Fire Evacuation Procedure

(In case of a fire, would everyone please follow the EXIT signs to the outside of the building. Please stay completely clear of the building to provide space for any Fire Department vehicles. Thank you!)

✓ **2. Approval of the Agenda**

3. Superintendent's Update

4. Presentations/Recognitions:

- **None at this time**

5. Public Participation: Although the Board's work is open to the public, this is not a meeting with the public. At this time privilege of the floor is offered to those who have signed up to speak. The Chair will be happy to recognize those of you who wish to speak. When you approach the microphone, please identify yourself before presenting your thoughts.

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

Please note, issues related to specific School District personnel or students must be brought to the attention of the Superintendent of Schools privately as they are not discussable at this venue. Thank you.

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

A. Minutes of the regular meeting of August 18, 2022;

B. Treasurer's Report for the month ending July 31, 2022;

C. Personnel Agenda;

D. Recommendations of the Committee on Special Education from the meetings of May 16, 17, 24, 27, 2022, June 21, 22, 2022, July 26, 27, 2022, August 4, 8, 11, 15, 16, 19, 24, 25, 26, 29, 30, 31, 2022, September 1, 2, 6, 7, 8, 2022 and of the Committee on Preschool Special Education from the meetings of August 15, 16, 17, 19, 2022;

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- E. Approve Board of Education members to attend the following conferences:
 - Tim DeLucia, Debbie Palumbo-Sanders and Christopher Parks to attend the Monroe County School Boards Association Law Conference on 9/22/22 in Rochester, NY;
 - Tim DeLucia and Christopher Parks to attend the New York State School Boards Association Board Officers Academy in Rochester, NY on 9/23/22;
- F. Appoint Bryan Kavanaugh, Class of 2009, and Brian Chapman, Class of 2008, as members of the Graduates of Distinction Committee for two-year terms 2022-2023 and 2023-2024; and
- G. Election Inspectors for the October 7, 2022 School District Vote to purchase 200 South High Street, Victor.

7. A. Campus News

B. Management Plan Overview (*T. Terranova; 10 min.*)

- Focus areas for the 2022-2023 School Year

✓ C. Potential Purchase of 200 South High Street, Victor (*T. Terranova, D. Vallese; 15 min.*)

- Resolution Related to SEQR Review of Proposed Acquisition
- Updated Communication Plan
- Vote Information

✓ D. Approve the following field trips:

- 12 grade student to attend the NafMe All-National Honor Ensemble in National Harbor, MD from 11/3/22 – 11/6/22;
- DECA – Grades 9-12 to Rochester, NY from 3/8/23 - 3/10/23 to participate in the NYS DECA Career Conference;
- 8th Grade Trip to Quebec City, Canada from 5/18/23 – 5/21/23

✓ E. Policy Review: Second and Final Reading

- Homeless Children; Policy 5151
- Code of Conduct; Policy 5300

8. Meeting Reports

A. Monroe County School Boards Association Committee Reports

B. Standing Committee Updates

9. Upcoming Events

A. Community Vote on the Purchase of 200 South High Street, Victor, October 7, 2022 from Noon – 8:00 PM in the Primary School Gymnasium

B. Next Regular Board Meeting, Wednesday, October 12, 2022 at 7:15 PM

✓ 10. Adjourn

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Unapproved Minutes of the Regular Meeting of August 18, 2022
Early Childhood School Boardroom
953 High Street
Victor, New York 14564

CALL TO ORDER	President Tim DeLucia called the meeting to order at 6:38 PM.
Members Present	Tim DeLucia, Kristin Elliott, Elizabeth Mitchell, Debbie Palumbo-Sanders, Christopher Parks, Trisha Turner (arrived 6:39 PM)
Member Absent	Lisa Kostecki
ENTER EXECUTIVE SESSION	A motion was made by E. Mitchell, seconded by D. Palumbo-Sanders, to enter executive session at 6:38 PM to discuss the employment history of a specific individuals. The motion was carried. 5 yes 0 no 0 abstentions
REGULAR SESSION	A motion was made by C. Parks, seconded by D. Palumbo-Sanders, to return to regular session at 6:58 PM. The motion was carried. 6 yes 0 no 0 abstentions
APPROVE AGENDA	A motion was made by C. Parks, seconded by D. Palumbo-Sanders, to approve the agenda for the meeting. The motion was carried. 6 yes 0 no 0 abstentions
SUPERINTENDENT'S UPDATE	Superintendent Terranova thanked Director of Facilities Chris Marshall, Dave Phelps from SWBR Architects and George Spinaris from Campus Construction for providing the Board of Education with a tour of the new construction earlier this evening. He then provided a brief update on the start of school, September 6 th . He said he is being told that new New York State Department of Health COVID guidance for schools is being released sometime next week. Unless there is something unforeseen, it will mirror the newly released CDC guidance. The District website at victorschools.org will have general information about the reopening as well as specific building information. Dr. Terranova then talked about the leadership retreat that took place from August 1-3, 2022. They spent a significant amount of time learning together with a specific emphasis on unpacking the Strategic Plan and the 2022-23 Management Plan. They were also took part in professional development on the intersection of Social Emotional Learning, Equity and Inclusion and academics as well as other critical areas. Superintendent Terranova then thanked Dr. Deb Leh for her tremendous leadership and mentoring as a leadership consultant to faculty and staff for close to two years. She also supported interim leadership of the instruction office, technology office and most recently the special education office. The District plans on continuing to utilize Dr. Leh's expertise this year as a leadership coach for multiple leadership staff members.
PERSENTATIONS/ RECOGNITIONS	There were no formal presentations or recognitions. Board President Tim DeLucia recognized the Board of Education members, including Lisa Kostecki who could not attend this meeting. He said it is a voluntary job and he appreciates their insight, talents, and the work they do.

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BOARD OF EDUCATION**

**PUBLIC
PARTICIPATION**

None at this time.

CONSENT ITEMS

Motion by E. Mitchell, seconded by C. Parks, to approve upon recommendation of the Superintendent the following consent items:

MINUTES

Minutes of the Regular/Organizational Meeting of July 14, 2022;

**FINANCIAL
STATEMENTS**

Treasurer's Report for the month ending June 30, 2022;

PERSONNEL

The following personnel items:

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

**Instructional
Probationary
Appointments:**

The probationary appointment of **Jacob Herendeen**, who has certifications in Social Studies Grades 7-12 and Students with Disabilities Grades 7-12 Social Studies, to a probationary position as a Social Studies Teacher, effective September 1, 2022, at an annual salary of \$54,450, leading towards tenure in Special Education.

The probationary appointment of **Cynthia Edler**, who has certifications in Biology Grades 7-12, Chemistry Grades 7-12, General Science Grades 7-12, and Students with Disabilities Grades 7-12, to a probationary position as a Special Education Teacher, effective September 1, 2022, at an annual salary of \$45,800, leading towards tenure in Special Education.

The probationary appointment of **Alecia Purdie**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as an Elementary Teacher, effective September 1, 2022, at an annual salary of \$47,940, leading towards tenure in Elementary Education.

The probationary appointment of **Kateri Quercia**, who has certifications in Students with Disabilities Grades 7-12, to a probationary position as a Special Education Teacher, effective September 1, 2022, at an annual salary of \$56,150, leading towards tenure in Special Education.

The probationary appointment of **Shelby Erhard-Rappold**, who has certification in English Grades 7-12, to a probationary position as an English Teacher, effective September 1, 2022, at an annual salary of \$47,800, leading towards tenure in English Education.

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The probationary appointment of **Lucas Mastin**, who has certification as a Teacher Assistant, to a probationary position as a Teacher Assistant, effective September 1, 2022, at an annual salary of \$26,442, leading towards tenure as a Teacher Assistant.

The probationary appointment of **Joyce Ciluffo**, who has certifications in Earth Science Grades 7-12 and Special Education, to a probationary position as a Science Teacher, effective September 1, 2022, at an annual salary of \$76,300, leading towards tenure in Science Education. Seniority in Special Education will be frozen effective June 30, 2022.

The probationary appointment of **Madison Rzatkievicz**, who has certification in Childhood Education Grades 1-6, to a probationary position as an Elementary Teacher, effective September 1, 2022, at an annual salary of \$53,800, leading towards tenure in Elementary Education.

The probationary appointment of **Peter Pistilli**, who has certification as a School Psychologist, to a probationary position as a School Psychologist, effective July 1, 2022, at an annual salary of \$56,595, leading toward tenure as a School Psychologist.

The probationary appointment of **Carter Mink**, who has pending certification in English Grades 7-12, to a probationary position as an English Teacher, effective September 1, 2022, at an annual salary of \$46,497, leading towards tenure in English Education.

The probationary appointment of **Miranda Dunton**, who has certification in Visual Arts, to a probationary position as an Art Teacher, effective September 1, 2022, at an annual salary of \$43,580, leading towards tenure in Art Education.

The probationary appointment of **Katie Convertino**, who has certifications in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6 and Students with Multiple Disabilities, to a probationary position as a Special Education Teacher, effective September 14, 2022, at an annual salary of \$50,600, leading towards tenure in Special Education.

The probationary appointment of **Stefanie Cordeiro**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a probationary position as a Special Education Teacher, effective September 14, 2022, at an annual salary of \$58,688, leading towards tenure in Special Education.

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The probationary appointment of **Robert DeRose**, who has certifications as a School Building Leader and School District Leader, and in Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, and Literacy Birth-Grade 6, to a probationary position as the Early Childhood School Principal, effective August 29, 2022, at an annual salary of \$105,000, leading towards tenure as the Early Childhood School Principal.

Part Time Appointments:

The appointment of **Allison Jensen**, who holds certification in Students with Disabilities Grades 1-6 and as a School Building Leader, to a part-time (.5fte) position as a Reading Teacher effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$30,344.

The appointment of **Shannon Slack**, who holds certification as a PreKindergarten, Kindergarten, and Grades 1-6 and Reading, to a part-time (.5fte) position as a Reading Teacher effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$27,699.

Appointments:

The appointment of **Kristin Guckian**, Teacher Center Director, effective September 1, 2022, at an annual salary of \$23,467.

The appointment of **Erin Hysick**, Extended School Year Administrator, effective July 1, 2022, at an annual salary of \$3,200.

The appointment of **Caitlin Mack-Elliott**, Summer Enrichment Administrator, effective July 1, 2022, at an annual salary of \$1,200.

The appointment of **Heather Boyle**, Summer Enrichment Administrator, effective July 1, 2022, at an annual salary of \$1,200.

The appointment of **Linda Izzo**, who holds certification in Pre-Kindergarten, Kindergarten, and Grades 1-6, as a Mentor Teacher, effective August 10, 2022, and ending June 30, 2023.

The appointment of **Elizabeth Konar**, Junior High Interim Assistant Principal, effective August 23, 2022, at a daily rate of \$400.

Long Term Substitute Appointments:

The appointment of **Carey Land**, who has pending certifications in Early Childhood Education Birth-Grade 2 and Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$43,077.

The appointment of **Sarah Lanpher**, who has certifications in Early Childhood Education Birth-Grade 2, Student with Disabilities Grades 1-6 and Students with Disabilities Birth-Grade 2, to a long term substitute position as an Elementary Teacher, effective September 1, 2022, and

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ending March 27, 2023, at an annual salary of \$46,600, which will be prorated based on the length of the assignment.

The appointment of **Rachel Farrell**, who has pending certifications in Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$43,077.

The retroactive appointment of **Douglas Bass**, who has certifications in Students with Disabilities Grades 7-12 and Social Studies Grades 7-12, to a long term substitute position as a Social Studies Teacher, effective January 10, 2022, and ending June 24, 2022, at an annual salary of \$45,550, which will be prorated based on the length of the assignment.

The appointment of **Madeline Knight**, who has certifications in Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$44,380.

The appointment of **Brett Leader**, who has certification in Physical Education, to a long term substitute position as a Physical Education Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$45,697.

The appointment of **Ashley Messmer**, who has certification in Childhood Education Grades 1-6, to a long term substitute position as a Building Teacher Substitute, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$44,000.

The appointment of **Amanda Jorgensen**, who has certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as a Teacher Assistant, effective September 1, 2022, and end June 30, 2023, at an annual salary of \$30,657.

The appointment of **Satvinder Devgun**, who has certification in Biology Grades 7-12, to a long term substitute position as a Building Substitute Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$46,881.

The appointment of **Denise DiMarzo**, who has certifications in Childhood Education Grades 1-6, Business Education and as a School District Administrator, to a long term substitute position as a Building Substitute Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$47,297.

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The appointment of **Makayla Wright**, who has certification as a Teacher Assistant Level 1, to a long term substitute position as a Teacher Assistant, effective September 1, 2022, and end June 30, 2023, at an annual salary of \$25,742.

The appointment of **Maggie Moynihan**, who has pending certification in Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2022, and end June 30, 2023, at an annual salary of \$43,077.

The appointment of **Ryan Pasquarette**, who has pending certification in Biology Grades 7-12 and Chemistry Grades 7-12, to a long term substitute position as a Science Teacher, effective September 1, 2022, and end January 20, 2023, at an annual salary of \$44,677 which will be prorated based on the length of the assignment.

Leaves of Absence: The granting of an extension of maternity and subsequent childcare leave of absence for **Alyse Wuest**, Science Teacher, effective July 1, 2022, and extending through January 20, 2023.

Resignations: The resignation of **Erin Hysick**, Special Education/Mentor Teacher, effective August 11, 2022.

The resignation of **Melissa Murphy**, Art Teacher, effective August 26, 2022.

The resignation of **Tracy Przepiora**, Full Year Building Teacher Substitute, effective August 29, 2022.

The resignation of **Meghan Fatzinger**, ELL Teacher, effective September 7, 2022.

The resignation of **Pamela Weimer**, Building Teacher Substitute, effective August 11, 2022.

Athletics:	<u>Position</u>	<u>Name</u>	<u>Level</u>	<u>Years</u>
Baseball	Volunteer	Jameson Ricigliano	-	-
Soccer – Boys	JV	Jeff Schraever	4	16
Soccer – Girls	JV Assistant	Niki Frunzi	5	1
Volleyball – Boys	Varsity Assistant	Brian Kinsman	4	1
	JV	Ryan Repich	4	1
Volleyball – Girls	Modified B	Brian Biro	6	8
	Varsity Assistant	Robert Sarneckis	4	4
	JV	Allyson McFadden	4	1
	Modified B	Christopher Swyers	6	16
Cross Country	Varsity Assistant	Jed Kovalovsky	5	1
	Volunteer	Patrick Neureuter	-	-
Football	Volunteer	Dave Tantillo	-	-

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Cheerleading	Volunteer	Mackenzie Sercu	-	-
Gymnastics	Volunteer	Jason Mancari	-	-

Co-Curriculars:

Clubs & Advisors

	<u>Name</u>	<u>Band</u>
Jr. High Math Olympiad	Susan Ibrisimovic	1
Jr. High Yearbook – Split Position	Amy Cheslek	3 (2)
Jr. High Yearbook – Split Position	Susan Ibrisimovic	3 (2)
Sr. High Diversity Equity Inclusion	Leah Daniels-Farren	1
Sr. High Freshman Class	Alison Baker	1 (2)
Sr. High Freshman Class	Courtney Tortarella	1 (2)
Sr. High Gay Straight Alliance	Laura Dunbar	1
Sr. High Junior Class	Chris Wuest	2

Teacher Leader:

	<u>Name</u>	<u>Strand</u>
ELA 4 th Grade – Split Position	Kimberly Bavis	3 (2)
ELA 4 th Grade – Split Position	Rachel Lawrence	3 (2)
English/Language Arts (Gr. 9-12)	Laura Avissato	1
Information Technology/Computer (Jr. High)	Erika Eberhardt	3
PreK	Lynne Reeves	3
Science & Social Studies (K-3)	Adrienne Dahlstrom	2

Co-Curriculars:

Music

	<u>Name</u>	<u>Group</u>
Jazz Ensemble	Zachary Pelton	1
SH Fall Play Stage Technician	Timothy Caughlin	1
SH Fall Play Assistant	David Denner	1
SH Fall Play Assistant	Aaron Isaacs	1
SH Fall Play Assistant	Nathan Wolf	1
SH Fall Play Assistant	Wendy Sentiff	1
SH Fall Play Director	Jeremy Hawkinson	4
SH Spring Musical Asst. .25 Capacity	Timothy Caughlin	2
SH Spring Musical Asst. .25 Capacity	Matthew Mayne	2
SH Spring Musical Asst. .50 Capacity	Sarah Reilly	2
SH Spring Musical Assistant	Nathan Wolf	2
SH Spring Musical Assistant	LeeAnne Birkemeier	2
SH Spring Musical Assistant	David Denner	2
SH Spring Musical Assistant	Aaron Isaacs	2
SH Spring Musical Assistant	Laura Brewer	2
SH Spring Musical Assistant	Erin Fetzner	2
SH Spring Musical Assistant	Kristin Mellema	2
SH Spring Musical Assistant	Wendy Sentiff	2
SH Spring Musical Director	Jeremy Hawkinson	5
JH Musical Assistant	Kaitlyn Barthelmes	2
JH Musical Assistant	Steve Cronmiller	2
JH Musical Assistant	Anthony D’Agostino	2

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JH Musical Assistant	Marysue Hartz-Holtz	2
JH Musical Assistant	Aaron Isaacs	2
JH Musical Assistant	Matthew Mayne	2
JH Musical Assistant	Sarah Reilly	2
JH Musical Assistant	Laura Brewer	2
JH Musical Assistant	Karen Mellema	2
JH Musical Director	LeeAnne Birkemeier	5
Marching Band Color Guard	Christina Eames	3
Marching Band Assistant	Caelin Kordziel	2
Marching Band Assistant- Shared Position	Julia Solan	2 (2)
Marching Band Assistant-Shared Position	Lindy Rohr	2 (2)
Marching Band Brass Instructor	Noel Wallace	2
Marching Band Color Guard Tech	Rachel Brown	1
Marching Band Director	Mark Gowman	5
Marching Band Drill Designer	Michael Neubert	4
Marching Band Drill Instructor	Nicholas Mazzola	1
Marching Band Percussion Instructor	Elizabeth Gowman	3
Marching Band Summer Assistant	Laura Brewer	1
Percussion Ensemble Director	Mark Gowman	4
Winter Percussion Technician	Elizabeth Gowman	2
Winter Color Guard	Christina Eames	4
Cadet Guard Direction	Christina Eames	1

Co-Curricular Resignations: The resignation of **Alyse Wuest** as the Junior Class Advisor effective July 20, 2022.

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Paige Guck	Uncertified
	Colleen Collier	English/Special Education
	Marissa Birke	Early Childhood Education
	Ryley Herren	Art

Non-Instructional Appointments:

The appointment of **Jaclyn Corrado**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Eva Hannan**, from Part Time Teacher Aide to Full Time Teacher Aide, effective August 30, 2022.

The appointment of **MindyLou Gutterson**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Mary Roth**, from Teacher Aide Substitute to Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

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The appointment of **Elizabeth Klimowski**, Part Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Cristina Grassi**, from Typist Substitute to Full Time Typist, effective July 1, 2022, at an hourly rate of \$15.73.

The appointment of **Jeiry Diaz Ramos**, Cleaner, effective July 18, 2022, at an hourly rate of \$14.65.

The appointment of **Jashira Calderon**, Cleaner, effective July 18, 2022, at an hourly rate of \$14.65.

The appointment of **Nathan Ortiz Orellana**, Cleaner, effective July 25, 2022, at an hourly rate of \$14.65.

The appointment of **Marjorie Osorio Orellana**, Cleaner, effective July 25, 2022, at an hourly rate of \$14.65.

The appointment of **Madeline Orellana Henna**, Cleaner, effective July 25, 2022, at an hourly rate of \$14.65.

The appointment of **Amanda Calnon**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Morgan Knapp**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Emily Cook**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Hannah Miller**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Scott Nikola**, Building Maintenance Mechanic, effective August 1, 2022, at an hourly rate of \$25.00.

The appointment of **Amanda Quail**, from Part Time Teacher Aide to Full Time Teacher Aide, effective August 30, 2022.

The appointment of **Jennifer Holmes**, Part Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Jonathan Delgado**, Cleaner, effective August 10, 2022, at an hourly rate of \$14.65.

The appointment of **Lilliam Villegas**, Food Service Helper, effective September 6, 2022, at an hourly rate of \$14.17.

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The appointment of **Rubin Walton**, Building Maintenance Assistant, effective August 8, 2022, at an hourly rate of \$20.07.

The appointment of **Rachel Atwell**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Jeffrey Beckett**, Audio Visual Technician, effective August 30, 2022, at an hourly rate of \$23.46.

The appointment of **Jonathan Delgado Santos**, Cleaner, effective August 10, 2022.

The appointment of **Stephanie Seavert**, Food Service Helper, effective September 6, 2022.

The appointment of **Morgan West**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Roxanne Paul**, from Full Time Teacher Aide to Part Time Teacher Aide, effective August 30, 2022.

The appointment of **Tirsa Alvarado**, Food Service Helper, effective September 6, 2022, at an hourly rate of \$14.17.

The appointment of **Dana Gardner**, Cleaner, effective August 22, 2022, at an hourly rate of \$14.65.

The appointment of **Emily Barry**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.67.

The appointment of **Osman Muya**, Food Service Helper, effective September 6, 2022, at hourly rate of \$14.17.

The appointment of **Osman Muya**, Food Service Laborer, effective September 6, 2022, at an hourly rate of \$14.22.

The appointment of **Lynne Lubaszewski** as Claims Auditor, effective July 1, 2022, at an annual rate of \$6,000.

Resignations:

The resignation of **Sharon Mikulec**, Part Time Teacher Aide, effective July 12, 2022.

The resignation of **Louvica McIntee**, School Bus Driver, effective June 22, 2022.

The resignation of **Nicole Bevington**, Part Time Teacher Aide, effective July 14, 2022.

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The resignation of **Mollie Mack**, Food Service Helper, effective July 18, 2022.

The resignation of **Sam Condo**, School Bus Monitor, effective July 17, 2022.

The resignation of **Miles Rugg**, School Bus Driver, effective August 31, 2022.

The resignation of **Jaymie Brienza**, Food Service Helper, effective July 29, 2022.

The resignation of **Erin Hart**, Full Time Teacher Aide, effective August 29, 2022.

The resignation, due to retirement, of **Wendy Corso**, Full Time Teacher Aide, effective August 5, 2022.

The resignation of **Tricia Partridge**, Full Time Teacher Aide, effective August 29, 2022.

The resignation of **Ashley Holbrook**, Full Time Teacher Aide, effective August 10, 2022.

The resignation, due to retirement, of **Wayne Brotsch**, School Bus Driver, effective August 31, 2022.

The resignation, due to retirement, of **Linda Holly**, Teacher Aide, effective August 10, 2022.

The resignation of **David Fisher**, School Bus Driver, effective August 31, 2022.

The resignation of **Shannon Toombs**, Full Time Teacher Aide, effective August 12, 2022.

The resignation, due to retirement, of **Debra Blanding**, Teacher Aide, effective November 25, 2022.

The resignation of **Beth Vetter**, Part Time Teacher Aide, effective August 29, 2022.

Terminations:

The termination of **Madeline Orellana Henna**, Cleaner, effective August 4, 2022.

The termination of **Nathan Ortiz Orellana**, Cleaner, effective August 4, 2022.

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Per Diem and Substitute Positions:	<u>Candidate</u>	<u>Position</u>
	Michael Kenney	Crossing Guard/Traffic Support
	Heidi Peone	School Bus Monitor
	Benjamin Lake	Teacher Aide
	Sharon Mikulec	Teacher Aide
	Alicia Langton	School Bus Driver Trainee
	Steven Leonette	School Bus Driver Trainee
	Denise Zierle	Typist
	Shanik Session	School Bus Driver
	Betsy Pettinella	Typist
	Morgan Sackett	Lifeguard
	Lynne Littlefield	School Bus Driver Trainee
	Gary Jones	Cleaner
	Miles Rugg	School Bus Driver
	Jason Colvin	School Bus Driver Trainee
	Wayne Brotsch	School Bus Driver
	Kenneth White	School Bus Driver Trainee
	David Fisher	School Bus Driver
	Edna Stewart	School Bus Driver Trainee
	Alexa Schreiber	School Bus Driver Trainee
	Dominique David	School Bus Driver Trainee
	Linda Sanders	School Bus Driver
	Randolph Shea	School Bus Driver Trainee

CSE/CPSE RECOMMENDATIONS Recommendations of the Committee on Special Education from the meetings of February 16, 18, 2022, March 16, 17, 23, 24, 25, 28, 30, 31, 2022, April 4, 5, 6, 7, 8, 18, 19, 20, 21, 22, 25, 28, 2022, May 2, 3, 4, 5, 6, 9, 10, 12, 13, 15, 17, 18, 23, 25, 26, 27, 31, 2022, June 1, 2, 3, 6, 7, 8, 9, 10, 13, 14, 15, 16, 17, 21, 22, 23, 24, 28, 2022, July 1, 6, 8, 12, 15, 21, 22, 26, 27, 2022, August 5, 9, 10, 11, 12, 15, 16, 17, 18, 2022 and from the Committee on Preschool Special Education from the meetings of May 25, 2022, June 6, 7, 10, 14, 21, 2022, July 11, 12, 26, 27, 2022 and August 4, 10, 2022;

SCHOOL PHYSICIAN Appoint Dr. Carl Devore as the Occupational Medicine School Physician for the 2022-2023 school year;

SCHOOL RESOURCE OFFICER CONTRACT Approve the School Resource Officer Contract for the 2022-2023 school year as submitted;

DONATIONS The following donations:

- \$1,500.00 from PIE/PTSA to the victor Central School District to support the Inquiry Program;
- \$500.00 from PTSA to the Victor Intermediate School to support Family Literacy Night and the Community Read;
- Swim Equipment valued at \$10,191.13 from the Victor Swim Club to the

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

Victor Central School District

Mrs. Elliott said month after month the District is the recipient of generous donations. Thank you.

SURPLUS

Declare the following as surplus:

- T310 Desktop Computers with VCS Tag #s 013213, 013217, 013220, 013221, 013227, 013228, 013230, 013235, 013238, 013250, 013253, 013255, 013265, 013331, 013332, 013363, 014222, 014225, 014271, 014274, 014281, 014351, 014517, 014518, 014711;
- Hewlett Packard Laserjet M401dne Printer with VCS Tag #014495;

**2022-2023 VICTOR
FARMINGTON
LIBRARY TAX RATE**

WHEREAS, the Board of Education will continue to collect taxes for the Victor Farmington Library for the current budget of the 2022-2023 school year a sum not to exceed \$839,633;

THEREFORE BE IT RESOLVED, that the Board fix the equalized tax rates by towns and confirm the extension of the taxes as they appear on the following described tax roll: Victor, .271528; Farmington, .274614; East Bloomfield, .257084; Macedon, .241659; and Perinton, .302078;

AND BE IT HEREBY DIRECTED the tax warrant of this Board, duly signed shall be affixed to the above-described tax rolls authorizing the collection of said taxes to begin September 1, 2022 and end October 31, 2022 giving the tax warrant an effective period of sixty-two days at the expiration of which time the tax collector shall make an accounting in writing to the Board;

AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows: 1st month free period, 2nd month interest of 2 percent added.

AWP CONSULTANTS

Approve AWP Consultants as facilitators for the Board of Education Retreat;

**SUBSTITUTE BUS
DRIVER RATE**

Approve the Summer Bus Driver Substitute rate for the 2022-2023 school year as \$25.00;

DASA COORDINATOR

Appoint David Thering as a DASA Coordinator for the Senior High School;

**2021-2022 YEAR-END
BUDGET TRANSFERS**

Approve the 2021-2022 Year-end Budget Transfers as per a memo from D. Vallese to T. Terranova dated 7/21/22;

FOOD SERVICE BID

Award the 2022-23 food service bid to Renzi Food Services as the lowest responsible bidder meeting specifications;

**DISTRICT OWNED
CELL PHONES**

Approve the two working supervisors and three custodians in the facilities department to have District owned cell phones while on campus;

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

SECURITY BID

Award the Security Bid to Swoop1, Inc. as per a memo from D. Vallese to T. Terranova dated August 17, 2022;

The motion to accept the foregoing consent items was carried.

6 yes 0 no 0 abstentions *(end of consent items)*

CAMPUS NEWS

Superintendent Terranova summarized campus news and events that were provided to him by the VCS Administrators.

SUMMER PROGRAMMING UPDATE

Assistant Superintendent for Instruction Karen Finter along with Summer Program Administrators Heather Boyle and Caitlyn Mack-Elliott provided a final report on the 2022 Summer Programming. Ms. Boyle provided a Summer Academy Update. It was a 12-day program to provide additional support for Mathematics and English Language Arts (ELA) for students K-8. Students were invited to be in this program based on their qualifications and transportation was provided by the District. The goal was to maintain academic skills and it was also an opportunity to engage the students with new teachers and to build new friendships. There were 163 students who completed the program. They were in cohorts of 7-10 students and were provided social emotional support within the cohort as well as the academic experiences. The Office of Instruction invited over 25% of the student body in grades K-8, which was about 666 students. There were 110 students who took advantage of the transportation the District provided. There was 86% attendance rate for the program. Ms. Boyle then talked about the teaching staff for the program. All of the teaching staff were Victor teachers and all teachers were able to be placed in their area of certification. Ms. Mack-Elliott went over the survey data. She said it provided the administrators with a glimpse of how to make the program better and what is going well. Ms. Boyle then talked about Summer Enrichment Fun Friday. It was an opportunity for students and teachers to engage in STEM, Humanities and Fine Arts. The program was open to all students K-8. The initial plan was to service around 100 students for three Fridays in July and transportation was provided. There ended up being 223 students who were accepted through the lottery system with 140 taking advantage of the transportation provided by the District. The 100 slots were filled within the first two hours of opening registration so they recruited more teaching staff to service more students. As time went on 27 students were removed from the waitlist and 67 students were permanently waitlisted. The attendance rate for the program was 86%. It was a 1:16 teacher student ratio. Teachers were asked to share something they are passionate about. Ms. Mack-Elliott went over the feedback from community members, teachers and students regarding the program. Mrs. Finter spoke about the Extended School Year (ESY) Program. This program is designed to prevent regression specifically for students with disabilities. ESY students are determined through the Committee on Special Education meetings and Individualized Education Plan (IEP) process. There were very large number of students who participated. There were 77 students registered across the K-12 program along with 43 receiving individualized reading instruction aligned to their IEP goals for a total of 120 student. That is double

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

SUMMER PROGRAMMING UPDATE Continued

the enrollment from the previous summer. To support the students there were 62 staff members which included 12 teachers and 50 support staff. Mrs. Finter then talked about the Regional Summer School program that Victor hosted this year. This is a consortium effort across five different districts to bring students on campus to recover credit or to receive some tutorial as they prepare to take regents exams. There were 21 educators on campus. In August there were five graduates including one from Victor. Also on campus this summer was Victor Parks and Recreation along with Camp Invention and many sports camps. Board member Palumbo-Sanders said this is all a wonderful gift to the community.

NEW TEXTBOOK APPROVAL

Director of Humanities Kristin Williamson presented the book *Born a Crime*, written by Trevor Noah, to the Board of Education for their consideration of approval. She said they are requesting to use the textbook in the English 12 class. The idea is to have the students reading it think about the storytelling abilities in a unique fashion. Additionally, 12th grade students would be writing their own stories about themselves. It is an opportunity for them to interrogate themselves and think about how they have developed as an individual and who has influenced their development.

A motion was made by D. Palumbo-Sanders, seconded by C. Parks, to approve the textbook *Born A Crime*.

The motion was carried. 6 yes 0 no 0 abstentions

2022-2023 SCHOOL TAX RATE

Assistant Superintendent for Business, Derek Vallese talked about the three main factors when determining tax rates. The first factor is tax assessment and what the local tax assessor says the value of your house is. The second is the equalization rate, which is a percentage set by New York State to “equalize” assessments between different jurisdictions. The third is the tax levy, which is the amount of tax a municipality is approved to collect. He then went over the formula for calculating the tax rate and talked about the difference between the equalization rate and the tax rate.

Tax Rate Approval

A motion was made by T. Turner, seconded by E. Mitchell, to approve the 2022-2023 Victor Central School District tax rate.

WHEREAS, the Board of Education has been authorized by the voters at the Annual School Meeting to raise for the current budget of the 2022-2023 school year a sum not to exceed \$55,045,566 (including \$2,425,470 STAR est. exemption funds);

THEREFORE BE IT RESOLVED, that the Board fix the equalized tax rates by towns and confirm the extension of the taxes as they appear on the following tax roll: Victor, 17.819690; Farmington, 18.022232; East Bloomfield, 16.871785; Macedon, 15.383658; and Perinton, 19.296776; **AND BE IT HEREBY DIRECTED** the tax warrant of this Board, duly signed shall be affixed to the above-described tax rolls authorizing the collection of said taxes to begin September 1, 2022 and end October 31, 2022 giving the tax warrant an effective period of sixty-two days at the expiration of which time the tax collector shall make an accounting in

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

writing to the Board;

AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows: 1st month free period, 2nd month interest of 2 percent added.

The motion to approve the tax rates was carried. 6 yes 0 no 0 abstentions

RESERVE FUNDING PRESENTATION

Assistant Superintendent for Business Derek Vallese provided the Board with an update on Reserves. He talked about the Reserve Funding Plan that has changed over the last couple of years. The plan is designed to protect taxpayers from future increases in taxes required to meet the needs of the District. The Victor student population is close to maximum in all five of the buildings, with the potential for increased enrollment over the next several years. Historically, the building aid ratio is roughly 2/3rds, or 66% of construction costs. The difference between the debt payment and the state aid is referred to as the “local share”. Mr. Vallese said the intention of the Reserve Funding Plan is to save unused budgetary funds from prior budgets to cover the “local share”, so capital projects have no impact on future taxes. The District will borrow the difference, receive building aid from New York State, and use that building aid to make future debt payments. Mr. Vallese presented the information the Board of Education received in June with regards to funding the reserves. He said in May the community helped to establish two new reserves, the Capital Reserve and the Bus Purchase Reserve. It is best practice not to leave them empty after the community has approved them. The first recommendation was to put \$10,000 to start funding those reserves and then any extra funds would go into the Capital Reserve that was approved in May 2021. Since June, the District has gone through the preliminary audit. Within approximately \$20,000 the actual funding of the reserves is \$6.6 million into the 2021 Capital Reserve, \$10,000 in the 2022 Capital Reserve and \$10,000 in the Bus Purchase Reserve. Mr. Vallese said this is the first step in saving for a long-term plan for the District.

200 SOUTH HIGH STREET NEXT STEPS

Superintendent Tim Terranova and Assistant Superintendent for Business Derek Vallese presented on the next steps to potentially purchase 200 South High Street, Victor. The concept is to purchase the building formerly known as the YMCA Building for \$425,000 through a school district vote in October of 2022 in order to add necessary facility space as well as fully enclose our campus with school district buildings. This purchase and subsequent renovation would have no impact on future taxes. Dr. Terranova then talked about the why. He said we are nearing capacity in all five of our buildings. There is significant housing being built, especially in the Town of Farmington. He said we cannot guarantee that we could have significant enrollment increasing because of that but we have to be cognizant that that could happen. One of the aspects of the Strategic Plan is to do a deep dive into an enrollment study over the next 3-5 years. He said the question around what the District is going to do with this building is not we are purchasing it and now what are we going to do with it, rather it is what are the 2 or 3

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

200 SOUTH HIGH STREET NEXT STEPS Continued

things out of the 9-12 we can use it for. Three of the main focus areas would be instructional space, professional development space and security and technology enhancement. Purchasing this space would close off the campus to outside agencies potentially purchasing the space for other uses, which will enhance safety and security. Dr. Terranova also said purchasing an existing space would save money. To build a new space this size would cost approximately \$4.5 million. Mr. Vallese said as of June 30, 2022 the District has just shy of \$10 million set aside for capital improvements. This money can be used for the purchase of the building and the renovations. The purchase price is \$425,000 and it would come out of the Capital Reserve which means there would be no impact on future taxes. The renovations of the building would be included in the next capital project. The District will continue to fund the Capital Reserve so all renovations, along with the next capital project will have no impact on future taxes. Mr. Vallese then discussed the timeline. On July 14th the Board of Education took a tour of 200 South High Street. The Board of Education approved Dr. Terranova and Mr. Vallese to submit an offer. On August 8th Mr. Vallese had a phone call with Pyramid Brokerage and the YMCA leadership team to discuss concerns. The YMCA accepted the offer. Today the Board of Education is being asked to approve the proposition that will be voted on in October. If approved Mrs. Goodberlet will start running the legal notices. Between now and September's Board of Education meeting a communication plan and brochures will be developed. The community vote will take place on Friday, October 7, 2022. This date was chosen because it is a Superintendent's Conference Day and there will not be any students on campus. Mrs. Mitchell said in July you had a rough estimate on what it would cost to renovate the building can you speak to that? Mr. Vallese said purchasing the existing space with repairs would cost approximately \$2.5 million. Mrs. Mitchell said if it is occupied by students, we would get more aid. Mr. Vallese said yes. Mrs. Mitchell said if it was a joint occupancy with some student usage and then other usage along with it, we would still get some aid. Mr. Vallese said that is correct you would just get aid at a lesser amount. Mrs. Palumbo-Sanders asked if the community approves this purchase the improvements will go in the next capital project. What is the timing of the next capital project? Mr. Vallese said they are currently going through the development, and they are hoping for a vote after June 30, 2023, in possibly July or August with renovations to start in the fall. Mrs. Elliott asked if the building could be used for anything before the renovations are complete as we are looking at almost a year out. Has there been any conversation about even a temporary use of the building? Mr. Vallese there has not been any discussion on that. It would be dependent on the condition of the building. Mrs. Elliott asked if the District is looking to have the whole campus resurveyed so it becomes a part of the footprint or will it just be a property that is adjacent to our property. Mr. Vallese said that would be a discussion with the facilities committee.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Resolution to Purchase 200 South High Street, Victor

A motion was made by C. Parks, seconded by D. Palumbo-Sanders, to approve the following resolution:

WHEREAS, a school board of a central school district, such as the District, may obtain real property by gift, grant, devise or purchase as authorized by Education Law §404; and,

WHEREAS, New York State Education Law §1804 authorizes central school districts such as the District, to purchase property as may be necessary for school purposes, contingent upon voter approval following a district meeting; and,

WHEREAS, Pyramid Brokerage approached the Victor Central School District (the “*District*”) about the potential purchase a parcel of land currently owed by YMCA of Rochester, Inc. (“*YMCA*”) located at 200 South High Street, Victor, New York, Tax Account No. 16.13-1-7.100 (hereinafter referred to as the “*Premises*”); and,

WHEREAS, the Premises is comprised of approximately 0.87 acres of real property in a triangular shape abutting the southwestern border of the Districts campus and has 215.68 \pm feet of linear frontage on the east side of South High Street, with a depth of 172.56 \pm linear feet; and,

WHEREAS, the District has determined the Premises is needed for school purposes including expansion of lands for use as an auxiliary building for the District; and,

WHEREAS, the District has determined that it is in the best interests of the District to negotiate the terms and conditions of a purchase and sale agreement (the “*Contract*”) for the potential purchase the Premises from the YMCA (the “*Transaction*”); and,

WHEREAS, the District seeks to take all necessary steps to effectuate the Transaction.

NOW, THEREFORE, THE VICTOR CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION HEREBY RESOLVES TO AUTHORIZE:

1. The District, through the Superintendent and/or his designee to enter into negotiations with the YMCA for purposes of purchasing the Premises for a price and upon such terms and conditions that the District determines are in the best interests of the District; and,
2. The District, through the Superintendent and/or his designee and/or counsel to prepare and execute a Contract to be delivered to the YMCA constituting the District’s written offer to purchase the Premises, with contingencies including: (i) satisfactory review of the title of the Premises; (ii) satisfactory review of the environmental condition of the Premises; (iii) satisfactory engineering inspection of any improvements on Premises; (iv) an affirmative vote of the qualified voters in the District approving the purchase of the Premises; and (v) any such other terms and conditions that the District determines are in its best interests; and,
3. The District, through the Superintendent and/or his designee, upon approval of the written offer contemplated herein by the YMCA, shall be

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

authorized to take any and all necessary steps necessary to effectuate the Transaction, including, but not limited to, completing a review of title to the Premises and engage an engineer to engage in an environmental assessment; and,

4. Contingent upon completion of the aforementioned steps related to the purchase of the Premises, submit to the voters at a duly constituted meeting of District voters, the following proposition (or one substantially similar hereto):
“Whether, the District should utilize Capital Reserve Funds to purchase one parcel of land located at 200 South High Street, described as: the Premises is 0.87 acres of real property in a triangular shape abutting the southwestern border of the District’s campus and has 215.68 + feet of linear frontage on the east side of South High Street, with a depth of 172.56 + linear feet for a purchase price of \$425,000.00.
5. Contingent upon the approval of the District voters, the Superintendent, and/or members of the Board, as appropriate are hereby authorized, empowered and directed to execute and deliver such transfer documents, affidavits and/or instruments and take all such action on behalf of the District as may be deemed necessary, appropriate or advisable to effectuate the completion of the Transaction and to carry out the intent or purposes of the foregoing resolutions.
6. Any and all actions heretofore taken or authorized by the District and/or its officers, employees and agents with respect to this resolution are hereby ratified, approved and confirmed in all aspects.
7. This resolution shall be effective immediately and shall remain in full force and effect until a copy of a subsequent resolution revoking or amending them, duly certified by the proper officers of the Board, shall be made by the Board.

The motion was carried. 6 yes 0 no 0 abstentions

200 South High Street Purchase Referendum and Legal Notice

A motion was made by T. Turner, seconded by E. Mitchell, to approve the 200 South High Street Purchase Referendum and Legal Notice.
The motion was carried. 6 yes 0 no 0 abstentions

BOARD COMMITTEES

After discussion, Board members agreed to the following committee assignments for the 2022-2023 school year:

Advocacy Committee	T. DeLucia, T. Turner
Athletic Hall of Fame Committee	C. Parks
Audit Committee	T. DeLucia, K. Elliott, L. Kostecki
BOCES Liaison and (Alternate)	T. Turner (K. Elliott)
District-wide School Safety Team	C. Parks
Facilities Committee	K. Elliott, C. Parks
Graduates of Distinction Committee	D. Palumbo-Sanders

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Inquiry Program Committee	E. Mitchell
Monroe County SBA Information Exchange Committee (Alternate)	D. Palumbo-Sanders (T. DeLucia)
Monroe County SBA Labor Relations Committee (Alternate)	T. DeLucia (D. Palumbo-Sanders)
Monroe County SBA Legislative Committee (Alternate)	T. DeLucia (T. Turner)
Policy Sub-committee	L. Kostecki, E. Mitchell
Technology Committee	L. Kostecki, E. Mitchell
Visual and Performing Arts Hall of Fame	K. Elliott

APPROVE TRIPS

A motion was made by E. Mitchell, seconded by T. Turner, to approve the following trips:

- Victor Marching Band to Toledo, OH from 9/23/2022 – 9/25/2022 to participate in the Bands of America Competition;
- JV/Varsity Girls Volleyball Teams to Shenandoah, NY from 10/14/2022 – 10/15/2022 to participate in a Volleyball Tournament;
- Cheerleaders to Honesdale, PA from 8/25/22 – 8/28/22 to participate in the UCA Cheerleading Camp;
- Varsity Ice Hockey to Massena, NY from 1/27/23 – 1/28/23 to participate in two varsity games;
- SEAS Club to Park City, Utah from 4/2/23 – 4/8/23;

The motion was carried. 6 yes 0 no 0 abstentions

POLICY REVIEW First Reading

The following policies were brought to the Board as a first read:

- Homeless Children; Policy 5151
- Code of Conduct; Policy 5300

MEETING REPORTS Standing Committee

Dr. Parks said the Facilities Committee will be meeting again next week.

UPCOMING EVENTS New Teacher Orientation

The new teacher orientation welcome will take place on August 22, 2022 from 8:00 AM – 8:30 AM in the Early Childhood School Boardroom.

Superintendent's Conference Day

Superintendent's Conference Day, opening day for staff, will take place on Tuesday, August 30th from 8:00 – 9:30 AM in the JH/SH Performing Arts Center.

Regular Board Meeting

The next Regular Board Meeting will take place on Thursday, September 8, 2022 at 7:15 PM in the Early Childhood School Boardroom.

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

ADJOURN

A motion was made by C. Parks, seconded by T. Turner, to adjourn the meeting at 8:39 PM. The motion was carried. 6 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk



Treasurer's Report

July 2022

<u>Account Description</u>	<u>Bank</u>	<u>Beginning Balance</u>	<u>Monthly Receipts</u>	<u>Monthly Disbursements</u>	<u>Ending Balance</u>
Cash Accounts					
General Fund Checking	Canandaigua National Bank	5,173,489.95	1,325,051.80	3,210,088.65	3,288,453.10
General Fund Money Market	Canandaigua National Bank	22,302,921.23	28,623.51	750,000.00	21,581,544.74
General Fund Tax Checking	Canandaigua National Bank	-	-	-	-
General Fund Tax Money Market	Five Star Bank	-	-	-	-
Multifund Insured Cash Sweep	Five Star Bank	1,462,573.81	1,457,971.23	2,149,119.32	771,425.72
School Lunch Fund Checking	Canandaigua National Bank	4,875.65	0.28	1,294.97	3,580.96
School Lunch Fund Money Market	Canandaigua National Bank	687,520.74	396,692.38	-	1,084,213.12
Special Aid Fund Checking/Sweep	Canandaigua National Bank	23,313.96	91,054.23	-	114,368.19
Capital Fund Checking-29M	Canandaigua National Bank	698,016.88	27,193,949.17	27,481,448.73	410,517.32
Trust & Agency Fund - Checking	Canandaigua National Bank	839,790.88	288,304.00	307,359.56	820,735.32
Trust & Agency Fund - Payroll Checking	Canandaigua National Bank	4,510.54	36,019.78	37,139.52	3,390.80
Trust & Agency Fund - Direct Deposit Checking	Five Star Bank	8.99	691,388.27	691,388.27	8.99
Total Cash		\$ 31,197,022.63	\$ 31,509,054.65	\$ 34,627,839.02	\$ 28,078,238.26
Investments					
General Fund Certificates of Deposit	Canandaigua National Bank	-	-	-	-
Capital Fund Certificates of Deposit	Canandaigua National Bank	-	-	-	-
Debt Service Fund Certificates of Deposit	Canandaigua National Bank	-	-	-	-
Total Investments		\$ -	\$ -	\$ -	\$ -
District Totals		\$ 31,197,022.63	\$ 31,509,054.65	\$ 34,627,839.02	\$ 28,078,238.26

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


 School District Treasurer

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

<u>Activities</u>	<u>Beginning Balance</u>	<u>Receipts</u>	<u>Disbursements</u>	<u>Ending Balance</u>
CLASS OF 2022	-			-
CLASS OF 2023	7,209.50			7,209.50
CLASS OF 2024	3,963.47			3,963.47
CLASS OF 2025	4,893.72			4,893.72
CLASS OF 2026	1,796.44			1,796.44
CLASS OF 2028	1,232.73			1,232.73
AQUATIC LEADERS	-			-
ART CLUB	149.52			149.52
BUSINESS CLUB	1,976.25			1,976.25
DRAMA CLUB	10,780.96			10,780.96
FRENCH CLUB	11,504.67			11,504.67
GO GREEN GARDEN TEAM	66.27			66.27
GLOBAL COMPETENCY	460.55			460.55
INTERNATIONAL CLUB	208.02			208.02
J.H. MUSICAL	22,154.58			22,154.58
J.H. STORE	996.37			996.37
J.H. ST. CO.	5,171.40		24.99	5,146.41
J.H. YEARBOOK	(7.54)			(7.54)
KEYCLUB	1,303.76			1,303.76
MEDICAL EXPLORERS	110.75			110.75
MENTORING CLUB	5,456.34			5,456.34
N.H.S.	1,924.44			1,924.44
OUTDOOR ACTIVITY	231.48			231.48
POSITIVE SCHOOL CLIMATE	3,402.54			3,402.54
SALES TAX	1,813.70			1,813.70
SEAS	854.93			854.93
S.H. ORCHESTRA	3,312.36			3,312.36
SH SCHOOL STORE	5,846.64			5,846.64
S.H. ST. CO.	3,706.71			3,706.71
SH YEARBOOK	(378.41)			(378.41)
SPANISH CLUB	2,952.68			2,952.68
VICTOR MUSIC SOCIETY	1,220.33			1,220.33
VICTOR CARES	8,333.96			8,333.96
WELLNESS CLUB	379.26			379.26
TOTALS	113,028.38	-	24.99	113,003.39

Bank Balance	116,711.16
Checks Outstanding	5,640.50
Interest Not Posted	-
Bank Error	
Due From General	1,932.73
Returned Checks	
Deposits in Transit	

Jill Smith, Extraclass Treasurer

Total Reconciled Bank Balance 113,003.39

Victor Central School District

Revenue Status Report As Of: 07/31/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Revenue Account	Subfund	Description	Original Estimate	Current Estimate	Year-to-Date	Current Cycle	Anticipated Balance	Excess Revenue
1001 Real Property Taxes Tom			55,045,566.00	55,045,566.00	0.00	0.00	55,045,566.00	0.00
1081 Other Pmts in Lieu of Taxes			2,666,480.00	2,666,480.00	0.00	0.00	2,666,480.00	0.00
1090 Int. & Penal. on Real Prop.Tax			40,000.00	40,000.00	0.00	0.00	40,000.00	0.00
1120 Nonprop. Tax Distrib. By Co.			77,000.00	77,000.00	0.00	0.00	77,000.00	0.00
1335 Oth Student Fee/Charges (Indiv			0.00	0.00	460.00	460.00	0.00	460.00
2230 Day School Tuit-Oth Dist. NYS			20,000.00	20,000.00	0.00	0.00	20,000.00	0.00
2401 Interest and Earnings			45,000.00	45,000.00	1,099.32	1,099.32	44,483.94	583.26
2410 Rental of Real Property,Indiv.			40,000.00	40,000.00	3,000.00	3,000.00	37,000.00	0.00
2440 Rental of Buses			10,000.00	10,000.00	0.00	0.00	10,000.00	0.00
2450 Commissions			0.00	0.00	51.71	51.71	0.00	51.71
2690 Other Compensation for Loss			0.00	0.00	150.00	150.00	0.00	150.00
2701 Refund PY Exp-BOCES Aided Srvc			80,000.00	80,000.00	0.00	0.00	80,000.00	0.00
2703 Refund PY Exp-Other-Not Trans			45,000.00	45,000.00	2,358.40	2,358.40	42,641.60	0.00
2770 Other Unclassified Rev.(Spec)			30,000.00	30,000.00	12,624.99	12,624.99	17,375.01	0.00
3101 Basic Formula Aid-Gen Aids (Ex			27,098,744.00	27,098,744.00	13,691.66	13,691.66	27,085,052.34	0.00
3103 BOCES Aid (Sect 3609a Ed Law)			2,476,716.00	2,476,716.00	0.00	0.00	2,476,716.00	0.00
3260 Textbook Aid (Incl Txtbk/Lott)			258,980.00	258,980.00	0.00	0.00	258,980.00	0.00
3262 Computer Sftwre, Hrdwre Aid			133,243.00	133,243.00	0.00	0.00	133,243.00	0.00
3263 Library A/V Loan Program Aid			26,750.00	26,750.00	0.00	0.00	26,750.00	0.00
4601 Medic.Ass't-Sch Age-Sch Yr Pro			75,000.00	75,000.00	0.00	0.00	75,000.00	0.00
5999 Appropriated Fund Balance			1,030,000.00	1,472,382.86	0.00	0.00	1,472,382.86	0.00
Total GENERAL FUND			89,198,479.00	89,640,861.86	33,436.08	33,436.08	89,608,670.75	1,244.97

Selection Criteria

Criteria Name: Shared: BOE Modified

As Of Date: 07/31/2022

Suppress revenue accounts with no activity

Show Actual revenue in 'As Of' cycle

Show special revenue accounts 5997-5999

Print Summary Only

Sort by: Fund/State Revenue

Printed by PENNY L. JOHNSTON

* 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: 07/31/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
1010 Board Of Education							
4 Contractual and Other		6,000.00	6,000.00	12,331.59	12,331.59	0.00	-6,331.59
45 Materials & Supplies		1,700.00	1,700.00	84.74	84.74	130.00	1,485.26
49 BOCES Services		3,000.00	4,205.00	0.00	0.00	1,205.00	3,000.00
Subtotal of 1010 Board Of Education		10,700.00	11,905.00	12,416.33	12,416.33	1,335.00	-1,846.33
1040 District Clerk							
16 Noninstructional Salaries		49,496.00	49,496.00	3,935.30	3,935.30	43,788.13	1,772.57
Subtotal of 1040 District Clerk		49,496.00	49,496.00	3,935.30	3,935.30	43,788.13	1,772.57
1060 District Meeting							
4 Contractual and Other		1,400.00	1,400.00	0.00	0.00	0.00	1,400.00
45 Materials & Supplies		3,500.00	3,500.00	0.00	0.00	0.00	3,500.00
Subtotal of 1060 District Meeting		4,900.00	4,900.00	0.00	0.00	0.00	4,900.00
1240 Chief School Administrator							
15 Instructional Salaries		212,328.00	212,328.00	17,470.00	17,470.00	192,170.00	2,688.00
16 Noninstructional Salaries		49,496.00	49,496.00	3,935.28	3,935.28	43,288.14	2,272.58
4 Contractual and Other		5,975.00	5,975.00	620.00	620.00	75.00	5,280.00
45 Materials & Supplies		1,000.00	1,000.00	0.00	0.00	1,035.00	-35.00
Subtotal of 1240 Chief School Administrator		268,799.00	268,799.00	22,025.28	22,025.28	236,568.14	10,205.58
1310 Business Administration							
15 Instructional Salaries		137,148.00	137,148.00	11,833.34	11,833.34	130,166.66	-4,852.00
16 Noninstructional Salaries		143,151.00	143,151.00	7,581.20	7,581.20	126,315.04	9,254.76
4 Contractual and Other		15,600.00	15,600.00	1,000.00	1,000.00	850.00	13,750.00
45 Materials & Supplies		2,200.00	2,200.00	0.00	0.00	1,000.00	1,200.00
49 BOCES Services		106,605.00	111,192.68	0.00	0.00	4,587.68	106,605.00
Subtotal of 1310 Business Administration		404,704.00	409,291.68	20,414.54	20,414.54	262,919.38	125,957.76
1320 Auditing							
16 Noninstructional Salaries		42,000.00	42,000.00	250.00	250.00	5,750.00	36,000.00
4 Contractual and Other		0.00	16,230.00	0.00	0.00	16,230.00	0.00
Subtotal of 1320 Auditing		42,000.00	58,230.00	250.00	250.00	21,980.00	36,000.00
1325 Treasurer							
16 Noninstructional Salaries		93,822.00	93,822.00	6,833.34	6,833.34	75,166.66	11,822.00
4 Contractual and Other		500.00	500.00	0.00	0.00	0.00	500.00
45 Materials & Supplies		1,000.00	1,000.00	0.00	0.00	500.00	500.00
Subtotal of 1325 Treasurer		95,322.00	95,322.00	6,833.34	6,833.34	75,666.66	12,822.00
1330 Tax Collector							
4 Contractual and Other		11,250.00	11,250.00	5,408.30	5,408.30	6,500.00	-658.30
45 Materials & Supplies		100.00	100.00	0.00	0.00	0.00	100.00
Subtotal of 1330 Tax Collector		11,350.00	11,350.00	5,408.30	5,408.30	6,500.00	-558.30
1345 Purchasing							

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
4 Contractual and Other		14,500.00	14,500.00	7,450.09	7,450.09	7,360.00	-310.09
Subtotal of 1345 Purchasing		14,500.00	14,500.00	7,450.09	7,450.09	7,360.00	-310.09
1420 Legal							
4 Contractual and Other		100,000.00	100,000.00	0.00	0.00	45,000.00	55,000.00
49 BOCES Services		27,810.00	28,737.23	0.00	0.00	927.23	27,810.00
Subtotal of 1420 Legal		127,810.00	128,737.23	0.00	0.00	45,927.23	82,810.00
1430 Personnel							
15 Instructional Salaries		149,824.00	149,824.00	12,568.82	12,568.82	138,256.94	-1,001.76
16 Noninstructional Salaries		245,317.00	245,317.00	19,785.92	19,785.92	245,826.47	-20,295.39
4 Contractual and Other		126,000.00	126,000.84	0.00	0.00	22,820.37	103,180.47
45 Materials & Supplies		1,350.00	1,350.00	0.00	0.00	0.00	1,350.00
49 BOCES Services		8,000.00	23,830.29	0.00	0.00	15,830.29	8,000.00
Subtotal of 1430 Personnel		530,491.00	546,322.13	32,354.74	32,354.74	422,734.07	91,233.32
1480 Public Information and Services							
15 Instructional Salaries		54,028.00	54,028.00	0.00	0.00	0.00	54,028.00
16 Noninstructional Salaries		34,873.00	34,873.00	6,408.16	6,408.16	114,812.64	-86,347.80
4 Contractual and Other		22,500.00	22,500.00	0.00	0.00	6,952.00	15,548.00
45 Materials & Supplies		13,000.00	13,000.00	0.00	0.00	1,867.83	11,132.17
49 BOCES Services		64,000.00	65,907.80	0.00	0.00	1,907.80	64,000.00
Subtotal of 1480 Public Information and Services		188,401.00	190,308.80	6,408.16	6,408.16	125,540.27	58,360.37
1620 Operation of Plant							
16 Noninstructional Salaries		1,856,019.00	1,856,019.00	39,357.39	39,357.39	883,850.85	932,810.76
4 Contractual and Other		1,068,100.00	1,105,604.19	0.00	0.00	949,611.53	155,992.66
45 Materials & Supplies		138,000.00	138,000.00	0.00	0.00	98,000.00	40,000.00
Subtotal of 1620 Operation of Plant		3,062,119.00	3,099,623.19	39,357.39	39,357.39	1,931,462.38	1,128,803.42
1621 Maintenance of Plant							
16 Noninstructional Salaries		503,229.00	503,229.00	28,049.87	28,049.87	547,357.90	-72,178.77
2 Equipment		191,763.00	198,363.20	0.00	0.00	6,600.20	191,763.00
4 Contractual and Other		519,050.00	609,625.94	32,790.11	32,790.11	330,474.76	246,361.07
45 Materials & Supplies		250,000.00	270,745.08	9,124.00	9,124.00	171,511.33	90,109.75
49 BOCES Services		22,000.00	41,055.00	0.00	0.00	19,055.00	22,000.00
Subtotal of 1621 Maintenance of Plant		1,486,042.00	1,623,018.22	69,963.98	69,963.98	1,074,999.19	478,055.05
1622 Security of Plant							
16 Noninstructional Salaries		60,000.00	60,000.00	0.00	0.00	0.00	60,000.00
4 Contractual and Other		155,000.00	155,000.00	0.00	0.00	110,000.00	45,000.00
Subtotal of 1622 Security of Plant		215,000.00	215,000.00	0.00	0.00	110,000.00	105,000.00
1670 Central Printing & Mailing							
4 Contractual and Other		70,000.00	70,171.00	10,036.00	10,036.00	42,763.00	17,372.00
Subtotal of 1670 Central Printing & Mailing		70,000.00	70,171.00	10,036.00	10,036.00	42,763.00	17,372.00
1680 Central Data Processing							

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
49 BOCES Services		675,000.00	675,000.00	0.00	0.00	0.00	675,000.00
Subtotal of 1680 Central Data Processing		675,000.00	675,000.00	0.00	0.00	0.00	675,000.00
1910 Unallocated Insurance							
4 Contractual and Other		300,000.00	300,000.00	240,209.00	240,209.00	0.00	59,791.00
Subtotal of 1910 Unallocated Insurance		300,000.00	300,000.00	240,209.00	240,209.00	0.00	59,791.00
1920 School Association Dues							
4 Contractual and Other		13,500.00	13,500.00	0.00	0.00	0.00	13,500.00
Subtotal of 1920 School Association Dues		13,500.00	13,500.00	0.00	0.00	0.00	13,500.00
1981 BOCES Administrative Costs							
49 BOCES Services		785,000.00	804,226.92	0.00	0.00	19,226.92	785,000.00
Subtotal of 1981 BOCES Administrative Costs		785,000.00	804,226.92	0.00	0.00	19,226.92	785,000.00
2010 Curriculum Devel and Suprvsn							
15 Instructional Salaries		708,510.00	708,510.00	59,649.04	59,649.04	500,420.34	148,440.62
16 Noninstructional Salaries		125,798.00	125,798.00	6,963.30	6,963.30	120,318.94	-1,484.24
4 Contractual and Other		30,000.00	30,750.00	2,345.00	2,345.00	3,499.00	24,906.00
45 Materials & Supplies		30,900.00	30,950.00	0.00	0.00	1,584.27	29,365.73
Subtotal of 2010 Curriculum Devel and Suprvsn		895,208.00	896,008.00	68,957.34	68,957.34	625,822.55	201,228.11
2020 Supervision-Regular School							
15 Instructional Salaries		1,259,224.00	1,259,224.00	100,604.19	100,604.19	966,572.97	192,046.84
16 Noninstructional Salaries		411,048.00	411,048.00	11,686.57	11,686.57	302,631.30	96,730.13
2 Equipment		245.00	245.00	0.00	0.00	0.00	245.00
4 Contractual and Other		11,356.00	11,356.00	0.00	0.00	385.00	10,971.00
45 Materials & Supplies		10,200.00	10,200.00	0.00	0.00	2,073.71	8,126.29
49 BOCES Services		0.00	467.37	0.00	0.00	467.37	0.00
Subtotal of 2020 Supervision-Regular School		1,692,073.00	1,692,540.37	112,290.76	112,290.76	1,272,130.35	308,119.26
2060 Research, Planning & Evaluation							
4 Contractual and Other		2,800.00	2,800.00	0.00	0.00	0.00	2,800.00
45 Materials & Supplies		500.00	500.00	0.00	0.00	0.00	500.00
Subtotal of 2060 Research, Planning & Evaluation		3,300.00	3,300.00	0.00	0.00	0.00	3,300.00
2070 Inservice Training-Instruction							
15 Instructional Salaries		45,000.00	45,000.00	17,827.88	17,827.88	284,508.00	-257,335.88
4 Contractual and Other		10,000.00	10,199.00	0.00	0.00	199.00	10,000.00
45 Materials & Supplies		5,000.00	5,000.00	0.00	0.00	0.00	5,000.00
49 BOCES Services		95,000.00	95,000.00	0.00	0.00	0.00	95,000.00
Subtotal of 2070 Inservice Training-Instruction		155,000.00	155,199.00	17,827.88	17,827.88	284,707.00	-147,335.88
2110 Teaching-Regular School							
10 Teacher Salaries, Pre-K		53,519.00	53,519.00	0.00	0.00	75,981.00	-22,462.00
12 Teacher Salaries, K-6		10,748,912.00	10,748,912.00	8,058.14	8,058.14	9,906,913.63	833,940.23
13 Teacher Salaries, 7-12		9,436,597.00	9,436,597.00	2,554.20	2,554.20	9,053,303.07	380,739.73

Victor Central School District

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Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
14 Substitute Tchr Salaries		603,000.00	603,000.00	2,063.00	2,063.00	46,881.00	554,056.00
16 Noninstructional Salaries		1,106,501.00	1,106,501.00	676.20	676.20	902,232.84	203,591.96
2 Equipment		84,817.00	91,762.70	0.00	0.00	17,333.57	74,429.13
4 Contractual and Other		94,410.00	95,895.26	859.00	859.00	6,082.78	88,953.48
45 Materials & Supplies		373,985.00	398,321.54	3,841.20	3,841.20	142,152.26	252,328.08
471 Tuition Pd To NYS Pub Sch		60,000.00	60,000.00	0.00	0.00	0.00	60,000.00
473 Payment to Charter School		25,000.00	25,000.00	0.00	0.00	0.00	25,000.00
48 Textbooks		127,576.00	133,590.40	0.00	0.00	28,888.71	104,701.69
49 BOCES Services		421,510.00	442,108.92	0.00	0.00	20,598.92	421,510.00
Subtotal of 2110 Teaching-Regular School		23,135,827.00	23,195,207.82	18,051.74	18,051.74	20,200,367.78	2,976,788.30
2250 Prg For Sdnts w/Disabil-Med Elgble							
15 Instructional Salaries		3,749,811.00	3,749,811.00	1,524.26	1,524.26	3,114,929.20	633,357.54
16 Noninstructional Salaries		2,799,996.00	2,799,996.00	24.00	24.00	2,312,313.02	487,658.98
4 Contractual and Other		224,860.00	225,580.00	0.00	0.00	720.00	224,860.00
45 Materials & Supplies		40,000.00	40,000.00	117.45	117.45	15,459.68	24,422.87
471 Tuition Pd To NYS Pub Sch		9,000.00	9,000.00	0.00	0.00	0.00	9,000.00
472 Tuition-All Other		700,000.00	715,570.47	0.00	0.00	15,570.47	700,000.00
473 Payment to Charter School		20,000.00	20,000.00	0.00	0.00	12,800.00	7,200.00
49 BOCES Services		3,500,000.00	3,510,575.25	0.00	0.00	10,575.25	3,500,000.00
Subtotal of 2250 Prg For Sdnts w/Disabil-Med Elgble		11,043,667.00	11,070,532.72	1,665.71	1,665.71	5,482,367.62	5,586,499.39
2259 Prg for English Language Learners							
15 Instructional Salaries		547,378.00	547,378.00	0.00	0.00	520,584.00	26,794.00
45 Materials & Supplies		3,091.00	3,091.00	0.00	0.00	1,460.24	1,630.76
Subtotal of 2259 Prg for English Language Learners		550,469.00	550,469.00	0.00	0.00	522,044.24	28,424.76
2280 Occupational Education(Grades 9-12)							
49 BOCES Services		660,000.00	681,928.00	0.00	0.00	21,928.00	660,000.00
Subtotal of 2280 Occupational Education(Grades 9-12)		660,000.00	681,928.00	0.00	0.00	21,928.00	660,000.00
2330 Teaching-Special Schools							
4 Contractual and Other		0.00	0.00	359.00	359.00	3,590.00	-3,949.00
49 BOCES Services		38,800.00	39,413.34	0.00	0.00	613.34	38,800.00
Subtotal of 2330 Teaching-Special Schools		38,800.00	39,413.34	359.00	359.00	4,203.34	34,851.00
2610 School Library & AV							
15 Instructional Salaries		375,428.00	375,428.00	0.00	0.00	375,116.00	312.00
16 Noninstructional Salaries		111,290.00	111,290.00	0.00	0.00	23,646.56	87,643.44
4 Contractual and Other		5,480.00	5,480.00	0.00	0.00	0.00	5,480.00
45 Materials & Supplies		6,000.00	6,000.00	0.00	0.00	870.03	5,129.97
46 Sch. Library AV Loan Prog		62,600.00	75,250.59	0.00	0.00	16,831.93	58,418.66
49 BOCES Services		85,160.00	91,070.10	0.00	0.00	5,910.10	85,160.00
Subtotal of 2610 School Library & AV		645,958.00	664,518.69	0.00	0.00	422,374.62	242,144.07
2630 Computer Assisted Instruction							

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15 Instructional Salaries		105,406.00	105,406.00	8,758.50	8,758.50	96,343.50	304.00
16 Noninstructional Salaries		401,262.00	401,262.00	21,707.04	21,707.04	303,239.36	76,315.60
22 State Aided Comp Hardware		155,000.00	169,249.00	0.00	0.00	23,207.65	146,041.35
4 Contractual and Other		87,000.00	91,400.00	0.00	0.00	8,525.00	82,875.00
45 Materials & Supplies		30,000.00	30,000.00	2,431.77	2,431.77	7,085.66	20,482.57
46 Sch. Library AV Loan Prog		118,000.00	118,500.00	174.95	174.95	19,193.15	99,131.90
49 BOCES Services		1,143,000.00	1,143,000.00	0.00	0.00	0.00	1,143,000.00
Subtotal of 2630 Computer Assisted Instruction		2,039,668.00	2,058,817.00	33,072.26	33,072.26	457,594.32	1,568,150.42
2810 Guidance-Regular School							
15 Instructional Salaries		1,161,410.00	1,161,410.00	49,212.08	49,212.08	1,123,863.72	-11,665.80
16 Noninstructional Salaries		146,848.00	146,848.00	3,914.96	3,914.96	99,281.60	43,651.44
4 Contractual and Other		1,400.00	1,400.00	0.00	0.00	0.00	1,400.00
45 Materials & Supplies		4,100.00	4,100.00	0.00	0.00	761.93	3,338.07
Subtotal of 2810 Guidance-Regular School		1,313,758.00	1,313,758.00	53,127.04	53,127.04	1,223,907.25	36,723.71
2815 Health Svcs-Regular School							
16 Noninstructional Salaries		325,859.00	325,859.00	2,928.38	2,928.38	373,008.00	-50,077.38
4 Contractual and Other		160,000.00	166,400.00	0.00	0.00	6,400.00	160,000.00
45 Materials & Supplies		27,000.00	27,000.00	0.00	0.00	8,713.42	18,286.58
Subtotal of 2815 Health Svcs-Regular School		512,859.00	519,259.00	2,928.38	2,928.38	388,121.42	128,209.20
2820 Psychological Svcs-Reg Schl							
15 Instructional Salaries		1,033,666.00	1,033,666.00	38,213.81	38,213.81	827,680.19	167,772.00
4 Contractual and Other		1,300.00	1,300.00	0.00	0.00	0.00	1,300.00
45 Materials & Supplies		1,300.00	1,300.00	0.00	0.00	471.40	828.60
Subtotal of 2820 Psychological Svcs-Reg Schl		1,036,266.00	1,036,266.00	38,213.81	38,213.81	828,151.59	169,900.60
2825 Social Work Svcs-Regular School							
15 Instructional Salaries		465,447.00	465,447.00	17,439.64	17,439.64	389,063.86	58,943.50
Subtotal of 2825 Social Work Svcs-Regular School		465,447.00	465,447.00	17,439.64	17,439.64	389,063.86	58,943.50
2830 Pupil Personnel Svcs-Special Schools							
15 Instructional Salaries		378,709.00	378,709.00	16,687.11	16,687.11	187,916.74	174,105.15
16 Noninstructional Salaries		188,914.00	188,914.00	10,161.36	10,161.36	176,891.62	1,861.02
4 Contractual and Other		800.00	800.00	0.00	0.00	0.00	800.00
45 Materials & Supplies		550.00	550.00	0.00	0.00	0.00	550.00
Subtotal of 2830 Pupil Personnel Svcs-Special Schools		568,973.00	568,973.00	26,848.47	26,848.47	364,808.36	177,316.17
2850 Co-Curricular Activ-Reg Schl							
15 Instructional Salaries		219,351.00	219,351.00	0.00	0.00	0.00	219,351.00
4 Contractual and Other		33,025.00	34,465.00	0.00	0.00	1,440.00	33,025.00
45 Materials & Supplies		16,105.00	16,105.00	0.00	0.00	21.58	16,083.42
Subtotal of 2850 Co-Curricular Activ-Reg Schl		268,481.00	269,921.00	0.00	0.00	1,461.58	268,459.42
2855 Interscholastic Athletics-Reg Schl							
15 Instructional Salaries		822,995.00	822,995.00	549.27	549.27	55,997.00	766,448.73

Victor Central School District

Budget Status Report As Of: 07/31/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
16 Noninstructional Salaries		60,000.00	60,000.00	0.00	0.00	0.00	60,000.00
2 Equipment		2,500.00	2,500.00	0.00	0.00	0.00	2,500.00
4 Contractual and Other		225,000.00	233,817.32	9,616.64	9,616.64	153,952.32	70,248.36
45 Materials & Supplies		75,000.00	109,613.95	0.00	0.00	87,565.41	22,048.54
Subtotal of 2855 Interscholastic Athletics-Reg Schl		1,185,495.00	1,228,926.27	10,165.91	10,165.91	297,514.73	921,245.63
5510 District Transportation Services							
16 Noninstructional Salaries		1,814,067.00	1,814,067.00	53,628.21	53,628.21	1,684,986.13	75,452.66
2 Equipment		6,500.00	6,500.00	0.00	0.00	1,500.00	5,000.00
4 Contractual and Other		308,500.00	308,500.00	77,505.00	77,505.00	49,185.00	181,810.00
45 Materials & Supplies		579,900.00	582,224.00	42.97	42.97	269,695.78	312,485.25
Subtotal of 5510 District Transportation Services		2,708,967.00	2,711,291.00	131,176.18	131,176.18	2,005,366.91	574,747.91
5530 Garage Building							
16 Noninstructional Salaries		416,058.00	416,058.00	0.00	0.00	0.00	416,058.00
4 Contractual and Other		59,550.00	61,396.70	0.00	0.00	61,081.95	314.75
Subtotal of 5530 Garage Building		475,608.00	477,454.70	0.00	0.00	61,081.95	416,372.75
5581 Transportation from Boces							
49 BOCES Services		15,965.00	20,374.78	0.00	0.00	4,409.78	15,965.00
Subtotal of 5581 Transportation from Boces		15,965.00	20,374.78	0.00	0.00	4,409.78	15,965.00
7310 Youth Program							
15 Instructional Salaries		0.00	0.00	3,366.00	3,366.00	0.00	-3,366.00
Subtotal of 7310 Youth Program		0.00	0.00	3,366.00	3,366.00	0.00	-3,366.00
9010 State Retirement							
8 Employee Benefits		1,747,757.00	1,747,757.00	27,118.39	27,118.39	755,912.00	964,726.61
Subtotal of 9010 State Retirement		1,747,757.00	1,747,757.00	27,118.39	27,118.39	755,912.00	964,726.61
9020 Teachers' Retirement							
8 Employee Benefits		3,760,965.00	3,760,965.00	44,829.25	44,829.25	2,864,695.36	851,440.39
Subtotal of 9020 Teachers' Retirement		3,760,965.00	3,760,965.00	44,829.25	44,829.25	2,864,695.36	851,440.39
9030 Social Security							
8 Employee Benefits		3,305,621.00	3,305,621.00	54,320.01	54,320.01	2,795,605.98	455,695.01
Subtotal of 9030 Social Security		3,305,621.00	3,305,621.00	54,320.01	54,320.01	2,795,605.98	455,695.01
9040 Workers' Compensation							
8 Employee Benefits		390,000.00	390,000.00	144,615.00	144,615.00	0.00	245,385.00
Subtotal of 9040 Workers' Compensation		390,000.00	390,000.00	144,615.00	144,615.00	0.00	245,385.00
9045 Life Insurance							
8 Employee Benefits		22,000.00	22,000.00	2,223.32	2,223.32	262,776.68	-243,000.00
Subtotal of 9045 Life Insurance		22,000.00	22,000.00	2,223.32	2,223.32	262,776.68	-243,000.00
9050 Unemployment Insurance							
8 Employee Benefits		15,000.00	15,000.00	0.00	0.00	0.00	15,000.00
Subtotal of 9050 Unemployment Insurance		15,000.00	15,000.00	0.00	0.00	0.00	15,000.00

Victor Central School District

Budget Status Report As Of: 07/31/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Budget Account	Description	Initial Appropriation	Current Appropriation	Year-to-Date Expenditures	Cycle Expenditures	Encumbrance Outstanding	Unencumbered Balance
9055 Disability Insurance							
8 Employee Benefits		30,000.00	30,000.00	2,832.00	2,832.00	19,000.00	8,168.00
Subtotal of 9055 Disability Insurance		30,000.00	30,000.00	2,832.00	2,832.00	19,000.00	8,168.00
9060 Hospital, Medical, Dental Insurance							
8 Employee Benefits		14,846,261.00	14,846,261.00	1,107.63	1,107.63	110,333.36	14,734,820.01
Subtotal of 9060 Hospital, Medical, Dental Insurance		14,846,261.00	14,846,261.00	1,107.63	1,107.63	110,333.36	14,734,820.01
9089 Other (specify)							
8 Employee Benefits		225,000.00	225,000.00	0.00	0.00	0.00	225,000.00
Subtotal of 9089 Other (specify)		225,000.00	225,000.00	0.00	0.00	0.00	225,000.00
9711 Serial Bonds-School Construction							
6 Principal		3,493,213.00	3,493,213.00	0.00	0.00	0.00	3,493,213.00
7 Interest		708,353.00	708,353.00	0.00	0.00	0.00	708,353.00
Subtotal of 9711 Serial Bonds-School Construction		4,201,566.00	4,201,566.00	0.00	0.00	0.00	4,201,566.00
9731 Bond Antic Notes-School Construction							
6 Principal		1,297,427.00	1,297,427.00	202,427.00	202,427.00	0.00	1,095,000.00
7 Interest		667,247.00	667,247.00	401,811.41	401,811.41	0.00	265,435.59
Subtotal of 9731 Bond Antic Notes-School Construction		1,964,674.00	1,964,674.00	604,238.41	604,238.41	0.00	1,360,435.59
9732 Bond Antic Notes-Bus Purchases							
6 Principal		386,206.00	386,206.00	0.00	0.00	0.00	386,206.00
7 Interest		16,765.00	16,765.00	0.00	0.00	0.00	16,765.00
Subtotal of 9732 Bond Antic Notes-Bus Purchases		402,971.00	402,971.00	0.00	0.00	0.00	402,971.00
9770 Revenue Anticipation Notes							
7 Interest		3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
Subtotal of 9770 Revenue Anticipation Notes		3,000.00	3,000.00	0.00	0.00	0.00	3,000.00
9789 Other Debt (specify)							
6 Principal		223,213.00	223,213.00	223,213.45	223,213.45	0.00	-0.45
7 Interest		108,528.00	108,528.00	108,527.52	108,527.52	0.00	0.48
Subtotal of 9789 Other Debt (specify)		331,741.00	331,741.00	331,740.97	331,740.97	0.00	0.03
9901 Transfer to Other Funds							
95 Transfer-Special Aid Fund		185,000.00	185,000.00	0.00	0.00	0.00	185,000.00
Subtotal of 9901 Transfer to Other Funds		185,000.00	185,000.00	0.00	0.00	0.00	185,000.00
Total GENERAL FUND		89,198,479.00	89,640,861.86	2,225,577.55	2,225,577.55	46,094,521.00	41,320,763.31

Victor Central School District

Budget Status Report As Of: 07/31/2022

Fiscal Year: 2023

Fund: A GENERAL FUND

Selection Criteria

Criteria Name: Shared: BOE Summary by State Modified

Fund: A

Budget type: Current Year

As Of Date: 07/31/2022

Suppress Budget Accounts with no activity

Print Summary Only

Sort by: Fund/State function/State object

Printed by PENNY L. JOHNSTON

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, September 8, 2022

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

Instructional

**Probationary
Appointments:**

The probationary appointment of **Kevin Nau**, who has certifications in Students with Disabilities Grades 7-12 and Biology Grades 7-12, to a probationary position as a Special Education Teacher, effective September 1, 2022, at an annual salary of \$46,600, leading towards tenure in Special Education.

The probationary appointment of **Amie Maloney**, who has certifications in Special Education and Nursery, Kindergarten, and Grades 1-6, to a probationary position as a Special Education Teacher, effective September 19, 2022, at an annual salary of \$75,081, leading towards tenure in Special Education.

The probationary appointment of **Jennifer Case**, who has certifications in English Grades 7-12 and English Grades 5-6 and as a School Building Leader and School District Leader, to a probationary position as a Humanities Coach, effective September 1, 2022, at an annual salary of \$65,619, leading towards tenure in English Education.

The probationary appointment of **Lauren Santella**, who has certifications in English To Speakers of Other Languages, Childhood Education 1-6 and Students with Disabilities 1-6, to a probationary position as an ELL teacher, effective September 26, 2022, at an annual salary of \$50,600, leading towards tenure in ELL Education.

The probationary appointment of **Alex Boucher**, who has certification in Music, to a probationary position as a Music Teacher, effective September 1, 2022, at an annual salary of \$43,077, leading towards tenure in Music Education.

The appointment of **Lindsey Oliver**, who is a Board Certified Music Therapist, to a probationary period as a Music Therapist, effective September 12, 2022, at an annual salary of \$57,397.

**Long Term
Substitute
Appointments:**

The appointment of **Eva FitzSimmons**, who has certifications in Students with Disabilities Grades 1-6 and Childhood Education Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2022, and ending March 5, 2023, at an annual salary of \$43,077, which will be prorated based on the length of the assignment.

The appointment of **Timothy DiSanto**, who has certifications in Special Education, PreKindergarten, Kindergarten, and Grades 1-6 and as a School District Administrator, to a long term substitute position as a Special Education Teacher, effective September 1, 2022, and ending March 31, 2023, at an annual salary of \$78,730, which will be prorated based on the length of the assignment.

The appointment of **Samantha Jansen**, who has certifications in Early Childhood Education Birth-Grade 2, Students with Disabilities Birth-Grade 2, Childhood Education Grades 1-6, Students with Disabilities Grades 1-6, and Literacy Birth-Grade 6, to a long term substitute position as a Building Substitute Teacher, effective September 1, 2022, and ending June 30, 2023, at an annual salary of \$45,297.

The appointment of **Samantha Dwello**, who has certification as a Teacher Assistant Level II, to a long term substitute position as a Teacher Assistant, effective September 1, 2022, and end June 30, 2023, at an annual salary of \$29,242.

The appointment of **Michael Heberger**, who has pending certification as a Teacher Assistant Level I, to a long term substitute position as a Teacher Assistant, effective September 6, 2022, and end June 30, 2023, at an annual salary of \$32,342.

Resignations:

The resignation of **Angelica Coudriet**, Music Therapist, effective September 15, 2022.

The resignation of **Kyli Knickerbocker**, Math Teacher, effective September 16, 2022.

The resignation of **Adam Chandler**, Music Teacher, effective October 1, 2022.

Co-Curriculars:

<u>Music</u>	<u>Name</u>	<u>Group</u>
Jr High Musical Assistant	Shari Bischooping	2

**Per Diem
Substitutes:**

<u>Candidate</u>	<u>Area of Certification</u>
Mary Ellen Capineri	English
Sophia Ruddock	Special Education
Michael Chamberlain	Physical Education/ Health
Rebecca Morrill	Uncertified
Ian Yates	Uncertified
Brendan Gordona	Music
Christopher Olix	Social Studies
Laura Ringwood	Uncertified

**Non-Instructional
Appointments:**

The appointment of **Chelsea Huff**, from Part Time Teacher Aide to Full Time Teacher Aide, effective August 30, 2022.

The appointment of **Michelle Michaels**, from Teacher Aide Substitute to Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Dana Gardner**, Cleaner, effective August 22, 2022, at an hourly rate of \$14.65.

The promotional appointment of **Michele Loffredo**, from Typist to Building Secretary, effective September 6, 2022, at an hourly rate of \$19.06.

The appointment of **Karri Steinorth**, Food Service Helper, effective September 6, 2022, at an hourly rate of \$14.17.

The appointment of **Samantha VanDeMortel**, Typist, effective September 6, 2022, at an hourly rate of \$16.29.

The appointment of **MacKenzie Conners**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$14.17.

The appointment of **Kandy De Nardo**, Food Service Helper, effective September 6, 2022, at an hourly rate of \$14.17.

The appointment of **Jill Pavlock**, Part Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$15.28.

The appointment of **Jayde Hicks**, Full Time Teacher Aide, effective September 6, 2022, at an hourly rate of \$14.67.

The appointment of **Javiangelis Roman Miranda**, Part Time Cleaner, effective August 31, 2022, at an hourly rate of \$14.65.

The appointment of **Andrea Burney**, from Part Time Teacher Aide to Full Time Teacher Aide, effective August 30, 2022.

The appointment of **Erin O'Hanlon**, Full Time Teacher Aide, effective August 30, 2022, at an hourly rate of \$15.28.

The appointment of **Michelle Palazzo**, Part Time Teacher Aide, effective September 7, 2022, at an hourly rate of \$14.17.

The appointment of **Shauna Schond**, Full Time Teacher Aide, effective September 7, 2022, at an hourly rate of \$14.57.

The appointment of **Jane-Helen Heim**, Food Service Helper, effective September 7, 2022, at an hourly rate of \$14.17.

The appointment of **Stacey King**, School Bus Monitor, effective September 6, 2022, at an hourly rate of \$14.17.

The appointment of **Katelyn DeMeyers**, Cleaner, effective September 8, 2022, at an hourly rate of \$14.65.

The appointment of **Righteous Bolorin**, Full Time Teacher Aide, effective September 7, 2022, at an hourly rate of \$14.17.

The appointment of **Alondra Serrano Guzman**, Full Time Teacher Aide, effective September 7, 2022, at an hourly rate of \$14.17.

Resignations:

The resignation of **Elisabeth Ausbrooks**, Full Time Teacher Aide, effective August 29, 2022.

The resignation of **Rachel Atwell**, Full Time Teacher Aide, effective August 30, 2022.

The resignation of **Anita Young**, Part Time Teacher Aide, effective August 23, 2022.

The resignation of **Deborah Bugbee**, Part Time Teacher Aide, effective August 25, 2022.

The resignation of **Hannah Miller**, Full Time Teacher Aide, effective August 30, 2022.

The resignation of **Priscilla Vargas Rodriguez**, Food Service Helper, effective August 28, 2022.

The resignation of **Juliet McKenzie**, Full Time Teacher Aide, effective September 6, 2022.

The resignation of **Steven Thull**, Full Time Teacher Aide, effective August 29, 2022.

**Per Diem and
Substitute Positions:**

Candidate
Douglas Wyman
Timothy Cedar
Carter Fries
Peggy Kuhn
Ryan Clune
Debra Blanding

Position
Messenger
School Bus Driver Trainee
Lifeguard
School Bus Driver Trainee
School Bus Driver Trainee
Teacher Aide

Special District Vote
Potential Purchase of 200 South High Street, Victor NY
October 7, 2022
Election Inspectors

Chairperson: Carrie Fagan
Chief Inspector: Jennifer Mehigan

Inspectors/Clerks

	Table 1		Table 2		Table 3	
12:00 PM	Jennifer Mehigan Noon – 4:00 PM	Rita Messersmith Noon – 8:00 PM	Terri Dorscheid Noon – 8:00 PM	Sheila Rader Noon – 8:00 PM	Carol Callari Noon – 8:00 PM	Carol Prescott Noon – 8:00 PM
1:00 PM						
2:00 PM						
3:00 PM						
4:00 PM	Cindy Riley 4:00 PM – 8:00 PM					
5:00 PM						
6:00 PM						
7:00 PM						
8:00 PM						

**RESOLUTION OF BOARD OF EDUCATION RELATED TO
SEQR REVIEW OF PROPOSED ACQUISITION OF
200 SOUTH HIGH STREET**

WHEREAS, a school board of a central school district, such as the Victor Central School District (the “*District*”), may obtain real property by gift, grant, devise or purchase as authorized by Education Law §404; and,

WHEREAS, New York State Education Law §1804 authorizes central school districts such as the District, to purchase property as may be necessary for school purposes, contingent upon voter approval following a district meeting; and,

WHEREAS, by resolution dated August 18, 2022, the Board of Education for the District (the “*Board*”) authorized the negotiation and execution of a purchase and sale agreement for the acquisition of certain real property located at 200 South High Street, Victor, New York, Tax Account No. 16.13-1-7.100 (the “*Premises*”) (the proposed acquisition of the Premises is hereinafter referred to as the “*Acquisition*”); and,

WHEREAS, the Acquisition is subject to Article 8 of the New York State Environmental Conservation Law, including 6 NYCRR Section 617.1 et seq. known as the New York State Environmental Quality Review Act (“*SEQR*”); and,

WHEREAS, in accordance with applicable law, the District assumed the role of lead agency and undertook an uncoordinated review of the Acquisition pursuant to SEQR in order to determine what impact the Acquisition may have on the environment in accordance with SEQR's requirements and;

WHEREAS, the District considered the impact on the environment of the Acquisition by undertaking a thorough review of the conditions and issues associated with the acquisition of the Premises as well as reviewing same in light of applicable law under SEQR.

NOW, THEREFORE, THE VICTOR CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION HEREBY RESOLVES AS FOLLOWS:

1. The Acquisition involves an “Unlisted Action” as said term is defined pursuant to SEQR and as codified under 6 N.Y.C.R.R. Section 617.2(al) of the SEQR regulations. The District has conducted an uncoordinated review of the Acquisition as described herein pursuant to 6 N.Y.C.R.R. Section 617.6(b)(4)(i) and hereby finds that the acquisition as described herein will not have a potential significant adverse environmental impact warranting the preparation of an environmental impact statement. The District thus issues a “negative declaration” as that term is defined pursuant 6 N.Y.C.R.R. Section 617.2(z).
2. Any and all actions heretofore taken or authorized by the District and/or its officers, employees and agents with respect to this resolution are hereby ratified, approved and confirmed in all aspects.

3. This resolution shall be effective immediately and shall remain in full force and effect until a copy of a subsequent resolution revoking or amending them, duly certified by the proper officers of the Board, shall be made by the Board.

Dated: September ____, 2022

Motion: _____

Seconded: _____

AYES: _____

NAYS: _____

Request #69 for your review
message

Form Approvals <businessforms@victorschools.org>
o: vallesed@victorschools.org

Wed, Aug 31, 2022 at 3:43 P

REQUEST #69 | RECIPIENTS: 3 of 4 | AUG 31, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address: utzs@victorschools.org

Requestor's First Name: Sue

Requestor's Last Name: Utz

School: HS

Course / Grade Level of Students:: DECA - Grades 9-12

Short Description or Name of Field Trip: NYS DECA Career Conference

Select the appropriate type of field trip: Non-required co-curricular

Have BOTH the District and Building
calendars been checked for potential
conflicts?: Yes

Estimated number of Students:: 50-60

Departure Date:: Mar 08, 2023

Place of Departure:: Senior High School

Type of Transportation:: Bus

Departure load time: (please allow 15-30
minutes to allow for time to load): 12:00 PM

Departure Time:: 12:15 PM

Destination (include EXACT address)::

Time you plan to REACH your
destination:: 12:45 PM

Return Date::	Mar 10, 2023
Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load):	12:00 PM
Time you plan to LEAVE your destination::	12:15 PM
Estimated Round-Trip Mileage:	38 miles
Return Time::	12:45 PM
Would you like the bus to stay with the group or may it return at a different time?:	No, the bus can return at a different time
Arrangements for meals (if necessary)::	Meals are included with the conference fee
Preparation: How will the student be prepared for the trip as an instructional activity?:	Students will start preparing in September on a weekly basis!
On trip: What instructional activities will occur on the trip?:	DECA activities are project-based and problem-based, DECA members use high order thinking skills and develop key competencies in the areas of critical thinking and problem solving, communication, collaboration and creativity and innovation.
Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:	Students who earn trophies will have the opportunity to compete at the Internaional Career Conference in April 2023 in Orlando, FL. We will review student performance with all competitors
What instructional provisions have been made to help participants keep up with other classes that they will miss?:	Students will communicate with teachers prior to our departure. They will have downtime during the conference where they will be able to make up their work.
What specific instructional plans have been made for any student missing the field trip?:	Students who aren't able to attend the conference will no longer be competing at DECA for the school year.
Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.:	Utz, Cutaia and Erica Thompson will be attending the conference and need subs.
Do you have any supporting documents such as an itinerary?:	Yes
Estimated Number of Chaperones (including teachers/staff/parents)::	3
Special arrangements, instructions, or comments::	There will be special arrangements for students with allergies, etc.

year?:

School and/or District Funding
Requested?:

Yes

If fundraising is involved, please
describe::

We will be doing multiple fundraisers in preparation for the
conference. Otis Spunkmeyer cookies, seeking donors,
Chipotle night, etc.

Out of Pocket Cost to Student (if any)::

\$500

Cost to Chaperone (if any)::

\$600 for each

Cost Breakdown per Student - Event
Fee::

One fee covers meals, hotel, speakers, etc. \$500

Cost Breakdown per Student - Meals::

Included in fee

Cost Breakdown per Student - Travel::

None

Cost Breakdown per Student - Other::

None

Cost Breakdown per Student TOTAL::

\$500

Upload supporting itinerary:

[File Upload 1](#)

Email Address:

utzs@victorschools.org

Approval history

In progress

Approved by siestob@victorschools.org

Approved by clinkk@victorschools.org

Approve

Decline

Comment

This is an automated email sent by formapprovals.com; do not reply to or forward this email. You are receiving
this email because you are a workflow participant of this request. Your form administrator is
businessforms@victorschools.org

Request #58 for your review

1 message

Form Approvals <businessforms@victorschools.org>

To: vallesed@victorschools.org

Mon, Aug 29, 2022 at 2:47 PM

REQUEST #58 | RECIPIENTS: 3 of 4 | AUG 05, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address: rossd@victorschools.org

Requestor's First Name: Darcy

Requestor's Last Name: Ross

School: JH

Course / Grade Level of French I/8th grade

Students::

Short Description or Name of 8th Grade Quebec Trip
Field Trip:

Select the appropriate type of Extra curricular
field trip:

Have BOTH the District and Yes

Building calendars been
checked for potential
conflicts?:

Estimated number of 30-40
Students::

Departure Date:: May 18, 2023

Place of Departure:: Victor Junior High School

Type of Transportation:: Chartered coach bus (included in cost)

Departure load time: (please 6:30 AM
allow 15-30 minutes to allow

for time to load):

Departure Time:: 7:00 AM

Destination (include EXACT address)::

Time you plan to REACH your destination:: 5:30 PM

Return Date:: May 21, 2023

Load time for DEPARTURE from destination: (Please allow 15-30 minutes to load): 8:30 AM

Time you plan to LEAVE your destination:: 9:00 AM

Estimated Round-Trip Mileage: 480 miles

Return Time:: 6:00 PM

Arrangements for meals (if necessary):: 1 breakfast & all dinners included in cost of trip; 2 breakfasts paid for by French Club; 4 lunches at students' expense

Preparation: How will the student be prepared for the trip as an instructional activity?: Students will have completed almost 2 years of study in the French language. While in Quebec, students will need to use conversational and survival French while being immersed in a culture where over 95% of the population speaks French as their primary language. Students will also receive instruction in some Quebecois culture and history before participating in the trip, during French class and/or French Club.

On trip: What instructional activities will occur on the trip?: See attached itinerary

Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?: Former students often return and say that the Quebec trip was one of their most memorable experiences from Junior High. As we re-institute the trip, I hope to have former students return and share their experiences with the younger grades. Some students also go on to use this travel experience as an element toward earning their Global Competency Certificate.

What instructional provisions have been made to help participants keep up with other classes that they will miss?: All teachers in the building will be contacted, and students and families will be made aware that they are responsible for making up any assignments that they will miss.

What specific instructional Students who do not participate in the trip will complete language and

plans have been made for any student missing the field trip?: culture enrichment activities that reinforce skills and knowledge they have been learning throughout the year.

Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.: Substitute coverage will be required for two days (Thurs. 5/18 & Fri. 5/19) for 4 teacher chaperones and 1 school nurse.

Do you have any supporting documents such as an itinerary?: Yes

Estimated Number of Chaperones (including teachers/staff/parents):: 5 (approx. 10:1 student-teacher ratio), plus a school nurse

Special arrangements, instructions, or comments:: NA

Will you be requesting this trip again next year?: Yes

School and/or District Funding Requested?: No

If fundraising is involved, please describe:: 2 optional fundraisers: Magazines (fall) & Niagara Chocolates (winter)
(Fundraisers are individual, and help offset the cost of each student's individual trip, not the whole group)

Out of Pocket Cost to Student (if any):: ~\$100-150 spending money (lunches and souvenirs)

Cost to Chaperone (if any):: ~\$100 (lunches)

Cost Breakdown per Student - Event Fee:: NA (total cost calculated by travel company)

Cost Breakdown per Student - Meals:: NA (total cost calculated by travel company)

Cost Breakdown per Student - Travel:: NA (total cost calculated by travel company)

Cost Breakdown per Student - Other:: NA (total cost calculated by travel company)

Cost Breakdown per Student TOTAL:: \$695.00 per student with 40-45 students, \$725.00 per student with 35-39 students

Upload supporting itinerary: File Upload 1

Email Address: rossd@victorschools.org

Approval history

In progress

Approved by geeb@victorschools.org

Approved by clinkk@victorschools.org

Approve

Decline

Comment

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Request #70 for your review

message

Form Approvals <businessforms@victorschools.org>
o: vallesed@victorschools.org

Fri, Sep 2, 2022 at 11:04 ,

REQUEST #70 | RECIPIENTS: 3 of 4 | SEP 02, 2022

****UPDATED VCS Field Trip Form**

You have been requested to review the following:

Requestor's Email Address: mellemak@victorschools.org

Requestor's First Name: Kristin

Requestor's Last Name: Mellema

School: HS

Course / Grade Level of Students:: Varsity Choir/12th grade

Short Description or Name of Field Trip: was selected to be a part of this year's Nation Honor Mixed Choir based on his performance at solo festival, his participation last year's Conference All-State Festival and my recommendation. The conference takes places November 3rd- November 6th in National Harbor, Maryland.

From the NAFME website: <https://nafme.org/programs/all-national-honor-ensembles/>

The NAFME All-National Honor Ensembles (ANHE) represent the top performing high school musicians in the United States. So much more than a musical showcase, the ANHE program is a comprehensive and educational experience.

The 2022 ensembles will meet at the Gaylord National Resort & Convention Center in National Harbor, Maryland under the leadership of top conductors in the field of music education. The ensembles will be comprised of:

Meet the 2022 Conductors

Symphony Orchestra led by Nobuyoshi Yasuda
Mixed Choir led by Frances Fonza
Guitar Ensemble led by Chuck Hulihan
Jazz Ensemble led by Todd Stoll from Jazz at Lincoln Center
Modern Band led by Bryan Powell and Raina Murnak

Select the appropriate type of field trip:

was selected for this ensemble based on his performance in choir and NYSSMA solo festival. It is an educational experience and performance opportunity for advanced school musicians.

Have BOTH the District and Building calendars been checked for potential conflicts?:

Yes

Estimated number of Students::

1

Departure Date::

Nov 03, 2022

Place of Departure::

Rochester Airport

Type of Transportation::

Flight

Departure Time::

11:00 AM

Destination (include EXACT address)::

[National Harbor, MD 20745](#)

Time you plan to REACH your destination::

2:00 PM

Return Date::

Nov 06, 2022

Time you plan to LEAVE your destination::

11:00 AM

Estimated Round-Trip Mileage:

362

Return Time::

2:00 PM

Arrangements for meals (if necessary)::

meals are included in the registration fee.

Preparation: How will the student be prepared for the trip as an instructional activity?:

His music will be sent to the school and we will set up rehearsal times after school.

On trip: What instructional activities will occur on the trip?:

Students will rehearse together, work with nationally recognized conductors, attend a college fair and perform in a concert together.

Upon Return: What activities will occur to enrich the experience and determine if the objectives were accomplished?:

could share his experience with the choir. If there is a recording, then we can listen to it in class.

What instructional provisions have been made to help participants keep up with other classes that they will miss?: Enzo will be sure to make up any missed work.

What specific instructional plans have been made for any student missing the field trip?: will be sure to make up any missed work.

Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the time period of this field trip.: I will need coverage for the following classes and I will reschedule my voice lessons with students: Introduction to Piano (3AC), Varsity Choir (4AC), Study Hall (1B) & Concert Choir (4BD).

Do you have any supporting documents such as an itinerary?: Yes

Estimated Number of Chaperones (including teachers/staff/parents):: 1

Special arrangements, instructions, or comments:: I will need to book flights to Maryland and I will need hotel accommodations. The estimated cost for two round trip flights is: \$480 and the cost for my hotel is \$705 with the discount provided to teachers.

Will you be requesting this trip again next year?: No

School and/or District Funding Requested?: Yes

Out of Pocket Cost to Student (if any):: none

Cost to Chaperone (if any):: Meals

Cost Breakdown per Student - Event Fee:: \$875 (already paid using department budget money)

Cost Breakdown per Student - Meals:: included

Cost Breakdown per Student - Travel:: \$240

Cost Breakdown per Student TOTAL:: \$1,115

Upload supporting itinerary: [File Upload 1](#)

Email Address: mellemak@victorschools.org

Approved by siestob@victorschools.org

Approved by clinkk@victorschools.org

Approve

Decline

Comment

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Homeless Children

The Board of Education recognizes its responsibility under federal (McKinney-Vento) and state laws and regulations to identify homeless children within the District, encourage their enrollment and eliminate existing barriers to their identification, enrollment, attendance, or success in school which may exist in District practices. The Board will provide homeless children attending the District's schools with access to the same free and appropriate public education and other school programs and activities, including publicly funded preschool education, as other children.

A homeless child is a child who lacks a fixed, regular, and adequate nighttime residence or who has a primary nighttime location in a public or private shelter designed to provide temporary living accommodations, or a place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This definition also includes a child who shares the housing of others due to loss of housing, economic hardship, or similar reason; lives in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; lives in a car, park, public space or abandoned building, substandard housing, bus or train station or similar setting; has been abandoned in a hospital; or is a migratory child who qualifies as homeless. An unaccompanied youth is a homeless child not in the physical custody of a parent or guardian.

To assist in determining eligibility for services under the McKinney-Vento Act, the District shall use a housing questionnaire for all enrolling students, and those reporting a change of address, which asks for a description of the student's current living arrangements.

A homeless child or youth has the right to attend his/her school of origin, or any school that permanently housed students who live in the attendance area in which the homeless student is actually living. For homeless students, a school of origin can be:

1. the public school where he/she attended when permanently housed (i.e., before becoming homeless), or
2. the public school where he/she was last enrolled, or
3. the public school he/she was entitled or eligible to enroll in when the child became homeless, if that child became homeless after such child was eligible to apply, register, or enroll in a public preschool or kindergarten, or he/she is living with a school-age sibling who attends school in the District, or
4. the designated receiving school at the next grade level for any feeder school, where the child has completed the final grade in the feeder school.

Such schools include publicly-funded preschools administered by the District or the State Education Department (SED).

The homeless child is entitled to attend the designated school on a tuition-free basis for the duration of his or her homelessness. If the child becomes permanently housed, the child is entitled to continue to attend in the same school building until the end of the school year and for one additional year if that year constitutes the child's terminal year in such building. If a homeless child completes the final grade level in his/her school of origin, the child may also attend the designated receiving school at the next grade level for all feeder schools.

The Superintendent of Schools (or his/her designee) shall develop procedures necessary to expedite the homeless child's access to the designated school. Such procedures shall include:

1. Admission: Upon designation, the District shall immediately admit the homeless child to school, even if the child is unable to produce records normally required for enrollment, such as previous academic records, medical or immunization records (however, the District may temporarily exclude a child from attendance if there are actual symptoms of communicable disease that poses a significant risk of transmission to others), proof of age or residency or other documentation and even if there is a dispute with the child's parents regarding school selection or enrollment. During a dispute, the student may continue attending the school until final resolution of the dispute, including all available appeals.

Homeless children will have the same opportunity as other children to enroll in and succeed in the District's schools. They will not be placed in separate schools or programs based on their status as homeless. The District shall eliminate barriers to identification, enrollment and retention of homeless children, including barriers to enrollment and retention due to outstanding fees, fines or absences.

2. Transportation: The District shall promptly provide transportation for homeless students currently attending District schools as required by applicable law. In general, transportation is provided to homeless students enrolled in the District who attend a school of origin, including a publicly funded preschool administered by the District or SED, even if the student lives outside the District's boundaries. Transportation is provided to the school of origin up to 50 miles each way, even if such service is not available to students who are permanently housed. Transportation is provided for students who are homeless to participate in extra-curricular activities and summer school if the lack of transportation poses a barrier. Transportation shall be provided for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and one additional year if that is the student's final year in the school.

3. School Records: For homeless students attending school out of the District, the District shall, within five days of receipt of a request for records, forward a complete copy of the homeless child's records including proof of age, academic records, evaluation, immunization records and guardianship paper, if applicable. For homeless students attending school in the District, the District shall request the student's records (academic, medical, etc.) from the school the student last attended.

4. Coordination: The District shall coordinate with local social services agencies and other entities providing services to homeless children and their families for the provision of services to homeless children, and shall coordinate with other school districts on issues of prompt identification, transportation, transfer of records, and other inter-district activities. This shall include ensuring the provision of appropriate services to homeless students with disabilities who are eligible for services under either Section 504 or IDEA.

A portion of the District's Title I, Part A funds shall be set aside for homeless children and youth to provide educationally related support services and services not ordinarily provided to other students.

Information about a homeless child's living situation shall be treated as a student education record, and shall not be deemed to be directory information under FERPA (see policy 5500, Student Records, for more information).

The Superintendent shall also designate a McKinney-Vento liaison for homeless children and ensure that this person is aware of, and able to carry out, his or her responsibilities under the law. The Superintendent shall ensure that the liaison receives appropriate professional development on identifying and meeting the needs of homeless students, including the definitions of terms related to homelessness. The liaison's responsibilities shall include, but not be limited to, ensuring that:

1. parents or guardians of homeless children are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
2. parents and guardians and unaccompanied youth are fully informed of all transportation services available to them, and are assisted in accessing them;
3. enrollment disputes involving homeless children are promptly mediated and resolved;
4. school personnel, through outreach and in coordination with shelters and social service agencies and other appropriate entities identify homeless children, including homeless preschoolers;
5. homeless children receive educational services, including but not limited to Head Start and preschool services to which they are eligible, as well as referrals to health care and other appropriate services for homeless children and their families;
6. public notice of the educational rights of homeless children is disseminated in locations frequented by homeless unaccompanied youth and parents/guardians of homeless children, in a manner and form understandable to them;
7. staff who provide services to homeless students receive required professional development and support on identifying and meeting the needs of homeless students; and
8. homeless unaccompanied youth are informed of their rights, are enrolled in school, and have opportunities to meet the same state standards set for all students, including receiving credit for full or partial coursework earned in a prior school pursuant to Commissioner's regulations.

In accordance with law and regulation, the District will offer a prompt dispute resolution process. A student shall be entitled to continued enrollment in the District's schools, and transportation, pending resolution of the dispute and all available appeals.

In accordance with Commissioner's regulations, the District shall collect and transmit to the Commissioner information necessary to assess the educational needs of homeless children within the State.

Policy References:

20 USC §6313(c)

42 USC §§11431, et seq.

McKinney-Vento Education for Homeless Children and Youth Program, 81 Fed. Reg. 14432-14436 (3/17/16)

U.S. Department of Education, Education for Homeless Children and Youths Program, Non-Regulatory Guidance (7/27/16),

<https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>

Education Law §§207; 305; 3202; 3205; 3209

Executive Law §§532-b; 532-e

Social Services Law §§17; 62; 397

8 NYCRR §§100.2(x); 175.6

Adoption Date: 1/13/2005, Revised: 10/13/2011, 10/13/2016, 07/13/2017, [09/08/2022](#)

5000 - Students

**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 or sexuality of preference.

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

“Violent student” means a student under 21 who:

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

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

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

5300.15 Student Rights and Responsibilities

A. Student Rights

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

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

B. Student Responsibilities

All District students have the responsibility to:

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

5300.20 Essential Partners

A. Parents

All parents are required to:

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

B. Teachers

All District teachers are required to:

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

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

C. School Counselors, School Psychologists and School Social Workers

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

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

D. School Resource Officer ("SRO")

The School Resource Officer is required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.

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

E. Other School Personnel

All other school personnel are required to:

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

F. District Administrators

District administrators are required to:

1. Maintain a climate of mutual respect and dignity for all regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression), which will strengthen students' self-concept and promote confidence to learn.

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

G. Superintendent

The Superintendent is required to:

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

14. Address personal biases that may prevent equal treatment of all students and staff.
15. Maintain appropriate boundaries with students, staff and all others on District property and/or at District events.

H. Board of Education

Members of the Board of Education are required to:

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

I. The Dignity Act Coordinators

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

The Dignity Act Coordinator is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
2. Oversee and coordinate the work of the District-wide and building-level Bullying Prevention Committees.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the Bullying Prevention Committees.
5. Be responsible for monitoring and reporting on the effectiveness of the District's bullying prevention policy.

6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.

The Dignity Act Coordinators are as follows:

- | | | |
|----------------------------|-----------------|-------------------------|
| • Early Childhood School | Laura Reynolds | (585)924-3252 ext. 2401 |
| • Primary School | Michele Maloney | (585)924-3252 ext. 3401 |
| • Intermediate School | Tom Cheevers | (585)924-3252 ext. 4401 |
| | Staci Thibodeau | (585)924-3252 ext. 4402 |
| • Junior High School | Brian Gee | (585)924-3252 ext. 5400 |
| • Senior High School | Jennifer Grimes | (585)924-3252 ext. 6403 |
| | John Ryan | (585)924-3252 ext. 6414 |
| | Dave Thering | (585)924-3252 ext. 6401 |
| • District Wide Pre-K - 12 | Karen Finter | (585)924-3252 ext. 3186 |

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. 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.
4. Displaying what appears to be a weapon.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person on school property, including graffiti or arson, or threatening or attempting to do so.
7. Intentionally damaging or destroying School District property.

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

Examples of such conduct include but are not limited to:

1. Lying to school personnel.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defaming or denigrating an individual or a group, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them and/or intentional or unintentional language, including language that is hurtful, discriminatory and/or offensive communicated directly or indirectly.
5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability as a basis for treating another in a negative manner.
6. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. Harassment is also the creation of a hostile environment. (See policy 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Bullying, including cyberbullying, which consists of inappropriate persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering others. (See policy 0115 for a more complete definition.)
9. Hazing, which includes an induction, initiation or membership process involving harassment. (See policy 0115 for a more complete definition.)

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

F. Engage in misconduct while on a school bus

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

G. Engage in any form of academic misconduct

Examples of academic misconduct include but are not limited to:

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

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

Examples of such misconduct include but are not limited to:

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

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

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

5300.35 Reporting Violations

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

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

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

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

5300.40 Disciplinary Consequences, Procedures and Referrals

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

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

1. The student's age.
2. The nature of the offense and the circumstances which led to the offense.
3. The student's prior disciplinary record.

4. The effectiveness of other forms of discipline.
5. Information from parents, teachers and/or others, as appropriate
6. Other extenuating circumstances.

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

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

A. Disciplinary Consequences

Students who are found to have violated the District's code of conduct may be subject to any of the following consequences, either alone or in combination. The school personnel identified after each consequence are authorized to impose that consequence, consistent with the student's right to due process.

- Oral warning – any member of the District staff
- Disciplinary referrals to parent – bus driver, hall and lunch monitors (through administrator), coaches, school counselors, teachers, building administration, Superintendent
- Detention – teachers, building administration, Superintendent
- Suspension from transportation – Director of Transportation, principal, Superintendent
- Suspension from athletic participation – coaches, Athletic Director, principal, Superintendent
- Suspension from social or extracurricular activities – activity advisor, principal, Superintendent
- Suspension of other privileges – principal, Superintendent
- In-school suspension – principal, Superintendent
- Removal from classroom – teachers, counselors, building administration
- Short-term (five days or less) suspension from school – principal, Superintendent, Board of Education
- Long-term Suspension Hearing/Long-term (more than five days) suspension from school – principal, Superintendent, Board of Education.
- Permanent suspension from school – Superintendent, Board of Education.

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

B. Procedures

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

Students who are to be given penalties other than an oral warning or disciplinary referrals to their parents are entitled to additional rights before the consequence is imposed. These additional rights are explained below.

1. Detention

Teachers, principals, and the Superintendent may use after school (beyond the regular school day) detention as a consequence for student misconduct in situations where removal from the classroom or suspension would be inappropriate. Detention will be imposed as a consequence only after the student's parent has been notified to confirm that there is no conflict with the time/date of the detention and that the student has appropriate transportation home following detention.

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

2. Suspension from transportation

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

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

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

A student subjected to a suspension from athletic participation, extra-curricular activities or other privileges is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal meeting with the appropriate District official and/or the Athletic Standards Review Board imposing the suspension to discuss the conduct and the consequence involved.

4. In-school suspension

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

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

5. Teacher disciplinary removal of disruptive students

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Suspension from school

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

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

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

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

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

When the Superintendent, Assistant Superintendent or principal (referred to as the “suspending authority”) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student’s parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal meeting with the principal or his/her designee. Both the notice and informal meeting shall be in the dominant language or mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish.

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

After the meeting, the principal shall promptly advise the parents in writing of his/her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the Superintendent within five business days, unless they can show extraordinary circumstances precluding them from doing so. The Superintendent shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the Superintendent’s decision, they must file a written appeal to the Board of Education with the District Clerk within 30 business days of the

date of the Superintendent's decision. Only final decisions of the Board may be appealed to the Commissioner within 30 business 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 business 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 May 12, 2022

Reviewed: 07/14/2022

[Revised: 09/08/2022](#)

Policy Cross References:

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