

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Thursday, April 12, 2018 – 6:30 PM
Early Childhood School Auditorium and Boardroom

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

✓ = Board Action Expected

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

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

- ✓ 2. **Approval of Agenda**

3. **Presentations/Recognitions (45 minutes)**
 - **Spring Musical Recognition**
 - **DECA National Qualifiers**
 - **Wrestling Section V Class A Individual Champions**
 - **Indoor Track Section V Class A Individual Champions**
 - **Boys Bowling Section V Class A Champions**
 - **Alpine Ski Individual Section V and New York State Champions**
 - **Varsity Cheerleading Section V and New York State Champions**
 - **Ice Hockey Section V and New York State Champions**

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

(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 15 minutes.)

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

- ✓ 5. **Acceptance of Consent Items (5 min.)**
 - A. **Minutes of the regular meeting of March 8, 2018 and the special meeting of March 15, 2018;**
 - B. **Treasurer's Report for the month ending February 28, 2018;**
 - C. **Personnel Agenda;**

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- D. **Recommendations of the Committee on Special Education from the meetings of January 30, 31, 2018, February 1, 7, 9, 12, 14, 15, 16, 20, 26, 27, 28, 2018, March 1, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 19, 20, 21, 22, 23, 26, 27, 28, 29, 2018, April 9, 10, 11, 12, 2018 and from the Committee on Preschool Special Education from the meetings of March 13, 20, 27, 2018;**
- E. **Board Members to attend standing committee meetings;**
- F. **Approve the following donations:**
 - **\$1,000.00 from the Bowling Business Builders International to the Athletic Department;**
 - **A violin valued at \$900.00 from Selena Larramendi Fehrenbach to the Victor Central School District;**
 - **\$700.00 from PTSA to the Early Childhood School;**
- G. **Declare the following as surplus:**
 - **HoverCam Solo 5 with VCS tag # 013746;**
 - **Hewlett Packard LaserjetPro M401dn Printer with VCS tag # 013006;**
 - **Apple MBPro Laptop with VCS tag # 013442;**
 - **Hewlett Packard LaserJet 1320n Printers with VCS tag #s 02285, 02288, 02679, 02680;**
- H. **Legal Notice for the Victor-Farmington Library Vote;**
- I. **T. DeLucia to attend the Monroe County School Boards Association Spring Law Conference in Rochester, NY on 4/12/18; and**
- J. **Create an ExtraClass Account at the Senior High School identified as the Positive School Climate Committee (PSCC).**

6. A. **Campus News**

B. **Foreign Exchange Students** (*Yvonne O'Shea, Giselle Araujo, Claudia Deiana, Eileen Weinert; 30 min.*)

C. **Capital Project Update** (*Chris Marshall, Mark Esposito; 15 min.*)

✓ D. **Senior Ranking** (*10 min.*)

E. **Safety Committee Update** (*Chris Marshall; 15 min.*)

✓ F. **Adoption of the 2018-2019 School District Budget**

G. **Policy Review: Second reading of the following policy:**
1. **Code of Conduct; Policy 5300**

✓ H. **Policy Review: Second and final reading of the following policy:**
1. **Programs for Students with Disabilities Under the IDEA and New York's Education Law Article 89; Policy 4321**

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7. Meeting Report

- A. Monroe County School Boards Association Committee Reports**
- B. Standing Committee Updates**

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

(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 15 minutes.)

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

9. Upcoming Events

- A. Special Board meeting for W-FL BOCES Budget Vote, Wednesday, April 25, 2018 at 6:15 AM**
- B. Budget Forum/Meet the Candidate Night, Tuesday, May 1, 2018 at 7:00 PM**
- C. Next Regular Board Meeting, Thursday, May 10, 2018**

✓ **10. Adjourn**

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Unapproved Minutes of the Regular Meeting of March 8, 2018
Early Childhood School Boardroom
953 High Street
Victor, New York 14564

- CALL TO ORDER** President Deborah Palumbo-Sanders called the meeting to order at 5:33 PM.
- Members Present** Karen Ballard, Tim DeLucia, Kristin Elliott,
Gary Gilbert (arrived at 5:37 PM), Debbie Palumbo-Sanders,
Mike Young (arrived at 5:56 PM)
- Member Absent** Christopher Parks
- EXECUTIVE SESSION** A motion was made by T. DeLucia, seconded by K. Elliott, to enter executive session at 5:33 PM to discuss the employment history of specific individuals. The motion was carried. 4 yes 0 no
- REGULAR SESSION** A motion was made by M. Young, seconded by T. DeLucia, to return to regular session at 7:15 PM. The motion was carried. 6 yes 0 no
- K. Elliott left the meeting at 7:15 PM.
- APPROVE AGENDA** A motion was made by M. Young, seconded by K. Ballard, to approve the agenda for the meeting. The motion was carried. 5 yes 0 no
- RECOGNITIONS** None at this time.
- PUBLIC PARTICIPATION** Victor Teachers' Association (VTA) President Mike Modleski thanked Business Administrator Mike Vistocco, on behalf of VTA, for his years of service to the District. Mike Vistocco will be retiring the end of March.
- CONSENT ITEMS**
A motion was made by T. DeLucia, seconded by M. Young to approve, upon recommendation of the Superintendent, the following consent items:
- MINUTES** Minutes of the regular meeting of February 8, 2018 and the special meeting of March 1, 2018;
- FINANCIAL STATEMENTS** Treasurer's Report for the month ending January 31, 2018;
- 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.

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Instructional

Long Term Substitute Appointments: The extension of a long term substitute appointment of **Tara Hopson**, through June 30, 2018.

Appointments: The extended appointment of **Elizabeth Konar**, to a position as an Administrative Substitute, until June 22, 2018, at a daily rate of \$375.

Leaves of Absence: The granting of an extension of a Childcare Leave of Absence for **Leah Daniels-Farren**, School Psychologist, extending to June 22, 2018.

The granting of a maternity leave and subsequent childcare leave of absence for **Colleen Burrell**, Elementary Teacher, effective May 15, 2018, and extending to June 30, 2018.

The granting of a maternity leave and subsequent childcare leave of absence for **Valerie Leggett**, Special Education Teacher, effective May 18, 2018, and extending to June 30, 2018.

The granting of a maternity leave and subsequent childcare leave of absence for **Alyse Wuest**, Science Teacher, effective May 18, 2018, and extending to June 30, 2018.

Resignations: Amended Date: The resignation, due to retirement, of **Yvonne O'Shea**, High School Principal, effective August 4, 2018.

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Nancy Beikirch	Art
	Holly Scrano	Uncertified
	Nils Caspersson	English
	Holly Burrell	Music

Non-Instructional

Appointments: The appointment of **Julie Tarantelli**, Full Time Teacher Aide, effective February 27, 2018, at an hourly rate of \$10.40.

The appointment of **Mary Hoffman**, Full Time Teacher Aide, effective February 26, 2018, at an hourly rate of \$10.40.

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The appointment of **Antonietta Mihalitsas**, from Part Time Teacher Aide to Full Time Teacher Aide, effective February 26, 2018, at an hourly rate of \$10.40.

The promotional appointment of **Robin Pauly**, from Food Service Helper to Food Service Supervisor, effective March 5, 2018, at an hourly rate of \$11.44.

The appointment of **Nicole Snyder**, from Part Time Teacher Aide to Full Time Teacher Aide, effective February 26, 2018, at an hourly rate of \$10.40.

The appointment of **Julie Doud**, Food Service Helper, effective February 26, 2018, at an hourly rate of \$10.40.

The appointment of **Lesley Ashley-Kesel**, Full Time Teacher Aide, effective March 8, 2018, at an hourly rate of \$10.40.

Resignations:

The resignation of **Anthony DioGuardi**, Cleaner, effective January 25, 2018.

The resignation of **Kenneth Manson**, Cleaner, effective February 26, 2018.

The resignation of **Mary Hoffman**, Teacher Aide, effective February 27, 2018.

Terminations:

The termination of **Carlos Torres-Olmo**, Cleaner, effective February 9, 2018.

**Per Diem
Substitutes:**

<u>Candidate</u>	<u>Position</u>
Maggie O’Sullivan	Lifeguard
Debra Fernaays	Teacher Aide
Sydney Massaro	Teacher Aide
Gary Jones	Cleaner
Douglas Miller	Teacher Aide
Samuel Morabito	Teacher Aide
Erin Ritz	Lifeguard
Douglas Bailey	Cleaner
Abby Colwell	Lifeguard
Kathryne Colwell	Lifeguard

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**CSE/CPSE
RECOMMENDATIONS** Recommendations of the Committee on Special Education from the meetings of January 9, 26, 30, 2018, February 1, 2, 5, 6, 7, 8, 9, 12, 13, 14, 15, 16, 20, 22, 26, 27, 28, 2018, March 1, 2, 5, 6, 7, 8, 2018 and from the Committee on Preschool Special Education from the meeting of February 27, 2018;

**BOARD MEMBER
COMMITTEE
MEETINGS** Board members to attend standing committee meetings;

SURPLUS The following are declared as surplus:

- Hewlett Packard LaserJet 1320n Printers with VCS tag #s 02031, 02036, 02038, 02039, 02051, 02054, 02417, 02419, 02429, 02681, 167586;
- Hewlett Packard Inkjet Pagewide Pro MFP 477dn Printer with VCS tag # 014828;
- SMART Board SB680-R1 with VCS tag #012668;
- RCA F25441 Televisions with VCS tag #s 01587, 01588;
- Insignia NS-24FTV Television with VCS tag # 02710;
- Sony SLV-D37OP with VCS tag # 02709;
- Toshiba TDP-2B20 Projectors with VCS tag #s 011877, 012068;

DONATIONS The following donations:

- \$3,423.75 from PIE to the Victor Central School District Art Department;
- \$37.50 from PIE to the Victor Central School District Pre-K Program;
- \$1,500.00 from PIE to the Victor Central School District Inquiry Program K-8;
- Go Zen Counseling Tool/Subscription valued at \$297.00 from PTSA to the Intermediate School;

Mr. Gilbert thanked the great community who donate so much. There are so many organizations that donate to our children. He said it helps bridge the gap.

**SUNY OSWEGO
ADMINISTRATIVE
INTERN** Natalie Sonnevile to complete an Administrative Internship with the Victor Central School District during the summer of 2018;

**BOARD MEMBER
CONFERENCE
ATTENDANCE** The following conference attendance for Board of Education members;

- Debbie Palumbo-Sanders to attend the MCSBA Information Exchange Committee Meeting in Rochester, NY on 2/14/18;
- Tim DeLucia and Debbie Palumbo-Sanders to attend the NYSSBA 2018 Policy workshop in Rochester, NY on 3/20/18; and

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

DIGNITY ACT COORDINATOR

David Thering as the Dignity Act Coordinator for the Junior High School.

The motion to accept the foregoing consent items was carried.
5 yes 0 no (*end of consent items*)

CAMPUS NEWS

VCS administrators summarized campus news and events at this time.

SCHOOL NURSES PRESENTATION

Director of Educational and Support Services, Roni Puglisi and Lead Victor Central School Nurse Corrine Fox presented on the duties of the school nurses. Ms. Puglisi introduced all of the nurses in the District. The Early Childhood School nurse is Corrine Fox, Primary School nurse is Lori Pownell, Intermediate School nurse is Christine Berardino, Junior High Nurse is MaryBeth Brendell, and Senior High Nurse is Kimberly Spitzer. There are two floating nurses Christine Flansburg for grades PreK – 6 and Abby Gisondi for grades 7-12. The staff of school nurses work with the school physician and the Director of Educational and Support Services to coordinate the delivery of health services to all students in the Victor Central School District. The health services mission is that good health is important to the achievement of educational objectives. The Victor Central School District health staff provides health services that are an integral part of the total school program to promote the health of all students and staff. Mrs. Fox recognized the health office aides that help daily with the management of students and attend to clerical duties. She said the nurses are responsible for over 4000 students and several hundred staff members. In a given day the nurses see anywhere from 50-70 students in the health office. Daily responsibilities include the health and well being of students and staff, treatments, medication administration and logs, health office logs, illnesses, injuries, and emergencies. Student health care plans are constantly being updated throughout the school year. Mrs. Fox talked about the summer extended year program where a nurse has to be present for six weeks. Annual responsibilities include immunization and physical records per state regulations, attendance reporting, hearing and vision screenings, ordering of medical supplies, care plans for medical concerns, sports re-certifications, in-school physicals, meetings with staff and families, Medical Explorer Club, Quick Response Teams, bus driver physicals and bus driver Epi-pen training. She said there are between 400 -500 school sports re-certifications each season. There is continuous professional development for the nurses which include monthly nurse meetings, an annual presentation with specific health topics from Dr. Devore, and on Superintendent's Conference Day annual CPR and Narcan training takes place. There are also professional conferences throughout the year. Mrs. Fox talked about Mrs. Brendel organizing a Junior High

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SCHOOL NURSES PRESENTATION Continued

School Wear Red Day and organizing a heart healthy luncheon for staff. Mrs. Spitzer leads the Medical Explorers Club, which has about 45 students. Mrs. Palumbo-Sanders asked how often the Medical Explorers Club meets. Ms. Spitzer said the club usually meets once or twice a month. Dr. Young asked, with the Narcan training is there specific Glucagon training. Mrs. Fox said there is not specific Glucagon training; however nurses can be trained in the office. Dr. Young asked if nurses are ever trained on loading pumps. Mrs. Fox said they are trained by the doctor or family at the younger levels. Mrs. Palumbo-Sanders said for the bus driver training of Epi-pens, is that if the students are carrying one? Mrs. Fox said yes. If the students have an order for self-carry then the drivers need to know how to use it. Dr. Young asked if the Narcan kits are being kept in the nurses' office. Mrs. Fox said yes. Mr. Gilbert asked if the busses carry Narcan kits. Mrs. Fox said she will follow-up with Darren Everhart, Director of Transportation to see. Mr. Gilbert thanked all of the nurses for all they do. Mrs. Santiago-Marullo informed the Board that both she and Ms. Puglisi have both completed the Narcan training as well.

SENIOR RANKING PRESENTATION

Senior High School Principal Yvonne O'Shea and the Director of Guidance Mary Banaszak talked about studying senior ranking this year. Mrs. O'Shea said the final step in the process is to share the findings with the Board of Education. Mrs. O'Shea talked about college admission decisions and what counts. She said the most important aspects for any college admissions office are the strength of the programs, courses taken and the grades earned. She said some schools will look at SAT or ACT scores, personal statements, letters of recommendation, extracurricular activities and any interviews that have taken place. She said one of the big questions is where does class rank fall? Class rank is determined by listing the Grade Point Averages (GPAs) of a graduating class in order from high to low. Class rank has declined in significance in the college application process. Many private schools have eliminated ranking. High Schools are questioning the value of class rank related to "weighted" and "un-weighted" grades. With "weighted" grades, more rigorous courses are given some sort of additional value on the transcript. An "un-weighted" grade means all courses carry the same value on the transcript no matter what level they are Regents, Honors, Advanced Placement, International Baccalaureate, Project Lead The Way or Gemini. Mrs. Banaszak talked about the inconsistency in the Wayne-Finger Lakes BOCES region on using "weighted" versus "un-weighted" grading. Mrs. Banaszak said educators in our region have begun discussing their practices related to "weighted" and "un-weighted" grades and class rank. Each school in our region presents student grades differently on transcripts. Some weight their grades

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SENIOR RANKING PRESENTATION Continued

with various point systems. Some provide both “weighted” and “un-weighted” GPAs. Some rank and some do not. Some provide both a “weighted” and an “un-weighted” class rank on the transcript. Victor High School does not weight grades because the variety of weighting systems used among high schools can create confusion. Colleges need to un-weight grades that are weighted, to compare them on the specific scale used by each college/university. Victor High School will continue to present our grades as un-weighted to facilitate this process for colleges. Mrs. Banaszak said a question that was raised is if an un-weighted class rank is meaningful. Does it accurately reflect the class standing of our students, especially those who have challenged themselves in more rigorous classes? Is it a disservice in the college application process to those students who have selected our most rigorous classes? She said after some research the class ranks were reviewed for the top 10% of the students this year. As of January 2, 2018, 342 seniors have a GPA that ranges from 99.35 to 95.64. In looking at those students, some took one AP course and some took nine AP courses. Mrs. Banaszak said they then looked at the top 20% of the class and 35-64 students had an average of 95.63 to 93.97. Students at all levels are challenging themselves and yet there is not a big difference in the GPAs. She said we want to be sure that colleges are evaluating them for admissions based on the rigor of their classes and the grades they earn. The morning of September 26, 2017 the school counselors attended a Selective Colleges Counselor Breakfast with Emory University, Johns Hopkins, Notre Dame, University of Virginia, and Washington University of St. Louis. At this breakfast they found that over half of the high schools in the country do not rank their students. They recommended we should not rank if it is based upon an un-weighted GPA. If we do not weight our grades, we should provide a Grade Distribution Chart in our School Profile. Mrs. Banaszak said that same afternoon, the school counselors went to an Exploring College Options program and met with Duke, Georgetown, Harvard, and the University of Pennsylvania. They also stated half the high schools in the country do not rank their students. They recommended we should not rank if it is based on an un-weighted grading system/GPA. Mrs. Banaszak said they then asked the College and Career Coordinator to give the counseling department a list of schools that students apply to. The list was a variety of 22 selective and highly selective colleges and universities. There were 17 colleges and universities that responded and 5 that did not respond. The same questions were asked of each college and university and the results were shared with Senior High

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SENIOR RANKING PRESENTATION Continued

Building Council and District Council. All 17 colleges and universities that responded indicated that eliminating class rank will have no negative or positive impact on how our students are viewed in the admission or scholarship selection process. Dr. Young asked what is contained in the School Profile. Mrs. Banaszak said it describes the community and the school, high school, number of students, programs offered, and a list of AP and IB courses. It has graduate information such as the percentage of 4 year and 2 year colleges, and the average SAT and ACT scores. Dr. Santiago-Marullo said the School Profile goes out with college applications. Dr. Young asked if this was new information about the weighting. At some point are we going to write a paper to explain the whole process? He said it is great information to have out there. Mrs. O'Shea said a fact sheet could be put together on what it means to be weighted or un-weighted. She said it is their recommendation to have the class of 2019 to be the first class without senior ranking. She said the ranking is not good for kid's self-esteem. High performing schools around Victor have gotten away from ranking. She said this is similar to the salutatorian and valedictorian. This would be a positive move for students. Mrs. Ballard said what happens if they ask for ranking on the application. Mrs. Banaszak said if there is no class rank they look to the transcript and profile for their answers. Dr. Young said if you had to take the other side of this, what would be your argument for ranking. Mrs. O'Shea said if you are in the top 10 it is a nice thing to say. However, without ranking we can recognize more students. Ranking creates competition and students want to drop classes. Mr. Gilbert asked how we differentiate this school. Mrs. O'Shea said do you mean for the colleges. Mr. Gilbert said yes. Mrs. Banaszak said colleges know our reputation and when we list all of our programs colleges tend to want students from Victor. Dr. Santiago-Marullo said the best way for colleges and universities is the profile. Colleges track how the students do from various high schools. Mr. Gilbert said is it safe to say the colleges will choose students based on their own institutional needs. Mrs. Banaszak said yes that happens. Mrs. Palumbo-Sanders asked where the rank shows up. Mrs. Banaszak said on the transcript. Mrs. Ballard said it is also on Naviance too. Mrs. O'Shea said yes it is. Mrs. Banaszak said the rank is recalculated every mid-year and then again at the end of the year and after finals. Mr. DeLucia said he would support this because it sounds similar to hiring practices as you look for skill set and background information. Dr. Santiago-Marullo said if the Board is ready you could vote tonight. Mrs. Ballard said she does think the weighed and un-weighted information should be sent out. Mrs. O'Shea agreed. Mrs. Ballard said this makes sense. It would be more work for the college if

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SENIOR RANKING PRESENTATION Continued

they have to un-weight grades. Dr. Young said looking at the top 20 students it speaks to the District when you see how close the students GPAs are. Mr. Gilbert said he feels it's important to reach out to the other two Board members who are absent before it is voted on. The Board agreed to bring this back at the April 12th Board meeting to vote.

2018-2019 BUDGET REVIEW

Associate Superintendent for Educational Services Kristin Swann who, along with a series of presenters, discussed the proposed instructional budget. Mrs. Swann reported on the 2018-19 Curriculum and Instruction Budget. She said the budget remains the same which includes curriculum writing, assessment revisions, textbooks and BOCES services. K-12 curriculum writing will be centered on ELA, Math, Social Studies, and Science. Mrs. Swann said she is anticipating the need of revision work in the areas of Art and Music. Units will be revised and assessments will be written to align with the new standards. She said they are looking at restructuring the Technology Program in the Junior High School so curriculum work will need to take place there as well. The BOCES Services line will provide professional development that is aligned to standards, improvements in educator knowledge skills and practice, and support with curriculum and assessment writing.

Dorothy DiAngelo, Principal of the Early Childhood School, spoke about the 2018-19 budget. The building budget provides supplies and materials for classrooms, classroom libraries, and the library and book room. The budget will continue to buy materials to support responsive classroom, Primary Mental Health Project and community play experiences.

Jennifer Check, Principal of the Primary School, highlighted the budget for the 2018-19 school year. The building budget is up slightly from last year due to the number of children enrolled in the building. It still provides for supplies and materials in classrooms, supplies and materials for the offices, professional development, a quality library and book room and classroom libraries. The budget continues to support excellent academic programs such as literacy and math development, Responsive Classroom, Primary Mental Health Project and the Inquiry Program.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

2018-2019 BUDGET REVIEW Continued

Kevin Swartz, Principal of the Intermediate School, discussed the 2018-19 school year budget. The building budget is pretty static from year to year. It provides instructional materials for all classrooms, read-aloud tests, instructional materials for pupil personnel services and counseling staff, classroom and office supplies, and the continued expansion of library materials. The budget continues to support excellent academic programs such as Responsive Classroom, Student Council/Leadership, Inquiry Program, Math Olympiad, Music Ensembles, Professional Learning Community initiatives and resources, and grade level events which include Homespun Days, Career Days, and Field Days.

Brian Gee, Principal of the Junior High School, spoke about the 2018-19 budget. He said the budget is designed to support teachers in delivering program. It provides for department supply lines, textbooks, and contractual expenses. It also provides for curriculum development, the library catalogs, co-curricular and enrichment programs and offerings. This year the library will be a little more print heavy. Last year it was more data heavy. The budget will continue to support all aspects of the Junior High program including the core and encore academic programs, teacher development and resources including professional texts, collaborative opportunities with regional and area schools, conferences and workshops and innovative classroom environments which include flexible seating, sensory needs and instructional technologies. Academic Intervention Services (AIS) and BOOST programs will continue to be supported as well as performing and visual arts, clubs and student leadership opportunities.

Yvonne OShea, Principal of the Senior High School, presented the 2018-19 budget. She said the Senior High School has the largest budget because they have the most students and more expensive programming. The budget continues to support professional development, field trips, the Library Media Center, supplies and materials for 10 departments, the replacement and upkeep of equipment as well as the replacement of textbooks and the cost of graduation. The budget will also provide for excellent academic programs including Project Lead the Way, Gemini, Advanced Placement (AP) and the International Baccalaureate (IB) programs, elective courses, school newspaper and literary magazine, the College and Career Center as well as extra-curricular clubs and activities such as First Robotics, DECA, Math Team, and Academic Decathlon.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

2018-2019 BUDGET REVIEW Continued

Melanie McGuire, Director of Special Programs and Compliance, highlighted the Pupil Personnel Services Budget for 2018-19. She said the budget supports programs for students with disabilities both in private placements or parentally placed students in private or parochial settings. Mrs. McGuire discussed the average cost of a BOCES placement per student. A social/emotional program placement costs \$65,000 and in the same program with a 1:1 aide \$107,000. A Functional Skills Development Program placement with 1:1 support and related services it \$106,000. An Autism Program placement costs \$95,000. Developmental Disabilities and Day Treatment Programs are \$130,000 per student. The BOCES line is a line with the greatest variability depending on what students might need. The budget will continue to provide for enrichment, the continuation of special education and related services including LifePrep@Naz, guidance and guidance services and psychological services, mental health programming, and health services. Mrs. McGuire said there are more students coming to Kindergarten with higher needs and more significant disabilities who are being classified. Mr. Gilbert said with the up check in the Early Childhood School grade levels are we a destination District or is it just an upswing in the country with students with disabilities? Mrs. McGuire said we are definitely a destination District. Mr. Gilbert asked if the state requires we track students coming in. Mrs. McGuire said a lot of data is submitted to the state throughout the year. Mr. Gilbert said the reason why he was asking is it's a feather in our cap on how well our teachers do in supporting our students. We also have to hold our legislators accountable with funding and if they are getting that information then perhaps they should be thinking about our foundation aid going up. He said it gives the District another talking point to advocate for. Mr. Gilbert said there was a lot of great information provided K-12. He asked if this budget covers some of the Preschool students. Mrs. McGuire said Preschool Special Education is funded through the county.

APPROVE TRIP

A motion was made by G. Gilbert, seconded by M. Young, to approve the following trip:

- Victor Marching Blue Devils to Dayton, Ohio from 9/21/18 – 9/23/18 to participate in the Bands of America Regional Championship;

The motion was carried. 5 yes 0 no

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

POLICY REVIEW Second and Final Reading

A motion was made by G. Gilbert, seconded by T. DeLucia, to approve the following policies:

- Rule of Order; Policy 2352
- Student Insurance; Policy 5410
- School Building Safety; Policy 8110
- Buildings and Grounds Maintenance and Inspection; Policy 8220
- Authorized Signatures; Policy 6410
- Investments; Policy 6240
- Student Health Services; Policy 5420
- Student Health Services; Policy 5420 – Effective 7/1/2018

The motion was carried. 5 yes 0 no

POLICY REVIEW First Reading

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

- Guidance Programs; Policy 4600
- Code of Conduct; Policy 5300

Discussion took place on the Code of Conduct. Dr. Young said on page 3 under Harassment/bullying”, considering where we are today if you look at item “b” which reads reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety and item “c” which reads reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student, should those go under a different category like violent student. In the world of law that is assault versus battery. Dr. Santiago-Marullo said she would be happy to take those questions to the lawyer. Dr. Young then said looking at the definition of weapon on page 4 and 5 there is a very specific list. Is there a reason the list is so specific? Can we come up with something that is less descriptive? He said in looking at the list baseball bat is not there. That item can be used to cause physical injury or death. Dr. Young said he is wondering if there is a reason to be over descriptive. Under “violent student” there is nothing that talks about threatening violence to a specific student. It talks about threatening to use a weapon but it doesn’t say anything about harassment. Dr. Young asked if violent student is a designation or a definition. If so, why doesn’t just threatening appear in that section? Mr. DeLucia said it is under the category of definitions. Dr. Young said yes, but do we designate the student as violent? Mr. Gilbert said there is vagueness in the Code of Conduct. Are we taking this verbatim from a resource? Dr. Santiago-Marullo said some information has come from the State Education Department and some from our legal counsel. Dr. Young said so the Code of Conduct goes through the Building Councils? Dr. Santiago-Marullo said it goes through District Council. They use a rubric from our legal counsel to review the Code of Conduct. Mr. Gilbert said so we are checking to see what we are required to have in there as well as what we have the liberty to discuss and change for the District? Dr. Santiago-Marullo said when the protocol was

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

POLICY REVIEW Second and Final Reading

developed on how District Council would review it, it was totally vetted by a lawyer. Mrs. Puglisi, who oversees District Council, informed the Board that four years ago it was decided to create some sort of a process to review the Code of Conduct. She said she worked with an attorney to create a template in terms of each of the sections. It takes about three months to go through the Code of Conduct with District Council. Buildings send in feedback, anything the District has experienced, and information from those that sit on the committee is considered. All of the information is then compiled. Once District Council has completed their process a conversation is then had with legal counsel. Any information that comes out of the conversation with legal counsel then goes back to District Council again. Mrs. Puglisi said what the Board sees are the things that have come to District Council from feedback from the buildings. Mr. DeLucia said you are following your process. Mr. Gilbert said you may want to look at the template to see what categories you have questions on. He said he is looking at some of the language and wonders if it is purposefully left vague. Dr. Young asked Ms. Puglisi when a specific change is made to the Code of Conduct is there a log that is kept and a rationale as to why the change was made. Ms. Puglisi said all of the discussions are in the minutes from the District Council meetings. Dr. Young said in general do the administrators find the Code of Conduct is doing what they need it to do. Ms. Puglisi said at this time yes and when it doesn't we know and then work on what needs to be addressed. Mrs. Ballard asked how the students receive the Code of Conduct. Dr. Santiago-Marullo said each building does something developmentally responsible. The principals spoke to what each of their buildings do to get the information to the students.

MEETING REPORTS MCSBA Committee Reports

Mrs. Palumbo-Sanders said the Monroe County School Boards Association (MCSBA) Labor Relations meeting that was held in February reviewed the negotiation process. She said the Board is in great shape as we have had advice from legal advisors.

Mr. DeLucia attended the Wayne-Finger Lakes BOCES Board Meeting on March 6th. He shared that two of the BOCES Board members went to Washington to advocate. They came away with a neutral feeling saying that they felt they were listened to but they walked away not knowing whether they effected a change. Mr. DeLucia also said the Scott Bischooping gave an update on the Superintendent's trip to Albany. Mr. Bischooping came away feeling positive.

PUBLIC COMMENT

None at this time.

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**UPCOMING EVENTS
Wayne-Finger Lakes
BOCES Board of
Education Nominees**

Mr. DeLucia expressed interest in being a Board of Education Member for Wayne-Finger Lakes BOCES. He said there is an open seat this year. He has been attending the Board meetings and he is impressed with their programs and services offered.

A motion was made by M. Young, seconded by G. Gilbert, to nominate Timothy DeLucia to the Wayne-Finger Lakes BOCES Board of Education.

The motion was carried. 5 yes 0 no

Special Board Meeting

A Board of Education budget meeting is scheduled for Thursday, March 15, 2018 at 7:15 PM in the Early Childhood School Boardroom.

**Next Regular Board
Meeting**

The next regular Board meeting will be held on Thursday, April 12, 2018 at 7:15 PM in the Early Childhood School Boardroom.

**Wayne-Finger Lakes
BOCES Budget Vote and
Election**

A special Board of Education meeting will be held on April 25, 2018 at 6:30 AM in the Intermediate School Conference Room to vote on the BOCES administrative budget and election of Board members.

ADJOURN

A motion was made by M. Young, seconded by K. Ballard, to adjourn the meeting at 9:36 PM. The motion was carried. 5 yes 0 no

Respectively submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of Special Meeting of March 15, 2018
Early Childhood School Boardroom
953 High Street
Victor, New York 14564**

CALL TO ORDER

President Deborah Palumbo-Sanders called the meeting to order at 6:33 PM.

Members Present

Karen Ballard, Tim DeLucia, Kristin Elliott, Gary Gilbert, Debbie Palumbo-Sanders, Christopher Parks, Mike Young

EXECUTIVE SESSION

A motion was made by T. DeLucia, seconded by C. Parks, to enter executive session at 6:34 PM to discuss the employment history of specific individuals. The motion was carried. 7 yes 0 no

REGULAR SESSION

A motion was made by M. Young, seconded by G. Gilbert, to return to regular session at 7:23 PM. The motion was carried. 7 yes 0 no

APPROVE AGENDA

A motion was made by M. Young, seconded by C. Parks, to approve the agenda for the meeting.

C. Parks made a motion to pull out 4A the school calendar for the 2018-2019 school year to address as a separate consent item, the motion was seconded by T. DeLucia. The motion was carried. 7 yes 0 no.

A motion was made by M. Young, seconded by C. Parks, to approve the revised agenda. The motion was carried. 7 yes 0 no.

PUBLIC PARTICIPATION

Victor Teachers' Association (VTA) member Claire Noonan thanked Business Official Mike Vistocco for his years of service on behalf of VTA and the community.

CONSENT ITEMS

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

**RESOLUTION FOR
SCHOOL BUS
PURCHASES**

RESOLVED, that, upon recommendation of the Superintendent, the Bus Purchase Proposition for the May 15, 2018 vote be approved as submitted, for a total sum not to exceed \$879,000, subject to approval by the qualified voters of the District at the Annual Vote and Election on May 15, 2018.

**ANNUAL VOTE AND
ELECTION LEGAL
NOTICE**

Approve the legal notice for the May 1, 2018 public hearing on the budget and the May 15, 2018 annual vote and election of Board members as submitted.

The motion to accept the foregoing consent items was carried.
7 yes 0 no

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**2018-2019 SCHOOL YEAR
CALENDAR**

A motion was made by M. Young, seconded by K. Elliott to approve the calendar for 2018-2019 school year as submitted.

Dr. Parks raised the question on the number of half days on the calendar. He asked about the possibilities the District has looked into to decrease the number of half days, or has the District not looked into that yet. Superintendent Santiago-Marullo said they have received suggestions in the past to release for a full day instead of half days. She said if we release students for a full conference day we will not get state aid for that day. She said this has been discussed with staff. Dr. Parks asked if we have benchmarked against local districts to see how many half days we have versus others. He asked what the dollar amount is we would lose by going to a full day. He said for an instructional standpoint we gain a full day instead of two half days. Dr. Santiago-Marullo said if the District were to convert the half days into full days we would lose money in state aid for each of those full days. Mr. Haugh said the calendar up for a vote tonight does not have anything to do with the half days or conference days. The calendar the Board is voting on tonight sets the payroll schedule and the work schedule for employees. In order to prepare the fiscal year and the rollover on July 1st this calendar needs to be approved. After this calendar is approved then the work begins on the instructional and building level calendars to look at half days. Mr. Haugh said a tremendous amount of work was done with administrators and teachers in a subcommittee and information was also sought from parent groups at the building levels. The teacher contract has specific language regarding half days. The collaborative work was done in an attempt to modify this language. No resolution was found during the spring of 2017. There are a set number of work days per VTA contract and a set number of student attendance days that have to take place in accordance with New York State regulations. One option would be to convert the half days to full days. In order to do this we would have to add work days in the calendar so state aid is not affected. The state is potentially revamping how to count student attendance. We are hoping the state will recognize parent conferences as part of the regular hours of instruction. This will provide the District with great flexibility with scheduling half or full day conferences with parents. We could possibly compress the half days into one week versus stretching it out over four weeks. The state originally promised the decision in January and then February and now we are in March and still don't have the information. Mr. Haugh said we are on a common ground on the number of hours devoted to spring and fall conferences that will stay the same. All the work that was previously done on the calendar doesn't apply anymore because of the constraints the state is putting on calculating student attendance. Dr. Parks said when we do receive the states new news are we positioned to have the appropriate constituent group discussions again? A full day of instruction for students versus a half day impinges on the effectiveness and qualities on what the teachers can have students engage with. He said then you look at

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

2018-2019 SCHOOL YEAR CALENDAR Continued

families who are dealing with childcare and they may not have many options. Mr. Haugh said one of the things that will have to be factored in is superintendent conference days and snow days. Mr. Haugh said he is waiting for guidance from the state on whether they will be acting on recommendations from the field. He again reminded the Board calendar being voted on today is a 12 month master calendar for the District. Mrs. Elliott said when this calendar was aligned it was not aligned with the Monroe 1 BOCES. She asked if this was typical. Is there a consortium we try to align with? Dr. Santiago-Marullo said yes and no. She said Genesee Valley BOCES, Monroe 1 BOCES, Monroe 2 BOCES, and Wayne-Finger Lakes BOCES try to align. The challenge is Wayne-Finger Lakes BOCES is surrounded by other BOCES that they also have to try and align with. She said it is really impossible to get everyone to align. The challenge is if we don't align our calendars to the BOCES programming then the students who are in that programming will be missing school. Mrs. Elliott said so this really rolls back to which BOCES we align with. Dr. Santiago-Marullo said yes. She said we take our cue from Wayne-Finger Lakes BOCES. Jim Haugh then works with the three bargaining units from the District. Mr. Gilbert said if we have too many snow days it could eventually cost the District in compensation. Dr. Santiago-Marullo said you would look at vacations such as the day before Memorial Day or April break.

The motion was carried. 6 yes 0 no 1 abstention (C. Parks)
(end of consent items)

2018-2019 STAFFING BUDGET PRESENTATION

Dr. Santiago-Marullo introduced Director of Human Resources Jim Haugh who provided a summary of recommendations for staffing adjustments for the upcoming school year. Mr. Haugh said there are certain positions the District is able to add because of the proposed budget. Once there is a finalized state budget, if there are additional monies based on the Governor's proposal the District will work down a prioritized list to add other positions. There will be some staffing shifts between the buildings due to the shift in enrollment. For the Early Childhood School staffing there is an addition of a 1.0 Full Time Equivalent (FTE) special education teacher. Two elementary sections will be transferred to the Early Childhood School from the Primary School due to enrollment. The Early Childhood School building class average will be 21.2 for Kindergarten and grade 1. Mrs. Elliott asked what the ceiling is for class size. Mr. Haugh said it is 24 contractually. Dr. Parks asked how often the soft cap of 24 is hit. Is it possible to get what those numbers are and when we hit that number are we required to have a conversation with VTA? Dr. Santiago-Marullo said she remembers one conversation since she has been Superintendent and it was in the High School and discussed with VTA. Mr. Haugh said for the Primary School he is anticipating the need for a half time special education teacher. The Primary School will be losing two sections of elementary

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

2018-2019 STAFFING BUDGET PRESENTATION Continued

classrooms that are moving to the Early Childhood School. The building class average for grade 2 and grade 3 is 21.6. Mr. Gilbert asked Mr. Haugh if he has the high and low class sizes. Mr. Haugh said he would have to ask Mrs. Check, the principal of the building. Dr. Santiago-Marullo told Mr. Gilbert the attendance can be given for a point in time but it will vary. She said the data for the beginning of the school year and the end of the year can be gathered. She said significant progress has been made in lowering the class size since the recession. Mrs. Elliott said can't SchoolTool just give a class average at the end of every marking period. Dr. Santiago-Marullo asked what the data would be used for. Dr. Parks said we could gather the data for a year and if the data is not helpful, if it is not policy or procedure making, then we stop gathering it. Dr. Santiago-Marullo asked what questions they were hoping to answer by having the data. Dr. Parks said he wasn't sure if they would know what questions are out there without looking at the data. Mrs. Palumbo-Sanders said don't you usually ask the question first and then gather the data. She said she would think that as the principals get new students they look at the numbers in the classrooms. Dr. Parks said the data will be helpful so at the end of the year you can see what was predicted. We don't know if it would be valuable until we gather data points. Mr. Gilbert said, to Dr. Parks point it would be called data mining. Data mining doesn't always come up with the question first. We may come up with the question after gathering the data. Dr. Young asked when the Board would want to talk about this. He asked Dr. Parks, do you want to talk about the mining of the data right now? Dr. Parks said no, he was bringing it up as a thought. Dr. Young asked who "we" is. Dr. Parks said he is saying that as a District. Mrs. Elliott said this isn't a request that is intended to be burdensome. Dr. Santiago-Marullo said gathering the data is not time consuming but analyzing the data is. Mr. Gilbert said if we are not capturing the end we cannot tell where we have been or where we are. Dr. Santiago-Marullo said if we cross a barrier on the soft number we talk about appropriate measures to rectify the situation. The variations are not huge, one or two kids in and out of a classroom over the course of a year. We have never found a need for looking at that data, that's why we have never captured it. She said if the Board wants to examine the data it can be made available. Mr. Gilbert asked if we have an effective dashboard that presents the information. Mrs. Swann said it would be data that is pulled from SchoolTool. It's about what questions you might have and what you are looking for with regards to the data. Mr. Gilbert asked what kind of dashboard we have. Mrs. Swann said she wasn't sure what Mr. Gilbert was asking. She said she didn't know what that dashboard looks like. She said she would have to ask Lisa Phillips the District's School Data Specialist. Dr. Parks said at the time of capturing the data are there any hiccups that could develop within the course of an academic year that by gathering the data we could recognize these sooner? Mrs. Swann said off the cuff we have pretty clean data. We are constantly cleaning that data up. Dr.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

2018-2019 STAFFING BUDGET PRESENTATION Continued

Santiago-Marullo said the variation from the beginning to the end of the year is probably less than 15-20 kids per school year in and out. Mr. Haugh continued with his budget presentation. A 0.5 FTE special education teacher will be added to the Intermediate School. There are an unusually high number of spring Committee on Special Education referrals, which may impact the special education position. The building class average is 21.86 for the Intermediate School. At the Junior High School there will be an additional 1.0 FTE school counselor added along with 2.0 FTE special education teacher aides and a 0.4 FTE health office aide. At the Senior High School a 1.0 FTE special education teacher will be added along with 2.0 FTE special education teacher aides. District wide staffing will include a 0.2 FTE adaptive physical education teacher. Once the final budget numbers are received from the state the District will then shift to a prioritized list. The following positions will be added in order based on how much additional state aid is received 1.0 FTE K-6 ELA teacher coach, 1.0 FTE high school teacher in either social studies or math, 1.0 FTE high school special education teacher aide, 1.0 Primary School special education teacher aide, 1.0 Early Childhood School special education teacher aide, 1.0 FTE cleaner, 0.2 FTE high school office support, and another 1.0 FTE cleaner. Mrs. Ballard asked if there is a cap on class sizes at the secondary level. Mr. Haugh said there are two caps. One cap of 30 in the classrooms and 19 or 20 in the technology areas with a caseload cap of 140 students. The master schedule in the high school is monitored weekly or even daily from spring until September. Mr. Gilbert said with the emphasis on special education. Is this in anticipation of what's to come or to catch-up on what we need? Mr. Haugh said it is in anticipation of what we are in need of. Mr. Haugh said we do manage special education throughout the year. Mrs. Elliott said she is really impressed there is some added attention to the special education piece. She asked the current number of full-time special education teachers. She said is the addition of the teachers because we anticipate a larger number of special education students, to lower the ratio, to move to greater compliance, or is it to offer breathing room. Mr. Haugh said it is actually all of those bullet points other than breathing room. He said he wouldn't say we are overstaffed we are fiscally prudent. Mrs. Swann said part of the process is for internal projections and we have a good sense of what our students need and are fairly confident in that. The tricky part is twofold, the students that register over the summer and more complex cases coming in. The other tricky part is the out-of-district placement. That is something that is difficult to anticipate and it is hard to place students. The recommendations come from our knowledge of what you will be seeing next year. There are 37 FTE special education teachers and 2 content teachers that are dual certified Kindergarten-12. Mrs. Elliott said and we are adding three.

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

2018-2019 REVENUE PROJECTIONS

Business Official, Joe Dougherty provided the Board of Education with revenue tax rate projections and state aid information. To recap, the proposed budget is \$68,794,476 or a 3.68% increase. Mr. Dougherty discussed the breakdown of the revenue sources. We are still waiting on the final state aid number from the Governor. He commended Lynne Lubaszewski, District Treasure on the interest and earnings line for the District. He said she works diligently on making sure the District receives the best rate. He talked about the tax levy and how it equalizes the appropriations to the revenue side. Dr. Young asked how much sales tax the District receives from Ontario County. Dr. Santiago-Marullo said the District does not receive any sales tax from Ontario County. She said we get a little from Wayne County and Monroe County. Dr. Young said so we get no sales tax from Eastview Mall? Dr. Santiago-Marullo said that is correct. Mr. Dougherty then went over the tax rate history. The estimated true tax rate increase is estimated at .79%. He said whatever we estimate the District has always come in lower. This year only nine districts in over 700 in New York State will be trying to override the tax cap. Victor will not be one of them. Mr. Dougherty then went over the reserve funds. Employee Benefit Reserve pays for employee benefits due to retirement. Liability Reserve covers property loss and liability. Tax Certiorari Reserve is in case a business goes to court and they have a major assessment reduction. The District then has to refund taxes. Workers Compensation Reserve pays for compensation benefits for workers compensation claims. The Unemployment Reserve covers unemployment claims. At the end of this year we are projected to have \$3.2 million in reserves. The Capital Reserve fund is voted on by the community. In 2011 the voters approved to establish a capital reserve fund to pay the costs of various additional future capital improvements in and for the District. Mrs. Palumbo-Sanders asked Mr. Dougherty was the value is to have a good bond rating. He said the bond rating affects the rate at which you can borrow money. You get a better rate with a better bond rating. Dr. Parks asked if there are ways in which we as a District can educate our own community in the potential value programmatically for our students and how we support the teacher, aides, nurses and administration in program in the classroom, in theatre and on the fields. Sometimes it is more important to show how we best serve our students not how we can be most frugal. Is there an opportunity to educate our community that sometimes we have to look at overriding the tax cap if it is going to maximize the programming? Dr. Santiago-Marullo said when she and Mike Vistocco were having to cut they got to a point where they said they cannot cut one more year. That was the year the District went with the override. That year the budget passed by a very slim margin. Mr. Gilbert said the year we overrode the tax cap when people called into the office how did they respond. Dr. Santiago-Marullo said they were irate even

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**2018-2019 REVENUE
PROJECTIONS
Continued**

though she explained the growth factor. She said it is important to advocate to our legislators about the tax cap and the 2% CPI, whichever is lower. These are the pieces that are being looked at among elected officials. The school districts are the only entitee that have to have the voters pass the budget by a super majority if they override the tax cap. The towns, villages and libraries only have to have their Board members vote to override the cap. Mr. Gilbert said he saw the tax cap as very political and legislators not willing to stick their necks out. Mr. DeLucia said one of the advocacy points is to go after the legislators to allow school boards to make the decision on whether to override the tax cap without having to have the budget passed by a super majority. Mr. DeLucia said it is important to go after the source so we can do our job better. The District does put out an annual statement on the budget and this is where the attempt to educate comes in. Mr. Gilbert said we need to further educate people. Dr. Santiago-Marullo said the community is actually going to be paying more taxes because we are taking the assessment growth and making the budget work. It is important to have a supportive community so they pass the budget. This is a \$2.4 million increase on property taxes. Mrs. Elliott asked if they ever thought of taking advantage of the talented students in the District in the civics class and packaging a one or two day lesson on the fundamentals of the development of a District budget. The hope is they take it home and get involved with their parents asking questions and getting answers by using our resources. Students will have a voice. Mrs. Elliott said it would be educating individuals on the framework of the budget. Dr. Santiago-Marullo said you have to be careful that individuals are not voicing their opinions for or against the budget. Dr. Parks said to Mrs. Elliott's point it would be the trust and the perception to trust the lesson would be taught on the development of a budget not for or against. Mrs. Elliott said we would never be able to be accused of looking back at historical perspective on how the budgets are put together. Dr. Parks said you are teaching civic responsibility.

PUBLIC COMMENT

None at this time.

**UPCOMING EVENTS
Next Regular Board
Meeting**

The next regular Board meeting will be held on Thursday, April 12, 2018 at 7:15 PM in the Early Childhood School Boardroom.

**Wayne-Finger Lakes
BOCES Board of Education
Nominees**

A special Board of Education meeting will be held on Wednesday, April 25, 2018 at 6:30 AM in the Intermediate School Conference Room to vote on the BOCES administrative budget and election of Board members.

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

EXECUTIVE SESSION A motion was made by C. Parks, seconded by M. Young, to enter executive session at 9:12 PM to discuss matters that will imperil the public safety if disclosed. The motion was carried. 7 yes 0 no

REGULAR SESSION A motion was made by K. Elliott, seconded by K. Ballard, to return to regular session at 12:20 AM.
The motion was carried. 7 yes 0 no

ADJOURN A motion was made by M. Young, seconded by C. Parks, to adjourn the meeting at 12:25 AM.
The motion was carried. 7 yes 0 no

Respectively submitted,

Maureen A. Goodberlet
District Clerk

RESOLUTION

TREASURER'S REPORTS

RESOLVED That, upon the recommendation of the Superintendent, the following Treasurer's reports for the month ending February 28, 2018 be accepted.

I. GENERAL FUND

II. EXTRACLASS ACTIVITY REPORT

III. SCHOOL LUNCH FUND

IV. TRUST & AGENCY FUND

V. SPECIAL AID FUND

VI. CAPITAL FUND - SMART SCHOOLS BOND ACT

VII. CAPITAL FUND - CAMPUS IMPROVEMENT PROJECT

A handwritten signature in black ink, appearing to be 'M. L.', is located in the bottom left corner of the page.

2/1/2018

29,924,717.85

RECEIPTS:

ACCOUNTS RECEIVABLE	0.00
TAXES (INCLUDING LIBRARY TAX)	0.00
STATE AID	221,532.43
INTEREST & PENALTIES ON TAXES	0.00
ADMISSIONS	1,173.00
IN LIEU OF TAXES	25,022.75
INTEREST AND EARNINGS	34,608.66
BUILDING USE	1,855.00
USE OF BUSES	170.84
TUITION	9,500.00
BOCES	358,055.00
MISC.	9,913.52
DUE FROM OTHER FUNDS	834.76
INSURANCE RECOVERY	0.00
REFUND PRIOR YEARS EXPENSE BOCES	142,994.71
MONROE CO. SALES TAX	17,623.53
WAYNE CO. SALES TAX	8,946.67
MEDICAID	11,940.33

TOTAL RECEIPTS	844,171.20
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TOTAL RECEIPTS & BAL.	30,768,889.05
DISBURSEMENTS	4,827,262.26

BAL. ON HAND 02/28/18	25,941,626.79
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BANK RECONCILIATION

BAL./BANK STATEMENT	911,193.70
IN TRANSIT	0.00
BANK ERROR	0.00
LESS CHECKS OUTSTANDING	889,966.74
RETURNED CHECKS	0.00
DEPOSIT IN TRANSIT	0.00

BAL. IN NOW ACCOUNT/CDGA NAT.	21,226.96
BAL. IN CERTIFICATES/MM	25,920,399.83
RETURNED CHECK	0.00
BANK ERROR	0.00
IN TRANSIT	0.00

TOTAL BALANCE	2/28/2018	25,941,626.79
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

EXTRACLASS TREASURER'S REPORT

II.

2/28/2018

0.00

<u>ACTIVITIES</u>	<u>BEG. BAL.</u>	<u>RECEIPTS</u>	<u>TOTAL</u>	<u>DISBURSMTS</u>	<u>END. BAL.</u>
JUNIOR BASH	2,204.16	7,650.00	9,854.16	9,854.16	0.00
SENIOR BASH	0.00	0.00	0.00	0.00	0.00
CLASS OF 2017	0.00	0.00	0.00	0.00	0.00
CLASS OF 2018	6,748.77	0.00	6,748.77	0.00	6,748.77
CLASS OF 2019	4,057.51	9,109.40	13,166.91	1,214.95	11,951.96
CLASS OF 2020	2,829.62	0.00	2,829.62	0.00	2,829.62
CLASS OF 2021	0.00	300.00	300.00	200.00	100.00
AQUATIC L.	348.94	235.83	584.77	0.00	584.77
ART CLUB	163.30	0.00	163.30	0.00	163.30
BUSINESS CLUB	4,446.11	190.00	4,636.11	10.39	4,625.72
DRAMA CLUB	23,111.69	870.00	23,981.69	6,812.16	17,169.53
FRENCH CLUB	15,114.29	22,837.37	37,951.66	12,973.62	24,978.04
GO GREEN GARDEN TEAM	130.49	0.00	130.49	0.00	130.49
GLOBAL COMPETENCY	253.88	0.00	253.88	0.00	253.88
INTERNATIONAL CLUB	361.08	0.00	361.08	0.00	361.08
J.H. MUSICAL	19,815.08	0.00	19,815.08	0.00	19,815.08
J.H. STORE	2,623.79	0.00	2,623.79	0.00	2,623.79
J.H. ST. CO.	6,262.15	503.84	6,765.99	100.00	6,665.99
J.H. YEARBOOK	897.10	0.00	897.10	0.00	897.10
KEYCLUB	2,596.28	0.00	2,596.28	14.49	2,581.79
MANUFACTURING SYSTEMS	285.30	0.00	285.30	12.93	272.37
MEDICAL EXPLORERS	184.39	0.00	184.39	0.00	184.39
MENTORING CLUB	2,539.06	0.00	2,539.06	251.08	2,287.98
N.H.S.	2,340.26	80.00	2,420.26	0.00	2,420.26
OUTDOOR ACTIVITY	1,065.72	400.00	1,465.72	0.00	1,465.72
SALES TAX	0.00	0.00	0.00	0.00	0.00
SEAS	4,270.14	400.00	4,670.14	3,451.00	1,219.14
S.H. BAND	648.13	0.00	648.13	0.00	648.13
SR. CHOIR	944.92	0.00	944.92	0.00	944.92
S.H. ORCHESTRA	7,848.22	0.00	7,848.22	0.00	7,848.22
SH SCHOOL STORE	100.00	0.00	100.00	21.47	78.53
S.H. ST. CO.	12,703.17	11.43	12,714.60	3,570.51	9,144.09
SH YEARBOOK	13,043.45	0.00	13,043.45	0.00	13,043.45
SPANISH CLUB	525.91	0.00	525.91	0.00	525.91
TRI-M HONOR SOCIETY	1,288.43	0.00	1,288.43	602.10	686.33
VICTOR CARES	5,009.51	500.00	5,509.51	0.00	5,509.51
TOTALS	<u>144,760.85</u>	<u>43,087.87</u>	<u>187,848.72</u>	<u>39,088.86</u>	<u>148,759.86</u>
BAL/BANK	162,248.96				
CKS OUT	13,524.25		2/28/2018		<u>148,759.86</u>
INT. NOT POSTED	9.85				
BANK ERROR	0.00				
RETURNED CHECKS	45.00				
IN TRANSIT	0.00				
BAL. 02/28/2018	<u>148,759.86</u>				

Betty Post, Extraclass Treasurer

BALANCE ON HAND 02/01/2018		935,965.42
RECEIPTS:		
REFUND PRIOR YEAR EXPENSE	0.00	
A LUNCHES	48,109.40	
A BREAKFAST	1,861.65	
OTHER SALES	37,393.46	
SALES TAX	252.76	
INTEREST POSTED	58.42	
DUE FROM OTHER FUNDS	0.00	
MISC	74.92	
STATE AND FEDERAL AID	55,969.00	
TOTAL RECEIPTS		<u>143,719.61</u>
TOTAL RECEIPTS AND BAL.		1,079,685.03
DISBURSEMENTS		<u>150,491.11</u>
BALANCE ON HAND	2/28/2018	<u><u>929,193.92</u></u>
BANK RECONCILIATION		
<hr/>		
BAL. PER BANK STATEMENT 02/28/2018 AND CD'S		927,272.77
IN TRANSIT		160.00
BANK ERROR		0.00
IN TRANSIT ON LINE PAYMENTS		3,345.20
RETURNED CHECK		0.00
OUTSTANDING CHECKS (6169, 6186)		<u>1,584.05</u>
BALANCE IN SCHOOL LUNCH FUND		<u><u>929,193.92</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND 02/1/2018	298,957.24
TOTAL RECEIPTS:	<u>3,566,919.92</u>
TOTAL RECEIPTS AND BAL.	3,865,877.16
DISBURSEMENTS:	<u>3,448,480.03</u>
ENDING BALANCE 02/28/2018	<u><u>417,397.13</u></u>

BANK RECONCILIATION

BAL. PER STATEMENT	TRUST & AGENCY ACCOUNT	613,662.36
P/R INTEREST-CNB		0.52
P/R INTEREST-NBG		0.00
RETURNED CHECK		564.00
OUTSTANDING CHECKS		192,885.97
IN TRANSIT (LIFETIMECHECK RUN)		929.48
IN TRANSIT (LIFETIME CHECK RUN)		3,044.30
IN TRANSIT (LIFETIME CHECK RUN)		0.00
IN TRANSIT (LIFETIME CHECK RUN)		0.00
BANK ERROR		30.00
BAL. IN T & A ACCOUNT	2/28/2018	<u><u>417,397.13</u></u>

PAYROLL ACCOUNT...BAL. PER BANK STATEMENTS	44,077.62
LESS INTEREST NOT POSTED	0.52
IN TRANSIT	0.00
DEPOSIT IN TRANSIT	491.20
BANK ERROR	0.00
BALANCE IN PAYROLL ACCOUNT	<u><u>44,568.30</u></u>

OUTSTANDING CHECKS IN PAYROLL ACCOUNT	<u><u>44,568.30</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	2/1/2018	396,051.33
RECEIPTS:		
INTEREST	25.20	
REFUND PR YR EXPENSE	0.00	
STATE OF NY	126,709.40	
DUE FROM OTHER FUNDS	5,254.51	
MISC	<u>0.00</u>	
TOTAL RECEIPTS		<u>131,989.11</u>
TOTAL RECEIPTS AND BALANCE		528,040.44
DISBURSEMENTS		<u>173,773.58</u>
BAL. ON HAND 02/28/2018		<u><u>354,266.86</u></u>
BANK RECONCILIATION		
<u>BAL./BANK STATEMENT</u>		385,431.45
OUTSTANDING CHECKS (5211,5214,5215,5219,5224,5225,5226,5227,5228,5229)		31,164.59
BANK ERROR		<u>0.00</u>
BALANCE IN NOW/MM ACCOUNT 2/28/18		<u><u>354,266.86</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	2/1/2018	62,256.67
RECEIPTS:		
INTEREST	1.46	
AID	0.00	
DUE TO OTHER FUNDS	<u>3,120.00</u>	
TOTAL RECEIPTS		<u>3,121.46</u>
TOTAL RECEIPTS AND BALANCE		65,378.13
DISBURSEMENTS		<u>3,120.00</u>
BAL. ON HAND 02/28/2018		<u><u>62,258.13</u></u>

BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	62,258.13
LESS CHECKS OUT	0.00
DEPOSIT IN TRANSIT	<u>0.00</u>
BALANCE IN CHECKING ACCOUNT	62,258.13
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET IN TRANSIT	0.00
BALANCE IN CAPITAL SMART SCHOOLS BOND ACT 02/28/2018	<u><u>62,258.13</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	2/1/2018	94.58
RECEIPTS:		
INTEREST	0.28	
NYS AID	0.00	
CAPITAL RESERVE	<u>52,500.00</u>	
TOTAL RECEIPTS		<u>52,500.28</u>
TOTAL RECEIPTS AND BALANCE		52,594.86
DISBURSEMENTS		<u>52,249.45</u>
BAL. ON HAND 02/28/2018		<u><u>345.41</u></u>

BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>	345.41
LESS CHECKS OUT	0.00
DEPOSIT IN TRANSIT	<u>0.00</u>
BALANCE IN CHECKING ACCOUNT	345.41
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET IN TRANSIT	0.00
BALANCE IN CAPITAL CAMPUS IMPROVEMENT PROJECT 02/28/2018	<u><u>345.41</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION
Personnel Agenda, April 12, 2018

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

**Instructional
Assignments:**

The appointment of **Katherine Raby**, as a 1.0fte Teacher On Special Assignment (TOSA) ELA Curriculum Writer, effective April 9, 2018, and ending June 22, 2018.

The appointment of **Margaret Daly**, as a .6fte Teacher On Special Assignment (TOSA) Math Standards Leader and .4fte Mathematics Teacher, effective July 1, 2018, and ending June 30, 2019.

The appointment of **Karen Brion**, as a .6fte Teacher On Special Assignment (TOSA) Science Standards Leader and .4fte Science Teacher, effective July 1, 2018, and ending June 30, 2019.

The appointment of **Colleen Collier**, as a .6fte Teacher On Special Assignment (TOSA) ELA Standards Leader and .4fte English Language Arts Teacher, effective July 1, 2018, and ending June 30, 2019.

Leaves of Absence:

The granting of an extension of maternity leave and subsequent childcare leave of absence for **Jennifer Martusewicz**, Elementary Teacher, effective July 1, 2018, and extending to June 30, 2019.

The granting of an extension of maternity leave and subsequent childcare leave of absence for **Kristin Parkes**, Elementary Teacher, effective July 1, 2018, and extending to June 30, 2019.

The granting of an extension of maternity leave and subsequent childcare leave of absence for **Kristin Guckian**, Elementary Teacher, effective July 1, 2018, and extending to June 30, 2019.

The granting of a maternity leave and subsequent childcare leave of absence for **Stephanie Licata**, Elementary Teacher, effective approximately May 4, 2018, and extending to June 30, 2019.

The granting of a discretionary leave of absence for **Renee Giordano**, Elementary Teacher, effective September 1, 2018, and extending to June 30, 2019.

Resignations: The resignation of **Rebecca Harris**, Special Education Teacher, effective June 30, 2018.

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Moriah Sachs	Elementary/Special Education

Non-Instructional

Appointments: The appointment of **Randy Johnson**, Part Time Teacher Aide, effective March 19, 2018, at an hourly rate of \$10.40.

The revised appointment of **Julie Tarantelli**, Full Time Teacher Aide, effective March 5, 2018, at an hourly rate of \$10.40.

The appointment of **Cassandra Hammond**, Cleaner, effective March 19, 2018, at an hourly rate of \$10.40.

The appointment of **Tomas Rodriguez Ortiz**, Cleaner, effective March 19, 2018, at an hourly rate of \$10.40.

The appointment of **Marion Nowlin**, Cleaner, effective March 26, 2018, at an hourly rate of \$10.40.

Resignations: The resignation, due to retirement, of **Maureen Weigert**, Senior Food Service Supervisor, effective April 6, 2018.

The resignation of **Kelly Fallone**, Full Time Teacher Aide, effective March 24, 2018.

The resignation, due to retirement, of **Paul May**, Cleaner, effective April 4, 2018.

Leaves of Absence: The granting of a maternity leave and subsequent childcare leave of absence for **Julia Camp**, Cleaner, effective March 20, 2018, and extending to approximately May 18, 2018.

Per Diem Substitutes:	<u>Candidate</u>	<u>Position</u>
	Danielle Adam	Teacher Aide
	Lydia Eilinger	Lifeguard
	Max Speranza	Lifeguard
	Susan Chapman	Typist

Jenna Yattaw	Lifeguard
Kylie Seiler	Lifeguard
Alyssa Tarantelli	Lifeguard
Kyra Grooms	Lifeguard
Mia Trovato	Lifeguard
Connor Salamido	Lifeguard
Kiara Kolaczyk	Lifeguard
Jordan Gravino	Lifeguard
Adam Braun	Lifeguard
Ashley Ziegelmann	Lifeguard
Laura Maltman	Typist/Teacher Aide

NOTICE OF VOTE UPON FUNDING FOR THE VICTOR FARMINGTON LIBRARY

NOTICE IS HEREBY GIVEN that, as authorized by Education Law, a vote will take place on Thursday, June 21, 2018, between the hours of Noon and 8:00 P.M. at the Victor Village Hall, 60 East Main Street, Victor, for the purpose of voting on an annual appropriation of taxes for the Victor Farmington Library in the amount of \$560,600.

NOTICE IS FURTHER GIVEN that pursuant to Education Law Section 259, the Board of Education of the Victor Central School District is authorized to levy and collect an annual tax, year after year, separate and apart from the annual school district budget, for the purpose of funding the Library.

NOTICE IS FURTHER GIVEN that the Victor Farmington Library budget and any tax levy supporting it is separate and distinct from the Victor Central School District budget.

NOTICE IS FURTHER GIVEN that a resolution in the following form shall be presented to the qualified voters of the school district at such special district meeting:

LIBRARY FUNDING PROPOSITION

RESOLVED:

That the Victor Central School District, Ontario County, New York, be authorized to levy taxes in the amount of \$560,600, separate and distinct from the School District's tax levy, for the annual support of the Victor Farmington Library, Victor, New York, and pay over such monies to the trustees of the Victor Farmington Library for library services for the benefit of residents during the 2019 fiscal year and each year thereafter.

NOTICE IS FURTHER GIVEN that such Library Funding Proposition shall appear on the ballot labels to be inserted in the voting machines used for voting at said Victor Farmington Library Budget Vote in substantially the following form:

LIBRARY FUNDING PROPOSITION

YES

NO

Shall the Victor Central School District, Ontario County, New York, be authorized to levy taxes in the amount of \$560,600, separate and distinct from the School District's tax levy, for the annual support of the Victor Farmington Library, Victor, New York, and pay over such monies to the trustees of the Victor Farmington Library for library services for the benefit of residents during the 2019 fiscal year and each year thereafter?

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

NOTICE IS FURTHER GIVEN that the Board of Registration shall meet to prepare the register of voters and any person shall be entitled to have his/her name placed upon such register provided that at such meeting he/she is known or proven to the satisfaction of such Board of Registration to be then or thereafter entitled to vote at the library budget vote for which such register is prepared. Pre-registration of voters will be held at the Victor Central School District Office, 953 High Street, Victor, on the following date: **Thursday, June 14, 2018, between the hours of 3:00 P.M. and 7:00 P.M.**

The register of eligible voters will be filed in the office of the Clerk of the Victor Central School District and will be open for inspection by any qualified voter of the Library for five days immediately preceding the vote, except June 17, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on June 15, 18, 19, and 20, and by prior appointment on Saturday, June 16.

PLEASE TAKE FURTHER NOTICE that in accordance with Section 2018a of the Education Law, applications for ABSENTEE BALLOTS for voters registered for said vote may be applied for at the office of the District Clerk. Absentee ballots must be applied for unless the voter's registration is marked "permanently disabled" by the County Board of Elections. Such applications must be received by the District Clerk at least seven (7) days before the election if the absentee ballot is to be mailed to the voter (June 14, 2018) OR the day before the election (June 20, 2018) if the ballot is to be picked up personally by the voter. Absentee ballots must be received in the office of the Clerk of the Victor Central School District not later than 5:00 P.M. on the day of the special meeting. A list of all persons to whom absentee ballots have been issued will be available in the Clerk's office for five days immediately preceding the vote, except June 17, which is a Sunday. The hours for such inspection are: between 8:00 A.M. and 4:00 P.M. on June 15, 18, 19, and 20, and by prior appointment on Saturday, June 16. Any qualified voter may file a written challenge of the qualifications of a voter whose name appears on such list, stating the reasons for the challenge.

Maureen A. Goodberlet
District Clerk
Victor Central School District

RECEIVED

MAR 07 2018



To: Board of Education, Victor Central School District
From: Carrie Goodell, Victor Senior High School Assistant Principal
Regarding: ExtraClass Accounts
Date: March 1, 2018

The purpose of this memo is to formally request the creation of a new ExtraClass account at the Senior High School, identified as the Positive School Climate Committee (PSCC). The function of the PSCC is to promote positivity and unity through the organization of school-wide events, inclusion of guest speakers, and the development of student leadership opportunities. The work of this group is connected to current goals at the district and building level. These goals are:

- **District Goal #3**
 - The Victor Central School District will promote the social, emotional and physical development of every student.
- **Senior High School - Building Student Objective #1**
 - During the 2017-2018 school year, Victor Senior High School will have a renewed focus on welcoming, supporting and respecting all members of our school community.
- **Senior High School - Building Student Objective #2**
 - During the 2017-2018 school year, Victor Senior High School will work to develop and enhance relationships that result in social and emotional wellbeing of all stakeholders.

Examples of PSCC contributions to VSHS during the 2017-2018 school year are:

- Public relations around the building motto “Respecting Diversity & Cultivating Kindness”
- Halloween “ghosts” with positive messages
- Turkey Grams given to teachers and students expressing gratitude and appreciation
- Snowflakes with positive messages on windows
- “Crush” messages to students and teachers for Valentine’s Day
- Kindness Week- Houston Kraft assembly, diversity and kindness announcements daily
- “What Makes Victor Unique” Diversity Wall (cafeteria)
- “Choose Kind” t-shirt sales - spread message of positivity and kindness
- Friday morning song played through the PA

Areas of focus for future action items:

- Song Request activity for AM announcements
- Prom dress donation event
- Food Service Staff Recognition Day
- Positive stones to faculty and students

This account would adhere to all mandated regulations for an ExtraClass account and would be managed by student leaders, with initial oversight by Mrs. Amy Shannon (Asst. Principal). Any profits incurred will be used to create opportunities that support a positive and welcoming culture at Victor Senior High School. Currently, this group has run as a sub-group of our student government. Due to the high level of interest and involvement by students throughout this year, the creation of a separate ExtraClass account and club profile was identified as a necessity in years moving forward. We maintain strong expectations for financial responsibility within our system and are confident that this group will only add to the diverse range of experiences we offer to the students of Victor Senior High School.

STUDENT RANKING

WHEREAS, the following Resolution was adopted by the Board of Education of the Victor Central School District at its meeting on April 12, 2018;

NOW, THEREFORE, be it resolved that student ranking, which is based on grade point averages, will no longer take place beginning with the Class of 2019.

Date

District Clerk

BUDGET ADOPTION RESOLUTION

Motion by _____, seconded by _____, that the following resolution be adopted:

RESOLVED, that, upon recommendation of the Superintendent, the proposed budget for the 2018-2019 school year be approved as submitted, for a total of \$69,222,879, subject to approval by the qualified voters of the District at the Annual Vote and Election on May 15, 2018.

The foregoing motion was _____. ___ yes ___ no ___ abstentions

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

5300.05 Introduction

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

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

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

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

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

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

5300.10 Definitions

For purposes of the code, the following definitions apply.

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

“Disability” means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment, provided, however, that in all provisions of this article dealing with employment, the term must be limited to disabilities which, upon the provision of reasonable accommodations, do not prevent the complainant from performing in a reasonable manner the activities involved in the job or occupation sought or held.

“Discrimination” means discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to,

discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

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

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

“Employee” means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title 9-B of article 5 of the Social Services Law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact.

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

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

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

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

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

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

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

- race
- color

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

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

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

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

“School property” means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, including property owned by the District or used by the District for school activities or functions, or in or on a school bus, as defined in Vehicle and Traffic Law §142.

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

“Sexual orientation” means actual or perceived heterosexuality, homosexuality or bisexuality.

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

“Violent student” means a student under 21 who:

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

“Weapon” means a firearm as defined in 18 USC §921 for purposes of the Gun-Free Schools Act. It also means any other gun, BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, sling shot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun

gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death when used to cause physical injury or death. In addition, this code further prohibits the possession or display of any toy, facsimile or replica of a weapon.

5300.15 Student Rights and Responsibilities

A. Student Rights

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

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

B. Student Responsibilities

All District students have the responsibility to:

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

5300.20 Essential Partners

A. Parents

All parents are expected 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 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.

B. Teachers

All District teachers are expected 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.

C. School Counselors

All school counselors are expected 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.

D. School Resource Officer ("SRO")

The School Resource Officer is expected 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.

E. Other School Personnel

All other school personnel are expected 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.

F. District Administrators

District administrators are expected 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.

G. Superintendent

The Superintendent is expected 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.

H. Board of Education

Members of the Board of Education are expected 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.

I. The Dignity Act Coordinators

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

The Dignity Act Coordinator is expected to:

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
2. Oversee and coordinate the work of the District-wide and building-level Bullying Prevention Committees.
3. Identify curricular resources that support infusing civility in classroom instruction and classroom management; and provide guidance to staff as to how to access and implement those resources.
4. Coordinate, with the Professional Development Committee, training in support of the Bullying Prevention Committees.
5. Be responsible for monitoring and reporting on the effectiveness of the District's bullying prevention policy.
6. Address issues of harassment or any situation that threatens the emotional or physical health or safety of any student, school employee, or any person who is lawfully on school property or at a school function.
7. Address personal biases that may prevent equal treatment of all students.

The Dignity Act Coordinators are as follows:

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

5300.25 Student Dress Code

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

In addition, student dress shall:

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

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

Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item. Any student who refuses to do so shall be subject to discipline, up to and including in-school suspension for the day. Any student who repeatedly fails to comply with the dress code shall be subject to further discipline, up to and including out of school suspension.

5300.30 Prohibited Student Conduct

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

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

The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students

who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences for their conduct.

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

A. Engage in conduct that is disorderly

Examples of disorderly conduct include but are not limited to:

1. Running in hallways.
2. Making unreasonable noise.
3. Using language, gestures, or visual images that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Computer/electronic communications misuse, including any unauthorized use of computers, software, recording devices, cell phones or internet/intranet accounts; accessing inappropriate websites; or any other violation of District policy.

B. Engage in conduct that is insubordinate

Examples of insubordinate conduct include but are not limited to:

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

C. Engage in conduct that is disruptive

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

1. Continually impeding the teaching and learning process.
2. Continually interfering with the teacher's authority over the classroom.
3. Failing to comply with the reasonable directions of teachers, school administrators or other school personnel in charge of students.
4. Inappropriate public sexual contact.
5. Display or use of personal electronic devices, such as, but not limited to cell phones, iPods, digital cameras, in a manner that is in violation of District policy.

D. Engage in conduct that is violent

Examples of violent conduct include but are not limited to:

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

6. Intentionally damaging or destroying the personal property of a student, teacher, administrator, other District employee or any person on school property, including graffiti or arson, or threatening or attempting to do so.
7. Intentionally damaging or destroying School District property.

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

Examples of such conduct include but are not limited to:

1. Lying to school personnel.
2. Subjecting other students, school personnel or any other person lawfully on school property or attending a school function to danger by recklessly engaging in conduct which creates a substantial risk of physical injury.
3. Stealing the property of other students, school personnel or any other person lawfully on school property or attending a school function.
4. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
5. Discrimination, which includes the use of race, color, creed, national origin, ethnic group, religion, religious practice, sex, gender (identity and expression), sexual orientation, weight or disability as a basis for treating another in a negative manner.
6. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning. Harassment is also the creation of a hostile environment. (See policy 0115, Student Harassment and Bullying Prevention and Intervention for a more complete definition.)
7. Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm.
8. Bullying, including cyberbullying, which consists of inappropriate persistent behavior including threats or intimidation of others, treating others cruelly, terrorizing, coercing, or habitual put-downs and/or badgering others. (See policy 0115 for a more complete definition.)
9. Hazing, which includes an induction, initiation or membership process involving harassment. (See policy 0115 for a more complete definition.)
10. Selling, using, transmitting or possessing obscene material.
11. Using vulgar or abusive language or visual images, cursing or swearing.
12. Possessing, using, selling, distributing or exchanging any tobacco product.
13. Possessing, using, selling, distributing or exchanging e-cigarettes.
14. Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, substances commonly referred to as "designer drugs", and substances marked not for "human consumption".
15. Inappropriately using or sharing prescription and over-the-counter drugs.
16. Possessing, consuming, selling, distributing or exchanging any substance that alters perception or behavior, reducing that individual's ability to function appropriately in the academic environment.
17. Gambling.
18. Indecent exposure, that is, exposure to sight of the private parts of the body in a lewd or indecent manner either in person, via photos or electronically.

19. Initiating a report warning of fire, bomb threat or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.
20. Using any technological devices to inappropriately photograph, record, or videotape another person without the consent of those present.
21. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without obtaining prior written permission from the District's Superintendent and demonstrating compliance with any and all applicable Federal Aviation Administration rules and regulations.

F. Engage in misconduct while on a school bus

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

G. Engage in any form of academic misconduct

Examples of academic misconduct include but are not limited to:

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

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

Examples of such misconduct include but are not limited to:

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

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

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

5300.35 Reporting Violations

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

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

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

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

5300.40 Disciplinary Consequences, Procedures and Referrals

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

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

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

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

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

A. Disciplinary Consequences

Students who are found to have violated the District's code of conduct may be subject to the following consequences, either alone or in combination. The school personnel identified after

each consequence are authorized to impose that consequence, consistent with the student's right to due process.

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

B. Procedures

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

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

1. Detention

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

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

2. Suspension from transportation

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

attendance, the District will make appropriate arrangements to provide for the student's education.

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

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

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

4. In-school suspension

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

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

5. Teacher disciplinary removal of disruptive students

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

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

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

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the

classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

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

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

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

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

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

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

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

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

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the District's code of conduct.

- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

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

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

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

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

6. Suspension from school

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

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

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

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

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

When the Superintendent, Assistant Superintendent or principal (referred to as the "suspending authority") proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed

suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parents.

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

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

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

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

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

The Superintendent shall personally hear and determine the proceeding or may, in his/her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him/her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A tape recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent.

The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the Board that will make its decision based solely upon the record before it. All appeals to the Board must be in writing and submitted to the District Clerk within 30 business days of the date of the Superintendent's decision. The Board may adopt in whole or in part the decision of the Superintendent. Final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

c) Permanent suspension

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

C. Minimum Periods of Suspension

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

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

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

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

2. Students who commit violent acts other than bringing to or possessing a weapon on school property:

Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing to or possessing a weapon on school property, shall be subject to a short or long term suspension from school. If the proposed consequence is a five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal meeting given to all students subject to a short-term suspension. If the proposed consequence exceeds a five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify a five-day suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students who are repeatedly substantially disruptive of the educational process or substantially interfere with the teacher’s authority over the classroom:

Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher’s authority over the classroom will be suspended from school for at least one day and can be suspended up to five days. For purposes of this code of conduct, “repeatedly is substantially disruptive” means engaging in conduct that results in the student being removed from the classroom by teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester, or three or more occasions during a trimester. The proposed consequence is a minimum one-day suspension and up to five days suspension. The student and the student’s parent will be given the same notice and opportunity for an informal meeting given to all students subject to a short-term suspension. If the proposed consequence exceeds the minimum five-day suspension, the student and the student’s parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the suspension on a case-by-case basis. In deciding whether to modify the consequence, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

D. Referrals

1. Counseling

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

2. PINS Petitions

The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he/she requires supervision and treatment by:

- a) Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.
- b) Engaging in an ongoing or continual course of conduct, which makes the student ungovernable or habitually disobedient, and beyond the lawful control of the school.
- c) Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. Juvenile Delinquents and Juvenile Offenders

The Superintendent is required to refer the following students to the appropriate law enforcement authorities for a juvenile delinquency proceeding before the Family Court:

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

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

5300.45 Alternative Instruction

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

5300.50 Discipline of Students with Disabilities

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

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

Definitions

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

1. **Behavioral Intervention Plan (BIP)** means a plan that is based on the results of a functional behavioral assessment and that, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.
2. **Controlled substance** means a drug or other substance identified under schedule I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC § 812(c)).
3. **Disciplinary change in placement** means a suspension or removal from a student's current educational placement that is either:
 - a) For more than 10 consecutive school days; or
 - b) For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they cumulate to more than 10 school days in a school year, because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals, and because of such additional factors as the length of each suspension or removal, the total amount of time the student has been removed and the proximity of the suspensions or removals to one another. The School District determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.
4. **Illegal drug** means a controlled substance, but does not include a controlled substance legally possessed or used under the supervision of a licensed health-care professional, or

- a substance that is otherwise legally possessed or used under the authority of the Controlled Substances Act or under any other provision of federal law.
5. **Interim alternative educational setting (IAES)** means a temporary educational placement, other than the student's current placement at the time the behavior precipitating the IAES placement occurred. An IAES must allow a student to continue to receive educational services that enable him or her to continue to participate in the general curriculum and progress toward meeting the goals set out in the student's individualized education program; as well as to receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.
 6. **Manifestation review** means a review of the relationship between the student's disability and the behavior subject to disciplinary action, which is required when the disciplinary action results in a disciplinary change of placement, and conducted in accordance with requirements set forth later in this policy.
 7. **Manifestation team** means a District representative knowledgeable about the student and the interpretation of information about child behavior, the parent, and relevant members of the Committee on Special Education as determined by the parent and the District.
 8. **Removal** means a removal of a student with a disability for disciplinary reasons from his or her current educational placement, other than a suspension; and a change in the placement of a student with a disability to an IAES.
 9. **School day** means any day, including a partial day, which students are in attendance at school for instructional purposes.
 10. **Serious bodily injury** means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.
 11. **Student presumed to have a disability for discipline purposes** means a student who, under the conditions set forth later in this policy, the District is deemed to have had knowledge was a student with a disability before the behavior that precipitated the disciplinary action.
 12. **Suspension** means a suspension pursuant to §3214 of New York's Education Law.
 13. **Weapon** means the same as the term "dangerous weapon" under 18 USC §930(g)(2) which includes a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except a pocket knife with a blade of less than two and one-half inches in length.

Authority of School Personnel to Suspend or Remove Students with Disabilities

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

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

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

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

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

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

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

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

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

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

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

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

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

Parental Notification of a Disciplinary Change of Placement

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

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

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

Manifestation Review

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

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

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

1. Caused by or had a direct or substantial relationship to the student's disability, or

2. The direct result of the District's failure to implement the student's individualized education program.

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

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

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

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

Services for Students with Disabilities during Periods of Suspension or Removal

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

1. During suspensions or removals of up to 10 school days in a school year that do not constitute a disciplinary change in placement, the District will provide alternative instruction to students with disabilities of compulsory attendance age on the same basis as non-disabled students. Students with disabilities who are not of compulsory attendance age will receive services during such periods of suspension or removal only to the same extent as non-disabled students of the same age would if similarly suspended.
2. During subsequent suspensions or removals of up to 10 school days that in the aggregate total more than 10 school days in a school year but do not constitute a disciplinary change in placement, the District will provide students with disabilities services necessary to enable them to continue to participate in the general education curriculum and to progress toward meeting the goals set out in their respective individualized education program. School personnel, in consultation with at least one of the student's teachers, will determine the extent to which services are needed to comply with this requirement.

In addition, during such periods of suspension or removal the District will also provide students with disabilities services necessary for them to receive, as appropriate, a

functional behavioral assessment, and behavioral intervention services and modifications designed to address the behavior violation so that it does not recur.

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

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

Students Presumed to Have a Disability for Discipline Purposes

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

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

1. The student's parent expressed concern in writing to supervisory or administrative personnel, or to a teacher of the student that the student is in need of special education. Such expression may be oral if the parent does not know how to write or has a disability that prevents a written statement; or
2. The student's parent has requested an evaluation of the student; or
3. A teacher of the student or other school personnel has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the District's Director of Special Education or other supervisory personnel.

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

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

If there is no basis for knowledge that the student is a student with a disability prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as any other non-disabled student who engaged in comparable behaviors. However, if the District receives a request for an individual evaluation while the student is subjected to a disciplinary removal, the District will conduct an expedited evaluation of the student in accordance with applicable law and regulations. Until the expedited evaluation is completed, the student shall remain in the educational placement determined by the District which can include suspension.

Expedited Due Process Hearings

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

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

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

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

Referral to Law Enforcement and Judicial Authorities

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

5300.55 Corporal Punishment

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

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

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

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

5300.60 Student Searches and Interrogations

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

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

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

An authorized school official may search a student or the student's property (for example, a backpack, book bag, purse, car, etc.) based upon information received from a reliable informant. Individuals, other than the District employees, will be considered reliable informants if they have previously supplied information that was accurate and verified, or they make an admission against their own interest, or they provide the same information that is received independently from other sources, or they appear to be credible and the information they are communicating relates to an immediate threat to safety. District employees will be considered reliable informants unless they are known to have previously supplied information that they knew was not accurate.

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

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

A. Student Lockers, Desks and other School Storage Places

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

B. Strip Searches

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

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

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

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

C. Documentation of Searches

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

1. Name, age and grade of student searched.
2. Reasons for the search.
3. Name of any informant(s).
4. Purpose of search (that is, what item(s) were being sought).
5. Type and scope of search.
6. Person conducting search and his or her title and position.
7. Witnesses, if any, to the search.
8. Time and location of search.
9. Results of search (that is, what item(s) were found).
10. Disposition of items found.
11. Time, manner and results of parental notification.

The principal or the principal's designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The principal or his/her

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

D. Police Involvement in Searches and Interrogations of Students

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

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

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

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

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

E. Child Protective Services Investigations

Consistent with the District's commitment to keep students safe from harm and the obligation of school officials to report to child protective services when they have reasonable cause to suspect that a student has been abused or maltreated, the District will cooperate with local child protective services workers who wish to conduct interviews of students on school property relating to allegations of suspected child abuse, and/or neglect, or custody investigations. All certified teachers and administrators of the School District are 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 sign the visitor's register and surrender a photo ID (which will be kept on file for the duration of their visit) and will be issued a visitor's identification badge, which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge to the office before leaving the building.
3. Visitors attending school functions that are open to the public outside of the regular school day, such as parent-teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to get permission from the building administrator to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Teachers are expected not to take class time to discuss individual matters with visitors.
6. Any unauthorized person on school property will be reported to the principal or his/her designee. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
7. All visitors are expected to abide by the rules for public conduct on school property contained in this code of conduct.
8. Using an unmanned aerial vehicle (also known as a drone) or any remote controlled aircraft on school property or during any school functions without the prior written authorization from the District's Superintendent is prohibited. Prior to such use, users must also demonstrate compliance with any and all applicable Federal Aviation Administration rules and regulations.

5300.70 Public Conduct on School Property

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

The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. The District recognizes

that free inquiry and free expression are indispensable to the objectives of the District. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

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

A. Prohibited Conduct

No person, either alone or with others, shall:

1. Intentionally injure any person or threaten or attempt to do so.
2. Intentionally damage or destroy School District property or the personal property of a student, District employee or any person lawfully on school property, including graffiti or arson or threaten or attempt to do so.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of actual or perceived race, color, creed, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (including gender identity and expression).
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Remain on campus from 11:00 PM to 5:00 AM, when the campus is closed, unless authorized by a school administrator.
8. Obstruct the free movement of any person in any place to which this code applies.
9. Violate the traffic laws, parking regulations or other restrictions on vehicles.
10. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances or any substance marked "not for human consumption", or be under the influence of any of these substances on school property or at a school function.
11. Consume, sell, distribute or exchange tobacco products including e-cigarettes on school property or at a school function.
12. Consume any substance that alters perception or behavior, reducing that individual's ability to function appropriately in the academic environment.
13. Possess or use weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the School District.
14. Loiter on or about school property.
15. Gamble on school property or at school functions, unless such activity is permitted by law and approved by the District in advance.
16. Refuse to comply with any reasonable order of identifiable School District personnel performing their duties.
17. Willfully incite others to commit any of the acts prohibited by this code.
18. Bring a dog on campus to walk, exercise, or attend an athletic or extra-curricular event except in accordance with the District's Animals on School Grounds Policy (policy 1501).
19. Violate any federal or state statute, local ordinance, this code or Board policy while on school property or while at a school function.

B. Penalties

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

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

C. Enforcement

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

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

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

5300.75 Dissemination and Review

A. Dissemination of Code of Conduct

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

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

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

B. Review of Code of Conduct

The Board of Education will review this code of conduct every year and update it as necessary. In conducting the review, the Board will consider how effective the code's provisions have been and whether the code has been applied fairly and consistently. The Board of Education may appoint an advisory committee to assist in reviewing the code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

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

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

5300.80 Compliance

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

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

Approved by the Board of Education as Revised March 9, 2017

Programs for Students with Disabilities Under the IDEA and New York's Education Law Article 89

The Board of Education shall make available a free appropriate public education to all students with disabilities who reside within its District and are eligible for special education and related services under the Individuals with Disabilities Education Act and Article 89 of New York's Education Law, and their implementing regulations. Special education and related services will be provided to resident eligible students with disabilities in conformity with their Individualized Education Program (IEP) and in the least restrictive environment appropriate to meet their individual educational needs. Special education services or programs will be designed to enable a student with disabilities to be involved in and progress in the general education curriculum, to the extent appropriate to his/her needs.

The Board shall also make available special education and related services to eligible students with disabilities parentally placed in a nonpublic school located within the District, regardless of whether they are residents of the District. However, this obligation does not extend to resident students with disabilities who are placed by their parents in a nonpublic school within District boundaries because of a disagreement between the parents and the School District over the provision of a free appropriate public education. Nonpublic school students with disabilities who are not District residents but who reside within New York State will be provided programs and services in accordance with their Individualized Education Services Program (IESP). Nonpublic school students with disabilities who reside out-of-state will be provided services in accordance with their Services Plan (SP).

In addition, to the maximum extent appropriate to their individual needs, eligible students with disabilities residing within the District and attending the District's public schools will be entitled to participate in School District academic, co-curricular and extracurricular activities with all other students enrolled in the District's public schools. Such co-curricular and extracurricular activities may include athletics, transportation, recreational activities, school-sponsored special interest groups or clubs, and referrals to agencies that provide assistance to individuals with disabilities and the employment of students (including both employment by the School District and assistance in making outside employment available).

In providing a free appropriate public education to students with disabilities eligible under the IDEA and Article 89, the Board will afford the students and their parents the procedural safeguard rights they are entitled to under applicable law and regulations. The Board also will provide them with notice of such rights as required by law and regulation, using the form prescribed by the commissioner of education.

For purposes of this policy and others related to the provision of services to eligible students with disabilities, and consistent with applicable law and regulation, the word parent means both a birth or adoptive parent, a legally appointed guardian

generally authorized to act as the child's parent or authorized to make educational decisions for the child; a person in a parental relationship to the child as defined in section 3212 of the Education Law; an individual designated as a person in parental relation pursuant to title 15-A of the General Obligations Law, including an individual so designated who is acting in the place of a birth or adoptive parent (including a grandparent, stepparent, or other relative with whom the child resides; or a surrogate parent who has been appointed in accordance with commissioner's regulations.

Eligible students with disabilities will be entitled to special education and related services until the end of the school year in which they turn 21 or until they receive a local high school or Regents diploma.

Students with disabilities may not be required to take medication as a condition for receiving a free appropriate public education.

A free appropriate public education will be provided to all eligible students with disabilities:

1. The Board will adopt and maintain a District Special Education Services Plan in conformance with Commissioner's Regulations (8NYCRR 200.2(c)). The plan will be available for public inspection and review by the Commissioner of Education.
2. School District staff will take steps to locate, identify, evaluate and maintain information about all children with disabilities within the District, including homeless children and children who are wards of the state, and children attending nonpublic school with the District (including religious schools), who are in need of special education.
3. The District will establish a plan and practice for implementing school-wide approaches and interventions in order to remediate a student's performance prior to referral for special education services. The District will provide general education support services, instructional modifications, and/or alternative program options to address a student's performance before referring the student to the Committee on Special Education (CSE). Colleague Consultation and Instructional Support Teams will develop, implement and evaluate pre-referral intervention strategies.
4. School District staff will initiate a request for evaluation of a student who has not made adequate progress after an appropriate period of time when provided instruction under a response to intervention program. In making the request the staff person will describe in writing intervention services, programs and methodologies used to remediate the student's performance prior to referral. In addition, the extent of parental contact will be described as well.
5. The Board will appoint a Committee on Special Education (CSE), and, as appropriate, CSE subcommittees, to provide the timely identification, evaluation and placement of eligible students with disabilities.
6. The Board will arrange for special education programs and services based upon the recommendation of the CSE or CSE subcommittee.

7. The Superintendent, or his/her designee, shall establish a plan for the recruitment, hiring and retention of staff appropriately and adequately prepared to meet the needs of students with disabilities including, but not limited to, highly qualified special education teachers.

8. The Superintendent, or his/her designee, shall establish a comprehensive professional development plan so that personnel necessary to carry out IDEA and Article 89 possess the skills and knowledge required to meet the needs of students with disabilities.

9. The Superintendent will establish a process for ensuring that District staff understand the right of students with disabilities to access and participate in the same academic, co-curricular and extracurricular programs and activities as all other students enrolled in the District's public schools, to the maximum extent appropriate to their individual needs.

Locate and Identify Students with Disabilities

The Superintendent, or his/her designee, will determine activities to help locate and identify students with disabilities. These may include, but are not limited to, the mailing of letters to all District residents regarding the availability of special education programs and services and their right to access such services, and/or the publication of a similar notice in school newsletters and other publications.

Evaluation of Students with Disabilities

To initially determine a student's eligibility for a free appropriate public education under the IDEA and Article 89, the District will conduct a full evaluation of the student in accordance within legally prescribed time lines. As set forth in Commissioner's regulations, the initial evaluation will include, at least, a physical examination, an individual psychological evaluation unless the school psychologist determines it unnecessary, a social history, an observation of the student in the student's learning environment to document the student's academic performance and behavior in the areas of difficulty, and other appropriate assessments or evaluations (including a functional behavioral assessment for a student whose behavior impedes his or her learning or that of others) to ascertain the physical, mental, behavioral and emotional factors that contribute to the suspected disabilities.

Once a student has been determined eligible to receive a free appropriate public education, the District will reevaluate the student with a disability whenever the student's parent requests a reevaluation, and when the District determines the educational and related services needs (including improved academic achievement and functional performance) of the child warrant a reevaluation. However, a reevaluation must take place at least once every three years, unless the student's parent and the District agree it is unnecessary.

Parental Consent for Student Evaluations

Before conducting any type of evaluation, District staff will take steps to obtain written informed consent from a student's parent, as required by applicable law and regulations. They also will keep a detailed record of those attempts and their results, including phone calls and correspondence, visits to the parent's home and any responses received.

1. If a parent refuses to give consent for an initial evaluation, or fails to respond to such a request, the parent will be given an opportunity to attend an informal conference and ask questions about the proposed evaluation. Unless the referral for evaluation is withdrawn, if the parent continues to withhold consent, the Board will commence due process proceedings to conduct an initial evaluation without parental consent within the time lines established in Commissioner's regulations.
2. If a parent refuses to give consent for a reevaluation, or fails to respond to such a request, District staff will proceed with the reevaluation without parental consent if it has engaged in documented reasonable efforts to obtain such consent and the parent has failed to respond. If the District cannot document its efforts to obtain consent, the Board will commence due process proceedings to conduct a reevaluation without parental consent.
3. If District staff is unable to obtain consent for the initial evaluation or reevaluation of a home schooled or a parentally-placed nonpublic school student, the Board will not commence due process proceedings to conduct the evaluation without parental consent, and will consider the student as not eligible for special education.

Conduct of Evaluations

In conducting evaluations of students with disabilities, the District will use a variety of assessment tools and strategies, including parent-provided information, to gather relevant functional, developmental, and academic information for determining a student's eligibility for special education and related services, and the content of the student's individualized education program or individualized education services program or services plan in the case of nonpublic school students with disabilities (including information related to enabling the student to be involved in and progress in the general education curriculum).

The District also will assess a student in all areas of suspected disability, and the assessment and other evaluation used will not be discriminatory on a racial or cultural basis. In addition, students will be assessed in the language and form most likely to yield accurate information on what the student actually knows and can do academically, developmentally, and functionally, unless it is not feasible to do so.

In the case of students suspected of having a specific learning disability, the District will follow the procedures established in commissioner's regulations.

The District will notify a student's parent of any determination that no additional data is needed and the reasons for such a determination. It will also inform the parent of his or her right to request an assessment, notwithstanding that determination.

Eligibility Determination

The CSE or CSE subcommittee will determine whether a student is eligible for special education and related services under the IDEA and Article 89, as well as the student's educational needs.

The CSE or CSE subcommittee may not determine that a student is eligible for special education and related services if the determining factor is lack of appropriate instruction in essential components of reading, including phonemic awareness, phonics, vocabulary development, reading fluency (including oral skills), and reading comprehension strategies; or lack of appropriate instruction in math; or limited English proficiency.

Committee on Special Education

The members of the CSE and CSE subcommittees will include those individuals identified in applicable law and regulations, and their attendance at CSE and CSE subcommittee meetings will be required except as otherwise provided in law and regulations.

The parent of a student with disabilities is one of the mandated CSE and CSE subcommittee members and as such has a right to participate in CSE and CSE subcommittee meetings concerning the identification, evaluation, educational placement, and the provision of a free appropriate public education to their child. District staff will take steps to involve the parent's participation, in accordance with the following:

1. CSE and CSE subcommittee meetings will be scheduled at a time and place that is mutually agreeable to the parent and the District.
2. The parent will be given at least five days notice of the time and place of a CSE or CSE subcommittee meeting, except as otherwise provided in law and regulation, along with notice of the purpose of the meeting, those who will attend (including name and title), and the parent's right to be accompanied to the meeting by person(s) the parent considers to have knowledge and special expertise about their child.
3. The parent and the District may agree to use alternative means of participation at CSE meetings, such as videoconferences or telephone conference calls.
4. District staff will take any action necessary so the parent understands the proceedings at CSE meetings, including arranging for an interpreter for deaf parents or parents whose native language is other than English.

The CSE or CSE subcommittee may meet without a student's parent only if District staff has been unable to obtain either parent's participation, and has a record of its attempts to arrange a mutually agreed upon time and place. Similarly, the CSE or CSE subcommittee may make a decision without the involvement of the student's parent only if District staff has been unable to obtain parental participation, even though the use of alternative means of participation, and has a record of its attempts.

Provision of Services

The Board will arrange for appropriate special education and related services recommended by the CSE or CSE subcommittee within 60 school days of the District's receipt of parental consent to evaluate a student not previously identified as a student with a disability, or within 60 school days of referral for review of a student with a disability, except as otherwise provided in law and regulations.

All staff responsible for the implementation of a student's individualized education program, or an individualized education services program or services plan in the case of parentally placed nonpublic school students with disabilities, will be provided information regarding those responsibilities (Refer to policy 4321.5 for more information on this topic).

Parental Consent for the Provision of Services

The Board acknowledges that parental consent for initial evaluation does not constitute consent for placement for the provision of special education and related services. Therefore, District staff will take steps to obtain written informed consent for the initial provision of special education and related services to an eligible student. The Board will be precluded by applicable law and regulations from commencing due process proceedings to override the parent's refusal to provide such consent or override the parent's failure to respond to such a request.

Transition Service and Diploma/Credential Options

In accordance with law and regulation, provision of transition services, which are a coordinated set of activities for students with disabilities that facilitates movement from school to post-school activities, may include but are not limited to post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation. At age 15, or younger if appropriate, the student's IEP will include a statement of transition service needs and will include undertaking activities in the following areas:

- Instruction
- Related services
- Community experiences
- The development of employment and other post-school adult living objectives; and
- When appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

In developing the plan for transition services, students and parents will be made aware of the range of diploma and credential options available and the requirements associated with each option.

Policy References:

The Individuals with Disabilities Education Act (IDEA), 20 USC §§1400 *et seq.*;

34 CFR Part 300

N.Y. Education Law Article 89, §§4401 *et seq.*

8 NYCRR Part 200

Policy Cross References:

1900 – Parent and Family Engagement

4000 – Commencement Standards

4773 – Diploma and Credential Options for Students with Disabilities

5500 - Student Records

6700 – Purchasing

9700 – Staff Development

Adoption Date: 6/8/2001

4000 - Instruction