

Victor Central School
Board of Education
PROPOSED AGENDA
Regular Meeting, Thursday, May 10, 2018 – 5:30 PM
Early Childhood School Boardroom

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

✓ = 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 and adjourn the meeting.*
 - **Meeting called to order by President Deborah Palumbo-Sanders**
 - A. **Moment of Silence**
 - B. **Pledge to the Flag**
 - C. **Greetings to Visitors**
 - D. **Reading of Fire Evacuation Procedure**
(In case of a fire, would everyone please follow the EXIT signs to the outside of the building. Please stay completely clear of the building to provide space for any Fire Department vehicles.)

- ✓ 2. **Approval of the Agenda**

3. **Presentations/Recognitions: (40 Minutes)**
 - **Recognition of the 2017-18 Retirees**
 - **2018 Graduate of Distinction Ralph Spezio, Ed.D.**
 - **Board of Education Member**

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 April 12, 2018, the special meetings of Wednesday, April 25, 2018 and April 30, 2018 and the Public Budget Hearing of May 1, 2018;**
 - B. **Treasurer's Report for the month ending March 31, 2018;**
 - C. **Personnel Agenda;**
 - D. **Board Members to attend standing committee meetings;**

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- E. Recommendations of the Committee on Special Education from the meetings of February 6, 13, 14, 28, 2018, March 6, 8, 12, 15, 20, 21, 26, 27, 29, 2018, April 10, 11, 12, 13, 16, 17, 18, 19, 20, 23, 24, 25, 26, 27, 30, 2018, and May 2, 4, 7, 8, 9, 10, 2018;**
- F. Election workers for May 15, 2018 Annual Budget Vote and Election;**
- G. Declare the following as surplus:**
- **Delta Table Saw with VCS tag #03435;**
 - **Apple iPad with VCS tag #015348;**
 - **Hewlett Packard LaserJet 1320n Printers with VCS tag #s 02049, 02053, 02418, 07074;**
 - **Hewlett Packard LaserJet P2015dn Printer with VCS tag # 04509;**
 - **Apple iPod Touch with VCS tag #s 011849, 012290, 013697;**
 - **40 Gallon Groen Jacketed Steam Kettle with VCS tag # 00808;**
 - **Humanware Victor Reader with VCS tag # 012295;**
 - **Dynavox Vmax+ with VCS tag #s 012301, 012306;**
 - **AMDI TX12x32BG with VCS tag # 012307;**
 - **Enabling Devices Cheap Talk 8 Six Level with VCS tag # 012288;**
 - **Ablenet Switch Click USB with VCS tag # 012287;**
- H. Accept the following donations:**
- **Classroom Materials valued at \$192.85 from DonorsChoose to Lauri Lamb’s First Grade Classroom for a project called “First Grader Book Pouches”;**
 - **Classroom Materials valued at \$494.41 from Donors Choose to Jennifer Martusewicz’s Kindergarten Classroom for a project called “Falling in Love with Memorable Characters”;**
 - **\$2,500.00 from the Victor Blue Devil Youth Lacrosse Program to the Victor Central School District; and**
- I. Approve Board members Karen Ballard and Tim DeLucia to attend the Monroe County School Boards Association Annual Meeting in Penfield, NY on 5/23/18.**
- 6. A. Campus News**
- ✓ **B. University of Rochester Adolescent Brain Cognitive Development Study**
(Dr. Dan Mruzek and Dr. Ed Freedman; 15 min.)
- C. Secondary District Goals Update** *(Brian Gee and Yvonne O’Shea; 30 min.)*
- D. Director District Goals** *(Darren Everhart, Jim Haugh, Chris Marshall; 30 min.)*
- ✓ **E. Rescind the following field trip request:**
- **Victor Marching Blue Devils to Dayton, Ohio from 9/21/18 – 9/23/18 to participate in the Bands of America Regional Championship;**
- ✓ **F. Approve the following field trip request:**
- **SEAS Club to Azores in Portugal from 4/12/19 – 4/19/19;**

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- ✓ **G. Policy Review: Third and final reading of the following policy:**
1. Code of Conduct; Policy 5300

- ✓ **H. Policy Review: Second and final reading of the following policy:**
1. School Counseling Program; Policy 4600

7. Meeting Updates

- 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. Annual Vote and Election on Tuesday, May 15, 2018 from 6:00 AM – 9:00 PM in the Intermediate School Auditorium**
B. Next Board Meeting, Thursday, June 14, 2018

- ✓ **10. Adjourn**

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of the Regular Meeting of April 12, 2018
Early Childhood School Auditorium/Boardroom
953 High Street
Victor, New York 14564**

- CALL TO ORDER** President Deborah Palumbo-Sanders called the meeting to order at 6:30 PM.
- Members Present** Kristin Elliott, Gary Gilbert, Debbie Palumbo-Sanders, Christopher Parks, Mike Young
- Members Absent** Karen Ballard, Tim DeLucia
- EXECUTIVE SESSION** A motion was made by C. Parks, seconded by G. Gilbert, to enter executive session at 6:30 PM to discuss the employment history of specific individuals. The motion was carried. 5 yes 0 no
- REGULAR SESSION** A motion was made by C. Parks, seconded by K. Elliott, to return to regular session at 7:11 PM. The motion was carried. 5 yes 0 no
- APPROVE AGENDA** A motion was made by G. Gilbert, seconded by K. Elliott, to approve the agenda for the meeting.
- A motion was made by C. Parks, seconded by M. Young, to amend the agenda and add approval of the Property Tax Report Card under consent and the Robotics Field Trip Request to Detroit, Michigan as item 6I. The motion was carried. 5 yes 0 no
- A motion was made by G. Gilbert, seconded by K. Elliott, to approve the amended agenda. The motion was carried. 5 yes 0 no
- RECOGNITIONS** Superintendent Santiago-Marullo said this is one her favorite times of the year when we have an opportunity to celebrate the success of our students.
- Senior High Musical** Dr. Santiago-Marullo introduced Musical Director Jeremy Hawkinson. He spoke about this year’s Senior High musical *James and the Giant Peach*. Mr. Hawkinson said this was a big success. The kids executed an amazing show. The design that was put together was really challenging. The peach was giant and took about 50 hours to put together. There were approximately 100 kids involved and they all rose to the occasion. Mr. Hawkinson talked about Stars of Tomorrow, at the Rochester Broadway Theatre League. He said the program is on Thursday, May 10th. The program recognizes high school musicals in true Tony® Awards Fashion. The program is dedicated to supporting the process of growth and learning, encouraging commitment, discipline and teamwork, and acknowledging excellence. He thanked the Board for the recognition every year. He also thanked Liz Welch, Sherri Lasky and Maureen Goodberlet for their help in putting together the recognition. Mr. Hawkinson said he wanted to especially thank Mrs. O’Shea, she will be missed. She is a great supporter of the program. They were presented with a plaque that will be hung in the Boardroom and each student was presented with a certificate recognizing their participation in the show.

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RECOGNITIONS

DECA National Qualifiers

Dr. Santiago-Marullo introduced DECA Advisor and Senior High School teacher Mike Cutaia who spoke about the club. He thanked the Board of Education for the recognition. DECA is an academic competitive club and centered on business. The officers started off the year in August and hit the ground running. The year started off with 117 members. In January the Region 10 competition was held at the Rochester Institute of Technology. Forty-four students were winners in a variety of categories. At DECA's New York State Career Conference held earlier this month at the Rochester Riverside Convention Center 16 students qualified for the DECA National Competition in Atlanta, Georgia. They will be competing against 18,000 students from across the world. The students going to nationals received certificates for their accomplishments.

Wrestling Individual Section V Champions

Dr. Santiago-Marullo introduced the Director of Health, Physical Education and Athletics Ron Whitcomb who helped to present the rest of the recognitions. Mr. Whitcomb introduced Wrestling Coach Craig Kaper. Coach Kaper thanked the Board of Education, Superintendent and Mrs. O'Shea for all of the support over the years. He talked about the two outstanding wrestlers this season. Jack Kumpf was the individual Section V winner in the 170 weight class. He finished as a Century Club Award Winner with over 100 career wins. Coach Kaper said Jack demonstrates hard work and perseverance and this is what won him his championship this year. Alex Samson was the individual Section V winner in the 132 weight class. He achieved elite status in the sport of wrestling claiming his 200th career victory and he is only a junior. Coach Kaper said Alex is becoming the most decorated wrestler in the history of the Victor program. He then thanked Ron Whitcomb for all he has done for the wrestling program. The athletes were presented with certificates acknowledging their accomplishments.

Indoor Track and Field Individual Section V Champions

Mr. Whitcomb introduced Indoor Track and Field Coach Jerry O'Dell who spoke about the Section V champions. Coach O'Dell said the indoor track season was fantastic with many excellent performances on the track and in the field. The boys and girls teams consisted of a total of 80 athletes and improved along the way. The Section V winners include the Girls 4x400 Relay with Payton Elliott, Grace Kitterman, Paige Lind and Sarah Urban, the Boys 4x800 Relay with Nico Bellavia, Hunter Braun, Conrad Bremer and Connor Preston, and the Boys 600M run by Nico Bellavia. Coach O'Dell thanked the Primary and Intermediate Schools for letting the track team practice throughout their halls during the winter months. He thanked the Board of Education for supporting all of the extracurricular activities and Mrs. O'Shea for her leadership at the High School. Coach O'Dell said he and Coach Goodell are so proud of the students. The athletes were presented with certificates acknowledging their accomplishments.

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RECOGNITIONS

Boys Varsity Bowling Section V Champions

Mr. Whitcomb introduced Boys Varsity Bowling Assistant Coach Jamie LaBrake who spoke about the team. He thanked Mr. Whitcomb and the Board for giving him the opportunity to be a volunteer coach for the last five years. He said one of the main reasons the team was so successful was because of the four seniors on the team. They paved the way to win sectionals and make it to states. Coach LaBrake said the time and effort the team dedicated to the sport goes without saying. He said he and Coach Foeder wanted to especially thank Mr. Whitcomb for his continued commitment to the bowling program. They thanked Superintendent Santiago-Marullo for attending many matches and making a trip to Syracuse. Coach LaBrake said it has been 28 years since the last championship. Mr. Whitcomb said the team went into sectionals as the 5th seed and came out sectional champions. The team was presented with a plaque that will be hung in the Boardroom and each athlete was presented with a certificate recognizing their accomplishments.

Alpine Ski Individual Section V and New York State Champions

Mr. Whitcomb introduced Alpine Ski Coaches Jen Haggerty and Niki Frunzi. Coach Frunzi spoke about Lucy Haggerty's successful alpine ski season. Lucy was an overall girl's sectional winner and the alpine combined winner. She said her drive and stamina both on the mountain and in the classroom goes without saying. Coach Haggerty spoke about the successful season Katie Carrier had. She was a senior captain. She has been part of the team for six years and has been an integral part of the varsity team since 7th grade. Coach Haggerty said this year she leaves as a state champion in the giant slalom. Her leadership, poise, athleticism, willingness to take advice as well as her team spirit will be missed. Coach Haggerty and Coach Frunzi thanked the Board of Education and Dr. Santiago-Marullo for their support. They said a very special thank you to Mr. Whitcomb as he is the reason there is an alpine ski team at Victor Central Schools. They also thanked the transportation department who drove the team through a lot of crazy conditions without any issues. Each athlete was presented with a certificate recognizing their accomplishments.

Varsity Cheerleading Section V and New York State Champions

Mr. Whitcomb said the cheerleaders became sectional champions and state champions. They were persistent and persistence is the definition of grit. He then introduced Coach Courtney Tortarella who thanked the Board of Education for their support. She then went on to talk about the successful season the cheerleaders had. Coach Tortarella went through the process of the different competitions and how competitive cheerleading is scored. The cheerleaders are scored on cheer performance, jumps, motion dance transformation, pyramid and stunt progressions, and tumbling. In each division the top 10% qualify for states. In large division one there are six teams. That means the top team is the only one that qualifies for states. She said Victor tied with Fairport to the nearest 100th place for sectionals, which qualified them for states. This is the first state title in cheer history. Coach Tortarella thanked Mrs. O'Shea who has been a pillar of support. She said

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she has been blessed with an Athletic Director that understands cheerleading. She also thanked Dr. Santiago-Marullo for being their personal cheerleader the whole season long. The team was presented with a plaque that will be hung in the Boardroom. Each athlete was presented with a certificate recognizing their accomplishments.

**Varsity Ice Hockey
Section V and New
York State Champions**

Mr. Whitcomb introduced Ice Hockey Coach Mike Ferreri who spoke about the successful season. Coach Ferreri said the hockey team won their first state title in school history with a record of 22-0-4. This year was their third sectional title in four years. He said the gentlemen have created a bond that is so tight and so strong. Life altering events have taken place this year and the young men rose to the occasion. This year's culture is PAC, Positivity, Accountability, and Commitment. This is the model they chose during the season and this is the motto that became the team chant as they left the locker room. Coach Ferreri said it was truly about a group of young men that totally wanted to see their teammates succeed more than worrying about achieving their own success. He said we never talked about being undefeated; we talked about culture and attitude. He thanked the Board of Education for their support of the District. He said Superintendent Santiago-Marullo is so visible at anything. Coach Ferreri said Mrs. O'Shea has been supporting the hockey program for 15 years and had two boys of her own that helped pave the way in the program. Coach Ferreri also thanked the community and the teachers for their support. He said the District as a whole is very close. We are a community, not only the staff but with the student body. The team was presented with a plaque that will be hung in the Boardroom. Each athlete was presented with a certificate recognizing their accomplishments.

Dr. Santiago-Marullo said our students work very hard at athletics and academics and make us very proud.

**PUBLIC
PARTICIPATION**

None at this time.

CONSENT ITEMS

A motion was made by M. Young, seconded by G. Gilbert, to approve, upon recommendation of the Superintendent, the following consent items:

A motion was made by M. Young, seconded by C. Parks, to remove item H, Legal Notice for the Victor-Farmington Library Vote, and vote on it separately. The motion was carried. 5 yes 0 no

MINUTES

Minutes of the regular meeting of March 8, 2018 and the special meeting of March 15, 2018;

**FINANCIAL
STATEMENTS**

Treasurer's Report for the month ending February 28, 2018;

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PERSONNEL

The following personnel items:

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

Instructional 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.

Appointments:

The appointment of **Jan Soucier**, who holds Permanent Certifications in Special Education and Nursery, Kindergarten, and Grades 1-6 as a Mentor Teacher, effective July 1, 2018, and ending June 30, 2019.

The appointment of **Linda Izzo**, who holds Permanent Certification in Pre-Kindergarten, Kindergarten, and Grades 1-6 as a Mentor 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.

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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.

The resignation of **Jill Pollack**, Speech and Language Teacher, effective April 30, 2018.

**Per Diem
Substitutes:**

<u>Candidate</u>	<u>Area of Certification</u>
Moriah Sachs	Elementary/Special Education
Kendon Bates	Uncertified

**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.

The appointment of **Brian Fisher**, Custodian, effective April 23, 2018, at an hourly rate of \$13.66.

The appointment of **Christian Morales**, Cleaner, effective April 11, 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.

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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.

Terminations: The termination of **Johna MacPherson**, Part Time Teacher Aide, effective March 29, 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

**CSE/CPSE
RECOMMENDATIONS** 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;

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

DONATIONS 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;

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SURPLUS ITEMS

The following are declared as surplus:

- HoverCam Solo 5 with VCS tag #013746;
- Hewlett Packard LaserJet Pro 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;

**CONFERENCE
ATTENDANCE**

Tim DeLucia to attend the Monroe County School Boards Association Spring Law Conference in Rochester, NY on 4/12/18;

**EXTRACLASS
ACCOUNT**

The creation of the ExtraClass Account at the Senior High School identified as the Positive School Climate Committee (PSCC); and

**PROPERTY TAX
REPORT CARD**

The Property Tax Report Card as submitted.

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

**LEGAL NOTICE FOR
VICTOR
FARMINGTON
LIBRARY VOTE**

A motion was made by M. Young, seconded by K. Elliott, to approve the legal notice for the June 21, 2018 vote for Victor-Farmington Library funding as submitted.

District Clerk, Maureen Goodberlet said she received an e-mail this morning from Tim Niver, Director of the Victor Farmington Library saying there was a mistake made on the dollar figure provided to the school for the library budget. She reminded the Board of Education they received a revised legal notice this morning with the new dollar figure. The new library funding proposition will be \$556,600. Dr. Young asked what the previous amount was. Mrs. Goodberlet said the previous amount was \$560,600 and it will now be \$556,600. This is a reduction of \$4,000. Mrs. Elliott said do we know why the difference? Mrs. Goodberlet said she was not sure why she was just told they made a mistake when providing the number to the School District.

The motion to accept the foregoing consent item was carried.

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

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CAMPUS NEWS

VCS administrators summarized campus news and events.

FOREIGN EXCHANGE STUDENT PRESENTATIONS

Superintendent Santiago-Marullo introduced Senior High School Principal Yvonne O’Shea who spoke about the Foreign Exchange Program. Mrs. O’Shea thanked the Board of Education for allowing the District to accept foreign exchange students each year. She said as much as they learn from us we learn from them as well. She then introduced Giselle Araujo from Brazil, Claudia Deiana from Italy and Eileen Weinert from Germany along with each of their host families. Each student provided an overview of their country, town or city they are from, their families from home, and their cultures. The students talked about the differences between their educational settings back home and the educational setting at Victor Central Schools.

CAPITAL PROJECT UPDATE

Superintendent Santiago-Marullo introduced Director of Facilities Chris Marshall and Mark Esposito and George Spinaris from Campus Construction who provided a capital project update. Mr. Marshall said they finally have approval from the State Education Department (SED). The opening of bids will take place next week. Mr. Esposito reviewed the timeline of the project. The \$25,000,000 referendum approval took place on October 18, 2016. The project was submitted to SED on June 5, 2017. The documents were ready and available to the bidders on March 21, 2018. The first pre-bid walk through took place on March 29, 2018. SED approval was received on March 30, 2018. A second pre-bid walk through took place on April 5, 2018. Bids will be publically opened on April 18, 2018. On April 19, 2018 the project team will evaluate and review low bids. A bidder recommendation letter will be provided to the District by the project team on April 23, 2018. On April 25, 2018 the Board of Education will award contracts. In May 2018 a project kick-off meeting will take place with the contractors. Subcontractors mobilize to the site and begin construction in June 2018. The close-out process and punch-list items will be completed in October 2019. SED final cost report documentation will take place in December 2019. Mr. Esposito then went over some of the major capital improvement project additions and renovations in some of the major spaces. At the Early Childhood School there will be a second floor classroom addition, the nurse’s office, occupational therapy and physical therapy service areas will be renovated and expanded. The parking lot and bus loop will also be renovated. At the Primary School toilet partitions will take place as well as roof repairs. Corridor ceiling and floor replacements will also take place. At the Intermediate School the gymnasium will be renovated and there will be an addition. There will be a new large ensemble music room added. There will be roof repairs and replacement and corridor

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CAPITAL PROJECT UPDATE Continued

ceiling replacement. At the Junior and Senior High School the Senior High School nurse's office will be renovated and expanded, there will be an expansion of the tennis courts, and boiler and hot water tanks will be replaced. Roof repairs and replacement as well as media center renovations will take place. Mr. Esposito said the bid atmosphere in the industry is very volatile right now. There are a lot of jobs out there and not a lot of workers. There is also a concern with the tariff on metal. Alternates have been identified to protect the budget. Dr. Parks asked if there is a general process for the percentage of breakdown for payout as far as how much we hold until the project is complete. Mr. Esposito said yes, with the documents in place we hold 10% of the value. Dr. Parks said so you feel that 10% is enough even though the market is so saturated with jobs? Mr. Esposito said they don't get paid until the job is complete. Dr. Parks said I understand the process do we think that is enough? Mr. Esposito said he does not have a concern. Dr. Santiago-Marullo said Chris Marshall is also monitoring the project on a daily basis as a team with George Spinaris from Campus Construction. Dr. Parks said you have a breakdown by building as far as the improvements that are occurring. Is there a breakdown of more than one person monitoring the project, such as one person per building? Mr. Esposito said there is one fulltime onsite Field Manager and a fulltime onsite Project Manager; it is not broken down by building rather a team atmosphere. Mr. Gilbert asked how many phases this will go through. Mr. Esposito said they will be working in all buildings between the summer of 2018 and the summer of 2019. They will also be working during the school year. It will be all four buildings at once. Mrs. Elliott asked if anyone is working at night. Mr. Esposito said when items that are being worked on are noisy or cause an odor we will work a second shift or overnight. Mrs. Elliott asked what the biggest disruption will be. Mr. Esposito said it will be the site work over the summer with heavy machinery. Dr. Santiago-Marullo said one of the biggest challenges is the Intermediate School gym. She said Mr. Whitcomb has worked with Pinnacle so the Senior High School will be using that facility for physical education. The Intermediate School will go up to the Senior High School. Mrs. Elliot asked where the Pinnacle budget comes into play. Mr. Esposito said that it is built into the project. Dr. Parks said with the magnitude of the construction project taking place, how does that affect the safety plan of the District. Mr. Esposito said they badge every construction worker. Only the foreman for the contractors will be able to access the buildings. He said there are tight reigns on who is accessing the building and when. Mr. Marshall said all of the staging areas are fenced. Dr. Parks asked if there is an opportunity to take this project work into the curriculum. Dr. Santiago-Marullo said they have done that at the secondary level. During the last capital project the architects worked closely with the Project Lead the Way program and held tours.

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**SENIOR RANKING
RESOLUTION**

A motion was made by C. Parks, seconded by K. Elliott, to adopt the following resolution:

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.

The motion was carried. 5 yes 0 no

**SAFETY COMMITTEE
UPDATE**

Dr. Santiago-Marullo introduced Director of Facilities Chris Marshall who provided a Safety Committee update. Mr. Marshall said he has been the Safety Committee Chairman for the last 14 years. He went over the make-up of the safety committee. There are a wide variety of backgrounds from first responders, teachers, administrators, the head nurse, our insurance agent and a Health, Safety and Risk Management staff member from Genesee Valley BOCES. Mr. Marshall said the committee is constantly reviewing risks and how the District is being affected by the changing society. It is important to always look for best practices to keep students safe. The District's Safety Plan is made up of best practices. The Safety Committee meets once a month. Part of the monthly meeting is to review accident reports and there is also an open agenda for any safety issue that comes up. All of the safety drills that are held are debriefed at a Safety Committee meeting. Mr. Marshall said a couple of years ago there were no mandatory lockdown drills, just 12 fire drills. Now the state has mandated eight fire drills and four lockdown drills. Once construction starts a construction update will be presented at the meetings. Some of the current safety measures in place are the Emergency Management Plan, all schools have a single point of entry, each staff member has been trained, lockdown and lockout drills are completed, a visitor management system is in place at all schools, surveillance cameras are installed, cross corridor door emergency release buttons, parking lot attendants, and Emergency Response Teams. Mr. Marshall then discussed the safety upgrades the committee is looking into such as classroom door lock upgrades, classroom and window film installation and door contacts project. Mrs. Elliott asked if the door contacts projects is for the main entry doors. Dr. Santiago-Marullo said no for all exterior doors. If a door is left open for more than a specified amount of time it would set off an alarm. Mrs. Elliott asked if there is a system of doors that is key specific from the hallway but from the inside you could lock it with any key. Mr. Marshall said that is a feature they are looking into where you could do a push button or have a key. Mrs. Elliott asked if there are any guidelines from the state mandating any of the safety features. Mr. Marshall said no. He said the state has provided input on things schools cannot do. Dr. Parks said it is a delicate balance balancing security and what fire code allows. Dr. Young said if you are talking about a key you would need someone with

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

SAFETY COMMITTEE UPDATE Continued

that key to lock it. If you have a push button anyone could lock it. Dr. Parks said when talking about the ballistic film are there areas on campus where high traffic or high access areas might be better off with ballistic glass? Also in looking at a comprehensive plan, would it be beneficial to have every exterior door or window numbered for law enforcement? Mr. Marshall said we are looking into it. Dr Parks said just a couple more things to think about. Would it be possible to provide access to the Ontario County Sheriffs or the New York State Troopers to be able to remotely access the internal surveillance cameras from the school? The single points of entry are fantastic; however how about a panic button for that person who is in the first line of fire. Dr. Parks said these are just general ideas. Dr. Parks also said he loves the fact that we have the emergency response teams. He asked how we are equipped with first aid kits, AEDs and fire extinguishers. In non-science classrooms, places you would not have to worry about being flammable, how about the idea of placing fire extinguishers from the idea that if you are concerned about someone intruding in the classroom it can become a delay. Dr. Parks said just something to think about. Mr. Marshall said that is a thought; however we cannot mandate staff use them. Dr. Young said the important thing is to remember the Safety Committee is not the Campus Defense Committee. It's the overall campus safety portion, which is the most frequent. Dr. Young said it's important to remember most things are going on behind the scenes. Mr. Marshall said there are some other safety things taking place behind the scenes that cannot be discussed in public.

ADOPT 2018-2019 PROPOSED BUDGET

Dr. Santiago-Marullo introduced Business Administrator Joe Dougherty who presented an update on the proposed 2018-2019 budget. The final state budget came out on March 30th. The District received an additional \$428,403 in state aid, higher than initially projected. When the budget was previously presented to the Board there was a phase one and phase two. As discussed, if more funding was received we would start working down the prioritized list in phase two. With the additional state aid we will be able to fund all of phase two. Mr. Dougherty reviewed the new revenue plan. The state aid projection is now \$21,381,402. The overall budget is \$69,222,879, which is an increase of \$2,869,992 or 4.33%. The tax levy remained the same. The tax rate per thousand is an increase of \$0.74. Mr. Dougherty then went over the phase two additional positions and programs. There will be an additional .50 Full Time Equivalent (FTE) special education teacher for the Intermediate School. This .50 with the .50 in phase one becomes a 1.0 FTE. A K-6 English Language Arts Teacher Coach will be added. The Senior High School will get a 1.0 FTE teacher. The Early Childhood School, Primary School, Intermediate School and Senior High School will each get a

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

ADOPT 2018-2019 PROPOSED BUDGET Continued

teacher aide. The music and art district equipment fund will be increased by \$15,000 each. A Senior High School clerk/typist position will increase from 10 months to 12 months. A .20 adapted physical education teacher will be added, when including the .20 position in phase one this now becomes a .40 position. Two cleaners will also be added. The Teacher Center will be pulled out because the District has received a grant to fund that. Dr. Santiago-Marullo said we are very glad the state legislators did endorse funding the Teacher Centers. Mrs. Elliott asked if the dollar amount for the senior high teaching position is a cap. Dr. Santiago-Marullo said that figure is a teacher salary with step five plus benefits. Mrs. Elliott said so if someone comes in below that does the money go into reserves? Dr. Santiago-Marullo said sometimes that has to go to pay a teacher that may come in above that figure. Mr. Dougherty then talked about the final appropriation of the budget. The additional state aid is \$428,403 and the amount of phase two is \$421,904 for a difference of \$6,499. The difference has been appropriated to the Health Service-Supplies budget to help pay for the new unfunded mandate of making no cost feminine hygiene products available in grades 6-12 restrooms. Mrs. Elliott asked if this is mandated in every bathroom. Dr. Santiago-Marullo said yes, every female bathroom in grades 6-12. Mr. Gilbert said so right now in grades 6-12 not all of our female bathrooms are set-up with feminine hygiene products. Dr. Santiago-Marullo said right now we provide them in the nurses' office free of charge, not in the bathrooms. In previous years we had them in the bathrooms but the machines kept breaking. Mrs. Elliott asked if they are being phased in. Dr. Santiago-Marullo said there is no phase in. It has to take place this year. Mr. Gilbert said in the past if we see a positive delta in state aid does that usually mean there will be more unfunded mandates. Dr. Santiago-Marullo said that is an interesting idea; however not generally. Mr. Dougherty said we are staying within the tax cap and able to fund both phase one and two as well as maintaining a tax rate that is at a favorable level for the residents of the District. Dr. Young asked what the total staffing budget is for special education. Mr. Haugh, Assistant Superintendent of Human Resources, said the proposal is for 3.5 FTE of special education teachers for next year. That is in addition to the roughly 37 FTE we currently have. Mr. Haugh said we are anticipating 8 FTE teacher aides for next year. Last summer we had to add 15 because of the special education needs. Dr. Santiago-Marullo said we are challenged by the fact that these are some of the unpredictable situations. Mr. Haugh reminded the Board of the second 8:1:1 section that had to be added this year mid-year. Mrs. Elliott said we have such incredible staff and teacher aides. They are an important part of the work we do. For the aides that are being hired where does the training land. Is that training in a separate budget? Mr. Haugh said many of the new hires in the realm of teacher aides won't go into special situations unless they have special skill sets. The training is

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**ADOPT 2018-2019
PROPOSED BUDGET
Continued**

limited initially and managed at the building level. The more specialized levels may be pulled out for more training with the special education teacher. Mrs. Elliott said with the low number of teacher aide applicants is it a pool of applicants issue or an attraction to our District issue? Mr. Haugh said it is a pool of applicants issue. Mrs. McGuire, Director of Special Programs and Compliance, addressed the question on training for teacher aides. She said they have several opportunities to receive specialized training such as training on autism and behavioral training. The occupational therapy, physical therapy and speech providers have also provided training to aides as well. Mr. Gilbert said we are seeing more students coming out of college receiving dual certification in education. Are the colleges telling them it would be beneficial to receive dual certification? Mrs. Elliott said it is almost being the norm. Dr. Young asked Mr. Dougherty if there is an additional wish list. Mr. Dougherty said there is always a wish list. Dr. Young said so when we talk about things down the road do people know what is on the list. Dr. Santiago-Marullo said the list does not go away. We keep adding to it. Dr. Young said we know the great job the teachers are doing. We do a lot with a lot less yet we are in position where we have never been able to right size our budget. It's kudos to the teachers and administration the students receive a fantastic education and have a fantastic experience. We are underfunded and it's really impressive what we do with this District with what we have. Dr. Young said I want people to know it does not go unnoticed. Mr. Gilbert said we constantly say how we can do better. We also hear how can we be even better, how can we reallocate, and how can we sharpen that knife.

A motion was made by M. Young, seconded by K. Elliott, 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 motion was carried. 5 yes 0 no

**POLICY REVIEW
Second Reading**

The following policy was brought to the Board of Education as a second read:

- Code of Conduct; Policy 5300

**Second and Final
Reading**

A motion was made by C. Parks, seconded by G. Gilbert, to approve the following policy:

- Programs for Students with Disabilities Under the IDEA and New York's Education Law Article 89; Policy 4321

The motion was carried. 5 yes 0 no

VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

- APPROVE TRIP** A motion was made by M. Young, seconded by C. Parks, to approve the following trip:
- FIRST Robotics to Detroit, Michigan to participate in the World Championship from 4/25/18 – 4/29/18;
- The motion was carried. 5 yes 0 no
- MEETING REPORTS**
- MCSBA Committee Reports**
- Mrs. Palumbo-Sanders attended the Monroe County School Boards Association Labor Relations Meeting on Wednesday, March 21, 2018. The meeting consisted of an update on the Rochester Area School Health Plan.
- Mrs. Palumbo-Sanders attended a Monroe County School Boards Association Information Exchange Meeting on February 14, 2018 on Anxiety 101: Understanding, Supporting and Advocacy.
- Mrs. Palumbo-Sanders, Mr. DeLucia and Dr. Santiago-Marullo attended a New York State School Boards Association Policy Update Workshop on Tuesday, March 20, 2018. Here they talked about first amendment rights and how administrators use their professional insight when making a decision.
- PUBLIC PARTICIPATION** None at this time.
- UPCOMING EVENTS**
- BOCES Budget Vote and Election** A special Board of Education meeting will be held on April 25, 2018 to vote on the BOCES administrative budget, election of Board members and award bids for the construction project. The meeting will take place at 6:15 AM in Intermediate School Conference Room 164.
- Budget Forum and Meet the Candidate Night** Budget Forum/Meet the Candidate Night will take place on Tuesday, May 1, 2018 in the Early Childhood School Auditorium beginning at 7:00 PM.
- Regular Board Meeting** The next regular Board meeting will take place on Thursday, May 10, 2018 at 7:15 PM in the Early Childhood School Boardroom.
- EXECUTIVE SESSION** A motion was made by C. Parks, seconded by K. Elliott, to return to executive session at 10:30 PM to discuss the employment history of a specific individual.
- REGULAR SESSION** A motion was made by C. Parks, seconded by G. Gilbert, to return to regular session at 10:45 PM.

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

ADJOURN

A motion was made by K. Elliott, seconded by M. Young, to return to adjourn the meeting at 10:45 PM.

Respectively submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of the Special Meeting of April 25, 2018
Intermediate School Conference Room 164
953 High Street
Victor, New York 14564**

CALL TO ORDER President Deborah Palumbo-Sanders called the meeting to order at 6:19 AM.

Members Present Karen Ballard, Kristin Elliott, Gary Gilbert, Debbie Palumbo-Sanders, Christopher Parks

Members Absent Tim DeLucia, Mike Young

APPROVE AGENDA A motion was made by G. Gilbert, seconded by K. Ballard, to approve the agenda for the meeting. The motion was carried. 5 yes 0 no

**ACCEPT
CONSTRUCTION
CONTRACT BIDS** A motion was made by G. Gilbert, seconded by K. Elliott, to accept the following construction contract bids:

- Contract 101- Site Contract to Pooler Enterprises
- Contract 102 – General Trades Contract to Javen Construction
- Contract 103 – Roofing Contract to Elmer W. Davis Inc.
- Contract 104 – HVAC Contract to Lawman Heating and Cooling, Inc.
- Contract 105 – Electrical Contract to Kaplan-Schmidt Electric, Inc.
- Contract 106 – Plumbing Contract to Landry Mechanical Contractor, Inc.
- Contract 107 – Steel Contract to Ramar Steel Erectors
- Contract 108 – Windows Contract to Ajay Glass Co.

Mrs. Palumbo-Sanders asked Mark Esposito from Campus Construction to explain the alternates. He said the base bid for each contract includes everything they talked about from the beginning of the scope. There are three deduct alternates being accepted. The roofing alternate is a deduct because some of the existing roof insulation is able to be reused. Mr. Esposito said the Director of Facilities, Chris Marshall had a thermal scan of the roofs done. Over 90% of the roof was in good shape and not wet so that is where the credit comes from, the insulation can be reused. To get to the new energy code we have to use an R30 roof. Mr. Marshall said more insulation will just be added on top of the already good insulation. Dr. Parks asked because we are using existing insulation and adding other on top of it do we still get the life use. Mr. Marshall said we still get the full warranty. Mrs. Elliott asked if we are seeing the savings in the disposal of the insulation we are able to reuse. Mr. Esposito said yes that money goes back into the capital project fund and is figured into the \$700,000 deduct. Mr. Esposito said another alternate is not proposing the generator work. He said after reviewing the generator the life span will continue as needed and it does not need to be replaced at this time. Mr. Gilbert asked Mr. Marshall if there is an Uninterruptible Power Supply

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

(UPS) that bridges the generator. Mr. Marshall said yes in the high school. Mrs. Elliott asked how that would work if the students were in the middle of the computer based testing. Dr. Santiago-Marullo said the students test on Chrome Books that should already be fully charged and it is web based so they should be ok.

The motion to approve the construction contract bids was carried.
5 yes 0 no

**BOCES BOARD
CANDIDATES**

A motion was made by G. Gilbert, seconded by C. Parks, that the Board of Education of the Victor Central School District cast one vote for Timothy DeLucia to a seat on the Wayne-Finger Lakes BOCES Board for a three-year term effective July 1, 2018. The motion was carried. 5 yes 0 no

A motion was made by G. Gilbert, seconded by C. Parks, that the Board of Education of the Victor Central School District cast one vote for O.J. Sahler to a seat on the Wayne-Finger Lakes BOCES Board for a three-year term effective July 1, 2018. The motion was carried. 4 yes 0 no 1 abstention

A motion was made by G. Gilbert, seconded by C. Parks, that the Board of Education of the Victor Central School District cast one vote for Lynn Gay to a seat on the Wayne-Finger Lakes BOCES Board for a three-year term effective July 1, 2018. The motion was carried. 4 yes 0 no 1 abstention

BOCES BUDGET

A motion was made by G. Gilbert, seconded by C. Parks, that the Board of Education of Victor Central School District, at its April 25, 2018 meeting, approved the 2018-19 tentative administrative budget (Part 1) of the Wayne-Finger Lakes Board of Cooperative Educational Services in the amount of \$3,363,755.

The motion was carried. 5 yes 0 no

ADJOURN

Motion by K. Elliott, seconded by K. Ballard, to adjourn the meeting at 6:30 AM. The motion was carried. 5 yes 0 no

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Unapproved Minutes of a Special Meeting of April 30, 2018
Senior High School Large Group Instruction Room
953 High Street
Victor, New York 14564**

CALL TO ORDER

President Deborah Palumbo-Sanders called the meeting to order at 8:35 PM.

Members Present

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

**ENTER EXECUTIVE
SESSION**

A motion was made by K. Ballard, seconded by C. Parks, to enter executive session at 8:36 PM to discuss the employment history of specific individuals. The motion was carried. 7 yes 0 no.

**RETURN TO REGULAR
SESSION**

A motion was made by T. DeLucia, seconded by C. Parks, to return to regular session at 9:39PM. The motion was carried. 7 yes 0 no

ADJOURN

A motion was made by M. Young, seconded by G. Gilbert, to adjourn the meeting at 9:40 PM.

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**

**Public Hearing on the Proposed Budget for the 2018-2019 School Year
Tuesday, May 1, 2018
7:00 P.M. – Victor Early Childhood School Auditorium**

Board Members Present: Karen Ballard, Tim DeLucia, Kristin Elliott, Gary Gilbert,
Debbie Palumbo-Sanders

Board Member Absent: Christopher Parks, Mike Young


**BUDGET
REVIEW** Superintendent of Schools, Dawn Santiago-Marullo reviewed the proposed budget for the 2018-2019 school year. She then took questions from the audience.

ADJOURN The hearing was adjourned at 7:18 P.M. and was followed by a *Meet the Candidates* forum sponsored by the Victor Central School PIE, PTSA and VOICE. The five Board candidates (Karen Ballard, John Garvey, Gary Gilbert, Thomas Kolb and Michael Vistocco) for two open seats responded to questions from the audience.

Respectfully submitted,

Maureen A. Goodberlet
District Clerk

RESOLUTION

TREASURER'S REPORTS 

RESOLVED That, upon the recommendation of the Superintendent, the following Treasurer's reports for the month ending March 31, 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

3/1/2018

25,941,626.79

RECEIPTS:

ACCOUNTS RECEIVABLE	0.00
TAXES (INCLUDING LIBRARY TAX)	0.00
STATE AID	7,312,717.95
INTEREST & PENALTIES ON TAXES	0.00
ADMISSIONS	187.00
IN LIEU OF TAXES	0.00
INTEREST AND EARNINGS	26,244.91
BUILDING USE	3,780.00
USE OF BUSES	0.00
TUITION	0.00
BOCES	0.00
MISC.	4,341.89
DUE FROM OTHER FUNDS	130,220.07
INSURANCE RECOVERY	13,515.73
REFUND PRIOR YEARS EXPENSE	66,674.20
MONROE CO. SALES TAX	0.00
WAYNE CO. SALES TAX	0.00
MEDICAID	7,492.19

TOTAL RECEIPTS	<u>7,565,173.94</u>
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TOTAL RECEIPTS & BAL.	33,506,800.73
DISBURSEMENTS	<u>4,909,971.73</u>

BAL. ON HAND 03/31/18	<u>28,596,829.00</u>
<u>BANK RECONCILIATION</u>	

BAL./BANK STATEMENT	915,314.33
IN TRANSIT	0.00
BANK ERROR	0.00
LESS CHECKS OUTSTANDING	890,381.52
RETURNED CHECKS	0.00
DEPOSIT IN TRANSIT	<u>0.00</u>

BAL. IN NOW ACCOUNT/CDGA NAT.	24,932.81
BAL. IN CERTIFICATES/MM	28,571,896.19
RETURNED CHECK	0.00
BANK ERROR	0.00
IN TRANSIT	<u>0.00</u>

TOTAL BALANCE	3/31/2018	<u>28,596,829.00</u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

EXTRACLASS TREASURER'S REPORT

II.

3/31/2018

0.00

<u>ACTIVITIES</u>	<u>BEG. BAL.</u>	<u>RECEIPTS</u>	<u>TOTAL</u>	<u>DISBURSMTS</u>	<u>END. BAL.</u>
JUNIOR BASH	0.00	0.00	0.00	0.00	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	11,951.96	0.00	11,951.96	3,033.24	8,918.72
CLASS OF 2020	2,829.62	0.00	2,829.62	0.00	2,829.62
CLASS OF 2021	100.00	2,040.00	2,140.00	373.07	1,766.93
AQUATIC L.	584.77	520.32	1,105.09	443.00	662.09
ART CLUB	163.30	0.00	163.30	0.00	163.30
BUSINESS CLUB	4,625.72	13,571.84	18,197.56	14,186.91	4,010.65
DRAMA CLUB	17,169.53	15,382.60	32,552.13	9,519.86	23,032.27
FRENCH CLUB	24,978.04	91.73	25,069.77	3,167.22	21,902.55
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.	6,665.99	0.80	6,666.79	198.76	6,468.03
J.H. YEARBOOK	897.10	0.00	897.10	0.00	897.10
KEYCLUB	2,581.79	0.14	2,581.93	2.72	2,579.21
MANUFACTURING SYSTEMS	272.37	1.14	273.51	22.72	250.79
MEDICAL EXPLORERS	184.39	0.00	184.39	0.00	184.39
MENTORING CLUB	2,287.98	0.00	2,287.98	283.71	2,004.27
N.H.S.	2,420.26	0.14	2,420.40	2.71	2,417.69
OUTDOOR ACTIVITY	1,465.72	463.00	1,928.72	1,052.28	876.44
SALES TAX	0.00	1,537.70	1,537.70	1,537.70	0.00
SEAS	1,219.14	350.00	1,569.14	315.00	1,254.14
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	13,797.09	21,645.31	8,551.45	13,093.86
SH SCHOOL STORE	78.53	31.52	110.05	0.00	110.05
S.H. ST. CO.	9,144.09	489.85	9,633.94	267.40	9,366.54
SH YEARBOOK	13,043.45	0.00	13,043.45	379.14	12,664.31
SPANISH CLUB	525.91	217.00	742.91	0.00	742.91
TRI-M HONOR SOCIETY	686.33	928.00	1,614.33	0.00	1,614.33
VICTOR CARES	5,509.51	0.00	5,509.51	0.00	5,509.51
TOTALS	<u>148,759.86</u>	<u>49,422.87</u>	<u>198,182.73</u>	<u>43,336.89</u>	<u>154,845.84</u>
BAL/BANK	158,194.31				
CKS OUT	3,383.44		3/31/2018		<u>154,845.84</u>
INT. NOT POSTED	10.03				
BANK ERROR	0.00				
RETURNED CHECKS	45.00				
IN TRANSIT	0.00				
BAL. 03/31/2018	<u>154,845.84</u>				

Betty Post, Extraclass Treasurer

BALANCE ON HAND 03/01/2018		929,193.92
RECEIPTS:		
REFUND PRIOR YEAR EXPENSE	0.00	
A LUNCHES	58,326.90	
A BREAKFAST	2,768.85	
OTHER SALES	45,122.19	
SALES TAX	329.78	
INTEREST POSTED	62.16	
DUE FROM OTHER FUNDS	0.00	
MISC	0.00	
STATE AND FEDERAL AID	40,998.00	
TOTAL RECEIPTS		<u>147,607.88</u>
TOTAL RECEIPTS AND BAL.		1,076,801.80
DISBURSEMENTS		<u>121,916.64</u>
BALANCE ON HAND 3/31/2018		<u><u>954,885.16</u></u>
BANK RECONCILIATION		
BAL. PER BANK STATEMENT 03/31/2018 AND CD'S		952,546.21
IN TRANSIT	0.00	
BANK ERROR	0.00	
IN TRANSIT ON LINE PAYMENTS	3,419.00	
RETURNED CHECK	0.00	
OUTSTANDING CHECKS (6186, 6198)	1,080.05	
BALANCE IN SCHOOL LUNCH FUND		<u><u>954,885.16</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND 03/01/2018	417,397.13
TOTAL RECEIPTS:	<u>3,434,239.62</u>
TOTAL RECEIPTS AND BAL.	3,851,636.75
DISBURSEMENTS:	<u>3,436,009.71</u>
ENDING BALANCE 03/31/2018	<u><u>415,627.04</u></u>

BANK RECONCILIATION

BAL. PER STATEMENT	TRUST & AGENCY ACCOUNT	610,196.20
P/R INTEREST-CNB		0.57
P/R INTEREST-NBG		3.40
RETURNED CHECK		94.00
OUTSTANDING CHECKS		193,291.69
IN TRANSIT (LIFETIMECHECK RUN)		809.64
IN TRANSIT (LIFETIME CHECK RUN)		565.80
IN TRANSIT (LIFETIME CHECK RUN)		0.00
IN TRANSIT (LIFETIME CHECK RUN)		0.00
BANK ERROR		0.00
BAL. IN T & A ACCOUNT	3/31/2018	<u><u>415,627.04</u></u>

PAYROLL ACCOUNT...BAL. PER BANK STATEMENTS	33,961.04
LESS INTEREST NOT POSTED	0.57
IN TRANSIT	0.00
DEPOSIT IN TRANSIT	0.00
BANK ERROR	0.00
	<u>33,961.04</u>

BALANCE IN PAYROLL ACCOUNT	<u><u>33,960.47</u></u>
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OUTSTANDING CHECKS IN PAYROLL ACCOUNT	<u><u>33,960.47</u></u>
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LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	3/1/2018	354,266.86
RECEIPTS:		
INTEREST	22.25	
REFUND PR YR EXPENSE	0.00	
STATE OF NY	196,739.70	
DUE FROM OTHER FUNDS	23,055.16	
MISC	0.00	
TOTAL RECEIPTS		<u>219,817.11</u>
TOTAL RECEIPTS AND BALANCE		574,083.97
DISBURSEMENTS		<u>211,228.89</u>
BAL. ON HAND 03/31/2018		<u><u>362,855.08</u></u>
BANK RECONCILIATION		
<u>BAL./BANK STATEMENT</u>		399,598.05
OUTSTANDING CHECKS (5211, 5224, 5232, 5234, 5238, 5245, 5246, 5247, 5248, 5249)		36,742.97
BANK ERROR		<u>0.00</u>
BALANCE IN NOW/MM ACCOUNT 03/31/2018		<u><u>362,855.08</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	3/1/2018	62,258.13
RECEIPTS:		
INTEREST	1.32	
AID	0.00	
DUE TO OTHER FUNDS	<u>42,000.00</u>	
TOTAL RECEIPTS		<u>42,001.32</u>
TOTAL RECEIPTS AND BALANCE		104,259.45
DISBURSEMENTS		<u>103,948.27</u>
BAL. ON HAND 03/31/2018		<u><u>311.18</u></u>

BANK RECONCILIATION

<u>BAL./BANK STATEMENT</u>		311.18
LESS CHECKS OUT		0.00
DEPOSIT IN TRANSIT		<u>0.00</u>
BALANCE IN CHECKING ACCOUNT		311.18
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET		0.00
IN TRANSIT		<u>0.00</u>
BALANCE IN CAPITAL SMART SCHOOLS BOND ACT 03/31/2018		<u><u>311.18</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

BALANCE ON HAND	3/1/2018	345.41
RECEIPTS:		
INTEREST	0.11	
NYS AID	0.00	
CAPITAL RESERVE	<u>19,500.00</u>	
TOTAL RECEIPTS		<u>19,500.11</u>
TOTAL RECEIPTS AND BALANCE		19,845.52
DISBURSEMENTS		<u>19,418.12</u>
BAL. ON HAND 03/31/2018		<u><u>427.40</u></u>
BANK RECONCILIATION		
<u>BAL./BANK STATEMENT</u>		427.40
LESS CHECKS OUT		0.00
DEPOSIT IN TRANSIT		<u>0.00</u>
BALANCE IN CHECKING ACCOUNT		<u>427.40</u>
BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET		0.00
IN TRANSIT		<u>0.00</u>
BALANCE IN CAPITAL CAMPUS IMPROVEMENT PROJECT 03/31/2018		<u><u>427.40</u></u>

LYNNE LUBASZEWSKI
DISTRICT TREASURER

**VICTOR CENTRAL SCHOOL
BOARD OF EDUCATION**
Personnel Agenda, May 10, 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

Appointments:

The appointment of the following as Extended School Year Teacher at a rate of 1/200th of 2017/2018 Salary: **Gina Bessing**

The appointment of the following as Extended School Year Teacher at a rate of 1/200th of 2017/2018 Salary: **Tom Cheevers**

The appointment of the following as Extended School Year Teacher at a rate of 1/200th of 2017/2018 Salary: **Tim DiSanto**

The appointment of the following as Extended School Year Teacher at a rate of \$39.75 hourly: **Alexa O'Brien**

The appointment of the following as Extended School Year Teacher at a rate of \$39.75 hourly: **Elaine Meyer**

The appointment of the following as Extended School Year Teacher at a rate of \$39.75 hourly: **Rachel Ludwig**

The appointment of the following as Extended School Year Teacher at a rate of \$39.75 hourly: **Jill Hubright**

The appointment of the following as Extended School Year Nurse at a rate of \$20.40 hourly: **Corrine Fox**

The appointment of the following as Extended School Year Related Services at a rate of \$39.75 hourly: **Kylie Reiber**

The appointment of **Jameson Ricigliano**, Elementary Teacher, to a position as a Special Education Teacher effective July 1, 2018. Tenured Special Education appointment originally granted on August 31, 2009.

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

The appointment of **Laura Sarra**, .5 FTE Social Studies Teacher and .5 FTE Special Education Teacher, to a position as a 1.0 FTE Social

Studies Teacher effective July 1, 2018. Tenured Social Studies appointment originally granted on August 31, 2008.

**Tenure
Appointments:**

The appointment to tenure of **Colleen Burrell**, who is professionally certified in the area of Childhood Education Grades 1-6, upon the successful completion of her probationary period as an Elementary Teacher, effective August 31, 2018.

The appointment to tenure of **Nicolette Sufra**, who is professionally certified in the area of Physical Education and has supplementary certification in the area of Health, upon the successful completion of her probationary period as a Physical Education Teacher, effective August 31, 2018.

The appointment to tenure of **Maren Miller**, who is professionally certified in the area of English to Speakers of Other Languages, upon the successful completion of her probationary period as an English Language Learner Teacher, effective August 31, 2018.

The appointment to tenure of **Tracy Nally**, who is professionally certified in the areas of Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, upon the successful completion of her probationary period as an Elementary Teacher, effective August 31, 2018.

The appointment to tenure of **Katie Roto**, who is professionally certified in the area of Mathematics Grades 7-12, upon the successful completion of her probationary period as a Mathematics Teacher, effective August 31, 2018.

The appointment to tenure of **Joanna Schoff**, who is professionally certified in the areas of English to Speakers of Other Languages and Spanish Grades 5-9 and permanently certified in the area of Spanish Grades 7-12, upon the successful completion of her probationary period as an English Language Learner Teacher, effective August 31, 2018.

The appointment to tenure of **Joseph Kurnath**, who is professionally certified in the areas of English Language Arts Grades 7-12 and Students with Disabilities Grades 7-12 - English, upon the successful completion of his probationary period as an English Teacher, effective August 31, 2018.

The appointment to tenure of **Michael Muscarella**, who is initially certified in the area of Social Studies Grades 7-12, upon the successful completion of his probationary period as a Social Studies Teacher, effective August 31, 2018.

The appointment to tenure of **Elena Ryck**, who is professionally certified in the area of Music, upon the successful completion of her probationary period as a Music Teacher, effective August 31, 2018.

Leaves of Absence: The granting of a maternity leave and subsequent childcare leave of absence for **Lindsey Remillard**, Elementary Teacher, effective September 1, 2018, and extending to June 30, 2019.

Resignations: The resignation of **Paige Buck**, Mathematics Teacher, effective June 30, 2018.

Per Diem Substitutes:	<u>Candidate</u>	<u>Area of Certification</u>
	Carly Blanding	Uncertified

Non-Instructional

Appointments: The appointment of **Emily Miller**, Teacher Aide Part Time, effective April 9, 2018, at an hourly rate of \$10.40.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 9, 2018, and ending August 17, 2018, at their 2018/2019 rate of pay: **Antwennette Brady, Anita Clark, Sarah Coene, Jacob Dirx, Chelsea Eveleigh, Christine Evans, Maria Gasiewicz, Melissa Hunt, Kelly Jokinen, Karin Ludwig, Paul Mangiamele, Vilmary Osorio, Dana Peterson, Lori Reynolds, Kathy Ryan, Jessica Sisca, Nicole Snyder, and Eric Wachob.**

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 9, 2018, and ending August 17, 2018, at the rate of \$10.40 hourly: **Danielle DiSabato, Kelsey Flynn, and Catherine Wiseman.**

The appointment of **Emily McNeill**, Building Secretary, effective May 15, 2018, at an hourly rate of \$13.93.

The appointment of **Rhonda Dodson**, School Bus Driver, effective April 30, 2018, at an annual rate of \$12,501.

Resignations: The resignation, due to retirement, of **Louise Briscoe**, Teacher Aide, effective April 27, 2018.

The resignation of **David Emery**, School Bus Driver, effective April 16, 2018.

The resignation of **Tomas Rodriguez Ortiz**, Cleaner, effective April 18, 2018.

The resignation of **Christina Czornobil**, Part Time Teacher Aide, effective May 11, 2018.

The resignation of **Adriany Mojica Molina**, Part Time Teacher Aide, effective April 30, 2018.

The resignation of **Karen Heim**, Food Service Helper, effective April 17, 2018.

**Per Diem and
Substitute Positions:**

<u>Candidate</u>	<u>Position</u>
Jared Ritz	Lifeguard
Tavi Miller	Lifeguard
Fredrick Ginder	Lifeguard
Emma Mazzola	Lifeguard
Jeremiah Brownell	Lifeguard
Carolyn Strahs	Typist
Louise Briscoe	Teacher Aide
Andrew Magistrado	Lifeguard
Cory Fischer	Summer Grounds Helper
Jonathan Parker	Lifeguard
Shannon Hay	Teacher Aide
Lilliam Marquez	Food Service Helper
William Merges	Lifeguard
Bobbette Bailey	Teacher Aide
Stephanie Messegee	Teacher Aide
Joseph Decker	Teacher Aide
John Crandall	School Bus Driver
Cara Ike	Typist
Adriany Mojica Molina	Teacher Aide

Junior High School Goals

Responsibility: Brian Gee

Due Date: June 30, 2018

District Goal #1

The Victor Central School District will improve academic achievement and performance for every student.

District Student Learning Objective #1

By the end of the 2019-2020 school year, students will demonstrate the ability to critically evaluate, interpret, and apply information from non-fiction texts in a relevant and creative manner.

District Student Learning Targets

The cohort scores for students taking the OECD Test for Schools (based on PISA) in the Spring of 2020 will be at least a 638 in reading, 635 in mathematics and 644 in science.

<i>OECD Test for Schools (Based on PISA) - Reading</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	538	**	532			
<i>Target</i>	538	538*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Mathematics</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	535	**	543			
<i>Target</i>	535	535*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Science</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	544	**	550			
<i>Target</i>	544	544	550	555	560	565

**Targets are subject to change based on additional data from future administrations of the OECD test.*

***2016 scores are not available due to testing problems during the administration of the on-line pilot of these assessments.*

Building Student Learning Objective #1

All students will engage in ongoing learning opportunities aligned to the district vision for student academic achievement leading to 100% of our students achieving proficiency or mastery on the anchor standards for their courses. This will be measured by their end-of-year summative assessments.

Priority Area:

If we focus on the use of end-of-year summative assessment mapping data, State testing data, and progress monitoring to inform our instruction *then* we will see an increase in the learning opportunities aligned to the district vision for student academic achievement.

Evidence (formative/summative/anecdotal data):

Anchor Standards Data			
7 th and 8 th Grade Combined			
	June 2017	June 2018	Target
ELA	90%		100%
Social Studies	86%		100%
Math	85%		100%
Science	84%		100%

NOTE: Percents based on local final exam assessments.

Steps Taken:

- Redesigned our PLC teams to more closely align AIS classroom teachers to grade level specific teams
- PLC Smart Goals were established that are focused on specific standards our 2017 year-end data pointed to as needs for our students.
- Smart Goals are set in various increments of 10, 20, or 40 weeks.
- Partnering with U of R for math and science professional development aligned to curriculum development and assessment practices.
- Standards leaders are working alongside department members to analyze student performance data and engage in coaching cycles to target specific instructional practices to address PLC goals and departmental focal points.

District Goal #3

The Victor Central School District will promote the social, emotional and physical development of every student.

District Student Objective #1

Students will engage in opportunities that foster the development of self-awareness, personal responsibility, teamwork, acceptance and leadership.

Building Student Objective #1

VJH will focus on engaging students in new opportunities to develop social, emotional and physical well-being and participate in cooperative and social activities. This will be measured through the effectiveness of our R3 Committee events and a Spring 2018 student survey.

Priority Area:

If we provide two activities celebrating our R3 expectations where students connect with faculty/staff in less traditional ways *then* students will build positive relationships with trusted adults.

Evidence (formative/summative/anecdotal data):

Results from a comprehensive student, parent, and staff survey that will be administered in Spring of 2018. This survey is going to be built in collaboration with our VJH Building Council.

Steps Taken:

1. Wrote and administered a student survey that was administered to all students in January 2018.
2. Building Council has begun to analyze the results of the student survey.
3. Focus of the survey was to gain a better understanding of the connections students are making to the school community, one another, and to some extent the Victor-Farmington community. We also drafted questions designed to gain a better understanding of the interactions between students.
4. We have expanded opportunities for students to learn from and visit a wide-range of positive adult models through a guest speaker series, off campus visits, and hosting all school events.
5. Partnered with PTSA and teachers for two new opportunities for VJH students: Beach Theme Activity Night and JCC travelling performance about the Holocaust, *Sharing Survivors' Stories through the Arts*.
6. Continued to support the community with food drives, visits to local adult living facilities, and fund-raising efforts.
7. Expanded our Club Expo to connect with parents.
8. Planned an all school student driven year-end assembly to promote R3 and create opportunities for students and teachers to interact outside of the classroom.
9. Teacher musicians playing alongside student performance groups at yearly concerts.
10. Hosted the inaugural R3 3-on-3 basketball tournament.
11. Continued our work with Social Media Guardians and *Pause Before You Post*.

Senior High School Goals

Responsibility: Yvonne O'Shea

Due Date: June 30, 2018

District Goal #1

The Victor Central School District will improve academic achievement and performance for every student.

District Student Learning Objective #1

By the end of the 2019-2020 school year, students will demonstrate the ability to critically evaluate, interpret, and apply information from non-fiction texts in a relevant and creative manner.

District Student Learning Targets

The cohort scores for students taking the OECD Test for Schools (based on PISA) during the 2017-2018 school year will be at least a 598 in reading, 595 in mathematics and 604 in science.

<i>OECD Test for Schools (Based on PISA) - Reading</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	538	**	532			
<i>Target</i>	538*	538*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Mathematics</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	535	**	543			
<i>Target</i>	535*	535*	540*	545*	550*	555*

<i>OECD Test for Schools (Based on PISA) - Science</i>						
	2014	2016	2017	2018	2019	2020
<i>Cohort Score</i>	544	*	550			
<i>Target</i>	544	544	550*	555*	560*	565*

*Targets are subject to change based on additional data from future administrations of the OECD test.

**2016 scores are not available due to testing problems during the administration of the online pilot of these assessments.

Building Student Learning Objective #1

During the 2017-2018 school year, Victor Senior High School students will participate in engaging, relevant and personalized learning experiences.

Evidence (formative/summative/anecdotal data):

- Quantitative and qualitative data will be collected regarding

Areas of Focus to Improve Learning	
Personalized Learning Experiences	Personalized learning is tailoring learning for each student's strengths, needs and interests – including enabling student voice and choice in what, how, when and where they learn – to provide flexibility and supports to ensure mastery at the highest standards possible (Education Elements).
Incorporating Additional Literacy Instruction	“Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives.” – <u>The Educator</u> Technology has made reading and writing the most important two skills needed to engage with computers, internet, smart phones, and tablets. In all aspects of their lives, young people need constant literacy training to increase their success.
Increasing authentic and relevant experiences	When students are engaged in real-world problems, scenarios and challenges, they find relevance in the work and become engaged in the learning. An authentic assignment is one that requires application of what students have learned to a new situation, and requires teachers to carefully discern what information and skills are relevant and how they should be used.

Steps Taken:

Professional Development during August 30th Conference Day:

- Teachers led mini-workshops for their colleagues on topics such as: Increasing Literacy in the Content Areas, On-Line Courses, Mastery Grading, Mindfulness and Teaching with Poverty in Mind. Each teacher selected and attended three workshops.

Professional Development on October 27th Conference Day:

- Jessica Sheridan from W-FL BOCES led a 3-hour Personalized Learning Workshop for all teachers at VSHS.
- Guest presenter from the University of Rochester worked with Science Department on how to transform traditional labs to more student-centered, inquiry based labs.
- Guest presenter from Greece Central School District worked with Math Department on Mastery Grading and Personalized Learning.

PERSONALIZED LEARNING in English, Science and Math classes:

- Tim Caughlin (Pre-AP9), Mallory Horsfall (11R), Matt Mayne (11R), LeeAnne Birkemeier (AP10) and Colleen Collier (AP10) have all practiced personalized learning within their classrooms. Tim implemented this strategy as a means of introducing students to *A Christmas Carol* and the time period of the novella. Mallory and Matt both utilized this to introduce students to the topic of Transcendentalism. LeeAnne and Colleen used personalized learning to better assist student comprehension of Plato's *Allegory of the Cave*.
- Personalized Learning strategies were used in the following science classes: Todd Thompson-Chemistry, Laura Dunbar, Matt Halloran, Tara Harradine- in the Human body Unit for Regents Biology; Amy Rotoli-Physics review
- Algebra 1 teachers (Mandell, Knickerbocker, Palmer, Stock) collaborated to use a "flipped" classroom style of learning for three out of their nine units of study. Students watch videos for homework to get a general understanding of the main concept and do some initial practice. They bring their questions to class and then spend class time asking questions and practicing the concept. This allows students to progress at their own rate according to their level of understanding. This is also being done in some of the Algebra 2 classes as well (Mandell and Knickerbocker).

INCREASING LITERACY INSTRUCTION:

- LeeAnne Birkemeier did significant research on ways to improve reading comprehension for her National Board Certification requirements. She is embedding these strategies within her PreAP 9 and AP 10 Language and Composition classes.
- Kristina Sykes (Science Standard Leader) consulted with Colleen Collier (English Standards Leader) for how to use literacy strategies, such as close reading, within the Chemistry curriculum.
- In Algebra 2, the Probability and Statistics units were revised so that students are required to read more on their own. Students are being encouraged and supported to learn through the written material rather than all of the information being delivered by the teacher.

AUTHENTIC AND RELEVANT LEARNING EXPERIENCES:

- Danyelle Westbook helped facilitate a field trip to the Nazareth College library for English 12 Regents classes. This was planned to coincide with students starting their research paper. While they were at the library, Nazareth faculty talked to our students about the requirements and expectations for an average freshman composition class.
- Science teachers are finding that the implementation of POGIL (Process Oriented Guided Inquiry Learning) exercises makes classes more relevant. These are being used by the following teachers: Karen Brion-AP Biology; Dave Porter-AP Biology and Regents Biology; Laura Dunbar, Matt Halloran, Tara Harradine, Tenny Stoutenburg-Regents Biology; Eric Dahlstrom, Kristina Sykes, Alyse Wuest-Regents Chemistry
- Phenomenon-based lessons are being used in the following science classes: Karen Brion, Dave Porter-AP Biology, Tara Harradine-Regents Biology: Tony Montone: Earth Science Kristina Sykes, Todd Thompson, Alyse Wuest-Chemistry
- Field trips continue to support the application of scientific principals in the following classes-Steve Cronmiller-AP Environmental Science, Alyse Wuest-Forensics (Rochester Crime Lab).
- In Pre-Algebra, students gave presentations about where they encounter parabolas in the real world (ie: Eiffel Tower, Coliseum, the McDonald's arch, a banana). In the last unit of the year, they will study statistics through the game of baseball and the movie Moneyball based on the true story of the Oakland A's where mathematical statistics were used to revamp the organization.
- In Algebra 2, the Statistics and Probability Units was revised to be more hands-on with contextual situations making the more complex concepts easier to understand.

District Goal #3

The Victor Central School District will promote the social, emotional and physical development of every student.

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.

Evidence (formative/summative/anecdotal data)

- Freshmen Orientation Survey Results
- Conflict Form Data
- School Culture Survey (End of Year and by sub-groups)
- Exit Interview Data

Steps Taken:

- Positive posters from Student Council and the Partnership for Ontario County were hung throughout the high school in August for opening days.

- Amy Shannon is leading a new student group: The Positive School Climate Committee to spread positivity and kindness with activities throughout the school year.
- Teachers were more intentional with utilizing “getting to know you” activities on the first days of classes in order to foster positive teacher-student relationships.
- Class meetings were held on September 12 and 14: Scott Fitch gave his “Pause Before You Post” message about being a caring school community and cautions about social media.
- In October, Brian Siesto and Nate Bowerman addressed all 9th graders in English classes to encourage a positive transition to the high school.
- #ICanHelp assemblies were held for all grade levels and parents on October 23, 2017. The assemblies were sponsored by PTSA.
- Student Council sponsored an inspirational speaker named Houston Kraft to share his messages about character, leadership, compassion, and kindness. He was very positively received. Students related to his stories and want to promote the message at VHS.
- The student-led Positive School Climate Committee implemented a number of school-wide activities to spread positivity and kindness. They sold “Choose Kind” t-shirts and stickers, organized an “Orange Crush” delivery for Valentine’s Day and sponsored a teacher and student appreciation with tacky Christmas sweatshirts.
- Link Crew helped recognize our seniors on May 1st, Decision Day, with a before-school gathering. Group pictures were taken with faculty and coffee and donuts were available.
- A Human Library for seniors is being planned for May 23. Danyelle Westbrook and Deb McManis are helping a group of senior leaders in selecting topics and finding “books”.

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 well being of all stakeholders.

Evidence:

- Sub-Group Performance Data
- Survey Results
 - New Students
 - Focus Groups
 - Culture Feedback

Steps Taken:

- Positive colleague messages were shared with high school faculty during the August Conference Days.
- Leah Daniels-Farren led Mindfulness activities at September Faculty Meeting
- Human Library activity was held for all high school faculty and staff during the October 6th half day.

- Eight high school staff members began attending TIG Training to understand mental health and prepare for significant incidents of trauma, illness or grief in our district.
- Hosted an #ICanHelp presentation for parents of students in grades 5-12 on October 23, 2017. The presentation was sponsored by PTSA.
- The high school administration has upgraded the weekly faculty newsletter to include more interesting features. Included are many pictures of daily classroom activities, extracurricular events, tips for the classroom and a featured employee of the week.
- To build camaraderie among a large high school, the staff participated in a Crockpot Luncheon for the half day in February.
- A Health and Wellness event was held on the afternoon of our March 16 Conference Day for JH and SH staff members. Workshops were led by Victor faculty and staff and included topics such as healthy meal preparation, functional strength training, music therapy, yoga, rock climbing, spinning and painting mandala rocks. This was an extremely positive day for staff members to connect with colleagues.

Transportation Department Goals

Responsibility: Darren Everhart

Due Date: June 30, 2018

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #1

All Department services will be enhanced through a process of continuous improvement.

Transportation Department Target

The Transportation Department will continue to provide a high level of customer service.

Transportation Department Strategy #1:

Throughout the 2017-18 school year, the Transportation Department will stay current on the best practices related to the transportation of students, and develop a plan to increase customer satisfaction.

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken: Staying current in the school bus world is a huge challenge, as the laws and regulations are continuously changing. However, there are many ways that we stay current. First, we subscribe to a service that sends us updates to the NYS Vehicle and Traffic Law. Additionally, we subscribe to numerous periodicals that provide articles on the latest trends and challenges facing the industry, including student discipline, driver retention, safety and security, and serving the students/parents.

We also stay in close contact with the various government entities that regulate our industry. Those entities include NYS Department of Transportation (DOT), NYSED, and NYS Department of Motor Vehicles (DMV). We do this through attendance at conferences and training seminars.

We are constantly training our employees on the concept of "customer service", and I believe our practices reflect that. For example: pulling your bus over to let cars go by, very few restrictions on daycare changes, bus cameras, and a well regulated lost and found.

Transportation Department Strategy #2:

Throughout the 2017-18 school year, the Transportation Department will monitor the efficacy and performance of the parent portal feature of our computer routing program.

Evidence of Accomplishment:

A list of steps taken will be reported through this document.

Steps Taken: Last August, we launched the new parent portal. I am happy to report that it was nearly flawless. With the exception of a handful of parents whose e-mail addresses were no longer in service, we provided bus time/location information to over 4400 parents without printing a single sheet of paper. Since then, we have used the portal as we make small changes to routes. The portal was well received by nearly every single parent, and our opening day was one of the smoothest I can remember.

Transportation Department Strategy #3:

Throughout the 2017-18, the Transportation Department will provide training and guidance on best practices when transporting students with special-needs.

Evidence of Accomplishment:

A list of steps taken will be reported through this document

Steps Taken: NYS mandates that all school bus drivers and monitors receive at least two hours of instruction in special-needs best practices annually. Victor goes above and beyond that minimum standard. For example, at the end of August we provide our drivers and monitors with an all day training (6 hours) which included extensive discussion centered around transporting students with special-needs. In February, we conduct three hours of training in many subjects including dealing with special-needs students. Additionally, throughout the school year, we reach out to our teacher population for help/training about specific special-needs children we are working with.

Human Resource Office Goals

Responsibility: Jim Haugh

Due Date: June 30, 2019

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #2

All Department services will be enhanced through a process of continuous improvement.

Human Resource Office Target

The Human Resource Office functions will remain effective and efficient.

Human Resource Office Strategy #1

By June 30, 2019 the VCSD will have a review cycle established to revise instructional, non-instructional and administrative job descriptions

Evidence of Accomplishment:

Job descriptions will be shared with the Superintendent by June 30, 2019.

Steps Taken:

Description templates for positions in the following departments are under review:

- 8 Administrative
- 4 Central Office
- 3 Facilities
- 5 Food Service
- 6 Transportation
- 13 Administrative assistant

Human Resource Office Strategy #2

By June 30, 2019 the VCSD will have developed Affordable Health Care Act implementation and monthly compliance processes that is aligned with how we onboard employees.

Evidence of Accomplishment: A plan will be submitted to the Board of Education.

Steps Taken:

The VCSD ACA tracking process is aligned with payroll processing throughout 17-18. Submissions are done on a quarterly basis to Paragon Compliance (formerly HB Solutions)

Facilities and Grounds Department Goals

Responsibility: Chris Marshall

Due Date: June 30, 2018

District Goal #4

The Victor Central School District will provide services that support the instructional program, maximize resources and improve customer service.

District Target #1

All Department services will be enhanced through a process of continuous improvement.

Facilities and Grounds Department Target

The Facilities and Grounds Department will continue to ensure that our buildings and campus are safe and welcoming.

Facilities and Grounds Department Strategy #1:

By June 30, 2018, continue to train existing and new staff members in the cleaning department with a focus on the details and accountability.

Evidence of Accomplishment:

A plan will be submitted to the Superintendent of Schools and shared with the Administrative Team.

Steps Taken:

New space by space task lists have been developed and distributed to the cleaning staff. All cleaners have been trained on the details of the new procedures. Room by room spot checks have been instituted to verify cleanliness.

Facilities and Grounds Department Strategy #2:

By June 30, 2018, continue to implement the capital project plan in collaboration with the Superintendent of Schools and Business Official.

Evidence of Accomplishment:

A plan will be submitted to the Board of Education.

Steps Taken:

The capital project has been approved by the State Education Department. The project bids came in on budget. The construction is scheduled to start this summer.

Facilities and Grounds Department Strategy #3:

By June 30, 2018, continue to implement Smart Schools Bond Act project in collaboration with the Director of Computer Services.

Evidence of Accomplishment:

A plan will be submitted to the Superintendent of Schools and Board of Education.

Steps Taken:

Rescind

VICTOR CENTRAL SCHOOL DISTRICT Field Trip Request Form

Instructions:

Complete and submit to your building principal three weeks in advance*.

* Extended trips, out of state, out of country, and/or overnight trip forms must be forwarded to the Superintendent a minimum of one week prior to a scheduled Board of Education meeting AND six months prior to the proposed trip..

Teacher(s) Initiating Request: Eric Everhart School: JH/SH

Course/ Grade Level of students/club for trip: 7-12

Check appropriate type of field trip:

required curricular trip non-required co-curricular extra curricular

Logistics of Trip

Destination (include exact address): Welcome Stadium, Dayton Ohio

Estimated Number of Students: 95 Round Trip Mileage: 900

Departure: Date 9/21/18 Time 6⁰⁰ am Return: Date 9/23/18 Time 10⁰⁰ pm

Have both the District and building calendars been checked for conflicts, etc. yes no

Estimated Number of Chaperones: Teachers: 2 Parents: 20 Other: 10

Names of Chaperones will be submitted to the Building Principal for approval prior to the trip.

Type of Transportation: Motorcoach

Arrangement for meals (if necessary): _____

Cost:

Estimated Cost Per Student: _____

Event Fee: _____

Travel: _____

Meals: _____

Other: _____

Total: \$ 360
Approximate

If fundraising is involved, please describe: our annual trip is funded through the Victor Band Boosters

Received

Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the period of this field trip.

Enc Everhart + Tom Cheevers will need subs for
September 21, 2018

TO BE COMPLETED BY THE BUILDING PRINCIPAL

Approved Not Approved

Yum O'Shea
Principal's Signature

2/6/18
Date

Approved Not Approved

[Red Signature]
Director of Transportation's Signature

2-6-18
Date

Approved Not Approved

K. Swana 2/8/18
Associate Superintendent's Signature

RECEIVED
FEB 07 2018
Victor Central School
Assoc Superintendent's Office
Date

VICTOR CENTRAL SCHOOL DISTRICT
Field Trip Request Form

Instructions:

Complete and submit to your building principal three weeks in advance*.

* Extended trips, out of state, out of country, and/or overnight trip forms must be forwarded to the Superintendent a minimum of one week prior to a scheduled Board of Education meeting AND six months prior to the proposed trip..

Teacher(s) Initiating Request: STEVE CROMMILLER School: VHS

Course/ Grade Level of students/club for trip: SEAS CLUB

Check appropriate type of field trip:

required curricular trip non-required co-curricular extra curricular

Logistics of Trip

Destination (include exact address): AZORES

Estimated Number of Students: 15-20 Round Trip Mileage: _____

Departure: Date 4/12/19 Time 2pm Return: Date 4/19/19 Time pm

Have both the District and building calendars been checked for conflicts, etc. yes no

Estimated Number of Chaperones: Teachers: 2 or 3 Parents: _____ Other: _____

Names of Chaperones will be submitted to the Building Principal for approval prior to the trip.

STEVE CROMMILLER + TBD

Type of Transportation: AIRPLANE + TOUR BUS

Arrangement for meals (if necessary): Included

Cost:

Estimated Cost Per Student:

Event Fee: _____ Meals: _____ Total: 2485
Travel: _____ Other: _____

If fundraising is involved, please describe: PRODUCE SALE (ANNUAL

LOCAL PRODUCE)

Please note any scheduled teaching assignments (classes, study halls, supervisory assignments, etc.) that will need coverage during the period of this field trip.

NA

TO BE COMPLETED BY THE BUILDING PRINCIPAL

Approved Not Approved
Yvonne O'Shea _____ 4-9-18
Principal's Signature Date

Approved Not Approved

Director of Transportation's Signature 4-16-18
Date

Approved Not Approved
K. Swann 4/25/18 _____
Assistant Superintendent's Signature
RECEIVED
APR 16 2018
Director Central School
Date Superintendent's Office

CO-CURRICULAR AND/ EXTRA-CURRICULAR OVERVIEW SHEET
(to be completed by the Lead Teacher for this field trip)

Itinerary (for overnight or extended trips, please attach detailed summary of specifics)

Attached

Will you be requesting this trip again next year? YES NO

1. What does this field trip accomplish that an in-school activity could not?

Attached

2. What pre-field trip activities are you planning to do to complement the field trip?

ES curriculum

APES curriculum

**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

School Counseling Program

The District shall design a comprehensive developmental school counseling program K-12, in coordination with the teaching staff and any appropriate pupil personnel service providers, to:

- prepare students to participate effectively in their current and future educational programs;
- provide information related to college and careers, and
- assist students who may exhibit challenges to academic success including, but not limited to, attendance or behavioral concerns and, where appropriate, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports.

School Counselors will:

- provide additional direct student services as necessary such as crisis response, group counseling, and assisting students that exhibit attendance, academic, behavioral or adjustment concerns while encouraging parental involvement;
- provide referrals to appropriate licensed professionals, as needed;
- provide an annual individual progress review plan for students in grades 6-12 which shall reflect each student's educational progress and career plans; and
- develop a school counseling plan that includes program objectives, activities, program development and maintenance planning, school counseling, curriculum development, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

Policy References: 8 NYCRR §100.2(j)

Adoption Date: 7/10/2000
4000 - Instruction